CHAPTER 5

The RESEARCHER, THE TEACHER, AND THE INTERVENTION PROGRAMME

The previous chapter dealt with the content of the intervention programme. In the beginning of the present chapter, a scenario is portrayed about teaching-learning approach practiced by the teacher, and their relation and behaviour towards children in the classroom. Later on, descriptions will be given about teacher training provided prior and during the intervention. In sum, the present chapter deals with effect seen in the teacher as a result of the intervention and how the intervention was successful because of the teacher’s effort and the subjective aspect of the researcher which contributed to the intervention programme.

The role of the researcher and the teacher was inseparable in the success of the study. The researcher as well the teacher was the vehicle of the present study based on an intervention programme for children with LPs and LDs. Therefore, effort put in by both has been explicitly presented in the present chapter. The teacher was the link between children and the intervention programme. The teacher was an ideal agent to implement a whole classroom based intervention programme at primary level as they spend several hours a day with children and many years of the children’s developmental period. Intensive teacher training and implementation of the intervention also brought up changes in the teacher’s behaviour, attitude towards children with LPs and LDs, and perception towards teaching-learning/pedagogy.

As mentioned earlier, teacher training was given to all the teachers in the primary section of Hindi medium school. The one teacher who taught Class IV was a chief agent of change in the present study. She was responsible for teaching all the subjects in the class; therefore, she had opportunity to spend a significant amount of time with children on a regular basis. Because of the time constraint, all teachers were not available. Therefore, teacher training was mainly given to the teacher who implemented the intervention programme.
Details of Class IV teacher who helped to carry out the study have already been mentioned in the methodology chapter. In the following section, description has been given about initial teacher-researcher interaction.

**Teacher-researcher Interaction**

In reality, the execution of the study started when the researcher made her entry into the field. She interacted with the head of the primary school and explained the objective of the research and cooperation required from the school and class teacher. Permission was granted and she was introduced to the Class IV teacher. It was very important and challenging for the researcher to understand the research setting and the Class IV teacher and build a good rapport. Because the teacher was the one who had to implement the intervention. Initially, the teacher was interviewed where a wide range of issues were covered: issues related to school (strength of the school as well as single classroom, number of teachers, school attendance, infrastructure facilities available in school), issues related to children’s family (socio-economic status of the family, educational qualification of parents and guardians and their occupation, and other family problems). Other issues were related to the nature of learning problems faced by children in the classroom, their non-academic behaviour and performance, possible reasons behind their difficulties and steps taken by teachers and other school authorities to address children’s problems. Issue related to children’s social functioning, for example, their relation with peers and friends were also explored. And the most important issue was related to academic difficulties, which consisted of detailed enquiry about the nature of reading difficulties faced by children. Issue related to emotional problems of the children (e.g., do they exhibit quiet, withdrawn, aggressive behaviour and other behaviours related to hyperactivity) was also enquired. Teacher’s understanding about learning disability in children was explored. In addition, several ongoing classes were observed by the researcher as a non-participant observer before the commencement of the intervention to understand teachers adopted teaching-learning approach and child-teacher relation.
Assessment of the teacher’s interviews and observation during the class room sessions was done. Issues covered in interviews with the teachers have been already discussed in the above section. Various themes emerged in the data gathered through interview with the teacher, which is presented below:

In the beginning of the interview teacher described the strength of the school, strength of each class (especially Class IV), physical setting of the school which have been already discussed in Chapter 3 (i.e., methodology). After getting an idea about the general information related to school, enquiry was done about availability of children in Class IV who faced some kind of learning related problems. She mentioned that “Yes, there are many children in the class who do not know reading. Whatever I do but they do not understand anything. It is good that you have come to this school as all children are like that”.

