

RESEARCH PROJECT REPORT

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



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CERTIFICATE

It is certified that the Project entitled “**PROBLEMS FACED BY THE PRIMARY SCHOOL TEACHERS IN THE IMPLEMENTATION OF ENNUM EZHUTHUM PROGRAMMES AND PROBABLE SOLUTIONS TO ITS**” is an original and independent work done by **Dr.G.KAMARAJAN**, Senior Lecturer, District Institute of Education and Training, Kurukkathi, Nagapattinam Dist . It has not previously formed the basis for any other project work or for any award.

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DECLARATION

I hereby declare that the Project entitled **“PROBLEMS FACED BY THE PRIMARY SCHOOL TEACHERS IN THE IMPLEMENTATION OF ENNUM EZHUTHUM PROGRAMMES AND PROBABLE SOLUTIONS TO ITS ”** is an original and independent work done by me and it has not formed the basis for any other programme, project work or any award.

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Project 2023-2024

Abstract

Name of the DIET : District Institute of Education and Training,
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Title :

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, PUMS Keechankuppam, 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.



CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

Primary education serves as the cornerstone of a child's academic journey and is fundamental in shaping their cognitive and social development. Effective primary education programs are crucial for laying the groundwork for future learning and overall educational achievement. In this context, the Ennum Ezhuthum Programmes have been introduced to bolster foundational literacy and numeracy skills among primary school students. These programmes are designed to ensure that every child attains the necessary competencies in reading, writing, and arithmetic, which are essential for their academic progression and lifelong learning. Despite the well-intentioned objectives and structured frameworks of the Ennum Ezhuthum Programmes, primary school teachers encounter numerous challenges in their implementation. These challenges range from inadequate training and lack of resources to large class sizes and insufficient administrative support. Addressing these challenges is critical for the successful implementation of the Ennum Ezhuthum Programmes and for achieving the desired educational outcomes. This study aims to identify the problems faced by primary school teachers in implementing the Ennum Ezhuthum Programmes and to explore potential solutions to these problems. By understanding and addressing these challenges, the study seeks to contribute to the enhancement of primary education and the overall success of the Ennum Ezhuthum Programmes.

The Ennum Ezhuthum Programmes were initiated as part of a broader effort to improve the quality of primary education by focusing on foundational literacy and numeracy. Recognizing the importance of these basic skills, the programmes aim to provide a systematic approach to teaching and learning, ensuring that students acquire the essential competencies needed for their academic and personal development. Primary school teachers play a pivotal role in the implementation of these programmes. Their ability to effectively deliver the curriculum and engage students in the learning process is crucial for the success of the Ennum Ezhuthum Programmes. However, teachers often face a range of obstacles that impede their efforts. These obstacles include inadequate training, lack of resources, large class sizes, and insufficient administrative support. Inadequate training means many teachers do not receive sufficient guidance on the specific methodologies and instructional strategies required for the Ennum Ezhuthum Programmes, which can hinder their ability to effectively deliver the curriculum. The lack of resources, such as teaching materials, classroom aids, and technology, further complicates the implementation, especially in under-resourced schools. Managing large class sizes presents another significant challenge, making it difficult for teachers to provide individualized attention and support to each student. Additionally, a lack of administrative support can affect teachers' motivation and ability to implement the programmes successfully. Addressing these challenges is essential for enhancing the effectiveness of the Ennum Ezhuthum Programmes. This study seeks to identify the specific problems faced by primary school teachers and to

explore viable solutions to these problems. By providing insights into the challenges and potential solutions, the study aims to contribute to the development of policies and practices that support teachers and improve the quality of primary education. In conclusion, the successful implementation of the Ennum Ezhuthum Programmes is critical for achieving the desired educational outcomes and ensuring that every child acquires the foundational literacy and numeracy skills necessary for their academic and personal development. This study aims to address the challenges faced by primary school teachers in implementing these programmes and to propose practical solutions that can enhance their effectiveness.

1.2 IMPORTANCE OF PRIMARY EDUCATION IN OVERALL EDUCATIONAL DEVELOPMENT

Primary education is fundamental to overall educational development as it lays the essential groundwork for lifelong learning and personal growth. It provides children with their first formal learning experience, shaping their cognitive, emotional, and social development. During these formative years, children acquire basic literacy and numeracy skills, which are crucial for their academic success in higher levels of education. Primary education also fosters critical thinking, problem-solving abilities, and the capacity for independent learning, all of which are vital skills for future educational pursuits and professional life.

Furthermore, primary education plays a pivotal role in promoting equity and social cohesion. By ensuring that all children, regardless of their background, have access to quality education, it helps to bridge socio-economic disparities and creates a level playing field. Education at this stage is instrumental in instilling values, ethics, and social norms, which contribute to the overall development of responsible and informed citizens.

In addition to individual benefits, primary education significantly impacts societal development. Educated individuals are better equipped to contribute to the economy, participate in civic activities, and lead healthier lives. The foundations laid in primary education can reduce poverty, improve public health, and foster sustainable development. As such, investing in primary education is crucial for building a knowledgeable, skilled, and equitable society, underscoring its importance in the broader educational landscape.

1.3 RATIONALE FOR FOCUSING ON PRIMARY SCHOOL TEACHERS AND THE CHALLENGES THEY FACE

Focusing on primary school teachers and the challenges they face is crucial for several reasons. Primary school teachers are at the forefront of implementing educational programs and play a pivotal role in shaping the academic and personal development of young learners. Their ability to effectively deliver the curriculum and engage students significantly impacts the success of educational initiatives like the Ennum Ezhuthum Programmes. Understanding and addressing the challenges these teachers face is essential for several key reasons:

Foundational Role in Education:

Primary school teachers are responsible for imparting the basic literacy and numeracy skills that form the foundation for all future learning. The early years of education are critical, as they set the stage for students' academic trajectories. Teachers' effectiveness in these formative years can determine students' long-term academic success and their attitudes towards learning.

Direct Impact on Student Outcomes:

The quality of teaching in primary schools directly influences student outcomes. Effective teachers can inspire a love for learning, foster critical thinking, and help students develop essential skills. Conversely, if teachers struggle with implementing the curriculum due to various challenges, student learning and achievement can be adversely affected.

Identifying Implementation Barriers:

Focusing on the challenges faced by primary school teachers helps in identifying specific barriers to the successful implementation of educational programs. These barriers might include inadequate training, lack of resources, large class sizes, and insufficient administrative support. By understanding these issues, policymakers and educational leaders can develop targeted interventions to support teachers better.

Enhancing Teacher Support and Professional Development:

Addressing the challenges faced by primary school teachers involves providing them with adequate support and professional development opportunities. Effective training programs, continuous professional development,

and access to resources are essential for equipping teachers with the skills and knowledge needed to implement programs like Ennum Ezhuthum successfully.

Improving Teacher Morale and Retention:

Teachers who feel supported and equipped to handle their responsibilities are more likely to remain in the profession and perform at their best. High teacher morale and retention rates are crucial for maintaining a stable and experienced teaching workforce, which, in turn, benefits student learning.

Promoting Equity and Inclusion:

By addressing the challenges faced by primary school teachers, educational programs can be implemented more equitably. Teachers in under-resourced schools or challenging environments often face greater obstacles. Providing these teachers with the necessary support ensures that all students, regardless of their background, have access to quality education.

Informing Policy and Practice:

Understanding the challenges faced by primary school teachers provides valuable insights for educational policymakers and practitioners. It informs the development of policies and practices that are realistic, effective, and responsive to the needs of teachers and students.

In conclusion, focusing on primary school teachers and the challenges they face is essential for the successful implementation of educational programs like the Ennum Ezhuthum Programmes. By addressing these challenges, we can enhance the quality of primary education, improve student outcomes, and contribute to the overall development of the educational system. This study aims

to identify the specific problems faced by primary school teachers and explore viable solutions, ultimately contributing to the effectiveness and success of primary education initiatives.

1.4 OVER VIEW ENNUM EZHUTHUM PROGRAMME

The Ennum Ezhuthum Programmes are educational initiatives designed to enhance foundational literacy and numeracy skills among primary school students. These programmes aim to ensure that every child achieves the necessary competencies in reading, writing, and arithmetic, which are essential for their academic progression and overall development. Recognizing the critical importance of these basic skills, the Ennum Ezhuthum Programmes provide a structured and systematic approach to teaching and learning in primary schools.

The primary objectives of the Ennum Ezhuthum Programmes are to improve student outcomes in literacy and numeracy, reduce learning disparities, and support teachers in delivering high-quality education. The programmes include a variety of instructional strategies, teaching materials, and assessment tools tailored to meet the diverse learning needs of students. By focusing on these core areas, the programmes aim to build a strong educational foundation that will support students' future academic achievements and lifelong learning.

Key components of the Ennum Ezhuthum Programmes include:

Curriculum Design: The programmes offer a well-structured curriculum that aligns with national education standards and focuses on developing essential literacy and numeracy skills. The curriculum is designed to be engaging and

interactive, encouraging active student participation and fostering a love for learning.

Teacher Training and Support: Recognizing the crucial role of teachers, the Ennum Ezhuthum Programmes provide extensive training and professional development opportunities. Teachers receive guidance on effective instructional strategies, classroom management techniques, and the use of teaching aids and technology. Ongoing support and mentoring are also offered to help teachers continuously improve their practice.

Teaching Materials and Resources: The programmes include a wide range of teaching materials and resources, such as textbooks, workbooks, digital content, and interactive tools. These resources are designed to support diverse learning styles and make learning more accessible and enjoyable for students.

Assessment and Evaluation: Regular assessments are an integral part of the Ennum Ezhuthum Programmes, helping to monitor student progress and identify areas that need improvement. Formative and summative assessments provide valuable feedback to both teachers and students, guiding instructional decisions and personalized learning plans.

Community and Parental Involvement: The programmes emphasize the importance of involving parents and the community in the educational process. Workshops, meetings, and communication channels are established to keep parents informed and engaged in their children's learning journey.

Technology Integration: The Ennum Ezhuthum Programmes leverage technology to enhance teaching and learning experiences. Digital tools and platforms are used to deliver content, facilitate interactive learning, and provide access to a wealth of educational resources.

Overall, the Ennum Ezhuthum Programmes are a comprehensive effort to improve primary education by focusing on foundational skills, supporting teachers, and engaging the community. By addressing the critical areas of literacy and numeracy, these programmes aim to create a strong educational foundation that will benefit students throughout their academic and personal lives.

1.5 PROBLEM FACED BY THE PRIMARY TEACHER IN ENNUM EZHUTHUM PROGRAMME

Primary school teachers face several significant problems in the implementation of the Ennum Ezhuthum Programmes. These challenges hinder their ability to effectively deliver the curriculum and achieve the desired educational outcomes. The key problems include:

Large Class Sizes:

Managing large class sizes is a common challenge for primary school teachers. When classes are overcrowded, it becomes difficult for teachers to give individual attention to each student, assess their progress accurately, and provide the necessary support for those who are struggling. This issue is particularly problematic in schools with high student-to-teacher ratios, where personalized instruction is challenging to achieve.

Curriculum Rigor and Relevance:

The curriculum prescribed under the Ennum Ezhuthum Programmes may sometimes be seen as too rigid or not fully aligned with the contextual needs of the students. Teachers may struggle to adapt the curriculum to cater to the diverse learning styles and paces of their students. Ensuring that the curriculum is both rigorous and relevant is essential for keeping students engaged and making the learning experience meaningful.

Assessment and Evaluation Challenges:

Regular assessment is crucial for monitoring student progress and identifying areas that need improvement. However, primary school teachers often face challenges in conducting effective assessments due to a lack of proper tools and training. Moreover, the pressure to meet certain benchmarks can lead to a focus on rote learning rather than comprehensive understanding and skill development.

Socio-Economic and Cultural Barriers:

Teachers often encounter socio-economic and cultural barriers that impact the implementation of the Ennum Ezhuthum Programmes. Students from disadvantaged backgrounds may face additional challenges, such as lack of parental support, inadequate nutrition, and limited access to learning materials outside of school. Cultural differences can also affect how students engage with the curriculum and their overall learning experience.

Time Constraints:

The extensive requirements of the Ennum Ezhuthum Programmes, combined with the regular teaching responsibilities, can result in significant time constraints for teachers. Balancing these demands while ensuring high-quality instruction can be overwhelming and stressful, leading to burnout and reduced effectiveness in teaching.

Problems with Textbooks:

Primary school teachers often encounter issues with the textbooks provided for the Ennum Ezhuthum Programmes. These problems can include outdated or irrelevant content, a lack of alignment with the current curriculum, and materials that are not engaging or accessible for all students. Textbooks may not sufficiently cover the required topics or may present information in a way that is difficult for young learners to understand. This can hinder teachers' ability to effectively deliver the curriculum and engage students in meaningful learning.

Problems with Handbooks:

Handbooks intended for teacher guidance might lack clear instructions or practical examples, making it challenging for teachers to effectively utilize them in the classroom. Often, these handbooks do not provide enough detailed guidance on implementing the specific methodologies and instructional strategies recommended by the Ennum Ezhuthum Programmes. This lack of clarity and practical support can leave teachers feeling uncertain about how to best apply the programme's principles in their teaching.

Problems with Student Workbooks:

Student workbooks are intended to offer practice exercises and activities that reinforce the lessons taught in the classroom. However, primary school teachers often find that these workbooks do not offer enough practice exercises or activities that cater to different learning styles and abilities, limiting their usefulness as learning tools. Workbooks may also contain exercises that are either too challenging or too simplistic, failing to engage students appropriately at their level of understanding. This mismatch can lead to frustration among students and ineffective reinforcement of the curriculum.

