



**Effects of Learning Corner Activities on  
Learner's Achievement**

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**TITLE : "EFFECTS OF LEARNING CORNER ACTIVITIES ON LEARNER'S ACHIEVEMENT AT PRIMARY STAGE."**

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**1. INTRODUCTION :**

There has been a countrywide momentum for the last five years to achieve Universalisation of Elementary Education. A number of programmes have been implemented to ensure quality and equity in Elementary Education. The Educational planners, experts of pedagogy, teacher educators, class-room teachers, personnel of NGOs have extended their hearty support to the fulfilment of this mission. The most vital and effective programme that is being operationalised at present is the District Primary Education Programme (DPEP). It has given a clarion call to the persons working in the field of Elementary Education across the states to exert their efforts to this noble cause. Besides enrolment, attendance and retention, the learner's achievement has become the focus of attention now. Minimum Levels of learning has been put in to practice in the primary schools with a view to enabling all the children to reach at the level of mastery irrespective of Caste, Sex, Socio-Economic status and geographical barriers. Time and again the primary school teachers have been oriented in SOPT, MLL, Joyful learning programmes and DPEP through organising institutions like SCERT, RIE, IASE, CTE, DIETs and NGOs. Training programmes have been conducted in the Blocks and Panchayats of the districts. The sole aim is to build the capacity of the teachers in the teaching-learning process, which in turn would add to the learner's achievement.

In the traditional class room practices the children get little scope to put forth their own ideas and thoughts. The teacher dominated class room fails to create interest and zeal and thus the creativity of the children is not explored. To ensure active participation of the children there should be adequate reformation in the methodology for revitalising the teaching-learning process. Unless and until the teachers become pregnant with innovative ideas they can't cater to the class room need of the children. Hence there is a crying need to train the teachers with the innovative transactional methodology to ensure satisfactory achievement of the learners. To quote the lines extracted from A DPEP NEWS LETTER, June 1998. "The main focus of primary Education must be on children. Teachers need to discuss pedagogical issues and develop strategies to implement in the school in a collaborative manner. Collaboration needs to include the parents as well in the process. Home work and other assignments become meaningful to the teacher, only when they are properly evaluated and feed back is given."

The active participation of the learners in the teaching-learning process and exhibiting the same in presence of the parents and relatives establish faith in them. They are automatically attracted to the school and feel that schools are really contributing effectively to produce future citizens of India in the way of enriching the knowledge and expanding the understanding abilities of the children. In the words of M.S. Gore, "Children will not come to the School unless by doing so they find the school attractive. The parents will not require them to attend school unless they find the schools relevant to their daily life." (A DPEP NEWS LETTER, March, 1996)

Taking the above facts into heart the Researcher decided to take up study on:

"EFFECTS OF LEARNING CORNER ACTIVITIES ON LEARNER'S ACHIEVEMENT AT PRIMARY STAGE."

## 2. OBJECTIVES :

- i. To develop strategy for orienting primary school teachers in the know-hows of learning corner activities.
- ii. To help the teachers and students in installing Resource Room of teaching-learning materials in the school.
- iii. To ensure co-operative learning and small group interaction.
- iv. To assess the effects of the corner activities on Learner's achievement.
- v. To involve the local teachers and parents and record their views on the programme.

## 3. HYPOTHESIS :

- i. The Resource Room with locally available teaching learning materials can facilitate the learning corner activities.
- ii. At the end of the experiment the Post-Test scores of the learners will differ significantly from the Pre-test scores in the subjects dealt.

## 4. METHODOLOGY :

**SAMPLE :** Forty students of class-III of Kankoroda Ex-Board Primary School, Ganjam was selected at random irrespective of their sex, caste, and socio-economic status. All were within the age group of 7+. 8 Nos. of teachers of primary schools were selected at the time of conducting SOPT programme in that Block. Teachers found to be more active and enthusiastic and resourceful in the conduct of learning activities were selected for the experiment. Expertise in the content areas of the subjects was also a criteria for selection.