Criteria used by her to identify children with LPs and LDs were explored. She explained that “I am the one who is teaching them every day. So I know about every child”. She referred to children’s academic performance in every day class as well as examinations and behavioural pattern in the classroom as major indicators in order to identify children with LPs. These children were least interested in the studies, poor concentration, attention, motivation and poor self-esteem. Among these poor performing children few were very quiet and silent whereas others were naughty, talkative, and exhibited disruptive behaviours. She believed that because of such behavioural problems they faced difficulties in learning academic material. Possible causes for their poor academic achievement were attributed on children (inattentive, least interested in studies, poor motivation and weak basal reading skills because of being admitted to government school in the beginning of their schooling year, etc.) and their families (poor socio-economic status of the family, migrants family background, lack of literacy among parents and guardians, lack of interest in parents towards children’s academic performance, etc.).
She tried to provide some kind of support to children who had learning related difficulties which she described in vernacular language which were mainly cognitive, behavioural and meta-cognitive but provided in a mechanical way. For instance, repetition of tasks and asking children to complete overdue work in front of the teacher. Behaviours of such children were constantly monitored by the teacher. Peer assisted learning, making children to sit in the front row and encouraging them in front of all children were the other steps taken by the teacher. She was not aware about the formal term “learning disability”, and other child related difficulties but she was aware about individual differences and was able to communicate difficulties faced by children in an informal way.

**Teacher’s Role in the Assessment of Children with LPs and LDs:**

The assessment process included use of both formal and informal approaches in order to get data from a wide range of sources. Before starting the formal assessment, the Class IV teacher was interviewed. Because of single teacher classroom she was close to all children. The teacher helped in formal assessment of children with LPs and LDs. The behavioural and academic difficulties faced by children were rated by the teacher on a standard screening device i.e. BCSLD. The BCSLD scores and information provided by the teacher during the interview worked as baseline which paved the way for further assessment.

**Teacher and Researcher’s Perspective towards Teaching-learning Approach:**

The teacher and the researcher had distinct views and different standpoints towards teaching-learning approach. As discussed earlier, the classroom was teacher dominated and teaching learning practice was authoritarian. For the teacher, the best approach of teaching was engaging children in some or the other academic task but the purpose was not to understand the meaning but rather to grab their attention in order to avoid noise in the classroom. According to the teacher, an ideal classroom means all
children should always engage in doing their tasks and there should always be pin drop silence. There were various factors associated with teachers and the socio-cultural environment responsible for their perspective. On the contrary, the researcher's views were rooted in the constructivist and social constructivist approach where children learn on their own and their learning is facilitated by more knowledgeable persons in the process of problem solving and social interaction. The classroom environment should be enjoyable, therefore, children should engage in joyful learning and reading. The teaching-learning approach should be experiential and organic in nature so as to encourage children to become active learners. Teachers' role is to facilitate children’s learning by creating a non-threatening environment where they could express themselves and get opportunity to relate with the text. It was a challenging task for the researcher to break their pre-conceived notion in regard to teaching-learning approach. For the teacher it was equally difficult to accept new methods of teaching and alter her existing beliefs. The researcher kept convincing her to add new components in her daily teaching-learning. Without refining the teacher's belief and attitude the intervention programme would have not been implemented effectively.

**Synergy between the Teacher and the Researcher's Knowledge:**

The role of two important agents of the study, i.e., the teacher and the researcher was indistinguishable in the success of the intervention programme. Their position and contribution in the study was equal. The researcher played the role of a teacher and the teacher acted as an important instrument in the study. The researcher's knowledge was primarily gained from theories in the field of Education, Psychology and contemporary researches in the domain of teaching-learning, whereas the teacher had ample field experience or practical knowledge. She had better understanding of subject matter and content knowledge. She was well aware of children's strength and weaknesses. The researcher's theoretical knowledge in the field was pillared by teacher's rich practical knowledge. Synergy between both was necessary for the successful outcome of the intervention. It was also important because the primary aim of
the intervention programme was to assess its functionality in inclusive classroom setting. The researcher showed a high regard for teachers' knowledge and experience, which helped to gain her trust and maintain a healthy relationship. Therefore, the interaction or cooperation of two agents (the teacher and the researcher) was necessary to produce a combined effect on the outcome of the intervention and children's learning that was greater than the sum of their separate effects.

