Medaiyil Thisamaani

18th October 2014, Mother Theresa Auditorium, Puducherry

About Medaiyil Thisaimaani

Medaiyil Thisaimaani (Thisaimaani on Stage) was held on 18th October as the first annual teachers' seminar. Through the teachers' magazine, 'Thisaimaani', we have been bringing to you the experiences of your colleagues in making the classroom more exciting, learning deeper and the practice of



teaching more fulfilling. Medaiyil Thisaimaani was an effort to celebrate this journey and generate fresh ideas for the way forward.

The theme of this year's seminar was 'Reflecting on classroom practices' where teachers made a series of presentations on classroom practices and teaching ideas.

Selection process

- **Paper invitations:** Teachers were invited to submit abstracts and presentations on their classroom practices on any of the following sub-themes:
 - Lesson plans for engaging learners in the classroom
 - Connecting education to real life
 - Assessment ideas that shaped the teaching learning processes
 - Research in the classroom
- Selection and preparation process: Shortlisted writers were intimated a few weeks before the seminar. The shortlisted papers went through further editing and refining before they were presented at the seminar.

Format of the seminar

- Subject panel: The seminar included papers on language teaching, science, maths, social sciences, arts education and inclusive education.
- **Stage presentations:** 17 papers were presented by teachers demonstrating classroom practices that helped them



engage learners, connect concepts to real life and assess learning more effectively.

• **Poster presentations and Q&A with authors:** 23 paper summaries were displayed in the form of posters and supporting TLM. The audience had a chance to study the displays and drop in questions for each author. This was followed by a Q&A round with authors.

Papers presented at the seminar

Language learning

- Use of authentic materials to teach English in primary classes Adirai. K, GPS
 Ecole Angalaise
- Art and Heart of writing Anitha. R, GPS Thiruvandarkoil
- Developing reading skills through library culture Batcha. R, GPS Andiarpalayam
- Teaching rhymes the fun way Hemalatha, GMS Poornankuppam



- Teaching language in a fun filled way using various strategies Danamary. A, GPS Thattanchavady
- Enhancing listening skills to develop second language learning Rajaram. K, GPS Sokkanathapet
- Using various strategies to enhance learning Gunalselvi. S, GPS Sembiyapalayam
- Reading and writing without errors Nithya. R, GPS
 Kalitheerthalkulkuppam
- Kathai Kathiyam Kaaranamaam Margaret Balraj, Sooramangalampet
- Easy English: Creating English environment in school -Ramanathan. V, GPS Kakkayanthope
- Lesson Plan Writer's Workshop Sandacoumari. M, GPS Murungapakkam
- Meaningful approach to grammar teaching Shalini Shyamala Devi, Savarayalu Nayakkar GPS

Mathematics

 A teacher's experience in setting up a math lab in school - Gomathy.R, Savarayalu Nayakkar GPS



- Joyful Fundamental Operations Sandacoumari. M, GPS Murungapakkam
- Number line model Manicavassane. K, GHS Reddiarpalayam
- Square Numbers Aruna, GHS Subbaih Nagar
- Introduction to multiplication in primary classes Gomathy. R, Savarayalu
 Nayakkar GPS
- Concept of prime number Thulasi. G, Navalarnedunchezian HSS
- Addition and its structures Visakan. P, GPS Gopalankadai
- Handmade Geometry sets: Engaging learners in the classroom -Manicavassane. K, GHS Reddiarpalayam

EVS & Middle school science

- Phases of moon, Aravindaraja. D, GMS Mudaliarpet
- Exploring Science Together Anita. R, Arutchelvi Ayee Ammal, GGMS Mutharayarpalayam
- Biodiversity Chakkaravarthy. D, GMS Kariyamanikam
- Green Schooling Project Selvacoumar. M
- Teaching with environment, Ravichandrane. B, TKRSP GHSS Korivelimedu
- An EVS class by the lakeside Surendran.
 B, GPS Meenakshipet
- Creating environmental awareness and developing scientific temper through projects, Anita. R, Arutchelvi Ayee Ammal, GGMS Mutharayarpalayam
- Conservation of water Arokiammal. L, GPS Abisekappakkam
- Rain Water harvesting Kalyanasundaram, GHS Seliyamedu

Social science

Teaching economics through a simulated market place - Sugumaran. E, GMS Pandasozhanallur

Arts education

• Art in school – Joy Festival - Sasikumar. S, GPS Koonichampet





Econ tents Reserved Bicon Lulió glasson practices Reflecting on classoon practices

