

# On Site Support Activity in English

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## Abstract

*Indian society is multi lingual society. It represent the language variation and complex challenges. Use of multi language give us various type of advantages in which English a global language so it is very useful for us to communicate everywhere. Modem education is child centered education. In the child centered education, education provided to the student according to their interest and aptitude. There were various institution were established like DIET, CTE, IASE and various programme for last 24 years. The main motto of above all these programme have related to the school education and field of educational activities in which On Site Support Activity is very relevant to school education because it is directly touch with school students and in this type of activity a teacher trainer goes to school which is known as laboratory particularly in which classroom there activity will be completed in specific subject..*

## Key words

*Multilingual, Communication, Conventionalized, Mother Tongue, Program, Education, Content, Methodology, System, Difficulty, Agenda, Co-Curricular .*

## I. Introduction

Indian society is multi lingual society. It represent the language variation and complex challenges. Use of multi language give us various type of advantages in which English a global language so it is very useful for us to communicate everywhere. Language is mean of communication Language is very essential element in the culture of society. In fact it is basis of all cultural activities of a social organism. In order to understand and appreciate the culture of human society we must understand its language. It is the language that human beings to each other and share each other's thoughts, feelings and emotions. Language is vehicle of all human experience and foundation of human culture and civilization according to Louis Gray, "Language is such expressions and communication to or from human beings by means of speech and hearing, the sound uttered or heard being so combined in system involved conventionalized and recognized at any given period in the history of human race within a given community that they are mutually intelligible to all approximately normal members there of."

Modern education is child centered education. In the child centered education, education provided to the student according to their interest and aptitude. If we make a survey we found that there are very few students are interested in teaching and learning English. Various students dislike this subject due to uninteresting and difficult. They do not want to learn this subject while talking about the teaching of English. We have to bear in mind that in India it is being taught as a foreign language. It is also not the first language/Mother tongue. UGC & NCTE also recommended to teacher education as a professional job and for the survival of life. In ancient time a teacher teach in his classroom with help of students who were more intelligent and teacher observed his work. This type of education system is called monitorial system. As well as time gone the importance of teachers training has grown up and the development of teachers training programme had been started in India. First of all Dr. Kore had been introduced the normal school which are primary teachers. After that in 1819, A centre for teacher training had been established in Kolkata. In 1854 the agenda of Wood's dispatch declared in which teachers training programme was emphasized.

The time period from 1882 to 1947 was time of secondary schools teacher's training. After the freedom of India there were various

programmes were launched for teacher's education but the new policy on education moved one teacher's training programme. In consequence of the stress on teacher's training programme. teacher's training college. They organized the various in-service teachers training There were various institution were established like DIET, CTE, IASE and various programme for last 24 years.

Most of teachers check their students error as a doctor and ready to check their mistakes in anytime they made happy when they find out their mistakes and its reason and they have to improve in their mistake.

English is difficult subject for the students. First of all its nature and second is methodology of teaching English. If teachers used the proper teaching method & technique the various problems can be removed because methodology of any subject, language and content have an important place in teaching. If we implement proper method, techniques strategies and activities to teach English language than we can achieve our objectives.

## II. Justification of starting of On Site Support Activity-

I.A.S.E. and C.T.E. have four type of work of teachers training In all over country and all states-

1. Pre service- teacher's training
2. In Service – teacher's training
3. Educational Research
4. Activities for extension of education

The main motto of above all these programme have related to the school education and field of educational activities in which On Site Support Activity is very relevant to school education because it is directly touch with school students and in this type of activity a teacher trainer goes to school which is known as laboratory particularly in which classroom there activity will be completed in specific subject.

On Site Support Activity is that activity which is organize in school classrooms and find out the problems of a teacher which was faces by him/her during the classrooms teaching and also find out main facts the practical experiences & difficulties and parts of all round development of students.

On Site Support Activity is the dimension of students interaction to remove their problems in various ways like their learning condition, practical problems with their innovative ideas, we can

achieve the qualitative development in field of education with help of these programmes and activities to find out the qualitative development in school education, the department of extension education in IASE & CTE institution have to start this type of programme that is called On Site Support Activity.

### III. Objectives of English subject during On Site Support Activity-

- Diagnose the problems of English subject and remedy their problems.
- Implement the various activities to improve the classroom teaching in English subject.
- To check the resources used by English teacher during classroom teaching.
- To check the methodology used by English teacher during classroom teaching.
- The study of remedial teaching programme which was implement by the English teacher for the weak students during classroom teaching.
- To provide the educational and physical facility to the English teachers.
- To emphasis on activity based learning according to N.C.F. 2005.
- To diagnose the various problem of English subject which are facing by the students.

### IV. Sampling

Researcher have choose the X class of Govt. Secondary school. Vijayapura. Which is situated at Jhotwara Panchayat Samity in Jaipur District. There were 15 Students in class X and English teacher.

### V. Research Methodology

In this research Observation, Demonstration and Activity based learning method was adopted by the researcher.

### VI. Use of Tools in Research-

Self made teacher test was used in research by the researcher.