**SCOPE :** It was decided to conduct subjectwise activities in four rooms identified for corners. One subject was allotted to one corner and thus four subjects were allotted for four corners, the following subjects were taken into account with selected competencies.

1. Mathematics - (Geometry) Competencies : 5.3.1, 5.3.2 & 5.3.3
2. Language - (Mother tongue) Written Competition Competencies 4.3.3
3. EVS-I - (Social Studies) Competencies - 3.3.1, 3.3.2, 3.3.3
4. EVS-II - (Science) 8.3.1, 8.3.2 & 8.3.3

**TOOLS :**

1. Pre and Post Achievement Tests in 4 subjects.
2. Teacher's self-instructional strategy chart.
3. An Observation schedule for collecting information on conduct of learning corners.
4. Work sheet - for students.

**DESIGN :** It was a single group with Pre-and Post-test design.

**STAGES OF EXPERIMENT :**

**STAGE - I :** One day training for primary school teachers on corner activities.

- i. how to install Resource Room.
- ii. how to group children on the basis of Pre-Test.

- iii. how to organise corner activities and make the activities child-centered, through child to child approach.
- iv. How to select the teaching learning materials from the Resource Room according to the competencies.
- v. Discussion on the competencies and transactional Methodology.

STAGE - II : Conduct of learning corner activities under the supervision and guidance of the Researcher.

STAGE- III : Visit by the teachers of neighbouring schools to observe using observation schedule developed by the Researcher.

STAGE- IV : Post-Test.

STAGE- V : Meeting of the school teachers and parents to make them aware of the final results of the learning corner activities.

#### RESOURCE ROOM :

It is a room<sup>or</sup> any secured place in the premises of the school where the teaching-learning-materials collected by the children were kept preserved for utilising the same during transaction of Teaching-learning activities.

How were the children encouraged to collect materials :

- i. The teacher instructed the students to bring some of their hobby items like postage stamp, drawn pictures, photos and cut pictures from magazine and toys and puppets.

- ii. The teacher instructed them to bring any thing that has been used and thrown, like bottles, cap of the bottle, cap of the colgate, feather of birds, used packets etc.
- iii. The learners were instructed to collect dry leaf, cover of co-conut, any fruit, seeds of fruits, old coins, stones, pebbles, iron-ore etc.
- iv. The teacher selected one student leader to assist the class teacher in arranging the Resource room with other students in turns.

#### **CONDUCT OF LEARNING CORNER ACTIVITIES :**

**SUBJECT :** Mathematics (Geometry).

**Content -** Understanding of Gemometrical shapes and spatial relationship.

#### **COMPETENCIES**

- 5.3.1. : Recongnises and classifies various solids in the environment with their geometrical names e.g. Cuboid, sphere, cube, cone, cylinders.
- 5.3.3. : Draws plane shapes e.g. square rectangle, triangle, circle, using objects, which have strai ght and curved edges.
- 5.3.3. : States properties of triangle, rectangle and square.

**Transactional Methodology adopted :** Demonstration

**Technique :** Paper folding, cutting pieces of card-board into geometrical shape and sizes.

**Teaching Aids:** Papers packets, Chalk packets of wood, Macth Box, Match sticks, tins, bottles leaves of trees, drawing paper sheets, pencil, scale card Board, scissors and thread.



First the teacher demonstrated to the whole group and then the High achievers demonstrated before their friends as allotted to each group. The Researcher observed the activities and made necessary correction and added suggestions in presence of the teacher. Then group work followed. Each and every student of the group was given chance to explain any point relating to the competencies.

Language : (Mother tongue) It was taught in Oriya.

Competency : Writing

Specific Competency : 4.3.3. Write simple guided composition.

- a) Writing letters.
- b) Writing Stories from pictures

**Aids selected from the Resource Room :**

Written Post Cards, Inland letters,  
Envelopes, Picture Cards.

**T.L. Strategies for Writing Letters :**

- Distributing written letters among the students.
- Asking them to go through the letter silently for 5 minutes.
- Distributing the following format and giving instruction to fill up the columns.
- Collection of filled in formats and discussion on that.
- Giving individual assignment on writing letter.