Addressing these problems is critical for enhancing the effectiveness of the Ennum Ezhuthum Programmes. Solutions may include providing more comprehensive and ongoing professional development for teachers, ensuring adequate resources and support from the administration, reducing class sizes, and adapting the curriculum and instructional materials to better meet the needs of diverse student populations. By tackling these challenges, the educational system can better support primary school teachers in their crucial role and improve the overall quality of primary education.

1.6 SOLUTIONS

Addressing the problems faced by primary school teachers in the implementation of the Ennum Ezhuthum Programmes requires a multi-faceted approach. The following solutions aim to enhance teachers' effectiveness and improve the overall quality of primary education:

Comprehensive and Ongoing Professional Development:

To ensure teachers are well-prepared, provide regular training sessions focused on the specific methodologies and instructional strategies required for the Ennum Ezhuthum Programmes. Professional development should be continuous and include workshops, seminars, and in-service training. Peer learning and mentorship programs can also help teachers share best practices and gain insights from experienced educators.

Adequate Provision of Resources:

Ensure that all schools, especially those in under-resourced areas, have access to essential teaching materials, classroom aids, and technological tools. This can be achieved through increased funding, partnerships with educational NGOs, and community involvement. Schools should have a budget allocation specifically for the procurement of these resources.

Reducing Class Sizes:

Implement policies to reduce class sizes, allowing teachers to give more individualized attention to each student. This can be achieved by hiring more teachers and building additional classrooms. Smaller class sizes facilitate better classroom management, personalized instruction, and more accurate assessment of student progress.

Strengthening Administrative Support:

Enhance the support provided by school administrators by ensuring they are actively involved in the implementation of the Ennum Ezhuthum Programmes. Administrators should receive training on instructional leadership

and resource management. Regular feedback sessions between teachers and administrators can help address issues promptly and foster a supportive teaching environment.

Curriculum Adaptation and Flexibility:

Review and adapt the curriculum to ensure it is both rigorous and relevant to the students' contextual needs. Involve teachers in the curriculum development process to incorporate their insights and practical experiences. Provide guidelines on how to modify lessons to cater to diverse learning styles and paces.

Effective Assessment and Evaluation Tools:

Develop and provide teachers with effective assessment tools and training on how to use them. These tools should enable teachers to conduct formative and summative assessments that accurately reflect student progress and learning needs. Emphasize the importance of comprehensive understanding and skill development over rote learning.

Addressing Socio-Economic and Cultural Barriers:

Implement programs that support students from disadvantaged backgrounds, such as free or subsidized school meals, after-school tutoring, and access to learning materials outside of school. Encourage parental involvement and community engagement to create a supportive learning environment. Cultural sensitivity training for teachers can help them better understand and address the diverse needs of their students.

Time Management Strategies:

Provide training on effective time management strategies to help teachers balance their extensive responsibilities. Streamline administrative tasks and reduce unnecessary paperwork to allow teachers more time to focus on instructional activities. Implementing collaborative planning periods can help teachers share the workload and develop cohesive lesson plans.

Solutions for Textbook Problems:

Update and revise textbooks regularly to ensure content is current, relevant, and aligned with the curriculum. Involve teachers in the textbook selection and review process to ensure the materials meet classroom needs. Provide supplementary materials that offer practical examples and engaging content to enhance student understanding.

Solutions for Handbook Problems:

Develop detailed and user-friendly handbooks that provide clear instructions, practical examples, and step-by-step guidance on implementing the Ennum Ezhuthum Programmes. Include case studies and best practices to help teachers understand and apply the methodologies effectively. Regularly update handbooks based on teacher feedback and evolving educational practices.

Solutions for Student Workbook Problems:

Design student workbooks that cater to different learning styles and abilities by including a variety of exercises and activities. Ensure workbooks are engaging, appropriately challenging, and aligned with the curriculum. Solicit feedback from teachers and students to continuously improve the quality and

effectiveness of the workbooks. Provide additional resources, such as online exercises and interactive activities, to complement the workbooks and enhance learning. By implementing these solutions, the educational system can better support primary school teachers in overcoming the challenges associated with the Ennum Ezhuthum Programmes. This, in turn, will improve the overall quality of primary education and contribute to the academic success and personal development of students.

1.7 NEED AND SIGNIFICANCE OF THE STUDY

The need and significance of the study on the problems faced by primary school teachers in the implementation of the Ennum Ezhuthum Programmes are multifaceted and pivotal for the enhancement of primary education. Firstly, understanding these challenges is crucial to improving the quality of education delivered to young learners. By identifying and addressing the obstacles that hinder effective teaching, such as inadequate training or resource shortages, educators can enhance their instructional practices and create more conducive learning environments. This, in turn, can lead to improved student engagement, learning outcomes, and overall academic performance.

Secondly, the significance of this study lies in its potential to inform policy and decision-making processes in the education sector. By documenting and analyzing the challenges faced by primary school teachers, policymakers can develop targeted interventions and allocate resources more effectively. This can include initiatives to improve teacher training programs, increase funding for educational resources, and implement supportive policies at the school and

district levels. Ultimately, such interventions can contribute to a more robust and equitable education system that benefits all stakeholders, including teachers, students, parents, and communities.

Furthermore, the study's significance extends to its potential impact on teacher professional development and well-being. By addressing the challenges faced by primary school teachers, such as large class sizes or insufficient administrative support, the study can contribute to creating a more supportive and fulfilling work environment. This, in turn, can lead to increased job satisfaction, reduced burnout rates, and higher retention rates among teachers. A motivated and well-supported teaching workforce is essential for maintaining educational quality and continuity, making this study's findings and recommendations invaluable for educational stakeholders at all levels.

Additionally, the significance of this study lies in its potential to contribute to the broader discourse on educational reform and innovation. By examining the implementation challenges of specific educational programmes like the Ennum Ezhuthum Programmes, researchers can generate insights and recommendations that are applicable not only locally but also nationally and globally. Lessons learned from addressing these challenges can inform best practices, policy frameworks, and educational strategies that promote continuous improvement and excellence in primary education. In summary, the need and significance of this study on the problems faced by primary school teachers in implementing the Ennum Ezhuthum Programmes are paramount for improving educational quality, informing policy decisions, supporting teacher professional development, and

contributing to broader educational reforms. By addressing these challenges comprehensively and strategically, stakeholders can work towards creating inclusive, effective, and impactful learning environments for primary school students.

1.8 SCOPE OF THE STUDY

The scope of this study encompasses a comprehensive examination of the problems encountered by primary school teachers in the implementation of the Ennum Ezhuthum Programmes, focusing on factors such as inadequate training, resource constraints, large class sizes, administrative support issues, curriculum relevance, assessment challenges, socio-economic barriers, and time constraints. The study will involve gathering data through surveys, interviews, and document analysis to identify the specific challenges faced by teachers, explore their impact on teaching and learning outcomes, and propose viable solutions to address these challenges effectively. The scope also includes a comparative analysis across different school settings and geographical locations to capture diverse perspectives and experiences, providing a holistic understanding of the implementation issues and their implications for primary education.

1.9 STATEMENT OF THE PROBLEM

The primary problem addressed in this study is the array of challenges faced by primary school teachers in effectively implementing the Ennum Ezhuthum Programmes. These challenges include but are not limited to inadequate training and professional development opportunities, resource

constraints in terms of teaching materials and technological tools, large class sizes that hinder personalized instruction, insufficient administrative support, curriculum rigidity, assessment difficulties, socio-economic and cultural barriers affecting student engagement, and time constraints impacting teaching effectiveness. These challenges collectively impact the quality of education delivered to young learners and hinder the successful implementation of educational initiatives, highlighting the need for a systematic examination and targeted interventions to support primary school teachers in overcoming these obstacles.

1.10 OPERATIONAL DEFINITION OF KEY TERMS

Problems Faced by Primary School Teachers:

Definition: The challenges, obstacles, and difficulties encountered by primary school teachers in the process of implementing the Ennum Ezhuthum Programmes.

Operational Definition: In this study, "problems faced by primary school teachers" refer to specific issues such as inadequate training, resource constraints, large class sizes, administrative support shortcomings, curriculum rigidity, assessment difficulties, socio-economic barriers, and time constraints that hinder the effective implementation of the Ennum Ezhuthum Programmes.

Implementation of Ennum Ezhuthum Programmes:

Definition: The process of putting into action or executing the Ennum Ezhuthum Programmes, which includes utilizing educational resources, strategies, and methodologies as prescribed by the programme guidelines.

Operational Definition: In this study, "implementation of Ennum Ezhuthum Programmes" refers to the actual application of the programme's instructional strategies, methodologies, and resources by primary school teachers in their teaching practices to achieve the intended educational objectives and outcomes.

Finding Probable Solutions:

Definition: The act of identifying potential remedies, strategies, or interventions to address and overcome the problems faced by primary school teachers in implementing the Ennum Ezhuthum Programmes.

Operational Definition: "Finding probable solutions" in this study involves conducting a systematic analysis, exploring best practices, seeking expert opinions, and generating actionable recommendations aimed at mitigating the identified challenges and improving the implementation process of the Ennum Ezhuthum Programmes for primary school teachers.

1.11 OBJECTIVES OF THE STUDY

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.

1.12 CHAPTERSIZATION

The study is organized as follows:

- Chapter 1: Introduction, providing the background, problem statement, objectives, research questions, significance, scope, and definitions.
- Chapter 2: Literature Review, discussing relevant theories, previous research, and contextual background.
- Chapter 3: Research Methodology, detailing the research design, data collection methods, and analysis procedures.
- Chapter 4: Data Analysis and Findings, presenting the results of the study.
- Chapter 5: Discussion, Conclusions, and Recommendations, interpreting the findings and offering practical recommendations based on the study.

1.13 CONCLUSION

In conclusion, the first chapter of this study has delved into the myriad challenges faced by primary school teachers in implementing the Ennum Ezhuthum Programmes. From inadequate training and resource constraints to large class sizes, administrative support issues, and curriculum rigidity, these challenges collectively impact the quality of education delivered to young learners. However, amidst these challenges lie opportunities for improvement and innovation. By identifying these problems upfront, this study sets the stage for subsequent chapters to delve deeper into understanding the root causes, exploring viable solutions, and proposing actionable recommendations to enhance the implementation of the Ennum Ezhuthum Programmes and support primary school teachers in delivering effective education to their students.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

According to John W. Best (2009), “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds up on the accumulated and recorded generations; man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour”. Research takes advantage of the knowledge which has accumulated in the past as the result of constant endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. Hence the investigator has tried to collect relevant information from literature related to her topic. The investigator visited a number of libraries, made use of research journals, books, dissertations, internet and collected materials from Indian and International Research Abstracts.

2.2 IMPORTANCE OF THE RELATED STUDIES

Exploring the relevant literature serves several purposes:

- Providing a comprehensive overview of existing studies acquaints the scholar with both the known and the unexplored aspects of their field.

- The literature review aids the researcher in establishing the boundaries of their study, assisting in the precise definition and delimitation of the research problem.
- Keeping abreast of current work in the field ensures that the researcher is up-to-date on the latest developments.
- It assists in steering clear of unproductive and futile problem areas.
- Preventing the duplication of well-established findings is another valuable outcome of a thorough literature review.
- The literature review offers insight into the appropriate research methodology, providing a foundation for the researcher's approach.
- Familiarizing oneself with the tools and instruments proven useful in previous studies enhances the quality of the current research.
- Understanding the recommendations from prior research guides the researcher towards avenues for further exploration.

2.3 RELATED STUDIES

DT Next (2024) reported The implementation of the Ennum Ezhuthum programme, aimed at enhancing numerical and literacy skills among primary school students in Tamil Nadu, has faced resistance from teachers regarding the involvement of Bachelor of Education (B. Ed) students in assessing its effectiveness. This opposition stems from concerns about the suitability of B. Ed trainees for assessing an active educational scheme without prior experience or sufficient teaching knowledge. Teachers argue for official assessments by

qualified personnel rather than involving students who are yet to enter the teaching profession. This resistance highlights broader concerns about the government's approach to evaluating educational initiatives and its impact on the morale and professional recognition of teachers.

Jahnavi (2021) The Ennum Ezhuthum Mission in Tamil Nadu is a foundational literacy and numeracy program aimed at addressing the learning gap among young students, particularly those in Classes 1 to 3. This initiative comes at a crucial time, considering the significant learning loss due to the pandemic. The mission's focus is on ensuring that all students in government schools attain reading and arithmetic skills appropriate for their age by the age of 8. The Madhi Foundation, collaborating with the government, brings extensive experience in designing context-specific solutions for multi-grade, multi-level, and multilingual classrooms, common in Tamil Nadu's educational landscape. The program emphasizes differentiated instruction, child-centric teaching, and active involvement of both teachers and parents in assessing and improving students' foundational learning skills. Through innovative teaching methods, technology integration, and data-driven approaches, the Ennum Ezhuthum Mission aims to bridge the learning gap and prepare students for higher grades effectively.

Mathi (2021) reported This piece discusses the shift in educational policy towards using assessments as tools for driving learning, particularly in the context of the Government of Tamil Nadu's Ennum Ezhuthum programme (EE). The article explores different assessment approaches, focusing on school-based

and large-scale standardized assessments. It discusses how assessments were limited in their utility before the launch of EE and how the program aims to enhance assessment practices to inform instruction, teacher training, and curriculum design effectively. The EE programme incorporates both formative and summative assessments, leveraging digital tools to gather data for instructional improvements and student-specific insights. The article also delves into the role of assessments in gauging progress, tracking performance, and guiding instructional interventions, highlighting the complexities and challenges of large-scale assessment implementation.