### VII. Statistic Applied in Research.

General statistic, Parentage, Average and Bar diagram is used in this research.

### VIII. Delimitation of Research-

This research is delimited only for the English teacher and X Class students of Govt. Secondary School of Vijayapura Jhotwara Panchayat Samity Jaipur.

Introduction of School

Govt. Sec. School Vijayapura, Jaipur was selected for the On Site Support Activity. This school was situated in Vijayapura. a small village which is under the Bassi Panchayat Samiti Jaipur the Capital of Rajasthan.

### IX. Activities which were observed by Researcher during On Site Support Activity and Analysis which were shown in Bar diagram.

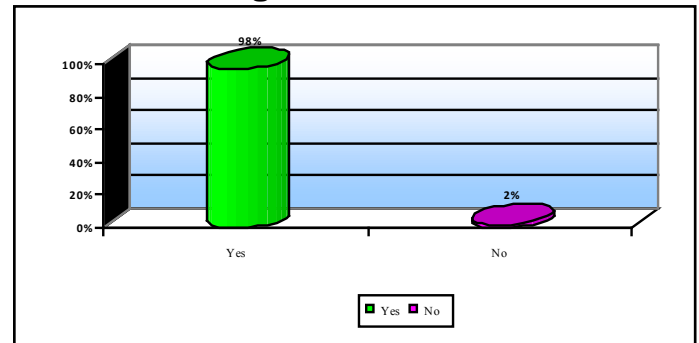
Activities were observed in two parts-

- (A) Students Activity during English teaching
- (B) Teachers Activity during English teaching

## X. Analysis of Data

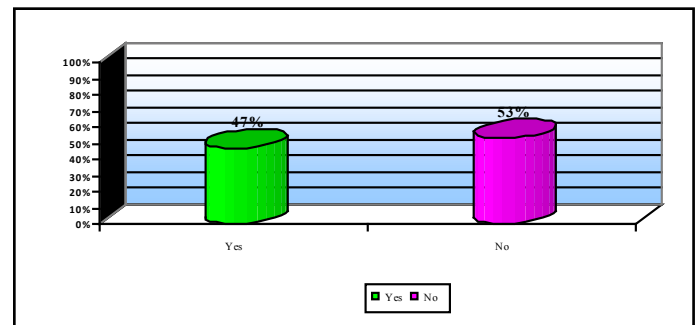
(A) Students Activities-

### 1. Do Students bring their books



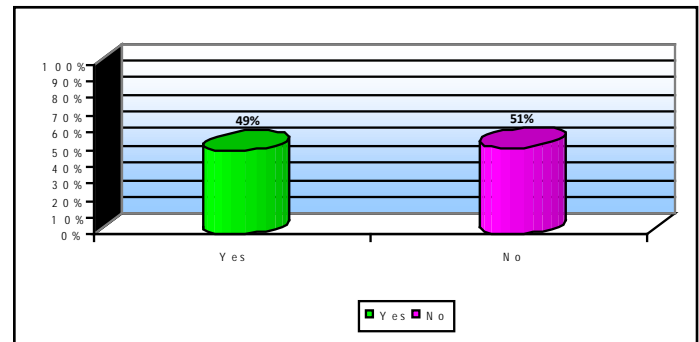
It was found that 98% students bring their books and only 2% students were not.

### 2. Are students asking question according to their need?



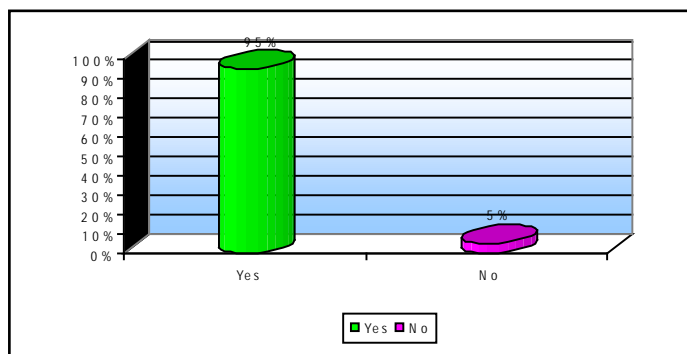
It was found by 47% students were asking the questions according to their needs while 53% students were not.

### 3. Are they helping the teacher in development of lesson?



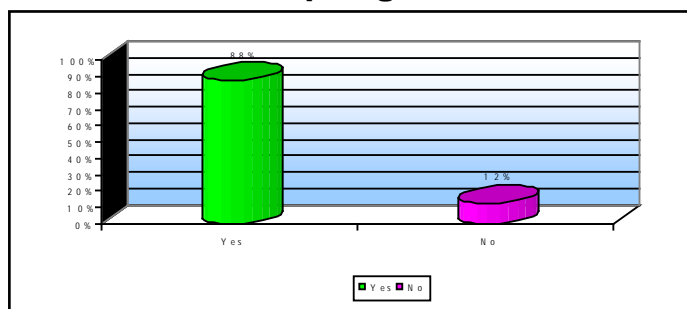
It was found 49% students were helping the teacher in developing the lesson while 51% students were not.

