

# Project 2023-2024

## Abstract

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### **PROBLEMS FACED BY THE PRIMARY SCHOOL TEACHERS IN THE IMPLEMENTATION OF ENNUM EZHUTHUM PROGRAMMES AND PROBABLE SOLUTIONS TO ITS INTRODUCTION**

The implementation of Ennum Ezhtum programs poses significant challenges for primary school teachers, as they navigate complex educational landscapes. These challenges encompass diverse aspects such as curriculum alignment, pedagogical strategies, assessment methodologies, and classroom management techniques. The effective execution of these programs requires a nuanced understanding of student needs, differentiated instructional approaches, and adeptness in leveraging educational technologies. However, teachers often encounter obstacles related to limited resources, inadequate training, time constraints, and varying student readiness levels. These hurdles can impede the seamless integration of Ennum Ezhtum initiatives into everyday teaching practices, hindering the attainment of desired learning outcomes. In this study, the researcher aims to identify these challenges comprehensively, analyze their impact on teaching and learning processes, and propose viable solutions to enhance the efficacy of Ennum Ezhtum programs in primary school settings.

### **NEED AND SIGNIFICANCE OF THE STUDY**

The need and significance of studying the problems faced by primary school teachers in implementing Ennum Ezhtum programs and finding probable solutions to these issues lie in several critical areas. Firstly, understanding these challenges is crucial for educational policymakers, curriculum developers, and teacher training programs to design targeted interventions and support mechanisms. By identifying the specific hurdles that teachers encounter, stakeholders can tailor professional development initiatives and resource allocation strategies to enhance teachers' capacity to deliver Ennum Ezhtum programs effectively. Additionally, addressing these challenges is essential for ensuring equitable access to quality education, as successful implementation of such programs directly impacts students' learning outcomes and overall educational experiences. Moreover, this study contributes to the existing literature on teacher professional development and educational reform efforts, offering insights into best practices and evidence-based strategies for improving teaching and learning in primary school settings. Ultimately, by investigating these issues and proposing viable solutions, this study aims to foster positive changes in primary education, benefitting both teachers and students alike.

## **OBJECTIVES**

1. To identify Problems in teaching through Ennum Ezhuthum (EE) classroom.
2. To identify Problems in assessments in the implementation of Ennum Ezhuthum classroom.
3. To gather information on classroom management problems in the Ennum Ezhuthum classroom.
4. To collect possible suggestions for addressing Ennum Ezhuthum classroom problems.

## **RESEARCH QUESTIONS**

1. What specific challenges do primary school teachers encounter during the implementation of Ennum Ezhuthum programmes?
2. How do these challenges impact the teaching and learning processes in the classroom?
3. What strategies do primary school teachers currently employ to address these challenges?
4. What are the perceptions of primary school teachers regarding the effectiveness of Ennum Ezhuthum programmes in enhancing student learning?
5. What probable solutions can be identified to mitigate the challenges faced by primary school teachers in implementing Ennum Ezhuthum programmes?

## **METHODOLOGY**

### **Method**

The present study adopted a qualitative method

### **Sample**

The participants in the study were teachers responsible for instructing in both government and government-aided schools within the Nagappattinam block. The selection of these participants was carried out using non-random sampling techniques, specifically convenience and snowball sampling. Convenience sampling was used to simplify the selection process by involving participants already engaged in the study. These initial participants then recruited additional participants, justifying snowball sampling as the main technique. Consequently, 20 teachers from various schools, including National Primary School, PN Bank, National Primary School, Nattuvar West School, Municipal Primary School, Nagapattinam, Municipal Primary School, Palpannaicehrry, PUPS Nithanamangalam, PUPS Periyariyankudi, PUPS Puliur, CSI Primary School, Keeraikottai, Municipal Primary School, Melakottaivasal, PUMSKeechankuppam, MPS Nagapattinam schools, PUPS Papakoil, PUPS Thetthi, PUPS Newkallar, PUPS, Akknipettai, MMS, Kallukera street, PUPS Sellur, PUPS Ivanallur, PUPS Veernakudikadu, PUPS Pogainathur (North), participated in the semi-structured interviews.