Madhi Foundation (2024) collaborates closely with the Tamil Nadu School Education Department to implement large-scale quality improvement programs in government schools. This abstract outlines Madhi's initiatives under Project: TN Soars, focusing on foundational learning, technology integration, and STEAM education. Specifically, it highlights the Ennum Ezhuthum Mission, Project MALA, Tech for Ed Systems, and Tamil Nadu STEAM Model Schools as critical projects. The abstract details Madhi's role as the Chief Management Partner for the Ennum Ezhuthum Mission, a significant initiative aimed at universalizing foundational learning in Tamil Nadu's government schools. It also discusses Project MALA's goal of enhancing language proficiency through innovative tools, Tech for Ed Systems' focus on education governance through technology, and Tamil Nadu STEAM Model Schools' objective of providing holistic education to underserved communities. The abstract further describes the Senior Manager role within Madhi's TNSOARS-1 team, emphasizing leadership

in project management, stakeholder engagement, team building, and outcome-driven approaches. The abstract concludes by outlining prerequisites for the Senior Manager role, including relevant work experience, leadership skills, educational background, and proficiency in communication and technology tools.

Alice Ranjini (2024) The Ennum Ezhuthum Mission in Tamil Nadu has ushered in a new era of educational practices, emphasizing activity-based experiential learning. This article, authored by Alice Ranjini and Srivathsan Ramaswamy from the Madhi Foundation, presents an insightful account of how reimagined Teaching and Learning Materials (TLM) have significantly impacted classroom dynamics and student learning outcomes in the state. Through a blend of data analysis, observational insights, and stakeholder engagement, the article illuminates the journey towards educational revitalization in Tamil Nadu. The introduction sets the stage by highlighting the concerning learning poverty statistics gleaned from national research, particularly ASER reports spanning from 2005 to 2022. These statistics reveal stark realities, such as the low percentage of grade 3 students proficient in reading and basic arithmetic skills, underscoring the urgency for educational reforms. The Ennum Ezhuthum Mission, launched in 2022 by the Government of Tamil Nadu, emerges as a beacon of change, aiming to equip every child in government schools with essential literacy and numeracy skills. The subsequent sections delve into the core aspects of the Ennum Ezhuthum Mission and its impact on teaching and learning practices. One key highlight is the shift towards level-based learning materials aligned with the Learning Outcome Framework (LOF). This strategic move has

empowered teachers to cater to diverse learner needs within multi-grade classrooms effectively. The article elaborates on the innovative teaching aids, such as levelled student workbooks, teacher guides, and learning kits, designed to create a conducive and engaging learning environment. The narrative unfolds with insights from classroom observations and stakeholder feedback, showcasing how administrators, teachers, and parents have actively contributed to the mission's success. Training sessions, structured engagement mechanisms, and collaborative platforms have facilitated a seamless transition towards student-centered pedagogy. The article also addresses initial challenges faced during implementation, such as time constraints and apprehensions, and how these challenges were mitigated through strategic interventions and capacity building initiatives. A notable aspect highlighted in the article is the holistic approach adopted by the Ennum Ezhuthum Mission, which extends beyond academic outcomes to encompass parental involvement and community engagement. Regular classroom observations, data-driven decision-making, and continuous improvement mechanisms underscore the mission's commitment to fostering a culture of excellence in education. In conclusion, the article paints a comprehensive picture of the transformative journey undertaken by Tamil Nadu's education sector, driven by a vision of inclusive and quality education for every child. The reimagined Teaching and Learning Materials, coupled with collaborative efforts and data-driven insights, have paved the way for enhanced student learning experiences and improved learning outcomes across the state.

DIET Padalur (2023) The Ennum Ezhuthum Scheme, a flagship program of the Tamil Nadu government launched in the 2022-23 academic year, aims to address the learning gap caused by the COVID-19 pandemic. The scheme's goal is to ensure that all students in Tamil Nadu can read with comprehension and possess basic arithmetic skills by the age of 8 by the year 2025. Implemented in all government schools across Tamil Nadu, the scheme targets students in classes 1 to 5 and employs various methods to enhance student learning. These methods include level-based instruction, where students are grouped according to their current learning levels and receive instruction at their own pace, and integrated learning, which teaches subjects such as Tamil, English, Maths, and Environmental Studies (EVS) in an integrated manner to highlight connections between them. Additionally, the scheme leverages technology by using digital resources such as tablets and educational apps to support student learning. To evaluate the impact of the Ennum Ezhuthum Scheme, 43 student-teachers were appointed as Third Party Evaluators and visited 54 schools across three educational blocks in the Perambalur district from September 7th to 15th, 2023. This evaluation was conducted under the direction of Higher Education, with continuous support and encouragement from DIET, Padalur, to assess the scheme's effectiveness and its impact on student learning outcomes.

Subashini Vijayakumar (2024) reported The Ennum Ezhuthum books adapted for students with disabilities in government schools have received positive feedback from teachers and students statewide. This inclusive education initiative, launched in April 2022, initially targeted classes 1 to 3 and extended to

classes 4 and 5. In response to challenges faced by disabled students with standard textbooks, the school education department introduced adapted books featuring vibrant colours, increased pictorial content, and simplified activities. Developed with inputs from special educators, these books also include straightforward sentences to enhance comprehension. Additionally, a handbook was provided to teachers on identifying disabilities and effectively using the adapted books. This initiative has been praised for significantly improving the learning experience for disabled children.

Department of School Education (2023) reported The Tamil Nadu government launched the Ennum Ezhuthum scheme in June 2022, spearheaded by Chief Minister M.K. Stalin, to address the learning gaps caused by the COVID-19 pandemic. The scheme, introduced at Azhinjivakkam Panchayat Union Middle School in Tiruvallur, aims to achieve basic literacy and numeracy among children under 8 years old. It includes distributing workbooks to students in classes 1 to 3 to assess and understand learning deficits. Focusing on Tamil, English, and Mathematics, the programme encourages interactive teaching methods and promotes reading. This initiative was crucial due to the prolonged closure of schools in Tamil Nadu for over 19 months, necessitating targeted efforts to individually support each child's learning needs.

EdexLive Desk (2022) Elaborate guidelines for the Ennum Ezhuthum scheme have been issued by the Directorate of Elementary Education, aiming to ensure that all children above the age of eight achieve basic literacy and numeracy by 2025. Chief educational officers and district education officers have

been instructed to disseminate these guidelines to all teachers. The guidelines outline specific activities to be conducted during designated times to enhance spoken English, poetry recitation, and phonics, helping teachers plan their weeks effectively and motivating them to better assist students. The circular also prescribes daily routines, such as morning prayers including Tamil Thai Vazhthu and Thirukural recitations, and encourages rotational participation of students in reading news and general knowledge materials. For students in Classes I to III, activities include phonics, arithmetic, puzzles, storytelling, and arts and crafts, while older students in Classes IV to V are engaged in solo acting, plays, library sessions, and literary club activities. Additionally, the school education directorate will provide a list of movies for screening and an annual event planner for various competitions from Classes I to VIII, aiming to foster leadership, artistic skills, and general knowledge among students.

Mohamed Taha (2023) Ennum Ezhuthum Scheme: Addressing Educational Disparities in Tamil Nadu. Education played the pivotal role in developing in the educational barriers in India. Education in rural India has long been a topic of debate cause of its importance in development. Rural India faces challenges in accessing education compared to the urban areas. Due to improper infrastructure, qualified teachers, and resources in rural area resulted educational gaps in those areas. However, different schemes and initiatives were taken by govt., non-profit organizations, and private sectors to improve the education in rural India. The Ennum Ezhuthum scheme started in Tamil Nadu, during the post pandemic situation, for developing the student in the rural areas

and the minorities in Tamil Nadu. This scheme is aimed at tackling educational gaps in rural India. With a focus on enhancing literacy rate especially among marginalized communities, the scheme works multifaceted strategies, like providing quality education, promoting digital literacy and empowering elementary education. The scheme undertakes to bridge the disparities of the rural education through providing schools and libraries and innovative teaching methods. As a result, the "Ennum Ezhuthum" scheme holds promise in not only uplifting rural communities but also in fostering a more inclusive and equitable educational landscape in Tamil Nadu. This paper will focus on some schemes provided in Tamil Nadu for developing the rural children and minorities in Tamil Nadu.

2.4 SUMMARY OF REVIEW

- DT Next (2024): Teachers resist involving B.Ed students in assessing the programme's effectiveness, highlighting concerns about their suitability and impact on official assessments by qualified personnel.
- Jahnvi (2021): The Ennum Ezhuthum Mission aims at foundational literacy and numeracy skills among young students in Classes 1 to 3, emphasizing differentiated instruction, child-centric teaching, and active involvement of teachers and parents.
- Mathi (2021): Discusses the shift towards using assessments for driving learning in the context of the Ennum Ezhuthum programme, focusing on

school-based and standardized assessments to inform instruction and improve educational practices.

- Madhi Foundation (2024): Collaborates with the Tamil Nadu government for quality improvement programs, including the Ennum Ezhuthum Mission, Project MALA, Tech for Ed Systems, and Tamil Nadu STEAM Model Schools, aiming at foundational learning, technology integration, and STEAM education.
- Alice Ranjini (2024): Highlights the impact of reimagined Teaching and Learning Materials (TLM) on classroom dynamics and student learning outcomes under the Ennum Ezhuthum Mission, focusing on activity-based experiential learning and data-driven insights.
- DIET Padalur (2023): Discusses the Ennum Ezhuthum Scheme's implementation across government schools to address learning gaps caused by the pandemic, employing methods like level-based instruction and technology integration.
- Subashini Vijayakumar (2024): Positive feedback on adapted Ennum Ezhuthum books for students with disabilities, emphasizing inclusive education and improved learning experiences.
- Department of School Education (2023): Launches the Ennum Ezhuthum scheme to achieve basic literacy and numeracy among children under 8 years old, focusing on interactive teaching methods and subject-specific learning.

- EdexLive Desk (2022): Elaborates guidelines for the Ennum Ezhuthum scheme, detailing activities and routines to enhance learning outcomes and support teachers in planning effective lessons.
- Mohamed Taha (2023): Discusses the Ennum Ezhuthum scheme's role in addressing educational disparities in rural Tamil Nadu, focusing on providing quality education, digital literacy, and empowering elementary education among marginalized communities.

2.5 RESEARCH GAP

Primary school teachers encounter various challenges in implementing Ennum Ezhuthum programmes, which are crucial for foundational literacy and numeracy skills among young students. One prominent issue is the lack of adequate resources, including teaching materials and technological support, hindering effective instruction delivery. Additionally, insufficient training and professional development opportunities limit teachers' ability to utilize innovative teaching methods and adapt to changing educational landscapes. Another challenge is the complex classroom dynamics, including diverse student abilities and learning styles, requiring differentiated instruction strategies that may not always be feasible due to time constraints and large class sizes. Moreover, limited parental involvement and community engagement further exacerbate these challenges, as collaborative efforts are essential for reinforcing learning outside the classroom. To address these issues, probable solutions could involve comprehensive resource allocation, targeted training programs, support

for technological integration, smaller class sizes, and fostering stronger partnerships with parents and communities to create a conducive learning environment for students.

2.6 CONCLUSION

Analyzing the relevant literature significantly enhanced the researcher's comprehension of the chosen issue for the ongoing investigation. The knowledge acquired from the literature review guided the selection of a suitable methodology and a meticulously planned approach for the current study, as discussed in the following chapter.

CHAPTER -III

RESEARCH METHODOLOGY

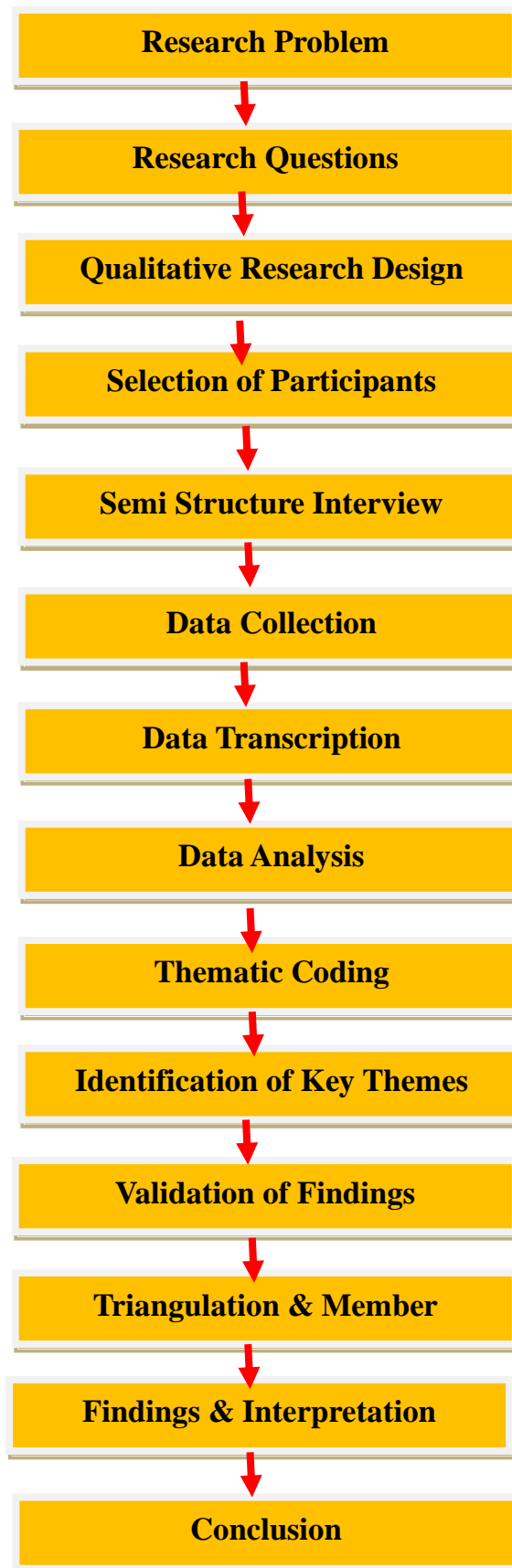
3.1 INTRODUCTION

The Research Methodology chapter serves as a guide to understanding the design and approach employed in this study on the problems encountered by primary school teachers in implementing Ennum Ezhuthum programmes and devising potential solutions. This section outlines the rationale behind choosing qualitative research methods to delve into the intricate challenges faced by teachers in the context of educational programs.