**4. Are students copying the B.B. work in their note book?**



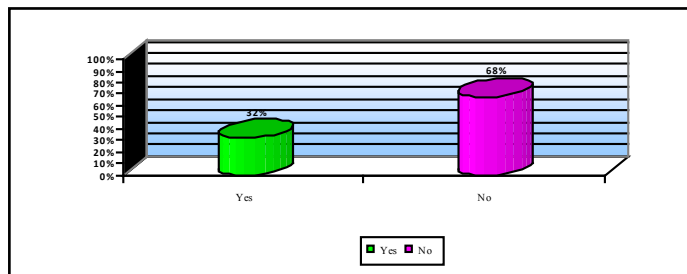
It was found 95% students were copying the black board work while 5% students were not.

**5. Are the students completing their home work?**



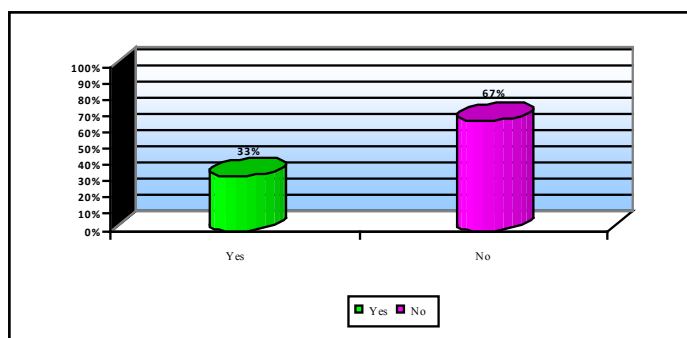
It was found that 88% students completing their home work while 12% were not.

**6. Are the students being checked their home work in proper time by teacher?**



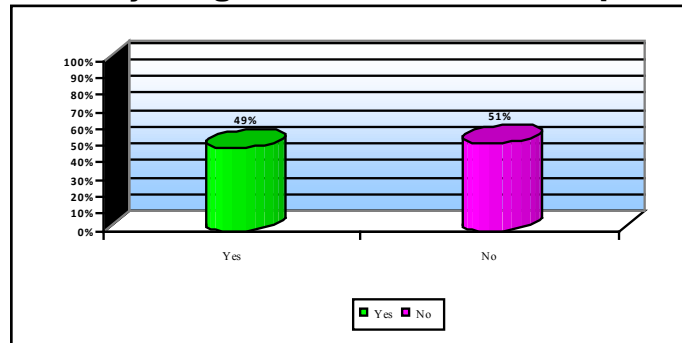
It was found that 32% times were being checked their home work timely while 68% times were not.

**7. Are they improving their error after teaching?**



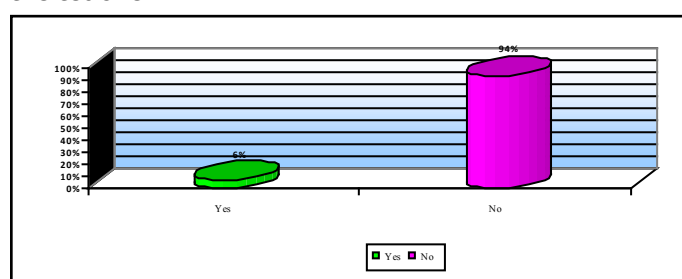
It was found that 33% students are improving their error after teaching while 67% students were not.

**8. Are they taking interest to understand the topic?**



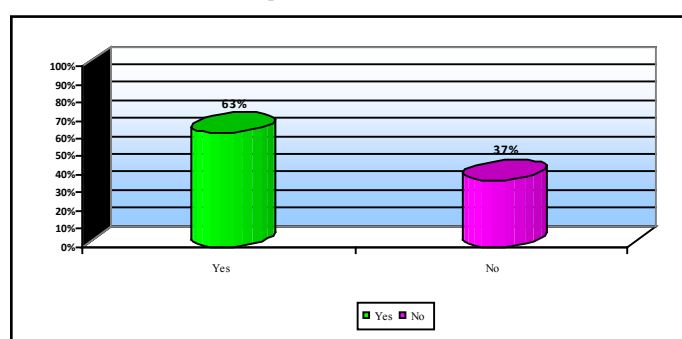
It was found that they are 49% taking interest to understand topic while 51% were not.

**9. Are the students being checked their class work by the teacher?**



It was found the 6% times were being checked class work by class teacher.

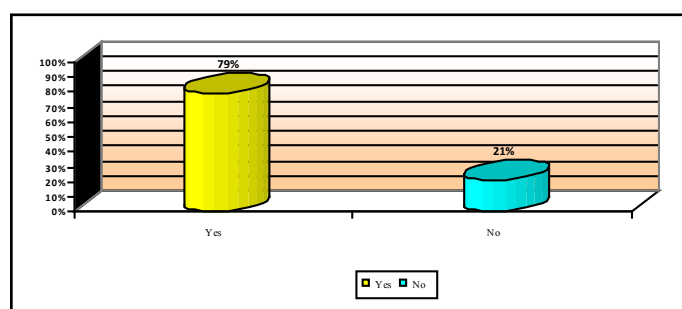
**10. Are they being motivated to develop their eagerness to understand the topic?**



It was found that 63% times were being motivated to develop their eagerness to understand the topic while 37% times were not.