### **Tool**

In the study exploring the difficulties faced by primary school teachers in addressing problems with the implementation of the Ennum Ezhuthum programme, a semi-structured interview approach is employed.

### **Data Analysis**

Thematic Analysis was used in this study

## **FINDINGS**

The study revealed several challenges and feasible solutions related to learning and teaching activities, evaluation and classroom management within the Ennum Ezhuthum program:

### **Learning and Teaching Activities Challenges**

- Arumpu level students require continuous training and individual attention for effective learning outcomes.
- Challenges include adapting activities to different levels, managing time constraints, and integrating teaching materials seamlessly.
- Students struggle with writing proficiency, spelling, and comprehension in Tamil language learning.
- Pronunciation, reading comprehension, and responding to stories pose significant challenges.
- Specific areas like counting and writing skills in English present hurdles for students.
- Integrating teacher-controlled activities and implementing curriculum activities as per the Ennum Ezhuthum framework are challenging.
- Sequencing activities for subtraction, changing problem types, and recognizing number structures are areas of difficulty in math education.
- Individual attention, heterogeneous teaching environments, and completing planned activities are key challenges.
- Limited time constraints, adapting activities for different learning levels, and incomplete activities are significant challenges.
- Integrating teaching materials like teacher's handbooks, students' workbooks, and textbooks requires careful planning and execution.
- Limited phonics instruction, challenges in individualized instruction, and time constraints affect reading proficiency.
- Writing proficiency faces hurdles like insufficient time for differentiated instruction and challenges in developing specific activities.

### **Solutions for Learning and Teaching Activities**

- Ensure regular and consistent training for students, especially at the Arumpu level.
- Provide individualized attention to cater to the specific needs of each student.
- Organize and systematically deliver instructions to aid comprehension and retention.
- Include additional content during training sessions to reinforce learning.
- Use simple sentences for reading practice and ensure regular practice sessions.
- Emphasize pronunciation and reading comprehension through continuous practice.
- Provide training in problem-solving skills and handling number patterns.
- Continuously train students in sequencing activities and recognizing number structures.
- Increase teaching time and allow flexibility in handling learning levels independently.
- Select and focus on activities that are most beneficial and feasible within the time constraints.
- Plan and execute teaching materials integration carefully, limiting teaching sessions.
- Use individual modules to match the learning levels of students.
- Provide continuous training in phonics and literacy, focusing on individual needs.
- Prioritize individualized learning for students at the basic level.
- Ensure continuous and extensive writing training, focusing on letter sequences and individualized attention.
- Use holidays and break times effectively to conduct additional training and activities.

- Manage EMIS registrations and work-related tasks efficiently to maximize teaching time.
- Utilize talented students to assist in training and group coaching.
- Focus on overcoming fear and hesitation through confidence-building activities and group interactions.

### **Evaluation Challenges**

- Intermediate-level students need more time for assessments, and evaluating English course exercises comprehensively is difficult.
- Completing standard operations during assessments and maintaining test integrity are challenges.
- Risk aversion in assessments, delays in evaluating course notes, and overemphasis on practice manuals are common challenges.
- Ensuring fair and comprehensive evaluations across coursework activities is a priority.
- Individual explanations for questions, unreliable internet connectivity, and difficulties for students unfamiliar with online tools are challenges.
- Ensuring smooth online assessment experiences for all students is crucial.
- Challenges include conducting directory tests effectively, managing assessments for few students, and maintaining test confidentiality.
- Ensuring accurate assessments and providing fair feedback are key considerations.