3.2 OBJECTIVES OF THE STUDY

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.

3.3 RESEARCH DESIGN



3.3.1.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?

3.3.2.QUALITATIVE RESEARCH METHOD

The research method employed in the study on the problems faced by primary school teachers in implementing Ennum Ezhuthum programme and finding probable solutions is qualitative in nature. Specifically, a phenomenological approach is utilized to gain a deep understanding of teachers' lived experiences and perceptions regarding the challenges encountered during programme implementation. Through semi -structured interviews with primary school teachers, qualitative data is collected and analysed thematically to identify common issues, patterns, and underlying factors contributing to these challenges. This method allows for a nuanced exploration of teachers' perspectives,

experiences, and the context in which these challenges arise, aiding in the formulation of meaningful and contextually relevant solutions.

3.3.3. SELECTION OF PARTICIPANTS

The participants in the study are teachers responsible for instructing teachers in both government and government-aided schools within the Nagapattinam block. The selection of these participants was carried out using non-random sampling techniques, specifically convenience and snowball sampling. The convenience sampling justified as the sampling technique whereas the select of participants for the study made easier through the participant who already involved in the study. These participants brought rest of the participants in the interview. Hence, the snowbell has been justified as the main sampling technique. Thus, there were 20 participants from National Primary School, PN Bank, National Primary School, Nattuvar West School, Municipal Primary School, Nagapattinam, Municipal Primary School, Palpannaicehrry, PUPS Nithanamangalam, PUPS Periyariyankudi, PUPS Puliyur, CSI Primary School, Keeraikottai, Municipal Primary School, Melakottaivasal, PUMS Keechankuppam, MPS Nagapattinam schools, PUPS Papakoil, PUPS Thetthi, PUPS Newkallar, PUPS, Akknipettai, MMS, Kallukera street, PUPS Sellur, PUPS Ivanallur, PUPS Veernakudikadu, PUPS Pogainathur (North) involved in the semi structured interview.

SAMPLING TECHNIQUE

Convenience Sampling

Convenience sampling was a non-probability sampling technique used in this study, where participants were selected based on their easy accessibility and availability to the researcher. It involved choosing individuals or groups who were convenient to reach or already accessible, rather than using random selection methods.

In this study focusing on the challenges faced by primary school teachers in implementing Ennum Ezhuthum programs, convenience sampling was used to select participants who were easily accessible and willing to participate. The purpose of using convenience sampling was to gather insights from a diverse range of teachers without the constraints of time and resources associated with more rigorous sampling methods. By selecting participants based on convenience, the researcher was able to efficiently collect data and explore a variety of perspectives regarding Ennum Ezhuthum implementation challenges.

3.3.4.TOOLS USED FOR THE STUDY

The primary tool used for the study on the problems faced by primary school teachers in implementing Ennum Ezhuthum programmes and finding probable solutions is semi-structured interviews. These interviews are designed to allow flexibility in questioning while ensuring key areas related to challenges in programme implementation and potential solutions are explored.

Construction of Tools

The research tool, a semi-structured interview guide was developed to gather in-depth insights from primary school teachers regarding their experiences with Ennum Ezhuthum program implementation. The interview guide was designed based on the study's objectives and included three main sections: Learning and Teaching Related Questions (10 questions), Evaluation (5 questions), and Classroom Management (5 questions). Each section was carefully crafted to cover key aspects such as the effectiveness of the program, challenges faced during implementation, assessment methods used, support from school administration, and suggestions for improvement. The questions were open-ended to allow teachers to express their thoughts, experiences, and suggestions freely. Pilot testing of the interview guide was conducted to ensure clarity, relevance, and appropriateness of the questions, and necessary adjustments were made based on feedback received. The final version of the interview guide was then used to conduct semi-structured interviews with primary school teachers, providing rich qualitative data for the study's analysis and findings.

3.3.5. DATA COLLECTION

Semi-Structured Interview

A semi-structured interview was a qualitative research method used to gather detailed information and insights from participants while allowing flexibility in questioning. Unlike structured interviews with fixed questions, semi-structured interviews involved a set of open-ended questions or topics but also allowed for follow-up questions and probing to explore participants'

responses more deeply. This approach combined the advantages of structured interviews, providing a framework for discussion, with the flexibility to adapt the interview based on participants' unique perspectives.

Procedure for Conducting a Semi-Structured Interview

- The researcher started by developing an interview guide that included key topics or questions relevant to the study's objectives. These questions were open-ended to encourage participants to elaborate on their experiences, perceptions, and insights. The guide also allowed for flexibility to explore new topics that might arise during the interview.
- The researcher identified and recruited participants who had relevant knowledge or experiences related to the study topic. Ensuring diversity in participants was done to capture a range of perspectives.
- Interview sessions were arranged with participants at mutually convenient times. Before the interview, the researcher familiarized themselves with the interview guide, reviewed ethical considerations, and prepared any necessary materials, such as consent forms.
- The interviews were started by the researcher introducing themselves, explaining the purpose of the study, and obtaining informed consent from participants. They followed the interview guide while allowing room for spontaneous discussion and follow-up questions. Participants were encouraged to share their experiences, thoughts, and suggestions openly.

- The researcher practiced active listening during the interview, paying attention to verbal and non-verbal cues. They asked probing questions to delve deeper into participants' responses, clarify ambiguities, and explore new insights.
- The interviews were recorded with participants' permission, either audio or video, to capture detailed responses accurately. Notes were taken during the interview to document key points, observations, and participant reactions.
- The recorded interviews were transcribed verbatim, ensuring accuracy in capturing participants' words and expressions. The researcher analyzed the transcripts using qualitative analysis methods such as thematic analysis, coding, and interpretation to identify patterns, themes, and insights relevant to the study objectives.

In this study focusing on the challenges faced by primary school teachers in implementing Ennum Ezhuthum programs and finding probable solutions, a semi-structured interview approach was used to gather in-depth insights from teachers. The interview guide included questions about their experiences with Ennum Ezhuthum, the difficulties encountered, strategies used to overcome challenges, perceptions of program effectiveness, and suggestions for improvement. Conducting semi-structured interviews allowed the researcher to explore the nuances of teachers' experiences, capture diverse viewpoints, and uncover valuable insights that could inform recommendations and interventions related to Ennum Ezhuthum implementation.

3.3.6. DATA ANALYSIS

In this study, thematic analysis was employed to systematically analyze the qualitative data collected from semi-structured interviews with primary school teachers. The process began with the transcription of interview recordings to ensure accuracy and completeness. The researcher then engaged in an iterative reading of the transcripts to identify initial codes, which represent significant features of the data. Through a process of open coding, these initial codes were organized into broader categories, reflecting common patterns and themes related to the problems faced by teachers in the implementation of the Ennum Ezhuthum programmes. The development of themes involved grouping related codes and refining them into coherent themes that encapsulate the core issues and potential solutions. This method allowed for a nuanced understanding of the teachers' experiences and challenges, providing a robust foundation for deriving meaningful insights and recommendations.

3.3.7. THEMATIC ANALYSIS

Thematic coding, a key process in qualitative research, involves identifying and categorizing patterns or themes within the data. The purpose of thematic coding is to systematically analyze textual data, enabling the researcher to uncover and organize key concepts and insights that address the research questions. In this study, thematic coding was used to analyze the transcribed semi-structured interviews with primary school teachers. Initially, the researcher read through the transcripts multiple times to identify significant phrases and concepts, which were then coded. These codes were grouped into broader

categories that represented recurring issues and themes related to the challenges and solutions in implementing the Ennum Ezhuthum programmes. This method allowed for a detailed and organized examination of the teachers' experiences, facilitating the identification of major themes that informed the study's findings and recommendations.

3.3.8.IDENTIFICATION OF KEY THEMES

Identification of key themes involves recognizing significant patterns or recurring topics within the qualitative data that capture the essence of the participants' experiences and perspectives. The purpose of identifying key themes is to distill complex and extensive data into manageable and meaningful categories that address the research questions and objectives. In this study, key themes were identified through a systematic coding process. The researcher reviewed the transcriptions of the semi-structured interviews multiple times to pinpoint initial codes. These codes were then grouped into broader categories, representing recurring issues and themes related to the challenges and potential solutions in implementing the Ennum Ezhuthum programmes.

3.3.9.VALIDATION OF FINDINGS

Validation of findings refers to the process of ensuring the accuracy, credibility, and trustworthiness of the qualitative research results. The purpose of validating findings is to enhance the reliability and validity of the research outcomes, ensuring they accurately reflect the participants' experiences and viewpoints. In this study, validation of findings was achieved through multiple

strategies, including peer debriefing and seeking feedback from participants. The researcher cross-checked the themes with peers and colleagues to confirm their relevance and accuracy. Additionally, the participants were asked to review the themes and provide feedback, ensuring that their experiences were correctly represented.

3.3.10. TRIANGULATION & MEMBER CHECKING

Triangulation involves using multiple data sources, methods, or perspectives to cross-verify the findings, while member checking involves sharing the results with participants to validate the accuracy of the interpretations. The purpose of triangulation and member checking is to enhance the credibility and confirmability of the research findings by corroborating evidence from different angles and validating interpretations with the participants. In this study, triangulation was achieved by comparing data from different participants and using various data collection methods, such as interviews and document analysis. Member checking involved presenting the preliminary findings to the interviewed teachers and soliciting their feedback on the interpretations, ensuring the accuracy and authenticity of the data analysis.

3.3.11. PRESENTATION OF FINDINGS

Presentation of findings refers to the systematic and coherent reporting of the research results, highlighting the key themes and insights derived from the data analysis. The purpose of presenting findings is to clearly communicate the research outcomes to the audience, providing a comprehensive and

understandable account of the study's results. In this study, the findings were presented in a structured manner, with each key theme discussed in detail. The presentation included direct quotes from participants to illustrate the themes and provide evidence for the interpretations. The findings were organized logically to reflect the research questions and the overall narrative of the study.

3.3.12. DISCUSSION & INTERPRETATION

Discussion and interpretation involve explaining the significance of the research findings, relating them to existing literature, and exploring their implications. The purpose of the discussion and interpretation is to provide context to the findings, highlight their relevance, and draw connections with broader theoretical and practical implications. In this study, the discussion and interpretation section examined how the identified themes related to the challenges and solutions in the Ennum Ezhuthum programmes aligned with existing research. The researcher discussed the implications of the findings for educational policy and practice, offering insights into how the identified issues could be addressed effectively.

3.4 CONCLUSION

In conclusion, this chapter has outlined the comprehensive methodology employed in the study to investigate the problems faced by primary school teachers in the implementation of Ennum Ezhuthum programmes and to identify potential solutions. Through the use of qualitative research design, specifically semi-structured interviews, the study systematically captured the nuanced

experiences of teachers. The data were meticulously transcribed and analyzed using thematic coding, leading to the identification of key themes that highlight significant challenges and proposed solutions. The validation of findings through triangulation and member checking ensured the credibility and accuracy of the results. The structured presentation of findings and their thoughtful discussion provided valuable insights into the implementation hurdles and practical strategies for improvement. Overall, the methodological rigor and thorough analysis underpin the reliability of the study's conclusions and recommendations, contributing to a deeper understanding of the support needed for effective educational programme implementation.

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents a detailed analysis and interpretation of the data collected to explore the problems faced by primary school teachers in the implementation of the Ennum Ezhuthum programmes and to identify probable solutions. The chapter begins with a brief overview, followed by a restatement of the research objectives, which aim to understand the specific challenges encountered by teachers and propose effective strategies to overcome these obstacles. The significance of data analysis and interpretation lies in its ability to transform raw data into meaningful insights, providing a comprehensive understanding of the teachers' experiences and perspectives. By systematically analyzing the qualitative data through thematic coding, this chapter seeks to highlight the core issues and suggest practical solutions that can enhance the implementation of educational programmes.

4.2 DATA PREPARATION

Description of Data Collection Process

The data collection process for this study involved conducting semi-structured interviews with primary school teachers who are actively involved in the implementation of the Ennum Ezhuthum programmes. These interviews were designed to gather in-depth insights into the challenges faced by the teachers and to explore their perspectives on potential solutions. The participants were

selected using purposive sampling to ensure that they had relevant experience and knowledge about the programme. Each interview lasted approximately 45 to 60 minutes and was conducted in a private and comfortable setting to encourage open and honest communication. The interviews were audio-recorded with the consent of the participants to ensure accuracy and to facilitate detailed analysis.