**Pre-Teacher Training Observation**

During the classroom observation two important components were observed and which are presented below. This happened before starting the teacher training and implementation of the actual intervention programme.

**Teaching-learning Approaches Practiced by the Teacher:**

The classroom was controlled by the teacher and the teaching-learning approach practiced by the teacher was underlying under the premise that teacher is the one who knows everything and s/he is responsible for insemination of knowledge and information in children's mind. On the contrary, children were considered and treated as passive recipient in the process of teaching-learning. An example from the classroom teaching would explain this point in a better way. While teaching, she would ask children to open the lesson with a particular page number. Either she would read aloud the lesson or would ask a child (a specific child) for this task. Afterwards she would write answers of all the questions given at the end of the lesson on the blackboard. For writing answers she would refer *Kunj* (answer key) and copy exact answers given in the book. Then she would ask children to copy written answers in their notebook in neat and tidy handwriting. After assigning this task to children, she would sit on the last bench or do some activities or stand at the door and would talk to teachers of other classes. Some other time, she would not write answers on the blackboard rather she would dictate the answers but would write the difficult words on the blackboard. At times, she would also ask some children (specific children who were performing well in
class) to write the answers on the blackboard and rest of the children had to copy them. Children had to memorise these answers and were expected to reproduce in class tests and examinations conducted by the school. In other words, read aloud, copy and memorise the answers was the approach of learning practiced in the classroom. While reading the text primary focus was on correct pronunciation of words, identifying syllables in word, and breaking complex words in parts. Meaning of the difficult and new words appearing in the text was also explained by the teacher. In spite of the fact that the course books were well organised and stimulating, but there was no focus on understanding of meaning during the teaching by the teacher. In this process of teaching-learning focus was mainly on symbol-sound principles, therefore, the story elements and other information was entirely in the periphery. Stories and other texts were used for teaching reading skills except comprehension. Children did not even realise the fact that they were supposed to understand meanings or messages that the text intended to convey. As a result, readers could not relate and connect themselves to the text which led to a disinterest in studies and poor motivation in them.

After interacting with teachers it appeared that reading means children should master alphabetic principles, phonological principles, blending words and combination of words. Therefore, the main purpose for teacher was teaching children how to decode. But in reality, only decoding is not sufficient to understand the meaning of the text. The teaching-learning approach practiced by the teacher in the school did not provide opportunity to children to construct their own meaning. Thus, in the process of learning how to read, they were taught to read aloud text, memorise the answers, find new and complex words appeared in the text, etc. But there was no focus on comprehension skill and understanding. This approach of teaching taught children not to search for meaning while reading. According to the teacher's understanding, comprehension was all about defining difficult and complex words to the children and asking questions based on the text. No doubt, it would increase children's vocabulary (again vocabulary that text-book provided) but it was not sufficient for getting message and making children to
grow as independent readers neither read other texts nor comprehend the read matter. Question-answer practice is meaningful only if it provokes thought process in children which help them to derive inferences. Children were able to answer questions which were intended to measure literal knowledge which could be done even without understanding the meaning.

Children who were not able to read (mentioned in the methodology chapter) were also supposed to copy what was written on the blackboard. Hence, their notebook was completed on time. In order to check whether the syllabus is completed on time or not the head of the school would randomly ask to bring notebook of any child from the class for inspection. If the notebook was found to be incomplete, then the class teacher had to answer. In order to avoid hassle, the teacher was more concerned about covering the syllabus and filling up children's notebook with answers on time. It was also noticed that children were completely depend on the teacher to understand anything related to school subjects.