Work sheet to be filled in by the learner :

Questions	Answer to the questions giving (✓) tick mark		Write answers in words & sentences. to 'yes' responses
	Yes	No	
Q-1. Is the place and date written ?			Place : Date :
Q-2. Is the letter addressed ?			Dear .....
Q-3. Is there good wishes or Namaste ?			Pranam/Namaste/hearty greetings/good wishes.
Q-4. Do you find the matter of the letter.			Write the matters.....
Q-5. Is the letter ended in words like yours affectionately, sincerely?			Yours sincerely, Yours affectionately, Yours loving....
Q-6. Is there the name and address of the sender ?			Name : At/Po : Dist : Pin :
Q-7. What is the address of the person to whom the letter is sent ?			Name : At/Po : Dist : State : Pin :

### WRITING STORIES BASING ON THE PICTURE CARDS :

Some picture cards were presented before the learners. Each learner was given scope to tell some thing on a particular picture. At a stretch 5 pictures were presented in a sequential order. The facts relating to all the pictures formed a complete story. Then each child was given picture cards and was asked to write a story in ten sentences basing on a set of pictures. The high achievers assisted the low achievers according to the instruction of the teacher.

**EVS-I (Social Studies)**

**Content** The pupil knows about various people at work and appreciates the importance of world of work.

**COMPETENCIES**

- 3.3.1 Lists the occupations of people engaged in producing various articles of daily need.
- 3.3.2 Identifies those who produce food stuff e.g. farmer dairyman, fisherman and herdsman.
- 3.3.3 Describe their main activities and thier way of life.

**EDUCATIONAL METHDOLOGY : Role play and Action Song**

Roles were distributed among the individual learners. The teacher directed the learners to play thier respective role with dialogues and songs (Composed by the Researcher) befitting to the competencis. After the role play was over, questions were asked to the learners, remediation was provided to the low achievers through the high achievers, under the supervision of the teacher.

**EVS-II (Science)**

**Content** Living things their characteristics and classification

- 8.3.1 Observes local surrounding and classfies things into
- i) Living and non-Living
  - ii) Natural and Manmade.
- 8.3.2 Understanding similarities and difference between animals and plants.
- 8.3.3 Identifies main parts of a plant.

**METHODOLOGY :** Activity-Demonstration, pair work and Group work.

- Stages :**
1. Collection
  2. Classification
  3. Comparison
  4. Analysing
  5. Drawing Inferences

The students were directed to go to the Resources room and bring any material they like. They were given 5 minutes time to do so. The teacher guided them. The materials were kept on the ground demarked in a circle. Then they were distributed format based on work sheets. They were asked to answer to the questions as per the format. The high achievers assisted the low achievers to work out the assignment.

**Format to be filled in by the Learners**

Sl No.	Name of the Object	Natural		Manmade
		Living	Non-Living	
1.				
2.				
3.				
4.				

**After observing write Similarities / Differences**

Sl No.	Living	Non-Living	Manmade
1.			
2.			
3.			
4.			

Each learner was given opportunity to read out his answers. Then a question-answer session was organised. The High Achievers first put question to the low achievers and they answered in their own ways. The Researcher observed the session and remediation was made available for the low achievers through the teacher and the high achievers.

### **EVALUATION**

A Post-Test was conducted covering all the competencies of the four subjects. The question covered all competencies. The questions were objective type, namely multiple choice, fill up the gap, correct the error, what comes next in the serial, matching item and short answer type. The questions were prepared by the expert staff members of the DIET, where the Researcher is working. The answer papers were also valued by the selected panel of examiners. The performance of the Pre-Test and Post-Test is reflected in the table given below :

**ANALYSIS & FINDINGS :**

The findings of the study are reflected in the table given below :

**Table-I**

No. of Students	Subjects	Pre-Test Mean	Post-Test Mean	Gain in the Mean Score of the Post-Test
40	Mathematics (Geometry)	9	23	14
40	Language	8	18	10
40	EVS-I	11	20	9
40	EVS-II	10	21	11

It is evident from the table that the mean score of mathematics in the Pre-Test was 9, but it was increased to 23 with an average gain of 14. With regard to language, the mean score was 8 in the Pre-Test, but it was raised to 18 at the Post-Test with average gain of 10. In respect of EVS-I, the mean score was 11 at the Pre-Test stage but it was raised to 20 in the Post-Test with an average gain of 9. as regards EVS-II the mean score in the Pre-Test was 10, but it was raised to 21 with an average gain of 11 in the Post-Test.