- Fine art education in students personality development Umapathy. V, GHS Seliyamedu
- Indelible memories! Drama in classroom Ishwari, GPS Porraiyurpet
- Sing and dance with puppets Somasundaram. T, NVGMS Pillaichavadi, Amudan.
 K, GPS Thuthipet
- Puppets in classroom Valarmathy. J, Gundupalayam
- Every student is unique Lingasar. K, GMS Pichaveerampet
- An art teacher's planning and development of student's creativity-Sondararrassou. S, GHSS Karikkalampakkam
- Fine arts makes learning joyful -Pachaiappan. P, GHS Kombakkam



Special education

- Addressing special needs in the classroom Saravanan. P, SSA
- Identification of dyslexic students and remedial measures using training and scientific technology George Fernandez, SSA

Talk by Mr. K. Krishnaraju, State Project Director, Sarva Siksha Abhiyan (SSA)

Chemistry is relatively more abstract than other sciences. It cannot be concretized like Botany or Zoology. To get the students to develop a liking to the subject it has to be linked to some aspect of life wherever possible. Let me share some examples:

Real life examples demonstrate the need for classification of elements: When you enter a shop the salesman asks us several questions before directing us to the section we look for. Why do they ask these questions? This will help them direct us to that particular counter and we can choose with ease. Hence in our daily lives it is a must that we categorize everything. This helps us understand how the elements can be classified.

Size of an atom determined by the number of orbits: Take the e.g. of onion or cabbage: Both can be peeled layer by layer. Size of the vegetables varies according to the layers. Likewise in an atom the number of orbits determine the size of that atom. The electrons revolve in their orbit. If the orbit increases the size also increases.



Ionic bonding: Our culture is bound by relationships. Likewise atoms also form compounds because of covalent and ionic bonding. During an exam we make 2 students to sit on a table. If one has a pencil and other has only an eraser both may share their instruments. Before the start of the exam they may enter into a pact saying that if one writes the answer the other can draw in the

meantime. By mutual agreement they can complete the exam by placing the instruments between them as talking isn't allowed during exams. Now this is common covalent bond. This mutual sharing is covalent bond.

Acids and bases: If we've been eating outside food continuously we may get an acidic feeling. To counter this acidity we are given a base which neutralizes the acidity in our system. What is this acidity? It is the excess secretion of Hydro Chloric acid (HCL) in our stomach which causes irritation. To neutralize this acid we have to take some base. Generally what do we do if we have severe gastric problem? We take an

antacid. What are the contents of the tablet? We often forget to read the contents. Usually it has a base which neutralizes the acid. Common medicines have the compound Magnesium Hydroxide.

What is saliva secretion? Is acidic or alkaline? It is alkaline. This is the 1st secretion in our digestive system, then gastric juice and then

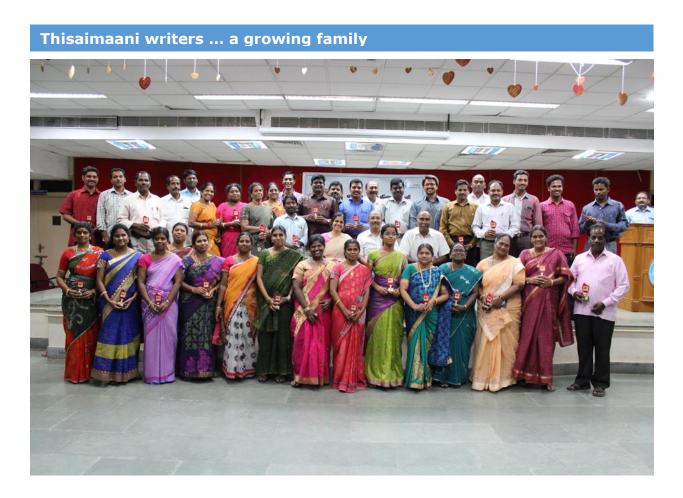


bile. So 1st alkaline, next acidic in nature and 3rd alkaline. So neutralizing process goes on in a cycle.

Absorption and adsorption: Analogy of Idli and sambbar: If you dip idli in sambar the sambar is absorbed completely and if we break the idli we can see sambar inside. This is absorption

If we take idli and dip into idli podi (chutney powder) if we break the idli the powder wouldn't have seeped inside, only the outer layer will be covered. This is adsorption.

There are many more ways of engaging students by connecting the textbooks with real life. We need to keep up this dialogue...



The day in pictures...



























Where does the fraction $3\frac{5}{7}$ lie on the number line ?