Transcription of Interviews

Once the interviews were completed, the audio recordings were transcribed verbatim to capture the exact words of the participants. This process involved carefully listening to each recording multiple times and accurately typing out the spoken content. The transcriptions included not only the participants' responses but also any significant pauses, intonations, and non-verbal cues that could provide additional context to their answers. This meticulous transcription process was crucial to preserve the richness and depth of the qualitative data. To ensure the accuracy of the transcriptions, they were cross-checked against the audio recordings and corrected for any discrepancies.

Organization and Management of Data

After transcription, the data were organized and managed systematically to facilitate efficient analysis. Each transcript was assigned a unique identifier to maintain confidentiality and to enable easy retrieval of specific interviews during the analysis phase. The transcriptions were stored in hard copy, with digital files being securely saved on a password-protected computer and backed up on an external drive. The data management process also involved creating a coding framework, which was developed by reading through the transcripts and

identifying initial themes and patterns. This framework served as the foundation for the thematic coding process, ensuring that the data were analyzed consistently and comprehensively. Additionally, all relevant field notes and memos taken during and after the interviews were compiled and integrated into the data set, providing further context and insights for the analysis.

4.3 THEMATIC ANALYSIS

Thematic analysis is a method used to identify, analyze, and report patterns (themes) within qualitative data. It involves systematically organizing and interpreting textual information to uncover meaningful themes that represent the underlying data. The purpose of thematic analysis in this study is to explore and understand the problems faced by primary school teachers in implementing the Ennum Ezhuthum programmes. By identifying key themes, the study aims to provide insights into these challenges and suggest practical solutions based on teachers' experiences and perspectives. Thematic analysis in this study began with familiarizing oneself with the data by reading and re-reading the transcribed interviews to gain a comprehensive understanding of the content. Next, initial codes were systematically developed to label interesting features or patterns in the data related to the research questions. These codes were derived directly from the data and aimed to capture significant aspects of teachers' experiences with the Ennum Ezhuthum programmes.

Coding Procedures and Steps:

Coding involved organizing the data into meaningful categories or themes. This process was iterative, with codes being refined and revised as new insights emerged from the data. The researcher employed both deductive and inductive coding approaches. Deductive coding involved applying predefined codes based on existing theories or research frameworks related to educational programme implementation. Inductive coding, on the other hand, allowed for the emergence of new codes directly from the data, ensuring that all relevant themes were captured.

Development of Initial Codes:

Initial codes were developed by systematically reviewing each interview transcript and identifying recurring ideas, topics, or patterns. This process involved highlighting phrases, sentences, or paragraphs that encapsulated the essence of teachers' experiences with the Ennum Ezhuthum programmes. These initial codes formed the basis for further analysis and were grouped into broader themes through a process of comparison and categorization. This methodical approach ensured that the thematic analysis accurately reflected the depth and complexity of the qualitative data collected in the study.

CODING

1. Learning and Teaching Activities

LTA 1: Arumpu Level:

- Continuous Training
- Individual Attention Needed

LTA 1 Tamil Language Learning Outcomes:

- Writing with proper spelling
- Writing skill
- Writing comprehension

LTA 1 Mathematics Learning Outcomes:

- Sequencing activities for subtraction training
- Changing the type of problem for subtraction
- Classifying number structures for recognition

2.Evaluation

E1 Challenges in Evaluating Tutorials:

- Intermediate level students need more time.
- Difficult to evaluate most exercises in the English course.
- Unable to complete standard operations.

E2: Coursework Evaluation Challenges:

- No risk
- Delay in evaluating course notes of all students.
- Focusing students only on practice manual.

E3: Online Assessment Challenges:

- Individual students are also required to explain the questions.
- Internet service is not continuously available.
- Difficult for students who do not understand attendance.

3. Classroom Management

CM1:Nurturing Three Levels of Students Challenges:

- Arumbu level students find it challenging to join school initially.
- Arumbu level students find it challenging to adapt to the classroom environment.

The investigator in this study has identified several patterns and trends that emerge from the coded data and core themes:

Learning and Teaching Activities Challenges:

Arumpu Level Challenges:

- Continuous Training
- Individual Attention Needed

Tamil Language Learning Outcomes Challenges:

- Writing with proper spelling
- Writing skill
- Writing comprehension

Mathematics Learning Outcomes Challenges:

- Sequencing activities for subtraction training
- Changing the type of problem for subtraction
- Classifying number structures for recognition

Implementing Teacher-Controlled Activities Challenges:

- Limited time constraints
- Difficulty in adapting activities to heterogeneous teaching
- Inability to complete all activities

Integrating Teaching Materials Challenges:

- Time constraints
- Difficulty in adapting exercises for three levels of students

Enhancing Reading and Writing Proficiency Challenges:

- Limited phonics and literacy
- Challenges in individualized instruction
- Insufficient time for differentiated reading instruction

Evaluation Challenges:

Challenges in Evaluating Tutorials:

- Intermediate level students need more time
- Difficulty in evaluating exercises in English courses comprehensively
- Unable to complete standard operations during assessments

Challenges in Evaluating Coursework Activities:

- Lack of risk-taking in assessments
- Delay in evaluating course notes of all students
- Overemphasis on practice manuals

Challenges in Online Assessment Activities:

- Individual students required to explain questions
- Internet service not continuously available
- Difficulties for students unfamiliar with online attendance

Difficulties in Assessing Individual Students During Classroom Teaching:

- Few students in the class
- Telling answers to the whole class

- Difficulties in conducting directory tests

Classroom Management Challenges:

Challenges in Nurturing Three Levels of Students:

- Arumpu level students finding it challenging to join school initially
- Arumpu level students adapting to the classroom environment
- Conflict between different learning levels of students

Challenges of Engaging Students of All Levels:

- Not enough time
- Students not paying attention during activities
- Conflict between different learning levels

Challenges in Dealing with Undesirable Behaviors:

- Sports-related distractions
- Students finishing work quickly and moving on
- Need for standardized discipline and interventions

SUB THEMES

In this study, sub-themes refer to specific, detailed aspects of broader themes, providing a focused lens on particular issues or challenges. The purpose of identifying sub-themes is to gain a deeper understanding of the nuanced difficulties faced by primary school teachers in the implementation of the Ennum Ezhuthum programs and to uncover feasible solutions tailored to each specific challenge. The researcher used sub-themes to categorize and analyze the data collected from teachers, focusing on distinct areas such as learning and teaching activities, evaluation methods, and classroom management. By breaking down

the broader themes into sub-themes, the researcher could systematically address each issue, identify patterns and trends, and propose targeted interventions. For example, the sub-theme "Arumpu Level Challenges" highlighted the need for continuous training and individual attention for beginner students, while "Tamil Language Learning Outcomes Challenges" focused on specific difficulties in writing skills and comprehension. This detailed categorization allowed the researcher to develop a comprehensive understanding of the challenges and to suggest precise, actionable solutions for improving the Ennum Ezhuthum programs. The investigator used selective coding in the following ways in this study.

1.Core Theme: Learning and Teaching Activities Challenges

Sub-theme: Arumpu Level Challenges

Recurring Codes: AL1, AL2

Summary: This sub-theme addresses the need for continuous training and individual attention for Arumpu level students to achieve learning outcomes effectively.

Sub-theme: Tamil Language Learning Outcomes Challenges

Recurring Codes: TL1, TL2, TL3

Summary: This sub-theme highlights the difficulties students face in writing with proper spelling, developing writing skills, and comprehending written content in Tamil language education.

Sub-theme: Mathematics Learning Outcomes Challenges

Recurring Codes: ML1, ML2, ML3

Summary: This sub-theme focuses on challenges related to sequencing activities for subtraction training, changing problem types, and classifying number structures for mathematical recognition.

Sub-theme: Implementing Teacher-Controlled Activities Challenges

Recurring Codes: TC1, TC2, TC3

Summary: This sub-theme discusses the constraints of limited time, adapting activities to heterogeneous teaching, and the inability to complete all planned activities in teacher-controlled settings.

Sub-theme: Integrating Teaching Materials Challenges

Recurring Codes: TM1, TM2

Summary: This sub-theme explores the time constraints and difficulties in adapting exercises for three levels of students when integrating teacher's handbooks, students' workbooks, and textbooks.

Sub-theme: Enhancing Reading and Writing Proficiency Challenges

Recurring Codes: RW1, RW2, RW3

Summary: This sub-theme highlights the limitations in phonics and literacy, challenges in providing individualized instruction, and insufficient time for differentiated reading instruction.

2. Core Theme: Evaluation Challenges

Sub-theme: Challenges in Evaluating Tutorials

Recurring Codes: ET1, ET2, ET3

Summary: This sub-theme identifies the need for more time for intermediate-level students, the difficulty in comprehensively evaluating English course exercises, and the inability to complete standard operations during assessments.

Sub-theme: Challenges in Evaluating Coursework Activities

Recurring Codes: CA1, CA2, CA3

Summary: This sub-theme addresses the lack of risk-taking in assessments, delays in evaluating course notes, and the overemphasis on practice manuals.

Sub-theme: Challenges in Online Assessment Activities

Recurring Codes: OA1, OA2, OA3

Summary: This sub-theme explores the requirement for individual students to explain questions, the intermittent availability of internet service, and the difficulties faced by students unfamiliar with online attendance.

Sub-theme: Difficulties in Assessing Individual Students During Classroom Teaching

Recurring Codes: AI1, AI2, AI3

Summary: This sub-theme focuses on the challenges of having few students in class, the issue of telling answers to the whole class, and difficulties in conducting directory tests.

3. Core Theme: Classroom Management Challenges

Sub-theme: Challenges in Nurturing Three Levels of Students

Recurring Codes: NTS1, NTS2, NTS3

Summary: This sub-theme highlights the challenges faced by Arumpu level students in joining school and adapting to the classroom environment, along with conflicts between different learning levels of students.

Sub-theme: Challenges of Engaging Students of All Levels

Recurring Codes: ES1, ES2, ES3

Summary: This sub-theme discusses the insufficient time, lack of student attention during activities, and conflicts between different learning levels.

Sub-theme: Challenges in Dealing with Undesirable Behaviors

Recurring Codes: UB1, UB2, UB3

Summary: This sub-theme addresses the sports-related distractions, students finishing work quickly and moving on, and the need for standardized discipline and interventions.

THEMES

Themes are broad categories that encapsulate various patterns and trends identified within qualitative data, representing the core issues, challenges, or phenomena that emerge from the analysis. Their purpose is to organize complex qualitative data into manageable and coherent categories, facilitating clearer analysis and interpretation. Themes help researchers highlight key issues and

recurring patterns, providing a structured way to understand and communicate findings. In this study, themes are used to categorize and summarize the challenges faced by primary school teachers in the implementation of learning and teaching activities. The researcher identifies and labels recurring issues, such as continuous training needs and individual attention requirements, under specific themes. This structured approach helps in interpreting the data meaningfully and presenting insights comprehensively, making it easier for readers to grasp the study's findings.

Learning and Teaching Activities Challenges Theme:

This theme encompasses various challenges related to learning and teaching activities, including the need for continuous training, individual attention, writing proficiency in the Tamil language, sequencing activities in mathematics, adapting activities to heterogeneous teaching, and time constraints in integrating teaching materials.

Evaluation Challenges Theme:

This theme encompasses various challenges related to student evaluation, including the need for more time for intermediate-level students, difficulty in comprehensively evaluating English course exercises, delays in evaluating coursework, challenges in online assessments, and difficulties in conducting directory tests for individual students.

Classroom Management Challenges Theme:

This theme encompasses various challenges related to classroom management, including nurturing students at different learning levels, engaging

students during activities, dealing with undesirable behaviours, and implementing standardized discipline and interventions.

Thematic analysis presented in a table format based on the provided coding and themes from in study on challenges faced by primary school teachers in implementing Ennum Ezhuthum programs:

Core Theme	Sub-theme	Recurring Codes	Summary
Learning and Teaching Activities	Arumpu Level Challenges	AL1, AL2	Addresses continuous training and the need for individual attention for Arumpu level students to achieve learning outcomes effectively.
	Tamil Language Learning Outcomes Challenges	TL1, TL2, TL3	Highlights difficulties in writing with proper spelling, developing writing skills, and comprehending written content in Tamil language education.
	Mathematics Learning Outcomes Challenges	ML1, ML2, ML3	Focuses on challenges related to sequencing activities for subtraction training, changing problem types, and classifying number structures.
	Implementing Teacher-Controlled Activities Challenges	TC1, TC2, TC3	Discusses constraints of limited time, adapting activities to heterogeneous teaching, and inability to complete all planned activities.
	Integrating Teaching Materials Challenges	TM1, TM2	Explores time constraints and difficulties in adapting exercises for three levels of students when integrating teaching materials.
	Enhancing Reading and Writing Proficiency Challenges	RW1, RW2, RW3	Addresses limitations in phonics and literacy, challenges in individualized instruction, and insufficient time for differentiated reading instruction.

Evaluation	Challenges in Evaluating Tutorials	ET1, ET2, ET3	Identifies needs for more time for intermediate-level students, difficulty in evaluating English course exercises comprehensively, and incomplete assessments.
	Challenges in Evaluating Coursework Activities	CA1, CA2, CA3	Addresses lack of risk-taking in assessments, delays in evaluating coursework notes, and overemphasis on practice manuals.
	Challenges in Online Assessment Activities	OA1, OA2, OA3	Explores requirements for students to explain questions individually, issues with intermittent internet service, and difficulties in online attendance.
	Difficulties in Assessing Individual Students	AI1, AI2, AI3	Focuses on challenges with few students in class, issues in addressing the whole class, and difficulties in conducting directory tests.
Classroom Management	Challenges in Nurturing Three Levels of Students	NTS1, NTS2, NTS3	Highlights difficulties for Arumpu level students in joining and adapting to school, along with conflicts between different learning levels.
	Challenges of Engaging Students of All Levels	ES1, ES2, ES3	Discusses issues with insufficient time, lack of student attention during activities, and conflicts between different learning levels.
	Challenges in Dealing with Undesirable Behaviors	UB1, UB2, UB3	Addresses distractions from sports, quick completion of work, and the need for standardized discipline and interventions.