It is quite clear from the Post-Test results in all the four subjects there has been substantial gain in the mean score of the Post-Test.

**Table-II**

N	Subjects	MD	SD <sub>D</sub>	SE <sub>MD</sub>	't' Value	Remarks
40	Mathematics	14	11.8	1.86	7.52	Significant at 0.01 level
40	Language	10	10.26	1.62	6.17	- do -
40	EVS-I	09	9.35	1.48	6.08	- do -
40	EVS-II	11	11.33	1.79	6.15	- do -

N = No. of sample  
 MD = Mean of difference  
 SD<sub>D</sub> = Standard deviation of difference  
 SE<sub>MD</sub> = Standard error of mean of difference

Since the problem is concerned with the significant of difference between means obtained from the same test administered to the same group upon two occasions, the Researcher thought it appropriate to use 't' value here to determine the mean difference between two Tests i.e. Pre-Test and Post-Test.

It is evident from the Table-II given above that the mean difference of Pre-Test and Post-Test in Mathematics is 14. But from the Table-II it is marked that the obtained 't' value is 7.52 and is much higher than the table value of 't' at 0.01 level of 2.72 at 39 df (degree of freedom). Thus there is no doubt that the mean gain of Post-Test is more than that of the Pre-Test and stands significant.

If one glances at the difference in mean gain score of language it is 10 and the obtained 't' value of 6.17 is larger than the table value of 't' at 0.01 level of 2.72 at 39 df. Thus the gain score proved to be significant.

In respect of EVS-I the mean of difference in the gain score is 9 at the Post stage, Test-stage, when it is tested by using 't', its value is 6.08 which is higher than the table value of 't' at 0.01 level. So the gain score stands significant.

As to the mean difference in the gain score of the EVS-II (Science) it is 11, when 't' value is computed it is found 6.15 which is more than the table value of 't' at 0.01 level and stands significant.

