

Achieving the Competency of Conventional Colour Symbols for the Major Landforms through a Folk Game at the Primary Level

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Abstract

The main aim of the present experiment is to find out the effectiveness of a folk game, named 'Dick! Dick!!' in achieving competency of Colour symbols for major land forms at the fourth standard level. Adopting Pre-test-Post-test Nonequivalent –group design and cluster sampling technique the experiment was conducted and the data were collected through achievement test and interview with the children. The acquired results revealed that the strategy adopted was more effective than ABL Method and that the children enjoyed achieving competency through the folk game.

INTRODUCTION AND BACKGROUND

'Child-centered' pedagogy means giving primacy to children's experiences, their voices, and their active participation' (NCF 2005, para 2.1). Here, an attempt was made to make use of the children's experience in a folk game named 'Dick! Dick for achieving the competency of conventional colour symbols for the major landforms at the fourth standard level, of course with some modifications in the process of the game. The original game goes like this:

The starter, standing in the midst of other players, calls out 'Dick Dick'

Other Children : 'Who is that'?

Starter : 'It is a thief'

Others : 'What do you want'?

Starter : 'I want jewels.'

Others : 'What kind of jewels'?

Starter : 'Colour jewels'.

Others : 'What colour'?

Starter : 'White'.- Soon the children run around the ground and try to touch the objects that are in the particular colour. Meanwhile the starter tries to catch any child before he/she touches an object in the said colour. If the starter is successful, the latter starts the next round of the game. Otherwise the former continues till another one is caught.

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Motivational Game

In the first round of modification, the starter standing at the center, called out ‘Colour! Colour!’ repeatedly. The children, while running round, asked each time, ‘What colour?’ The starter surprisingly called for any colour(‘Brown’). Soon all the children ran around and touched the objects that were in the particular colour (Eg. the portion of the wall). After a few trials (N.B: *The trials are the chances for the slow learners to learn from their peers*), the late and wrong performers were sent out of the game and asked to act as an umpire or substitute the starter. The one who withstood till the last was declared as the winner.

Learning Games

The words – Mountain, Plateau, Plain and Sea were written on the board in brown, yellow, green and blue colour respectively and in the following elevations.

Mountain,

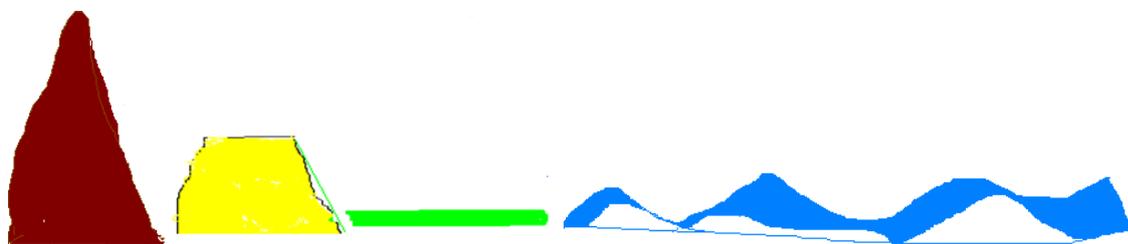
Plateau

Plain

Sea

The children read out the words and wrote them on their note book in the same manner. For, ‘Visuals play a major role in EVS learning’ (MHRD, 2017, p.92)

Next the subsequent portrayals drawn on the board with respective colours were exhibited to the children one by one. The Children had to guess the landform which the portrayal could represent. For, ‘Intelligent guessing must be encouraged as a valid pedagogic tool’ (NCF 2005, 2.4.1). After having seen the colour and the elevation of the words and the portrayals, the children made associations between the portrayals and the words.



If the students’ guess was correct they would be given one score, otherwise the facilitator got it.

In the second round of the game when the children asked, **‘What colour?’**, the starter called out, **‘The colour of the mountain’**. Soon the children ran and touched the objects that were in ‘Brown’. Similarly for the commands- **‘Colour of the Plateau’**, **‘Colour of the Plain’** and **‘Colour of the Sea’** the children had to run and touch the objects that were in the respective colour. The commands would not be in a sequential order. The late and wrong performers were sent out of the game and substituted the starter.

Reinforcement Game

Afterwards the children were divided into Group – ‘A’ and Group ‘B’. The facilitator indicated one spot shaded in a particular colour (green) on the wall map. Group – A, pointed out one child from group - B. (Note: *This is to identify the slow learners with the help of the peers and develop a team spirit.*) The specified child from group – B, had to identify the correct landform (plain) and tell the name of the corresponding region (Northern plain / Western coastal plain) to get two scores. Otherwise group – A would get the chance. The group that secured more scores was declared as the winner. Thus ‘there are ways in which such group learning can be assessed and evaluated’ (NCF 2005, 2.4.2).

Application Game

Then, each child was provided with an outline physical map of India. Here the facilitator called out one colour (‘blue’) and pointed out an individual child. That child would locate any area (sea) which is to be shaded with the specific colour, on the map and gave the name of the region (Arabian Sea). If the child was successful, two scores were given to the child. Otherwise the child had to raise another child. Thus the chain continued till the correct answer was got. (N.B:*Thus the game started with the whole class; divided the children into two and created team spirit and finally ended with individual application*). The child that got the highest score was declared as the winner. In the middle of the game some application oriented questions like:-

What colour will you use to mark your region (native place) on the map?

