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HOME SEARCH EDUCATION: REHABILITATION AVENUE – A STUDY

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ABSTRACT

The Government of India had enforced a lockdown on March 2020 due to the epidemic of Covid-19. During this pandemic situation all the industries, companies, offices, and educational institutions are closed to reduce the spread of Novel Corona Virus. Especially the education institutions from school to colleges are closed and the students are protected at home without certainty. During pandemic, it has affected the learning capacity of the young children. With this background, within a few months, without any training, young students are forced to attend the online classes. It is the great challenge for young children on their learning capability. At the same time parents and teacher also faced more challenges and difficulties.

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Introduction

During the online classes, students were not attended properly and some of their attention was deviated which lead to learning disability. Due to this reason, there should be some intervention to needed to fulfil the learning gaps. To overcome all these problems, Tamilnadu Government has initiated a scheme called *ILLAM THEDI KALVI* (Home Search Education), to fulfil the learning gap caused by the Covid-19, by inviting volunteers to work on it. The first implementation is initiated at Villupuram District on October 27, 2021. Under the Tamil Nadu *ILLAM THEDI KALVI* Scheme the volunteers are taking classes to the nearby students' after completing their school hours.

The research paper focuses from instructor's perspectives. The research includes the volunteers and teachers those who are working under the scheme from rural and urban area. A structured questionnaire is prepared to collect the primary data from 30 respondents. Karaikudi Taluk is selected as a geographical area of this research. This research is aimed to evaluate the prospects and challenges of implementing *ILLAM THEDI KALVI* scheme, and to analyse how the scheme achieve its aim and to reduce the learning gap of the young children.

Key Words: Illam Thedi Kalvi, young children, reduce learning gap

Home Search Education: Rehabilitation Avenue – A Study

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During the online classes, students were not attended properly and some of their attention was deviated which lead to learning disability. Due to this reason, there should be some intervention to needed to fulfil the learning gaps. To overcome all these problems, Tamilnadu Government has initiated a scheme called *ILLAM THEDI KALVI* (Home Search Education), to fulfil the learning gap caused by the Covid-19, by inviting volunteers to work on it. The first implementation is initiated at Villupuram District on October 27, 2021. Under the Tamil Nadu *ILLAM THEDI KALVI* Scheme the volunteers are taking classes to the nearby students' after completing their school hours.

Review of Literature

This section explains the previous research on the impact of COVID pandemic on children's education, how it affects the learning skills, the need to initiate the scheme 'Illam Thedi Kalvi'.


Liu et al., (2020) children have become clingier, attention seeking and more dependent on their parents due to the long term shift in their routine. It is presumed that children might resist going to

school after the lockdown gets over and may face difficulty in establishing rapport with their mentors after the schools reopen. Consequently, the constraint of movement imposed on them can have a long term negative effect on their overall psychological wellbeing.

Sumitra Pokhrel and RoshanChhetri (2021): Sage: While, in many developing countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, when both parents are working. There are practical issues around physical workspaces conducive to different ways of learning. The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged background are unable to access and afford online learning. The level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding (Sintema, 2020).

UNICEF India Country Office (2021): Rapid Assessment of Learning during School closures in the context of Covid-19:

- Reach the last mile and augment remote learning through textbooks and other print materials
- Improve awareness of tech-enabled tools for remote learning and drive engagement of commonly used tools

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- Encourage greater teacher engagement
- Mitigate technology challenges for schools and teachers by subsidizing data and device costs for teachers and deploying devices at a school and community level
- Improve the learning experiences of children from marginalized groups
- Drive re-enrolment campaigns to prevent students from dropping out and provide support to relieve financial challenges
- Going beyond the basics to deepen the quality of learning and addressing the holistic well-being of students, teachers and parents

The Hindu (Sep.2021): Survey details ‘catastrophic’ impact of school closures across India: 37 percent of rural children have dropped out, says report of study on 15 States “The prolonged closure of primary and upper primary schools during the pandemic months have led to “catastrophic consequences” for school students, particularly in rural India, says an emergency report. Based on the School Children’s Online and Offline Learning (SCHOOL) survey conducted by researchers, who worked in coordination with eminent economist Jean Dreze, the ‘Emergency Report on School Education’ says that only 8 percent of school students in rural India have been able to access online education, while at-least 37 percent have stopped studying altogether.

T.Muthuprasad^a et al. (Jan. 2021): Elsevier: The findings of this study indicated that majority of the students evinced a positive attitude

towards online classes in the wake of corona. The online learning was found to be advantageous as it provided flexibility and convenience for the learners. Students preferred well-structured content with recorded videos uploaded in university websites. They also indicated the need for interactive sessions with quizzes and assignments at the end of each class to optimise the learning experience. However, most students also reported that online classes could be more challenging than traditional classroom because of the technological constraints, delayed feedback and inability of the instructor to handle effectively the Information and Communication Technologies. Therefore, all these factors should be considered while developing an online course to make it more effective and productive for the learner. It’s possible that once the COVID-19 pandemic settles down, we may see a continued increase in education systems using online platforms for study aids, albeit in a hybrid mode in combination with regular classes. Hence this study will prove useful for reimagining and redesigning the higher education with components involving online mode.