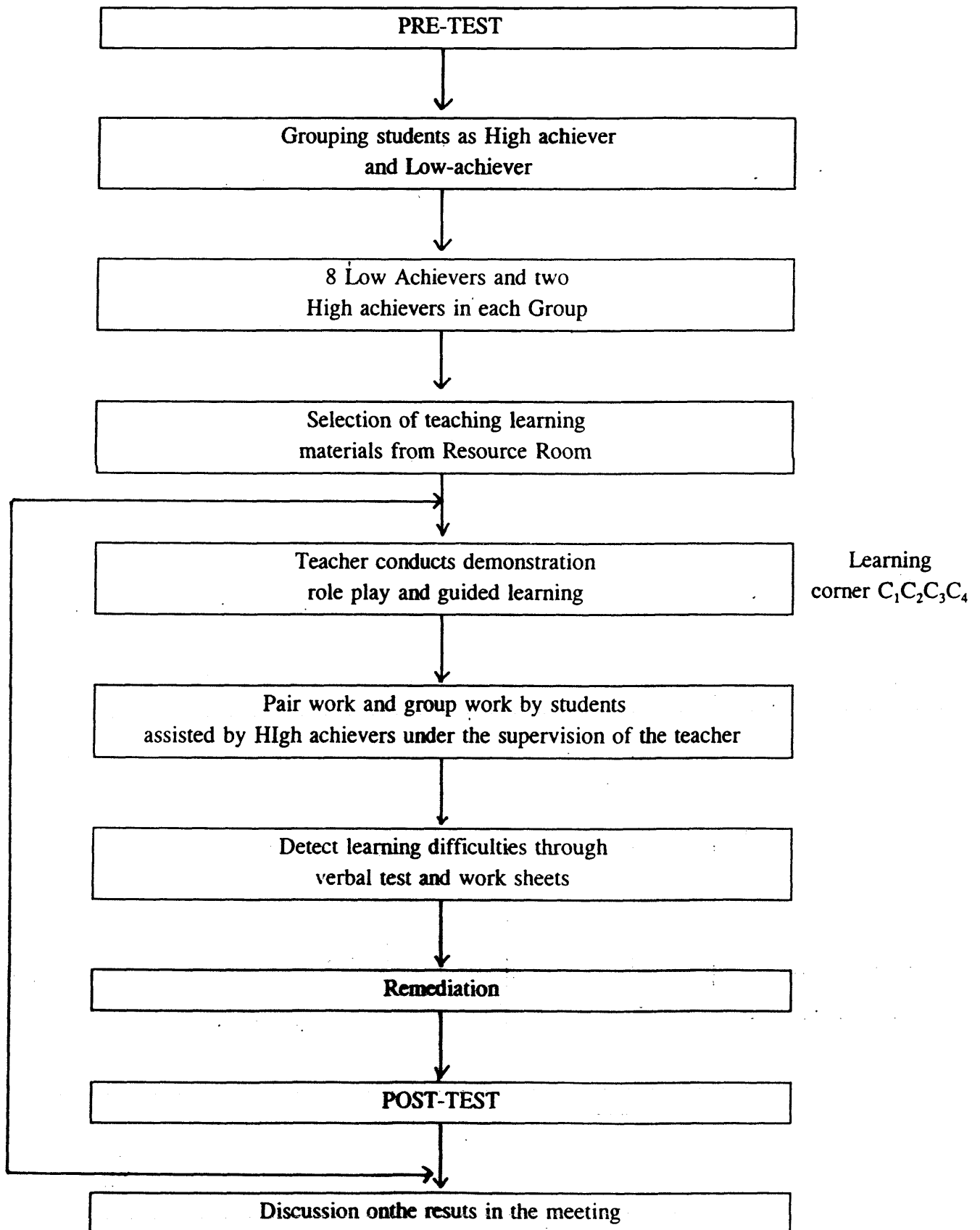
The Researcher having applied statistical technique found the gain scores at the post-stage significant and thus the stated "hypothesis" that "the Post-Test score of the learners will differ significantly from the Pre-Test scores" is retained.

**EDUCATIONAL IMPLICATIONS :**

1. **Corner activities provide scope for the teachers and the learners to work with participatory zeal.**
2. Resource room can be developed in every school which will help in day-to-day class room teaching-learning process.
3. The three way communication i.e. teacher educator to teacher, teacher to learner, and learner to learner adds to the proficiency of the teacher and builds capacity which in turn will help in developing competencies in the learners.
4. It makes the students active, free and creative as they get involved in the teaching-learning process not compulsorily, but at ~~their~~ free will.
5. It will provide ample scope for small group interaction and peer tutoring.
6. These strategies are helpful in multigrade context.
7. Involvement of parents in the school programme can strengthen the school community relationship.



## SELF INSTRUCTIONAL STRATEGY CHART FOR TEACHERS



**FINDINGS OF OBSERVATION SCHEDULE**

No. of Observers - 20

Sl No.	Items of Observation	Excellent	Good	Fair	Poor
i)	How was the arrangement of corners	14	6	-	-
ii)	How was the installation of Resource Room	12	6	2	-
iii)	How was the Demonstration	16	4	-	-
iv)	Individual work	12	4	4	-
v)	Group work	12	4	4	-
vi)	Pair work	15	4	1	-
vii)	Teacher guided learning	16	4	-	-
viii)	Self-learning	10	6	4	-
ix)	Supervision	15	5	-	-
x)	Management of timing	12	8	-	-

**N.B. :** Twenty teachers ~~were~~ selected to observe each corner and exercised their remarks judicially.

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