In what colour is Ooty marked on the map?

With what colour you will shade the region of Cauvery Delta? -were asked.

Evaluation Game

This time when the children asked, **‘What colour?’**, the starter called for, **‘The colour of the Himalaya’**. Soon the children ran and touched the objects that were in ‘Brown’. Similarly for the commands- **‘Colour of the Deccan’**; **‘Colour of the Ganges’**; **‘Colour of the Arabian’**; **‘Colour of Ooty area’**; **‘The region of Cauvery Delta’**

and alike, the children had to run and touch the objects that were in the corresponding colour. (N.B: *The same game is used for different purposes but the difficulty level is raised step by step.*)

Home assignment

The children were asked to play three rounds of the game –‘Colour! Colour!’ during their intervals and at home with their kith and kin.

SIGNIFIANCE OF THE STUDY

Games and Game-Based Learning plays an important role in teaching and learning process. It makes students to collaborate, communicate, interact and work in teams. Strategic game improves the functioning of brain and it inspires the learners. So in this experiment, a game that is native and familiar to the children is selected and modified to suit to competency. At each round some variation is introduced according to the level of leaning and the difficulty level is raised. Also an attempt is made to find out the effectiveness of the new strategy over the ABL (Activity Based Learning) Method. In this way the experiment tries to stimulate the teachers to make use of the local games for their teaching purpose and create interest among the children towards the learning. Hence the study on the topic, ‘Achieving Competency of Conventional Colour Symbols for the Major Landforms through a Folk Game at the Primary Level’ becomes significant.

OBJECTIVES

1. To evolve an effective and interesting strategy for learning the prescribed competency with slight modifications in the folk game ‘Dick! Dick!’
2. To find out the effectiveness of learning through the modified game – ‘Colour! Colour!’, on the achievement of the above prescribed competencies.
3. To observe and analyze the perception of the children on the strategy for achieving the prescribed competencies through the folk game.

HYPOTHESES

The study proceeded on the basis of the following hypotheses

1. There is no significant difference between the pre-test mean scores of the control group and that of the experimental group in their achievement.
2. There is no significant difference between the post-test mean scores of the control group and that of the experimental group in their achievement.

- There is no significant difference in the perception of the children on the strategy for achieving the prescribed competencies through the folk game.

METHODOLOGY

Method and Design

Experimental method and the Pre-test-Post-test Nonequivalent –group design were adopted for the study

Sampling Technique

By adopting cluster sampling technique 31 children of P.U. primary school, Marava Mangalam and 32 students of P. U. Primary School, Kalayarkoil East in Sivagangai District were selected for the study.

Tools

A self-constructed and validated Achievement test and Interview were used for data collection.

PROCEDURE FOR CONDUCTING THE EXPERIMENT

The experimental group learnt the said competency through the above said games and the control group, through the ABL (Activity Based Learning) method with the activities prescribed by SSA. The investigator facilitated both the groups.

STATISTICAL ANALYSIS

Achievement Test

After the treatment a post-test was conducted to both the experimental and control group. The collected data have been furnished in the tables below for interpretation of the results and derivation of conclusion.

Table-1

Difference in Achievement between the Two Groups

Group	Test	No	Mean	SD	t-value	p-value	Remark
Control	Pre-test	31	7.25	2.94	0.368	0.714	Not significant
Experimental	Pre-test	32	6.94	3.80			
Control	Post-test	31	15.32	3.16	13.75	0.000	significant
Experimental	Post-test	32	32.19	6.08			

In the pre-test, the calculated 'p' value is above 0.05. So it is evident that there was no significant difference between the control and the experimental group children in their achievement of competency before the treatment.

In the post test the calculated 'p' value (0.000) is below 0.01. It is evident that there is a significant difference between the mean scores of the post-test of the control group and that of the experimental group. And so it is concluded that the achievement of the experimental group is better than that of the control group in the post-test.

Interview with the children

The children were asked to raise their hands, if they do not like any one of the games. No child raised his / her hands. So it could be concluded that all the children liked the game. As an answer to another question 94% of the children raised their hands to confirm the fact that they played the games at home with their friends. The rest of them did not have friends near their house and so they could not play.

CONCLUSIONS AND IMPLICATIONS

Findings

On the basis of the above discussion the following conclusions have been derived.

1. There is a significant difference between the control group and the experimental group in their post- test mean scores.
2. The achievement of the experimental group of children in the said competency is higher than that of the control group in the post test.
3. The children's attitude towards achieving the said competency through folk game strategy is very encouraging.

Educational implications

Thus the present study reveals that , while learning the said competency through folk games, the children's achievement is higher. Because, i) primacy is given to their experience and it creates an enjoyable environment . ii) Visuals play a major role and they facilitate their learning. iii) Games create interest and enthusiasm among the children iv) It encourages the slow learners and they learn with ease.

RECOMMENDATIONS

The investigator has given the following recommendations based on his findings.

1. Teachers of primary classes could concentrate on the native games.

2. Teachers can select one or two games that could be used as a teaching strategy.
3. Teachers can try the same with the children and modify the game so as to make it an effective and interesting way of learning some concepts.

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