**Teacher-child Interaction:**

The capacity of the classroom was not enough to accommodate all the children properly. But there was no other option than to manage in the limited space provided by the school. Children would fight/quarrel on petty issues, for example, place for sitting, lack of space for keeping school bags, books, lunch box, etc. For dealing children’s behavioural issues she was completely dependent on the use of stick. She would hit children on their palm, back and feet. Hitting on their back was a common way of communicating to children! Once the researcher asked the teacher as to why do you beat children? She replied “They deserve it. If I don’t beat them they don’t listen. Once they are beaten then only they listen to something”. If children would make noise in the class then sometime without looking in to the matter she would threaten them by saying that “if you guys will not maintain silence in the classroom I will hit you with stick”. The other way of controlling children’s unwanted behaviour was making them sit in the front row. She would assign extra task to children in order to keep them engaged. So that children would not get time to discuss
among themselves. Children’s queries were not entertained by the teacher most of the time. Many a time, the teacher would become very aggressive towards children. Her behaviour towards children was partial at times. All good performing children were very close to her. Only few children had authority to access teacher’s handbag and other stuff. Weak children were not confident enough to approach the teacher for any need. On the contrary, few other poor performing children would always complain to the teacher for minor issues in order to avoid academic work and divert teacher’s attention. Sometimes she would ignore children’s unwanted behaviour to control them. Children's disruptive behaviour in the classroom increased teacher's stress level; as a consequence, teacher's teaching-learning approaches were negatively affected.

The teacher followed a fixed pattern to make sitting arrangement for the children in the classroom. All struggling readers were seated together. In the classroom, three rows were specified for these children. Use of stick for beating and threatening were the main ways of dealing with children with LPs and LDs. In order to discipline children, they were asked to stand outside the classroom for any instances of indiscipline. Rebuking and criticising the children by the teacher was the part of everyday life. Thus, it was evident from the classroom observation that Class IV teacher was not able to deal with children in an appropriate manner. She was not in the position to control children efficaciously. The detail of the teacher training is given below.

**Teacher Training**

Effectiveness and success of whole classroom based intervention programme does not depend on the fact that teachers implement the intervention. Although it depends on the skills needed on the part of teachers to address children’s learning problems (Scanlon et al., 2008). On the basis of teacher interview and classroom observations, it was clear that before training teacher on how to conduct the intervention session they need to be taught other skills also. Teacher training was given after getting general understanding about classroom environment, children and teacher’s behaviour. Five teachers
from primary section of the school participated in the teacher training programme (workshop) organised in the beginning. Only five teachers were there in the primary section of the school and everyone was assigned one class. Because of single-teacher classroom it was not possible to get access to all the teachers together for the training during the school time; therefore, teachers were contacted after the school hour and during the lunch time. Training was given for five sessions (three sessions on alternate days in a week and two sessions in next the week) for the period of 45–50 minutes per session. The main training was given to the Class IV teacher.

1st– 2nd Sessions:

- Rapport building
- Objective of the intervention programme
- Exploration of difficulties faced by teachers in the classroom
- Exploration of teaching-learning approach practiced by teachers
- Steps taken by them to deal children’s difficulties

3rd –5th Sessions:

- Importance and skills for creating a healthy classroom environment
- Maximum involvement of children in classroom activities
- Awareness about childhood disabilities (LD, LP, Low IQ, ADHD and other behavioural problems), signs and symptoms.
- What could be done to address children’s difficulties?

The teacher training aimed at enhancing teachers’ skills and capabilities to carry out the intervention. Before making them aware about how to carry out the study, they were trained about how to deal with children effectively and they were given inputs for effective classroom management. For example, how to create a non-threatening classroom environment, how to deal with behavioural problems of children, and how to discipline children during the classroom. Teacher training was given in the form of workshop where all teachers in primary section participated. The specific training was given to
Class IV teacher in weekly meeting and during the session if the teacher demanded. Sometime, she also approached the researcher for assistance if she faced any difficulties during the sessions. Symptoms and severity of children with LPs and LDs varies, so it was important for teachers to understand them properly and address their issues in appropriate way. In sum, the initial part of the teacher training aimed at altering attitude and perception of teachers towards children, teaching-learning process, and role of teachers as well learner in the process of learning.