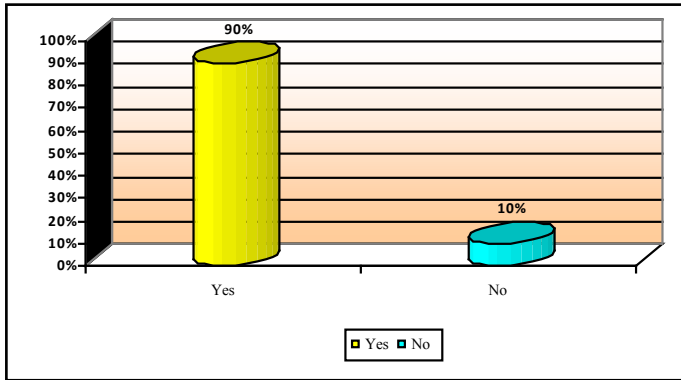
**(B) Teachers Activity during English Teaching-**

**1. Does teacher complete black Board entries after entered in class room?**



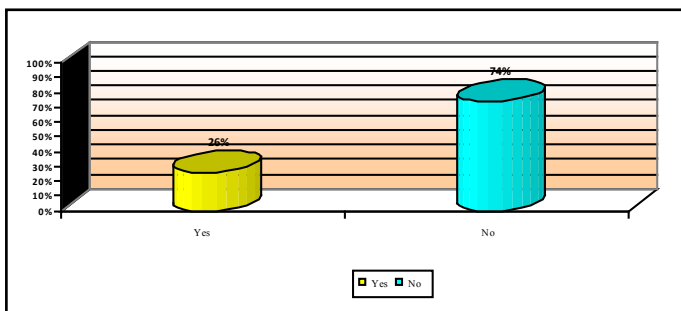
It was found 79% times black board entries were completed and 21% times were not.

**2. Does the teacher put the introductory question to the students?**



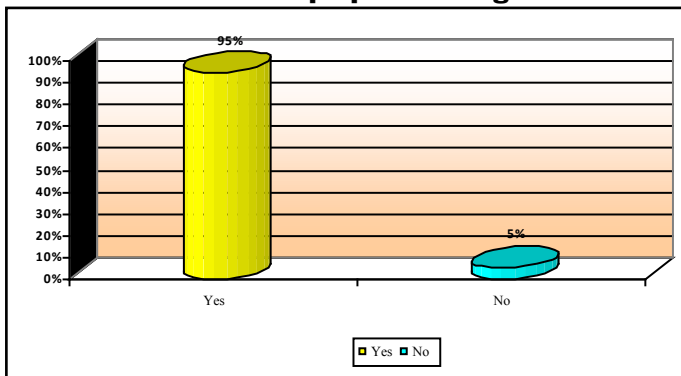
It was found 90% times teacher put some introductory questions were put up to worm up the class and Join with previous knowledge but 10% times chapter directly started.

**3. Does the teacher use black board for the development of lesson?**



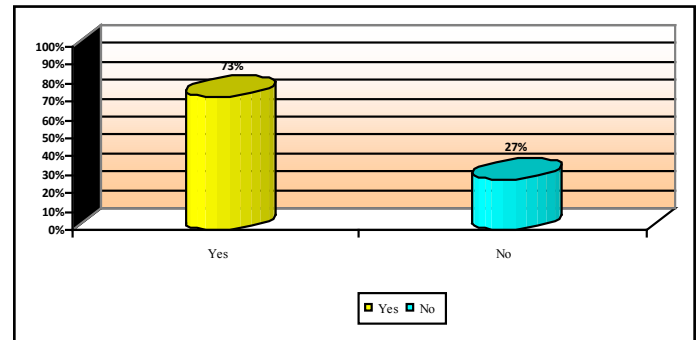
Analysis- It was found a few % mean only 26% times black board was used for the development of lesson while 74% times were not.

**4. Does the teacher use proper teaching aid?**



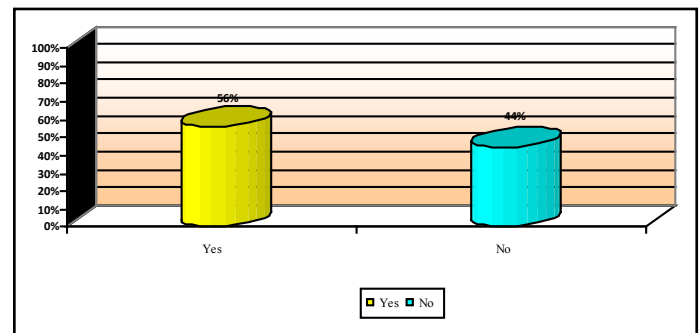
It was found that only test book, was used by subject teacher as a teaching aids like text book, chalk and duster means only 95% teaching aid were used 5% T.A. was not used.