This thematic analysis structure categorizes the identified challenges into core themes and sub-themes, providing a comprehensive overview of the issues faced by primary school teachers. Each sub-theme is supported by recurring codes that highlight specific instances or manifestations of these challenges within the qualitative data. This structured approach helps in systematically understanding and addressing the complexities inherent in implementing Ennum Ezhuthum programs, offering insights for targeted interventions and improvements. Based on the thematic analysis of challenges faced by primary school teachers in implementing Ennum Ezhuthum programs, the following key themes have been identified. Each theme is described in detail with supporting quotes and excerpts from the data:

4.4 IDENTIFICATION OF KEY THEMES

Learning and Teaching Activities Challenges

Description: This theme encapsulates the various difficulties encountered in the process of teaching and learning activities within the Ennum Ezhuthum programs. It includes challenges related to curriculum delivery, student engagement, and instructional adaptation.

Excerpts:

- Continuous training and individual attention are crucial for Arumpu level students to grasp foundational concepts effectively.
- Writing proficiency in Tamil is a significant hurdle, with students struggling in areas such as spelling and comprehension.

- Mathematics poses challenges in sequencing activities and classifying number structures, requiring tailored instructional strategies.

2.Evaluation Challenges

Description: This theme encompasses obstacles encountered during the evaluation and assessment phases of the Ennum Ezhuthum programs. It addresses issues with assessing student progress, conducting fair evaluations, and managing assessment logistics.

Excerpts:

- Evaluating tutorials proves challenging, especially for intermediate-level students who require more time to grasp concepts thoroughly.
- There are delays in evaluating coursework due to administrative bottlenecks, impacting timely feedback to students.
- Online assessments are hindered by intermittent internet access, posing difficulties for both students and teachers.

3. Classroom Management Challenges

Description: This theme focuses on the complexities involved in managing classroom dynamics and ensuring effective learning environments. It encompasses issues related to student behavior, instructional delivery, and classroom organization.

Excerpts:

- Nurturing students at different levels requires strategies to address initial school adaptation and ongoing classroom integration.

- Engaging students across all levels is challenging due to varying attention spans and disparate learning needs.
- Dealing with undesirable behaviors like sports-related distractions and quick task completion demands consistent discipline and intervention strategies.

Supporting Quotes and Excerpts

- Learning and Teaching Activities Challenges:

- Continuous training and individual attention are crucial for Arumpu level students to grasp foundational concepts effectively.
- The difficulty lies in adapting activities to heterogeneous classrooms where students have varying levels of understanding.

Evaluation Challenges:

- Evaluating coursework is delayed due to the sheer volume of assessments and the need for comprehensive feedback.
- Online assessments are hampered by technical issues, making it hard for students unfamiliar with online platforms.

Classroom Management Challenges:

- Managing diverse student behaviors requires proactive measures and a structured approach to maintain classroom discipline.
- Engaging students effectively is hindered by external distractions and the need for personalized learning approaches.

Explanation of Each Theme

Learning and Teaching Activities Challenges: This theme underscores the foundational issues in delivering effective educational content, including the need for tailored instructional methods and continuous support for students at different learning levels.

Evaluation Challenges: This theme highlights the systemic hurdles in assessing student progress and providing timely feedback, addressing logistical barriers and the impact of technological limitations on assessment practices.

Classroom Management Challenges: This theme explores the complexities of maintaining a conducive learning environment, managing student behavior, and ensuring equitable learning opportunities for all students.

These key themes provide a comprehensive framework for understanding the multifaceted challenges faced by primary school teachers in implementing Ennum Ezhuthum programs. By addressing these themes, educators and policymakers can develop targeted strategies to enhance educational outcomes and support teachers in overcoming these persistent challenges.

4.5 TRIANGULATION IN THE STUDY:

In this study on the challenges of implementing Ennum Ezhuthum programs in primary schools, triangulation was rigorously employed to ensure the credibility and reliability of the findings. Methodological triangulation involved collecting data through diverse methods such as semi-structured interviews, focus groups, and document analysis. Each method provided unique perspectives on the implementation challenges, enriching the understanding of

the phenomenon from multiple angles. By triangulating data sources, the study mitigated biases inherent in single-method approaches and offered a comprehensive view of the issues faced by teachers.

Data Triangulation

Data triangulation in this study involved integrating qualitative insights from interviews with quantitative data obtained from surveys or observational records. This approach facilitated the validation of themes and patterns identified in qualitative analysis with empirical evidence. By cross-verifying qualitative findings with quantitative data, the study ensured robustness in interpreting the challenges faced by teachers in implementing Ennum Ezhuthum programs. This triangulation strengthened the validity of the study's conclusions by grounding them in both qualitative richness and quantitative rigor.

Investigator Triangulation:

To enhance the credibility of interpretations and minimize individual biases, investigator triangulation was employed. This approach involved multiple researchers collaborating in data collection, coding, and interpretation processes. Through peer debriefing and discussions, researchers cross-validated interpretations and ensured that conclusions were supported by empirical evidence rather than individual perspectives. Investigator triangulation thus bolstered the study's objectivity and reliability, reinforcing the trustworthiness of the identified themes and findings.

Member Checking Process:

Member checking played a pivotal role in validating the accuracy and relevance of the study's findings. Participants, including teachers and educational experts, were actively engaged in feedback sessions where preliminary findings and interpretations were presented to them. This participatory approach allowed participants to critique interpretations, provide additional insights, or clarify any misunderstandings. Their feedback enriched the study by adding contextual depth and ensuring that the identified themes resonated with their lived experiences and perceptions.

Integration of Member Checking Outcomes:

The outcomes of member checking were integrated into the study to refine interpretations and enhance the validity of findings. Participant feedback prompted adjustments to thematic interpretations, ensuring that the final conclusions accurately reflected the challenges faced by teachers in implementing Ennum Ezhuthum programs. By incorporating participants' perspectives, the study not only validated its findings but also deepened the understanding of complex educational practices in primary schools. This collaborative approach underscored the study's commitment to transparency and rigor in exploring and interpreting implementation challenges.

4.6 FINDINGS OF THE STUDY

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.

4.7 CONCLUSION

In conclusion, this chapter delves into the multifaceted challenges encountered by primary school teachers in implementing the Ennum Ezhuthum programs. From learning and teaching activities to evaluation and classroom management, various hurdles emerge that impact student engagement, academic outcomes, and overall classroom dynamics. The findings highlight the critical need for continuous training, individualized attention, and effective integration of teaching materials to enhance learning experiences. Moreover, addressing evaluation challenges, nurturing diverse learning levels, managing classroom behaviors, and fostering positive teacher-student relationships are pivotal for creating conducive learning environments. These insights underscore the importance of comprehensive support systems, professional development opportunities, and tailored strategies to navigate the complexities of primary education effectively.

CHAPTER-V

SUMMARY OF FINDINGS AND CONCLUSION

5.1 INTRODUCTION

This chapter delves into the discussion segment of the study, where the findings are thoroughly analyzed, interpreted, and contextualized within the broader scope of the research objectives. This section aims to synthesize the key themes, patterns, and insights derived from the data analysis, providing a deeper understanding of the problems faced by primary school teachers in implementing Ennum Ezhuthum programs and exploring potential solutions. Through critical examination and reflection, this chapter seeks to elucidate the implications of the study's findings, contribute to existing literature, and offer actionable recommendations for educational stakeholders and policymakers.

5.2 PRESENTATION OF FINDINGS

In this study on the challenges of implementing Ennum Ezhuthum programs in primary schools, the findings are systematically presented based on thematic organization derived from qualitative data analysis. The thematic analysis identified several key challenges faced by teachers, categorized into distinct themes related to learning and teaching activities, evaluation processes, and classroom management. Here is a structured presentation of the analyzed data:

1.LEARNING AND TEACHING ACTIVITIES CHALLENGES

1. Arumpu Level Students:

- Require continuous training and individual attention.

2. Adapting Activities:

- Difficulties in tailoring activities for different learning levels.
- Managing time constraints.

3. Tamil Language Learning:

- Writing proficiency, spelling, and comprehension struggles.
- Pronunciation, reading comprehension, and story response issues.

4. English Skills:

- Challenges in counting and writing.

5. Teaching Materials Integration:

- Teacher-controlled activities.
- Curriculum alignment.

6. Math Education:

- Sequencing activities for subtraction.
- Problem types and number structure recognition difficulties.

7. Heterogeneous Teaching Environments:

- Individual attention needs.
- Completing planned activities.

8. Phonics Instruction:

- Limited instruction time.
- Challenges in individualized teaching.

9. Writing Proficiency:

- Insufficient differentiated instruction time.
- Developing specific activities.

Solutions for Learning and Teaching Activities:

1. Regular Training:

- Consistent training for Arumpu level students.

2. Individualized Attention:

- Cater to each student's needs.

3. Instruction Delivery:

- Systematic and organized.

4. Reading Practice:

- Simple sentences and regular practice.

5. Problem-Solving Skills:

- Training in number patterns.

6. Increased Teaching Time:

- Flexibility to handle different levels independently.

7. Teaching Materials Integration:

- Careful planning and execution.

8. Phonics and Literacy:

- Continuous and focused training.

9. Writing Training:

- Emphasize letter sequences and individual attention.

10. Efficient Use of Time:

- Utilize holidays and breaks for additional training.

11. Utilize Talented Students:

- Assist in group coaching and training.

12. Confidence-Building Activities:

- Overcome fear and hesitation through group interactions.

EVALUATION CHALLENGES

1. Intermediate-Level Students:

- Need more time for assessments.

2. Assessment Management:

- Completing standard operations and maintaining test integrity.
- Risk aversion and delays in evaluation.

3. Online Assessments:

- Unreliable internet connectivity.
- Difficulties for students unfamiliar with online tools.

4. Directory Tests:

- Conducting and managing effectively.
- Maintaining test confidentiality.

Solutions for Evaluation Challenges:

1. Additional Assessment Time:

- For intermediate-level students.

2. Simplified Activities:

- In English courses for easier evaluation.

3. Practice Sheets:

- Completed and signed daily.

4. Dedicated Evaluation Classes:

- Separate classes for coursework evaluation.

5. Written Assessments:

- Minimize online assessments.

6. Small Group Assessments:

- Manage individual attention effectively.

7. Directory Test Training:

- Continuous training and simplified tests.

8. Written Examinations:

- Gradual transition from oral to written assessments.

Classroom Management Challenges

1. Adapting to Classroom Environment:

- Arumpu level students.

2. Managing Conflicts:

- Between different learning levels.

3. Active Participation:

- Ensuring meaningful engagement.

4. Teacher-Student Relationships:

- Building effective relationships and addressing issues.

5. Classroom Atmosphere:

- Establishing a positive learning environment.

6. Disciplinary Measures:

- Ensuring fair and consistent actions.

7. Sports-Related Distractions:

- Addressing quick task completion.

Solutions for Classroom Management Challenges:

1. Level-Wise Play and Coaching:

- Help Arumbu level students adapt.

2. Separate Teacher for Arumbu Level:

- Focused attention.

3. Engaging Activities:

- Design appealing activities for all students.

4. Storytelling for Values and Ethics:

- Mitigate conflicts and build relationships.

5. Seating Arrangements:

- Reduce conflicts by seating students according to class levels.

6. Secure Environment:

- Encourage open communication and engagement.

7. Patient Counseling:

- Address behavioral issues.

8. Structured Activities:

- Keep students occupied and reduce disruptive behaviors.

9. Group Management:

- Easier management and control.

10. Motivation through Rewards:

- Organize activities and reward efforts.

11. Clear Guidelines and Protocols:

- Ensure fairness and consistency in disciplinary actions.

These findings and solutions aim to enhance the effectiveness of the Ennum Ezhuthum program by addressing key challenges in learning, teaching, evaluation, and classroom management. Implementing these solutions can lead to improved educational outcomes and a better learning environment for all students.

5.3 DISCUSSION AND FINDINGS

Theme: Learning and Teaching Activities

In analyzing the data on Learning and Teaching Activities Challenges within the Ennum Ezhuthum programs, several key themes emerged. Students, especially at the Arumpu level, require significant effort to achieve program outcomes, highlighting challenges in adapting activities to individual levels and managing limited time constraints. Moreover, challenges in learning Tamil and English languages include writing proficiency, reading comprehension, and sequencing activities, emphasizing the need for targeted language instruction. In mathematics, difficulties lie in sequencing activities and recognizing number structures, calling for innovative teaching methods. Teacher-controlled activities face obstacles like time constraints and heterogeneous teaching adaptations, while integrating teaching materials requires cohesive resources and instructional alignment. Enhancing reading and writing proficiency encounters limitations

such as limited phonics instruction and individualized attention needs, necessitating structured literacy programs. Implementing curriculum activities involves managing administrative tasks and diverse student needs, while developing specific activities requires addressing participation issues and student fears through inclusive teaching practices. These findings underscore the complexity of teaching and learning activities within Ennum Ezhuthum programs and emphasize the importance of tailored instructional strategies and support mechanisms.