The teacher was very rigid in accepting the fact that children learn on their own and she provides only a supportive environment. As mentioned earlier, the teaching approach was teacher directed but gradually she started making some modification in her teaching-learning approach. In the beginning, the researcher was not sure, whether the changed approach of the teacher was only infront of her or it happened even in her absence. In order to verify this, the researcher spoke to many children and confirmed it. In the beginning they reported that she does only infront of the researcher but a decrease was noticed in her aggressive behaviour and use of stick with the passage of time. The teacher was taught to pinpoint problems and then address the problems one by one. All skills that teachers were supposed to practice with children in the classroom were firstly exhibited by the researcher during the teacher training that happened in the form of workshop: active participation, experiential and enjoyable learning, and creating a non-threatening classroom environment. Later on, essential skills for implementing the story mapping technique for the comprehension of narrative texts and generating graphic organisers or conceptual map for the comprehension of expository text material inculcated. The implementation of the sessions was completely depended of Class IV teacher and supervised by the researcher.

The first session of the intervention, the teacher started by saying that,

“Today we are going to practice a new method of learning. [On A4 size sheet, the story mapping technique framework and questions were printed and was distributed to everyone. All children were asked to write their name on it.] I
will read out a story and you all will follow me in your books. [After completing the reading.] Now you have to write answers of the questions written on the sheet. In order to find the answers you can re-read the story as many times you want. [After completing the answers] Now you have to draw the story on the back of the sheet following the same sequence of the story as much as possible. You can make small box to write details of the story if needed”.

In the first session, the teacher was not very confident in explaining the activity. It was also not clear to children and they were at lost what to do. She quickly grasped the strategies and after few sessions she was able to carry out the intervention independently. She started providing systematic instruction and asked children to breakdown the complex task in smaller parts. Constant feedback was given to the teacher. She was never interrupted during the sessions. In the feedback sessions, apart from raising the concern of research, the teacher was also encouraged and appreciated.

The Teacher’s Attitude towards the Intervention Programme

Initially, teachers thought that the researcher has come from Read India project as they often come to the school. The school was located in northern part of the Mumbai, where Tata Institute of Social Sciences (TISS), has conducted various researches and had also surveyed this particular school as a part of the M-Ward Project. So, she was asked about many pending schemes that TISS had promised to do. Under the Read India campaign many activities were taught for children, because of limited space it was not possible to carry them out in the classroom, as mentioned by the teachers. It has been always seen that teachers are assigned extra work apart from their regular teaching-learning in their non-working hours. They thought that their free time is being hijacked, and therefore, their attitude towards training was not positive. They found it a burden and hindrance in the daily classroom schedule. The Class IV teacher, who conducted the study, had never participated in any in-service teacher training. During the teacher training sessions she showed positive attitude towards new components added in the training. She assured the
researcher that she would be adopting them in her daily teaching. With the passage of time, changes were noticed in her attitude, as she started using new approaches in teaching-learning practice. The following section has explained indicators and precursors of positive effect of the teacher training.

**Changes Occurred in the Teacher after Teacher Training**

Many changes were seen in the teacher’s attitude, behaviour, teaching-learning approach and teacher-child relation. The following section describes changes that were seen in the teacher after the teacher training and during and after the intervention programme.