**5. Does teacher interact with students?**



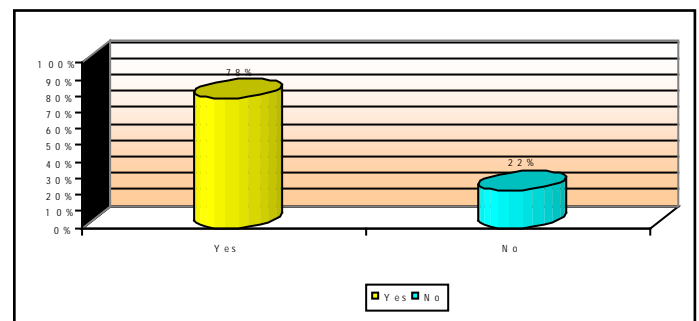
It was found that 73% times teacher interact with student but 27% times were not.

**6. Does teacher put reinforce to the students?**



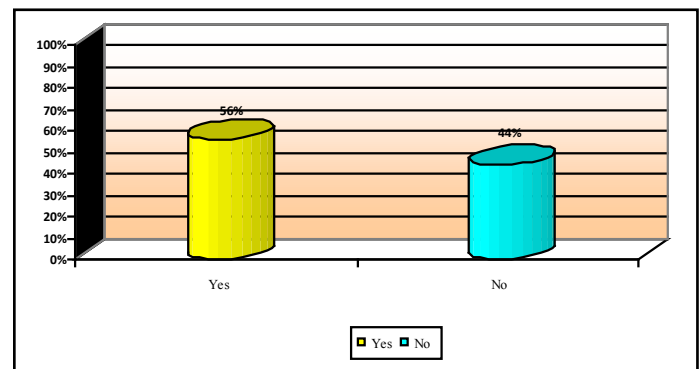
teacher put 56% times the reinforcement to students while 44% times reinforcement was not placed.

**7. Does proper teaching method used by teacher?**



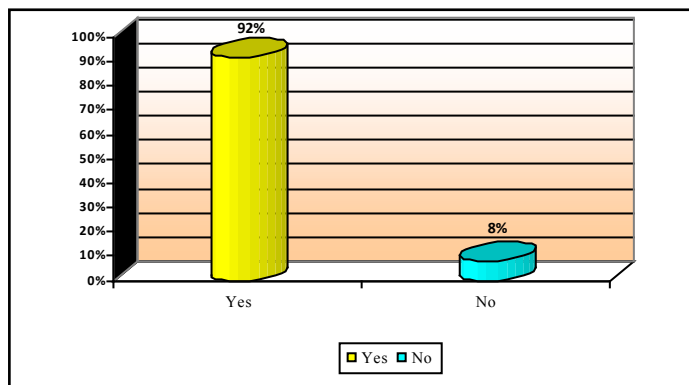
It was found 78% times translate cum grammar method 22% times bilingual method was used during teaching.

**8. Is teacher making evaluative after taught the chapter?**



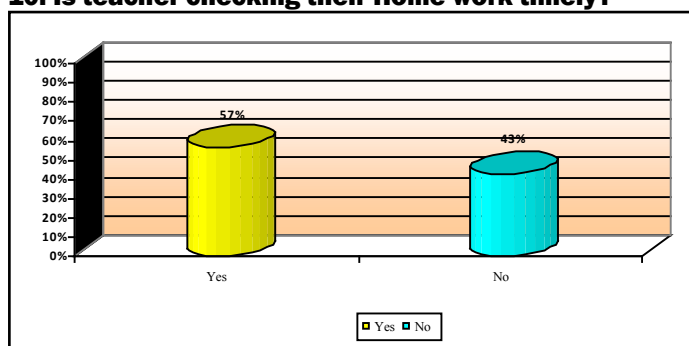
Analysis- It was found that 56% times make the evolution after taught the lesson while 44% times were not.

**9. Does teacher give the home work?**



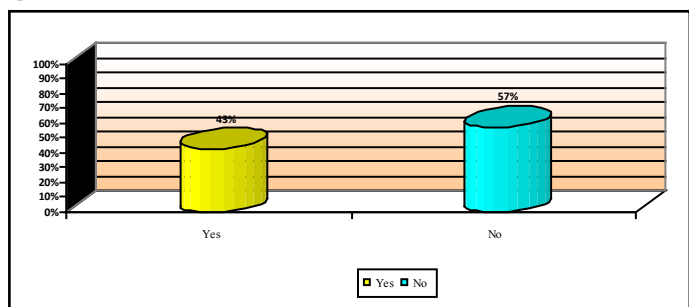
It was found the 92% times home work was given to the students after completion the chapter while 8% times were not given.