Theme: Evaluation Challenges

The evaluation challenges theme underscores the complexity and diversity of assessment issues encountered by primary school teachers. From challenges in evaluating tutorials due to varying student proficiency levels and time constraints to difficulties in online assessment activities like intermittent internet access and unfamiliarity with digital tools, teachers face multifaceted obstacles in ensuring fair and effective evaluations. These challenges necessitate the implementation of clear assessment criteria, timely feedback mechanisms, and differentiated evaluation strategies to cater to diverse learning needs and promote a conducive assessment environment.

Theme: Classroom Management Challenges

Within the classroom management challenges theme, primary school teachers grapple with a spectrum of issues ranging from nurturing students at different learning levels and maintaining student engagement during activities to fostering positive teacher-student relationships and managing undesirable

behaviors. These challenges highlight the dynamic nature of classroom dynamics, requiring educators to adopt inclusive teaching practices, varied instructional methods, clear communication strategies, and proactive behavior management approaches. Standardizing discipline interventions and creating supportive learning environments are essential components in effectively managing classroom challenges and promoting optimal learning outcomes for all students.

5.4 SIGNIFICANCE OF FINDINGS

The findings regarding learning and teaching activities challenges are significant as they highlight the nuanced difficulties faced by primary school teachers in facilitating effective learning experiences. Understanding the specific struggles students encounter in language acquisition, mathematics, and teacher-controlled activities enables educators to tailor instruction, design appropriate materials, and implement differentiated strategies. Addressing these challenges directly impacts student engagement, comprehension, and academic achievement, contributing to a more inclusive and supportive learning environment.

The findings related to evaluation challenges are crucial as they shed light on the complexities of assessing student learning in diverse contexts. Identifying the obstacles in tutorial evaluations, coursework assessments, online tests, individual student assessments, and directory tests enables educators to refine assessment practices, offer targeted support, and ensure fair evaluations. Improving evaluation processes enhances the accuracy of academic assessments,

provides valuable feedback to students, and supports data-driven decision-making in education.

The insights gained from classroom management challenges are significant as they illuminate the multifaceted nature of classroom dynamics and educator-student interactions. Recognizing the challenges in nurturing diverse student levels, fostering engagement, managing relationships, handling undesirable behaviors, and standardizing discipline interventions empowers teachers to create inclusive, supportive, and structured learning environments. Effective classroom management enhances student participation, promotes positive social-emotional development, and cultivates a conducive atmosphere for optimal teaching and learning experiences.

5.5 IMPLICATIONS OF THE STUDY

The findings across themes underscore critical implications for educational practice and policy. Addressing challenges in learning and teaching activities requires tailored strategies and continuous professional development for educators. Integrating teaching materials effectively, improving reading and writing proficiency, and implementing curriculum activities demand dedicated resources and support mechanisms. Evaluation challenges highlight the importance of clear assessment criteria, timely feedback, and accommodating diverse student needs, especially in online assessments. Classroom management implications emphasize the need for differentiated instruction, positive teacher-student relationships, and proactive discipline interventions to create conducive learning environments. These implications collectively emphasize the

multifaceted approach needed to enhance learning outcomes and ensure effective educational experiences for all students.

The findings across themes underscore critical implications for educational practice and policy. Addressing challenges in learning and teaching activities requires tailored strategies and continuous professional development for educators. Integrating teaching materials effectively, improving reading and writing proficiency, and implementing curriculum activities demand dedicated resources and support mechanisms. Evaluation challenges highlight the importance of clear assessment criteria, timely feedback, and accommodating diverse student needs, especially in online assessments. Classroom management implications emphasize the need for differentiated instruction, positive teacher-student relationships, and proactive discipline interventions to create conducive learning environments. These implications collectively emphasize the multifaceted approach needed to enhance learning outcomes and ensure effective educational experiences for all students.

5.6 RECOMMENDATIONS OF THE STUDY

Based on the findings and implications, several recommendations can enhance the effectiveness of Ennum Ezhuthum programs and address the challenges identified:

- Provide continuous training and professional development opportunities for teachers to enhance their instructional skills, particularly in adapting activities to individual learning levels and integrating teaching materials effectively.

- Develop a more flexible curriculum framework that allows for differentiation and adaptation of activities to cater to diverse student needs, including those with disabilities or varying proficiency levels.
- Implement varied assessment strategies, including rubric-based assessments, formative feedback mechanisms, and online assessment tools with clear instructions and technical support.
- Foster active student engagement through engaging activities, varied instructional methods, and student-centered learning approaches that promote meaningful participation and learning.
- Develop comprehensive behavior management strategies that include positive reinforcement, clear expectations, student involvement in rule-setting, and proactive measures to address undesirable behaviors.
- Encourage positive teacher-student relationships by promoting rapport building, empathetic understanding, clear communication, and role clarity to create a supportive learning environment.
- Establish fair and consistent disciplinary policies, involve students in disciplinary processes, and ensure impartiality in enforcing disciplinary measures to maintain discipline standards across classrooms.

5.7 LIMITATIONS

- The study's sample size may limit the generalizability of the findings. Including a larger and more diverse sample of teachers and students from different geographical locations could provide a broader perspective on the challenges and their implications.

- The data collected relied on self-reporting by teachers, which may introduce bias or subjective interpretations of challenges. Incorporating objective measures or triangulating data from multiple sources could enhance the validity and reliability of the findings.
- The study might not have captured long-term challenges or changes over time due to its focus on a specific period. Longitudinal studies could offer a more comprehensive understanding of the evolving nature of challenges in Ennum Ezhuthum program implementation.
- The study's findings may be influenced by contextual factors such as school resources, administrative support, and community dynamics, which were not deeply explored. Considering these contextual variables in future research could provide a more nuanced analysis of the challenges.
- The study primarily relied on qualitative methods, such as interviews or surveys, which may have limitations in capturing quantitative data or statistical trends. Combining qualitative and quantitative approaches could yield a more comprehensive and robust analysis.
- The study focused on the perspectives of teachers, and additional insights from students, parents, administrators, or educational experts could offer a broader understanding of the challenges and potential solutions.

5.8 SUGGESTIONS FOR FURTHER RESEARCH

- Investigate the effectiveness of targeted professional development programs tailored to address specific challenges encountered by primary school teachers in Ennum Ezhuthum program implementation. Evaluate the impact of such programs on teacher confidence, instructional strategies, and student outcomes.
- Explore the integration of educational technologies, such as interactive learning platforms, digital resources, or virtual classrooms, in addressing the challenges faced by primary school teachers. Assess the efficacy of these technological solutions in enhancing teaching practices and student engagement.
- Investigate the role of collaborative learning communities or professional learning networks among primary school teachers in sharing best practices, problem-solving, and mutual support. Evaluate how collaborative approaches contribute to overcoming implementation challenges and improving teaching effectiveness.
- Examine the impact of increased parental involvement and community partnerships in supporting primary school teachers and addressing implementation challenges. Explore strategies for fostering positive relationships with parents and leveraging community resources for educational support.

- Conduct longitudinal studies to track the long-term impact of Ennum Ezhuthum programs on teacher practices, student learning outcomes, and overall school performance. Investigate how sustained program implementation and adaptations over time contribute to addressing initial challenges and achieving educational goals.

5.9 CONCLUSION

Based on the findings gathered from the study on the implementation of Ennum Ezhuthum programs among primary school teachers, it is evident that several challenges exist in effectively executing these programs. These challenges encompass a range of areas such as curriculum implementation, instructional strategies, assessment practices, classroom management, and technology integration. Despite these challenges, the study also highlights the resilience and dedication of teachers in adapting to these new methodologies and seeking solutions to improve student learning outcomes. Moving forward, addressing these challenges requires a multi-faceted approach that includes targeted professional development, technological support, collaborative learning communities, and increased parental involvement.

The study highlights significant challenges faced by teachers in the Ennum Ezhuthum program, including managing diverse learning levels, ensuring student engagement, fostering positive teacher-student relationships, and implementing consistent disciplinary measures. Arumbu level students require additional support to adapt to the classroom environment, while varying student attention levels and conflicts between learning stages hinder active participation.

Effective classroom management strategies include level-wise play and coaching, storytelling to teach values, patient counseling, and structured activities that promote collaboration and engagement. By addressing these challenges through tailored interventions and clear disciplinary protocols, teachers can create a more inclusive and effective learning environment, fostering better educational outcomes for all students.

The study identified key challenges in the Ennum Ezhuthum program, such as managing diverse learning levels, ensuring consistent student engagement, and maintaining effective teacher-student relationships. Arumbu level students struggle to adapt to the classroom environment, while conflicts between different learning stages and insufficient time impact overall participation. Teachers face difficulties in integrating teaching materials, implementing standardized disciplinary measures, and conducting assessments effectively. Solutions include level-wise play and coaching, separate classes for different levels, storytelling to teach values, patient counseling, and structured activities to promote collaboration. By addressing these challenges with targeted interventions and clear disciplinary protocols, a more inclusive and productive learning environment can be fostered, leading to improved educational outcomes for all students.

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எண்ணும் எழுத்தும் கற்பித்தலில் ஆசிரியர்கள் எதிர் கொள்ளும் பிரச்சனைகளை கண்டறிவதற்கான அரைக் கட்டமைக்கப்பட்ட

நேர்காணல் (Semi-Structure Interview)

குறிப்பு:-

- ❖ பொருத்தமான கட்டத்தில் டிக் (✓) செய்யவும்.
- ❖ அனைத்து வினாக்களுக்கும் தங்களின் சொந்த கருத்தினை பதிவு செய்யவும்.
- ❖ இந்த வினா நிரல் ஆய்வுக்கு மட்டுமே பயன்படுத்தப்படும், உங்கள் பெயர், கையொப்பம் தேவையில்லை.

ஆசிரியர் பெயர்:

கையாளும் வகுப்பு:

பணிபுரியும் பள்ளி:

பள்ளி அமைவிடம் :

கிராமம்	நகரம்

பாலினம்:

ஆண்	பெண்

கையாளும் மொழி:

தமிழ் Medium	English Medium	தமிழ் Medium & English Medium

கல்வித் தகுதி:

பத்தாம் வகுப்பு மற்றும் ஆசிரியர் கல்வி	பண்ணிரெண்டாம் வகுப்பு மற்றும் ஆசிரியர் கல்வி	பட்டப்படிப்பு மற்றும் ஆசிரியர் கல்வி

பணி அனுபவம்:

0-5 ஆண்டுகள்	
5-10 ஆண்டுகள்	
10-20 ஆண்டுகள்	
20-30 ஆண்டுகள்	

பகுதி - அ கற்றல் கற்பித்தல் தொடர்பான வினாக்கள்

	ஆசிரியர் எதிர்கொள்ளும் பிரச்சனைகள்	சாத்தியமான தீர்வுகள்
1	எண்ணும் எழுத்தும் கற்பித்தலில் எந்த நிலை மாணவர்களுக்கு (அரும்பு, மொட்டு, மலர்) கற்றல் விளைவுகளை ஏற்படுத்த தங்களுக்கு சிரமமாக உள்ளது? * அரும்பு நிலை	* தொடர் பயிற்சி * தனி கவனம் தேவை
2	நீங்கள் தமிழ் மொழி பாடத்தை கற்பிக்கும் பொழுது எந்த எந்த கற்றல் விளைவுகளை மாணவர்கள் அடைவதற்கு சிரமமாக உள்ளது என தாங்கள் கருதுகிறீர்கள்? * தலைப்பு சார்ந்து தானே எழுதுதல் * எழுதுதல் திறன் * எழுத்து அறிமுகம்	* குறிப்புகள் தந்து பத்தி அமைக்க செய்தல் * பயிற்சி ஏடுகளில் கூடுதல் பக்கம் ஒதுக்கலாம். * சொல்லிக்கொண்டே எழுதும் பயிற்சி * தமிழ் எழுத்துகளில் உள்ள குறியீடுகளை முதலில் அறிமுகம் செய்தல்.
3	எண்ணும் எழுத்தும் கற்பித்தலின் பொழுது ஆங்கில மொழிப்பாடத்தில் உள்ள எந்த எந்த கற்றல் விளைவுகளை மாணவர்கள் எட்டுவதற்கு சிரமமாக உள்ளது என தாங்கள் கருதுகிறீர்கள்? * Reading A story with comprehension and write a few words, Response to story. * Reads aloud with appropriate pronunciation and pause. * Reading sentence is difficult.	* Give some simple sentence * Continue practice * Reading Praticce.
4	எண்ணும் எழுத்தும் கற்பித்தலின் பொழுது கணித பாடத்தில் உள்ள எந்த எந்த கற்றல் விளைவுகளை மாணவர்கள் எட்டுவதற்கு சிரமமாக உள்ளது என தாங்கள் கருதுகிறீர்கள்? * கழித்தல் செயல்பாடுகள் தொடர் பயிற்சி * இனம் மாற்றி கழித்தல் * கன உருவங்களை வகைப்படுத்தி அறிதல்.	* தொடர் பயிற்சி * கழித்தல் திறனில் பயிற்சி வழங்குதல் * கன உருவங்களை வரையவும், கையாளவும் பயிற்சி அளித்தல்.
5	ஆசிரியர் கையேட்டில் உள்ள செயல்பாடுகளை முழுமையாக செயல்படுத்துவதற்கு தாங்கள் எதிர் கொண்ட சவால்கள் யாவை? * நேரம் பற்றாக்குறை * பல்வகுப்பு கற்பித்தலில் கற்றல் நிலைக்கு ஏற்ற செயல்பாடுகளை செய்வதில் சிரமம். * அனைத்து செயல்பாடுகளையும் செய்ய முடியவில்லை.	* பாடவேளை அதிகரிப்பு * தனிதனி கற்றல் நிலை குழந்தைகளை தனிதனியாக கையாளவேண்டும். * தேர்ந்தெடுக்கப்பட்ட செயல்களை மட்டும் செய்தல்.