**Changes in Teaching-learning Approach:**

As mentioned earlier, the teacher had her own belief regarding teaching-learning method that was mainly one way or teacher-directed. After making them aware about the child-centred approach and children active role in the process of learning, she promoted children to participate in the classroom discussion. Children who were quite and silent all the time were given more opportunities. It was also noticed that children who were very active and all the time ready to raise their hand to answer, were given less opportunities. Their participation was avoided by the teacher. Initially, the teacher was not very convinced with the fact that children construct meaning in their personalised way. However, after the use of story mapping technique for answering story components and their engagement in the drawing stories, the teacher realised that children were more active in learning and exhibited less or no disruptive behaviour during the sessions. Most important, children were able to answer orally in their own language, if they were asked. They were able to draw the story in a meaningful way which would not been possible without comprehending the story. Afterwards, the teacher realised that without any extra effort, children were able to perform well. There was a time when she asked the researcher ways to teach children mathematics in the similar manner. After noticing improvement in children’s learning, she wanted to use the same method to teach *Science* subject as well. Therefore, three school
subjects were taught with the help of graphic organisers (GOs), where children learnt creating conceptual map and come up with unique graphic organisers. Poor performing children used to take lot of time to answer and express themselves, at this time teacher was very patient and accepted the individual differences and provided extra time if required. Her ability to tolerate children’s mistakes and showing frustration was also decreased. She always tried to keep an eye on these children and gave more time and attention to them. Her threatening behavior towards children was also noticed to be less and increment in the non-punitive measures was seen. During the course of intervention children’s behavioural problems were automatically dealt without any extra effort. It happened because children were active in the use of the story mapping technique and making conceptual maps in more creative and unique ways.

There was a child in the class who was not good at studies and had tendency to distract other children. The teacher tried to discipline him by using various measures ranging from punitive to non-punitive but she failed to do so. Major changes occurred in him during the course of the intervention. After the involvement in the intervention sessions, his behavioural problems vanished. The teacher was surprised to see his changed behaviour. After the assessment of his performance in the session (after every session) noticed that his drawing skill was best in the class. She would be so happy with his drawing that she would show it to the entire class. Appreciation from the teacher and peers motivated him to come up with more creative drawings or conceptual maps. He was least interested in writing answers of the questions. He made many posters which were displayed on the wall of the classroom. In sum, children’s active participation during the sessions did not enhance only their learning but their non-academic and behavioural problems were also solved.

The goal of the process was not to test children to know their eligibility for the need of specific intervention programme. The ultimate aim was to identify the best educational assistance to work with the regular classroom teacher in the assessment and intervention required to address the children's
difficulties (both academic and non-academic). Therefore, the focus of the intervention programme was on the interaction within the instructional environment (teacher-child) and its impact on learning outcomes. A GO was used to encourage readers to comprehend story elements in a better way. She used to document any important information gained from the story. The story mapping technique aimed at capturing children's attention towards important components of the stories: characters, problems, time, setting, step taken to solve the problems and outcome. Children were able to identify principal segment of narrative text (story) in visual and spatial form, which helped them to connect with the text in a meaningful way. Reading is not only recognising the symbols or written text with correct pronunciation rather its aim is to understand meaning. Unfortunately in our school settings, teachers’ believe that it’s their responsibility to make children learn how to read. Thus, in practice, it ended up in one way process of teaching-learning. It was mentioned before that the teacher wanted the classroom to be noise-free, later on, children were able to engage in meaningful discussion which produced sound pollution that was worthwhile. The teacher encouraged interaction among children while doing group work. During the sessions, teacher played a role of a facilitator and a guide.

As mentioned before, the intervention aimed at enhancing meaning making process, so, there was less focus on enhancing other reading related skills during the session. The teacher was aware about children' strength and weaknesses, so at other times she taught them basic reading rules. The classroom was comprised of varied nature of children. Many children understand very fast and complete their task quickly. On the other hand, children with LPs and LDs take more time for the similar task. Tackling all children together became difficult at times. So, good performing children were asked by the teacher to help the poor performers. The teacher showed more responsive and receptive attitude towards children, especially with LPs and LDs. She gave extra time to these children to compete their task. During the session she would often go to these children to see whether they were doing their task properly or not. She would offer help if they needed. These changes
were seen in other situations too. She encouraged more participation from children. These were also seen while teaching other school subjects.