**10. Is teacher checking their Home work timely?**



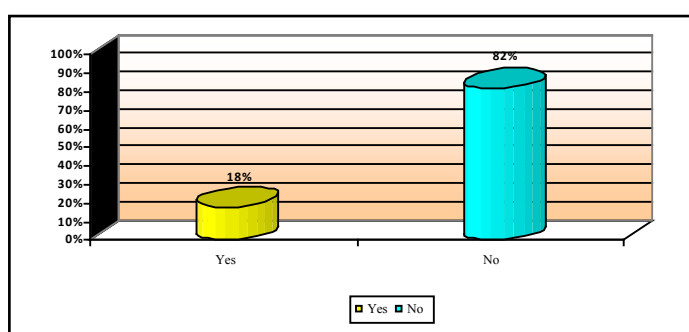
It was found that 57% times their home work was checking timely while 43% times were not.

**11. Is teacher giving the satisfactory answer to students question?**



It was observed that teacher provided 43% times satisfactory answer to students while 57% times not.

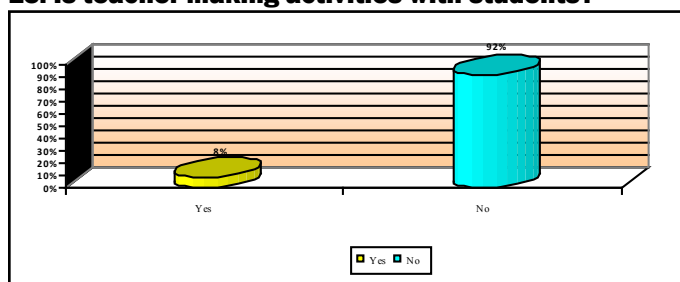
**12. Is teacher giving proper chance to the students to put the questions?**



It was observed that teacher provided proper chance to put the

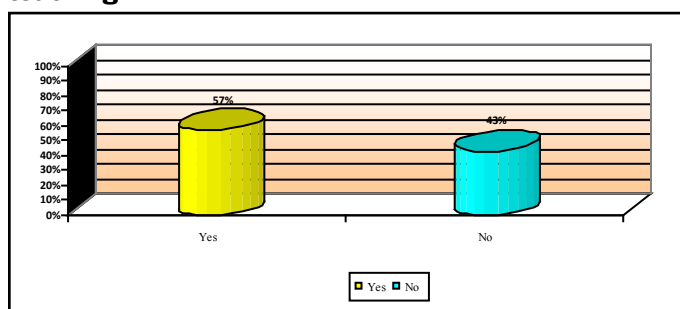
question only 18% times while 82% times were not.

**13. Is teacher making activities with students?**



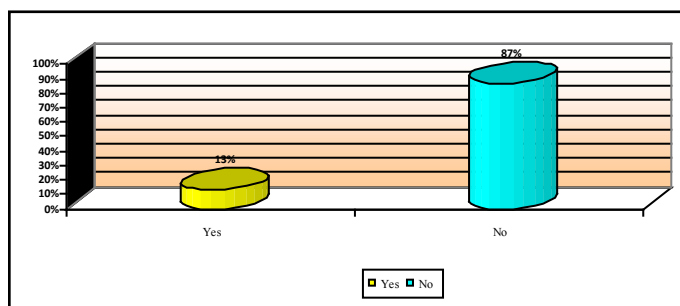
It was observed that activities with students was completed only 8% by subject teacher while 92% times were not.

**14. Is class being supervised by teacher during teaching?**



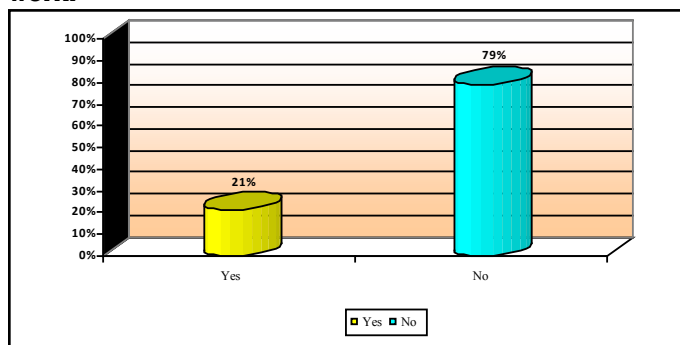
It was observed that 57% times class was observed by teacher during teaching while 43% times were not.

**15. Is teacher taking help of students for the development of lesson?**



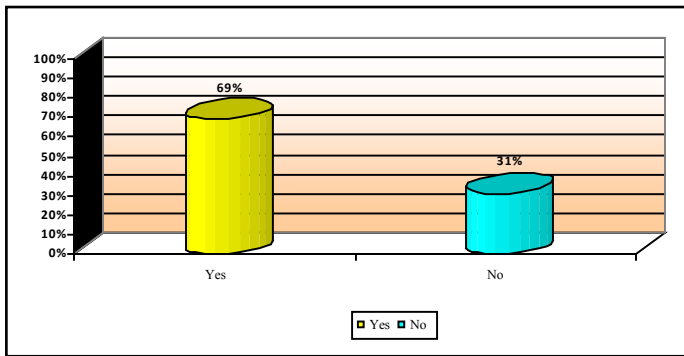
Taking help of students for the development It was observed that only 13% times of lesson and 87% times were not.