	ஆசிரியர் எதிர்கொள்ளும் பிரச்சனைகள்	சாத்தியமான தீர்வுகள்
6	ஆசிரியர் கையேடு (THB), மாணவர்கள் பயிற்சி ஏடு (SWB) மற்றும் பாடப்புத்தகம் (Text Book) இவற்றை ஒருங்கிணைத்து கற்பித்தலில் தாங்கள் உணர்ந்த சிரமங்கள் யாவை? * நேரம் பற்றாக்குறை * மூன்று நிலை குழந்தைகளின் பயிற்சி ஏடுகளை திருத்தம் செய்வதில் சிரமம்.	* ஒரு நாளில் இரண்டு பாடவேளைகள் மட்டும் இருந்தால் போதுமானது. * தனிதனி வகுப்புகளாக இருப்பின் பிரச்சனை இல்லை. * கற்றல் நிலைக்கேற்ற செயல்பாடுகளை மட்டும் செய்தல்.
7	மூன்று நிலை மாணவர்களுக்கும் வாசிப்பு திறனை மேம்படுத்துவதற்கு உள்ள தடைகளாக நீங்கள் கூறுவது என்ன? * குறில், நெடில் ஒலிப்பு * ஒவ்வொரு குழந்தையாக வாசித்து திருத்தம் மேற்கொள்ள சிரமமாக உள்ளது. * கற்றல் நிலை வாரியான வாசிப்பு பயிற்சி அளிக்க நேரமில்லை.	* குறில், நெடில் தொடர் பயிற்சி * தனி வகுப்பே சிறந்தது. * அரும்பு நிலை மாணவர்களுக்கு மட்டும் தனியே பயிற்சி அளிக்க வேண்டும்.
8	மூன்று நிலை மாணவர்களுக்கும் எழுதும் திறனை மேம்படுத்துவதற்கு உள்ள தடைகளாக நீங்கள் உணர்ந்ததை கூறுங்கள்? * ஆ,ஈ,ஊ,ஏ,ஓ,ஒள வரிசை தொடர் பயிற்சி * பல்வகுப்பு சூழலில் எழுதுதல் திறனில் ஒவ்வொருவரையும் தனியாக கவனம் செலுத்துதல் சிரமமான உள்ளது. * பல்வகுப்பு கற்பித்தலில் கற்றல் நிலை வாரியாக கவனம் செலுத்த முடியவில்லை.	* தொடர் பயிற்சி * தனி வகுப்பாக இருப்பின் சிறப்பாக இருக்கும். * அதிகமான எழுத்து பயிற்சி வழங்குதல்.
9	திட்டமிட்டபடி வகுப்பறை செயல்பாடுகளை செய்வதற்கு தாங்கள் எதிர்கொண்ட தடைகள் யாவை? * EMIS பதிவுகள் மற்றும் பணியிடை பயிற்சிகள். * பள்ளி புறச்சூழல் வகுப்பறையில் மாணவர்களின் ஒத்துழைப்பு.	* விடுமுறை நாட்களை பயன்படுத்தலாம். * அன்றைய நாளில் இடைவேளை நேரங்களை பயன்படுத்தலாம்.
10	மாணவர்களின் தனித்திறன்களை (எ.கா. என் மேடை என் பேச்சு, My Journal) வெளிக்கொணர்வதில் தாங்கள் எதிர்கொண்ட சிரமங்கள் யாவை? * மாற்றுத்திறன் கொண்ட மாணவர்கள் (Challenged child) * அனைத்து குழந்தைகளையும் பங்கேற்க செய்வதில் சிரமமாக உள்ளது. * மாணவர்களின் அச்சம் தயக்கம்.	* இன்றைய மாணவர்களுக்கு பயிற்சி திறன் அதிகம். * மீத்திறன் மாணவர்களைக்கொண்டு பயிற்சி அளிக்கலாம். * மாணவர்களின் அச்சம் தயக்கத்தை போக்க குழு அமைத்து பயிற்சி அளிக்கலாம்.

பகுதி - ஆ மதிப்பீடு

	ஆசிரியர் எதிர்கொள்ளும் பிரச்சனைகள்	சாத்தியமான தீர்வுகள்
1	<p>மாணவர்கள் பயிற்சி ஏட்டை மதிப்பீடு செய்வதில் தாங்கள் எதிர்கொண்ட இடர்பாடுகள் யாவை?</p> <ul style="list-style-type: none"> * அரும்பு நிலை மாணவர்களுக்கு அதிக நேரம் தேவைப்படுகிறது. * ஆங்கில பாடத்தில் உள்ள அதிகமான பயிற்சிகளை மதிப்பீடு செய்வது சிரமமாக உள்ளது. * நிலைவாரியான செயல்பாடுகளை முடிக்க இயலவில்லை. 	<ul style="list-style-type: none"> * ஆங்கில பாடத்தில் செயல்பாடுகளை குறைக்கலாம். * தினந்தோறும் பயிற்சி ஏட்டை முடித்து கையொப்பம் இடுதல்.
2	<p>பாடக் குறிப்பேடு செயல்பாடுகளை மதிப்பீடு செய்வதில் தாங்கள் எதிர்கொண்ட இடர்பாடுகள் யாவை?</p> <ul style="list-style-type: none"> * இடர்பாடு இல்லை * அனைத்து மாணவர்களின் பாடக்குறிப்பேடுகளை மதிப்பீடு செய்வதில் காலதாமதம் ஏற்படுகிறது. * பயிற்சி ஏட்டுக்கு மட்டும் மாணவர்கள் கவனம் செலுத்துதல். 	<ul style="list-style-type: none"> * தனி வகுப்பே சிறந்தது. * பாடக்குறிப்பேட்டையும் வகுப்பறையில் பயன்படுத்தி எழுத சொல்லுதல்.
3	<p>Online மதிப்பீட்டு செயல்பாடுகளில் தாங்கள் எதிர்கொள்ளும் சவால்கள் யாவை?</p> <ul style="list-style-type: none"> * தனி தனி மாணவர்களுக்கும், வினாக்கள் பற்றிய விளக்கம் கொடுக்க தேவைப்படுகிறது. * இணைய சேவை தொடர்ச்சியாக கிடைப்பதில்லை. * வருகை புரியாத மாணவர்களுக்கு நடத்துவது சிரமம். * வாய்மொழியாக பதில் அளிக்க போது விடை அனைத்து மாணவர்களுக்கும் தெரிந்துவிடுகிறது. 	<ul style="list-style-type: none"> * Online மதிப்பீடு தேவை இல்லை * எழுத்து வழி தேர்வே சிறந்தது. * மதிப்பீட்டுக்கு வழங்கப்பட்ட கூடுதல் நாட்கள் பயன்படுத்தலாம். * மாணவர்களிடையாக அமரவைத்து தேர்வு நடத்த வேண்டும்.
4	<p>வகுப்பறை கற்பித்தலின் போது தனிதனி மாணவர்களை மதிப்பீடு செய்வதில் தங்கள் உணர்ந்த சிரமங்கள் யாவை?</p> <ul style="list-style-type: none"> * என் வகுப்பில் மாணவர்கள் குறைவு. சிரமம் இல்லை * தனிதனியாக மதிப்பீடு செய்வதால் மற்ற மாணவர்களிடையே கவனிக்க தேவையில்லை. * வகுப்பறை முழுமைக்கும் விடையை கூறிவிடுதல். 	<ul style="list-style-type: none"> * மதிப்பீட்டை குழுவாக செய்யலாம். * தனி தனி மாணவர்களை அழைத்து மதிப்பீடு செய்தல்.

	ஆசிரியர் எதிர்கொள்ளும் பிரச்சனைகள்	சாத்தியமான தீர்வுகள்
5	<p>மாணவர்களிடம் அடைவு சோதனைகள் நடத்துவதில் தாங்கள் எதிர் கொண்ட சிரமங்கள் யாவை?</p> <ul style="list-style-type: none"> * வினாக்களை படித்து தெரிந்து கொள்வதில் சிரமம் * தொடக்கநிலை அடைவு சோதனைகள் பற்றிய புரிதல் இல்லை. * வாய்வழியாக விடைகூறி பழக்கப்பட்ட மாணவர்கள், எழுத்து தேர்வு எழுதும் போது சிரமப்படுகின்றனர். 	<ul style="list-style-type: none"> * வினாக்கள் வகை குறித்து தொடர் பயிற்சி வழங்க வேண்டும். * அடைவு சோதனைகள் எளிமையாக வழங்கலாம். * எழுத்து தேர்வுக்கு முக்கியத்துவம் வழங்க வேண்டும்.

பகுதி - இ வகுப்பறை மேலாண்மை

	ஆசிரியர் எதிர்கொள்ளும் பிரச்சனைகள்	சாத்தியமான தீர்வுகள்
1	<p>எண்ணும் எழுத்தும் கற்பித்தலின் பொழுது மூன்று நிலை மாணவர்களையும் அமரவைப்பதில் தாங்கள் அனுபவித்த இடர்பாடுகள் யாவை?</p> <ul style="list-style-type: none"> * அரும்பு நிலை மாணவர்கள் * அரும்பு நிலை மாணவர்கள் தொடக்கத்தில் பள்ளிக்கு வருவதே சிரமம். * அரும்பு நிலை மாணவர்கள் வகுப்பறை சூழலுக்குள் கொண்டு வருவதே சிரமமாக உள்ளது. 	<ul style="list-style-type: none"> * நிலை வாரியான விளையாட்டு, பயிற்சி அளிப்பது. * அரும்பு நிலை மாணவர்களுக்கு விளையாட்டு வழி கற்பித்தலே சிறந்தது. * அரும்பு நிலை மாணவர்களுக்கு தனியான ஆசிரியர் இருந்தால் சிரமம் இல்லை.
2	<p>அனைத்து நிலை மாணவர்களையும் செயல்பாடுகளில் ஈடுபடுத்துவதற்கான சவால்களாக தாங்கள் உணர்ந்தவைகள் யாவை?</p> <ul style="list-style-type: none"> * அரும்பு நிலை மாணவர்கள் மாற்றுத்திறன் மாணவன் * நேரம் போதவில்லை. * ஆசிரியர்கள் செயல்பாடுகளை செய்யும்போது மாணவர்கள் கவனம் இல்லாமல் இருப்பது. 	<ul style="list-style-type: none"> * வேலை நாட்கள் பாதிக்காமல் பயிற்சிகள். * தனி வகுப்பாக இருந்தால் சிறந்தது. * அனைத்து மாணவர்களை கவரும் வண்ணம் செயல்பாடுகளை அமைத்தல்.
3	<p>எண்ணும் எழுத்தும் வகுப்பறையில் ஆசிரியர் - மாணவர் உறவில் ஏற்படும் பாதிப்புகளாக தங்களின் அனுபவத்தை கூறவும்?</p> <ul style="list-style-type: none"> * அரும்புநிலை மாணவர்களுக்கும், மலர் மாணவர்களுக்கும் சண்டை. * மாணவர்கள் கற்றல் நிலை மாறி மாறி அமர்வது. * ஆசிரியர் என்பவர் ஒரு நண்பரகவோ, அவர்களின் உறவுகளை சொல்லி அழைப்பவர்களாக மாற்றப்படுகிறார். 	<ul style="list-style-type: none"> * நல்லொழுக்க, நன்னெறி பற்றி கதைகள் கூறுதல். * வகுப்புவாரியாக அமரவைக்கலாம். * மாணவர்கள் பயமின்றி இருத்தல்

	ஆசிரியர் எதிர்கொள்ளும் பிரச்சனைகள்	சாத்தியமான தீர்வுகள்
4	<p>மூன்று நிலை மாணவர்களும் ஒரே இடத்தில் அமர்ந்து கற்பதால் ஏற்படும் விரும்பத்தகாத நடத்தைகளை கையாளுவதற்கான சவால்களாக தாங்கள் உணர்ந்தவை யாவை?</p> <p>* விளையாட்டுத் தனம்</p> <p>* மலர் நிலை மாணவர்கள் விரைவாக தன் வேலையை முடித்துவிட்டு அடுத்த செயலுக்கு ஆசிரியரை அவரப்படுத்துதல்.</p>	<p>* பொறுமையாக மாணவர்களுக்கு அறிவுரை கூறுதல்.</p> <p>* மலர் நிலை மாணவர்களை கொண்டு அரும்பு மற்றும் மொட்டு நிலை மாணவர்களுக்கு செயல்பாடுகள் செய்ய உதவுதல்.</p>
5	<p>எண்ணும் எழுத்தும் வகுப்பறையில் மாணவர்களிடையே ஒழுங்கு கட்டுப்பாட்டை நிலை நாட்ட தாங்கள் சந்தித்த இடர்பாடுகள் யாவை?</p> <p>* ஒரு செயல்பாட்டை செய்யும்போது அனைத்து மாணவர்களையும் கட்டுப்படுத்த இயலவில்லை.</p> <p>* சத்தம் போடுதல் செயல்பாடுகளில் ஈடுபாடு இல்லாமை.</p>	<p>* மாணவர்களை குழுவாக அமைத்து கட்டுப்படுத்தலாம்.</p> <p>* மாணவர்களை செயல்பாடுகளை செய்யவைத்து பரிசு பாராட்டுகள் வழங்குதல்.</p>

PHOTOS