**Changes in Teacher-child Interaction:**

A positive change was seen in teacher’s behaviour towards the children; especially children who were weak in learning and reading. Gradually the teacher started behaving in a polite way with children with LPs and LDs. Teacher’s optimistic attitude made children more comfortable, and made it easy to contact, without any fear and apprehension. Children who never asked questions or any doubts before the commencement of the intervention in the classroom, started approaching the teacher for help. Apart from researcher’s own observations towards their interaction patterns, children were also asked how they felt when they faced any difficulties in understanding whatever the teacher taught. They mentioned that “Before you (the researcher) started coming to the school, we were very scared of the teacher. She would hit us if we speak out. But she stopped beating us afterwards. Now she explains very nicely if we ask something. So, we are not afraid anymore”, (field notes).

As previously mentioned, the teacher had specified seats for children who were weak at studies. She made some changes in the sitting arrangements. Later on she paired poor-performing children with good performing children. The good performing children were asked to take care of these children and help them out in their academic domain. The case of Priya, who was a LD child (case study has been presented in the Chapter 6); her writing skill was severely affected. She would engage in day dreaming and leave answer sheets blank. For this child, the teacher provided a writer. The writer was not from the same section. Priya provided answers in oral form and the writer noted down the answers. It was noticed that Priya was able to answers orally. Writer was provided in class tests as well as in final examination. The teacher mentioned that “If Priya would not have been provided writer then she would not have scored any marks. She knows everything but I do not understand what she thinks which prevent her from writing answers”. She assured participation from the children in the classroom discussion and other activities.
As mentioned earlier, the teacher was solely depended the use of stick for dealing children’s disruptive behaviour in the classroom in order to discipline them but a decrease in it was noticed.

The teacher realised that within the given time children should be given freedom of thought and learning. Their opinions were valued and considered for planning classroom activities. Sessions in progress were noisy but was not criticised by the teacher. Children were free to express themselves. She used reinforcement technique for desirable and undesirable behaviour. The teacher had become more tolerable towards children’s mistakes and learning errors. There was decline in discouraging behaviour, therefore, her encouraging behaviour had increased. To conclude, changes seen in the teacher were great achievement for a classroom based intervention programme.

**Teacher's Attitude towards Teacher Training and the Intervention Programme Afterwards:**

In the first meeting, the class teacher of Class IV said, “let me know how many periods do you want. You can do whatever you want to do in the class”. She had thought that the researcher was going to carry out the study. The researcher kept convincing the teacher throughout the training period. She was convinced by saying that a little effort from the teacher would make possible to deal children’s learning problems in the classroom itself. The teacher was also assured that if children do not show positive response then she could stop using it. However, teacher’s cooperation made it possible to integrate new component of teaching-learning in her everyday routine. The intervention programme was implemented mainly by the Class IV teachers under the supervision of the researcher. A few sessions were conducted by the researcher in the absence of the teacher. Apart from assessment, teachers also helped in evaluation process which was based on daily observation and assessment of pre-test and post-tests. In addition, changes reported by the teacher in the feedback sessions, during the intervention session and the researcher’s observations were taken into consideration.
Changes in teacher’s attitude took place when she saw positive changes in the children. The teacher said that, “Initially I thought that after teaching students from your method I will have to again teach them in the way I do. But now I see they understand better. Children who never answer any queries asked by me now they can answer. Therefore, I am asking you can I teach other subjects in the same way”. To see the teacher’s curiosity science subject was also taught in a similar manner.

It was also important to see whether the intervention programme was feasible to carry out in the regular classroom setting by a regular teacher. Therefore, its usefulness was also assessed as one of the objectives of the study was to see its effectiveness in a mainstream setting. A positive outcome of the intervention programme and teachers’ interest in the study showed its utility in the regular classroom setting. It was evident from teacher’s feedback and observation of ongoing sessions that the module and process worked. Details of the intervention module and its feasibility have been already presented in the Chapter 4. The next chapter will deal with effect of the intervention programme on children’s learning outcomes of all groups of children.