**16. Is teacher putting note after checking their home work.**



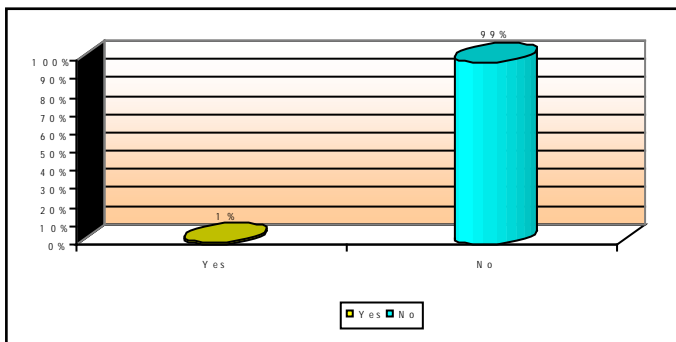
It was observed that teacher putting note after checking their home work only 21% times while 79% times were not.

**17. Is teacher diagnosing the problems related to the chapter?**



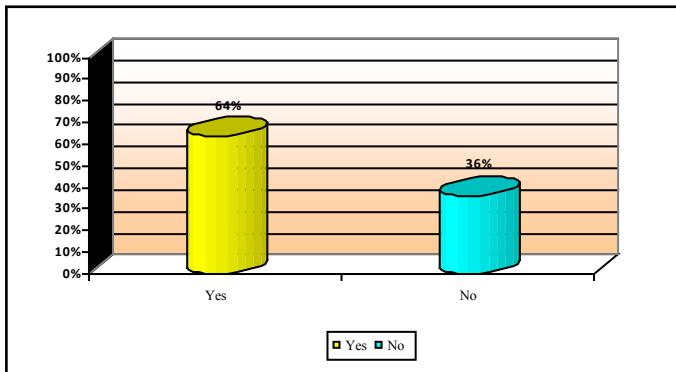
It was observed that 69% times were diagnosing the problems of students related with chapter while 31% times were not.

**18. Is teacher make development programme for special needs of students?**



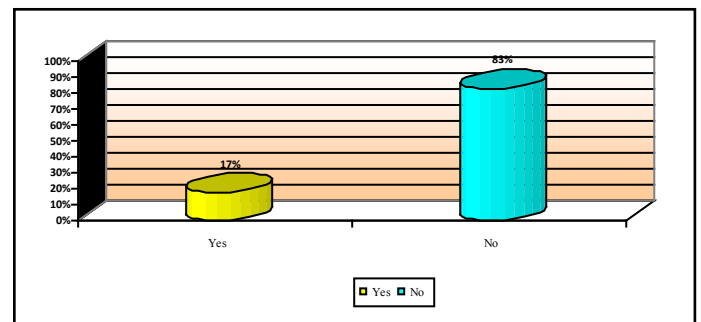
It was observed that only 1% development programme was organized for special needs of students while 99% times were not.

**19. Is teaching material being presented by teacher in simple form?**



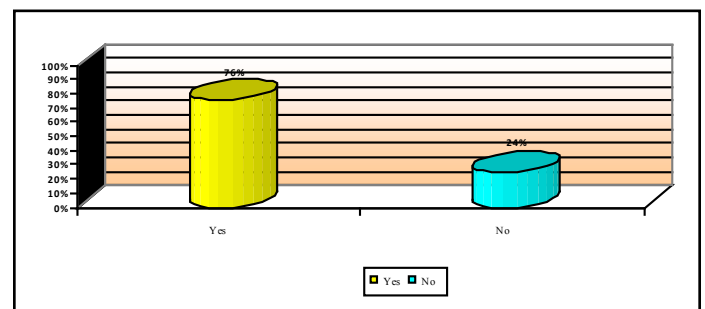
It was found that teaching material in simple form was provided by teacher 64% times while 36% times were not.

**20. Is teacher asking recapitulatory question to the students?**



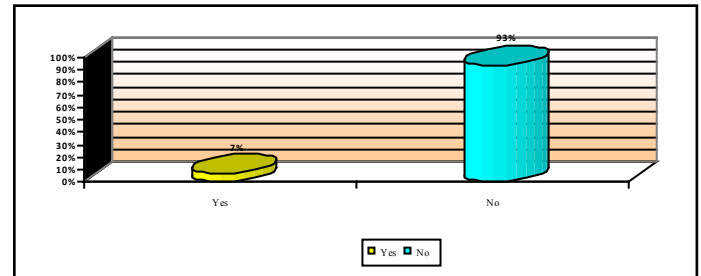
It was found that only 17% times were asking recapitulatory questions to students while 83% were not.