### **Solutions for Evaluation Challenges**

The study proposed several feasible solutions to address the identified evaluation challenges:

- Allocate additional time for intermediate-level students to complete their assessments.
- Simplify the number of activities in the English course to make evaluation more manageable.
- Ensure practice sheets are completed and signed daily to track progress.
- Schedule separate classes dedicated to the evaluation of coursework activities.
- Encourage the use of notepads in the classroom to facilitate timely evaluation and reduce reliance on practice manuals.
- Minimize the need for online assessments and opt for written assessments where feasible.
- Allocate additional days for assessments to accommodate internet connectivity issues.
- Ensure students take online exams separately to maintain confidentiality and fairness.
- Conduct assessments in small groups to manage individual attention effectively.
- Take and evaluate individual students separately to prevent revealing answers to the entire class.
- Provide continuous training on understanding and responding to directory test questions.
- Simplify directory tests to make them more accessible to students.
- Emphasize the importance of written examinations and gradually transition students from oral to written assessments.

### **Classroom Management Challenges:**

- Arumpu level students face challenges in adapting to the classroom environment and joining school initially.
- Managing conflicts between different learning levels and fostering a conducive learning environment for all students are priorities.
- Insufficient time, student attention issues, and conflicts between learning levels impact engagement.
- Ensuring active participation and meaningful learning experiences for all students are challenges.

- Building effective teacher-student relationships, addressing s, and managing conflicts require attention.
- Establishing a positive classroom atmosphere conducive to learning is crucial.
- Managing sports-related distractions, addressing quick task completion implementing standardized discipline interventions are challenges.
- Ensuring fair and consistent disciplinary measures and addressing effectively are priorities.
- Implementing interventions to standardize discipline and ensuring consistent disciplinary actions across all students are key challenges.
- Establishing clear guidelines and protocols for disciplinary actions is crucial for classroom management.

### **Solutions for Classroom Management Challenges**

The study proposed several feasible solutions to address the identified classroom management challenges:

- Implement level-wise play and coaching to help Arumbu level students adapt.
- Teach intermediate-level students using play methods.
- Consider assigning a separate teacher for Arumbu level students to provide more focused attention.
- Schedule activities and exercises without disrupting the school day.
- If feasible, create separate classes to better manage varying learning levels.
- Design activities that are engaging and appealing to all students to maintain their attention.
- Use storytelling to teach values and ethics, which can help mitigate conflicts and build better relationships.
- Seat students according to their class levels to reduce conflicts and enhance focus.
- Foster an environment where students feel secure and fearless, encouraging open communication and engagement.
- Provide patient counseling to address behavioral issues.
- Encourage collaboration between different learning levels by having Cane and Bud stage students engage in activities with Flower stage students.
- Create structured activities that keep students occupied and reduce disruptive behaviors.
- Group students for easier management and control.
- Motivate students by organizing activities and rewarding their efforts with prizes.
- Establish and communicate clear guidelines and protocols for disciplinary actions to ensure fairness and consistency.

### **CONCLUSION**

The study on the Ennum Ezhuthum programs reveals significant challenges in curriculum implementation, instructional strategies, assessment practices, classroom management, and technology integration. Teachers demonstrated resilience and dedication in adapting to new methodologies. Key issues include managing diverse learning levels, ensuring student engagement, fostering positive teacher-student relationships, and maintaining consistent disciplinary measures. Solutions involve targeted professional development, technological support, collaborative learning communities, and increased parental involvement. Implementing effective classroom management strategies, such as level-wise play, storytelling, and patient counseling, can create a more inclusive and effective learning environment, leading to better educational outcomes.

## EDUCATIONAL IMPLICATIONS

The study's implications highlight the necessity of aligning Ennum Ezhtum programme materials with existing curriculum standards and teaching practices to ensure effective implementation. Ongoing professional development opportunities are essential to equip teachers with the skills needed for successful programme delivery, including simplifying language and providing clear instructions. Additionally, developing comprehensive resources such as handbooks, workbooks, and supplementary materials is crucial for supporting teachers and promoting student engagement. Collaborative planning sessions among teachers and strengthening partnerships with parents further enhance the programme's effectiveness and contribute to continuous improvement in primary education.

