

**DIFFICULTIES OF SOME PUPILS IN DRAWING
DIAGRAMS OF PHYSICAL SCIENCE**



**ACTION RESEARCH REPORT
B. Ed. 2011-2012
DEPT. OF EDUCATION
JADAVPUR UNIVERSITY
ROLL NO. BED12086**

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Acknowledgement

For the preparation of this report the researcher has received encouragement, assistance and co-operation from various persons.

In the very first place he expresses his heartiest gratitude and respect to his guide Dr. Mukti Pada Sinha, Assistant Professor, Dept. of Education, Jadavpur University for his valuable guidance, concrete suggestions, timely advice, candid co-operation, kindest help and helpful criticism throughout this course of study and preparation of the report.

He wishes to express his best regards and gratitude to the colleagues of his group, namely, Mr. Rahul Chakraborty, Mr. Rajesh Panja and Miss. Sayantika Chakraborty for their valuable suggestions during the discussion of the problem with them.

He wishes to express his best regards and gratitude to Dr. Bikas Kumar Jagulia, Teacher-in-Charge, and Mr. Dhanapati Tudu, Assistant Teacher, and other teachers & non-teaching staffs of Harendra Kushari Vidyapith for their helpful co-operation during the practice teaching period (16-Jan-2012 to 13-Feb-2012).

The researcher wishes to express his heartiest gratitude and respect to his parents whose blessings and well-wishes helped him every moment to perform such a work.

The researcher expresses his best gratitude and thanks to all friends and well-wishers. Special mention might be made of Miss. Aparajita Jana for her friendly support.

To those others who can not be singled out here, but who have also contributed to the success of this work, Researcher is thankful to them.

Dated: Kolkata
The 6 th August, 2012

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Table 4.1: Programme for Action Hypothesis

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CHAPTER-I

Identification and specification of the problem

The researcher, the Science teacher, at the time of practice finds that some of the students are not able to draw diagrams of Physical Science in spite of the fact that

- they are able to understand the concept while the teaching are going on.
- the diagrams have been drawn on the blackboard during practice.
- while checking the home assignments, researcher finds that they have correctly drawn the diagrams.

The researcher goes deep in the problem. How have they been able to draw the diagrams in their home assignments? He asks some basic questions pertaining to the solution of the problem and finds that some of them manage to draw with a much longer time and few of them who do not possess proper skill have completed the drawing by other persons of the family, mainly elder brother or sister.

The problem is thus identified and can be further specified as

“Lack of skills and management in time to draw the Physical Science diagram by some pupils of VII class”



CHAPTER-II

Listing the probable causes of the problem

The possible causes concerning the problem can be listed as:

- Lack of attention of teacher
- Lack of attention of parents
- Lack of practice by the students
- Few of them may possess neurological problem
- Some pupils could not able to manage time properly
- They are afraid of punishment



CHAPTER-III

Analysis of the probable causes and formation of the Action Hypothesis

From the probable causes, those most relevant to the problem and situation in the school are selected. These will form the Action Hypothesis.

It may be run as:

“Students will be encouraged to draw diagrams for making charts in school under the guidance of the Science teacher.”



CHAPTER-IV

Action Programme

Action Programme is the pivot of Action Research. Here, on the basis of Action Hypothesis, some action is taken in the prevailing situation. For the present problem, the Action Plan may go as in the following table (Table 4.1)

Table 4.1: Programme for Action Hypothesis

Action to be taken	Procedure and tools
To identify the students who are in difficulty and make one or two groups	By observing personally and allowing the pupils to bring drawing papers, pencils, sketch pens etc. and/or collecting those for them.
Assigning them the project to draw the diagrams of Physical Science to prepare charts within a scheduled time	Teacher will engage himself to help them constantly in this work and encourage finishing within the proper time allotted to them.
Proper supervision of their work	The teacher will carry the products with him to examine them carefully in the school.



CHAPTER-V

Evaluation of the Action Programme

After repeating the cycle mentioned of Action Programme for the number of different topics in the class, the teacher will try to know whether the students have improved in drawing or not. For this purpose, they will be assigned diagrams to draw in their class notebook in the class room situation. On the basis of this evaluation, the Hypothesis formed will be either established or rejected.

Following findings have been established:

- There skill to draw diagram has sufficiently been improved
- They are now able to manage time properly, i. e., able to finish the task within a scheduled time
- In this method, they also helped to prepare TLMs in the form of Charts



CHAPTER-VI

Follow-up and communicating the findings to others

The results arrived at, may, then be used by the teacher for bringing improvement in his own practices, i. e., for the modifications of his teaching behaviour. He may, thus, gain opportunity to communicate this result to the other concerned persons for similar uses.