**21. Is teacher being managed the class room before teaching?**



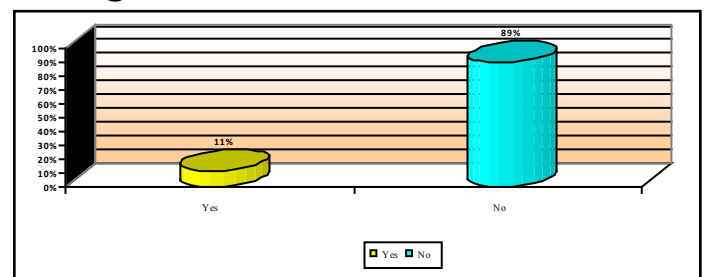
It was found the class was managed by teacher 76% times while 24% times were not.

**22. Is teacher taking help of students to enhance the quality of class room?**



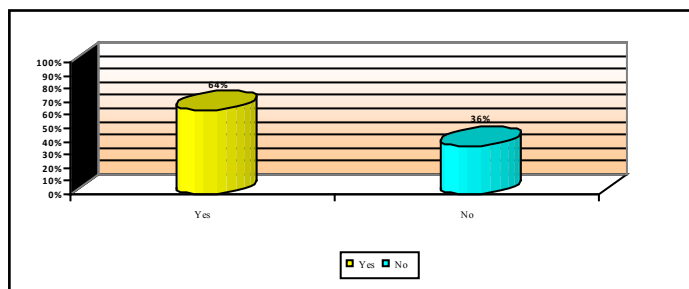
It was found that teacher is taking help of students to enhance the quality of class only 7% times while 93% times were not taking help.

**23. Is teacher using the innovative techniques for teaching?**



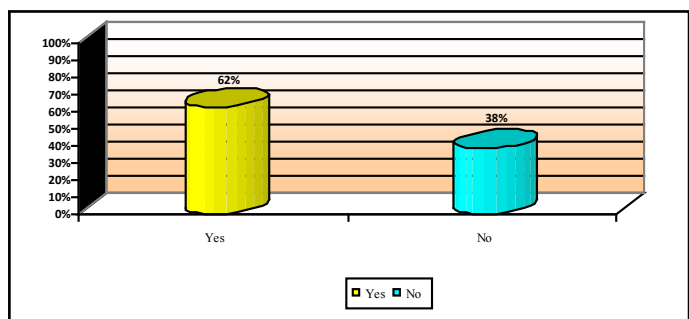
It was found that teacher used innovative techniques for teaching only 11% times while 89% were not used.

**24. Is teacher using stimulus response theory during teaching according to situation?**



It was found that teacher was used stimulus response theory during teaching according situation only 64% times while 36% times were not.

**25. Is teacher putting probing questions according to need?**



It was found that teacher putting probing question according to need were 62% times while 38% were not.

**11. Educational Activities Completed by Researcher during On Site Support Activity**

- (1) Class Room Teaching-
- (2) For the development of English Language



- (3) Questionnaire Quiz-
- (4) Chart and Model Competition-
- (5) Evaluation of students-
- (7) Organize the mid day meal-
- (8) Swach Bharat Abhiyan-
- (9) Plantation-
- (10) Road safety rules and regulations
- Support for Physical Resources
- (11) Prepare Notice Board-
- (12) Prepare Map of India and Rajasthan
- (13) Provide study material like pen pencil geometry box note Book, Spoken English book, Dictionary, Charts.

- (14) Valedictory & cultural programme.

**12. Conclusion of On Site Support Activity of English Subject-**

- Proper interaction was developed among teacher and students with help of On Site
  - toward English Language was developed with help of On Site Support Activity.
  - They have Support Activity.
  - Interest developed their imaginative power and creative thinking with help of On Site Support Activity.
  - Students have to recognize the story, paragraph writing, articles, essays, various topics of grammar and black board writing.
  - Students have to develop the positive attitude towards English Subject.
  - Problems in English subject were to be diagnosed and remedial Teaching were given to them.
  - It was developed that English subject is an interesting subject not a hard subject.
  - Other co-curriculum activities were developed during On Site Support Activity.
- (A) Sports Activity
  - (B) Talent Search Activity
  - (C) Swach Bharat Abhiyaan
  - (D) Proper Management of mid day meal
  - (E) Awareness for Road Safety Rules & Regulation
  - (F) Plantation Programme for pollution free environment.
  - (G) Advantages of yoga and Mrning prayer. o

**13. Suggestions-**

1. Simple and ingesting ways should be developed to learn English.
2. Students help should be taken by English teacher at secondary level.
3. More and More chances should be provided to the secondary level.
4. English teacher should have diagnosed the problem of secondary students in English subject.
5. English teacher of secondary school should have check the student's home work & Class work timely.
6. Continuous and comprehensive evaluation should be implement.
7. English teacher should have used teaching material according to topic.
8. English teacher of secondary school should have available physical and educational resources.
9. Projective work should be given to students by the English teacher of secondary level.
10. There should be use innovative techniques for the secondary students by the English Teacher.
11. Black board work should be developed with help of students.
12. Black Board entries should be complicated by the teacher.
13. There should be organized the competition for the English students by the subject teacher.
14. There should be organized the co-related activity with English subject by subject teacher.
15. There should be organized co-curricular activities related to their life skill and healthy environment like- plantation, clean India, Yoga and sports activity.