OlasileBabatundeAdedoyin &EmrahSoykan (Sep.2020): Interactive Learning Environments: Despite the sudden migration of instructional delivery to online platforms by Universities and other citadel of learning during this pandemic, provided the challenges experienced by faculty and students are well explored and transformed to opportunities, it is evident that online learning will be sustained and education will become more hybrid. Development of emergency remote teaching evaluation instrument is to have more revealing information on the crisis-response, migration methods and challenges experienced by the students and faculty as discussed in this study for further research becomes recommendable.

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The Hindu (21 Oct-2021) : To fill the gaps in learning among students of Classes I to VIII owing to the impact of the COVID-19 pandemic on education, the School Education Department on launched ‘IllamThediKalvi’. Under the initiative, volunteers will engage with students for one hour every evening in spaces that will be identified and opened in the community. We expect to learn a lot from the pilot project and implement the feedback. Students of government as well as private schools can attend these classes, which will be activity-based and will give them an opportunity to enjoy and learn. These classes will be structured around their syllabus.

Insights Editor (30 Nov. 2021): The recently launched educational programme of the Tamil Nadu government, IllamThediKalvi (Education at the Doorsteps), triggered mixed reactions. Government argued that “This programme will brighten the future of lakhs of students and will last for hundred years.” The Tamil Nadu government launched this programme as it recognises the pandemic-induced gap in learning among schoolchildren. The lockdown disempowered children from the marginalized sections as they did not have access to technology-driven pedagogical methods as the privileged did. Many who find online teaching convenient and safe fail to recognize this class bias. The expensive nature of online teaching pushed a large number of underprivileged children out of the education system. The lockdown thus accentuated the asymmetrical structure of the school system.

RESEARCH QUESTIONS

Who are involving in the scheme to serve for the young children?

Who are the beneficiaries of the scheme?

What are the prospects and challenges of the scheme?

Whether the scheme implemented properly?

How the scheme helps the young children to reduce their learning gap?

METHODOLOGY

The research paper focuses from instructor’s perspectives. The research includes the volunteers and teachers those who are working under the ‘**Illam Thedi Kalvi**’ scheme from rural and urban area. A structured questionnaire is prepared to collect the primary data from 30 respondents. Simple random technique is used for data collection. Karaikudi Taluk is selected as a geographical area of this research.

OBJECTIVES

To Study the socio economic profile of the volunteers

To evaluate the Prospects and Challenges of ‘*ILLAM THEDI KALVI*’ scheme

To analyse how the scheme is help to reduce the learning gap of the young children.

To suggest possible intervention for proper implementation of the Scheme

FINDINGS AND INTERPRETATION

This section discusses the finding and interpretation. Two parts that is I: Personal Profile of the respondents. II : Prospects/ Challenges of “Illam Thedi Kalvi” Scheme and implementation processes. Here respondents mean the Volunteers those who are working as a teacher in Illam Thedi Kalvi Scheme.

I RESPONDENTS PROFILE

The socio economic status of the respondents is considered to analyse their, age, sex, education qualification, discipline and the locality, who are willing to work on the “Illam Thedi Kalvi” Scheme in Tamil Nadu.



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Table 1: Distribution of respondents according to their Socio – Economic status of the respondents

Particulars	Frequency	Percentage
Age		
Below 25	8	26.7
26-30	7	23.3
31-35	12	40.0
36-40	3	10.0
Total	30	100.00
Sex		
Male	4	13.3
Female	26	86.7
Total	30	100.0
Discipline		
Science	17	56.7
Arts	11	36.6
Commerce	2	6.7
Total	30	100.0
Qualification		
UG.B.Ed	8	26.7
PG.	1	3.3
PG. B.Ed	15	50.0
PG.M.Ed	6	20.0
Total	30	100.0
Locality		
Rural	14	46.7
Urban	16	53.3
Total	30	100.00

The Table 1 reveals that two fifth of the respondents (40%) in the age group between 31-35 years are willing to work with involvement. It also conveyed that the youngsters are healthier and interest to travel urban to rural to educate the young children those who are not having the ability to access the digital devices and with free

internet connection in the rural areas. Mostly 86.7% of the respondents are female, it reflect the pathetical practices such as female are associated with the child care, nurturing. It reflects the same. More than half (56.7%) of the respondents belongs to science discipline and very few (6.7%) respondents belongs to Commerce

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discipline. It shows that the respondents are willing to teach science and languages rather than commerce. Even though, the Government of Tamil Nadu, announced that the eligibility of the volunteers as 10th or 12th, the respondents those who are qualified with B.Ed. education are expressed their interest to work for the education of the young child. More (53.3%) or less (46.7) , half of the respondents from urban and rural are involved in the services.

For this “Illam Thedi Kalvi” any specific curriculum is designed? Was raised to the respondents to know whether any special curriculum given to the young children to fulfil the learning gap. Cent percent of the respondents said that the curriculum is designed with new teaching methods. The respondents expressed that story telling, dancing, singing a song while teaching and make the students active in the class time.

II. Prospect and Challenges of Implementation of Illam Thedi Kalvi

Table 2 Distribution of respondents according to the Classes taken

Classes taken	Frequency	Percentage
Lower Primary(1-4)	5	16.7
Upper Primary(5-8)	16	53.3
Secondary(9)	5	16.7
Upper Primary and Secondary(5-9)	4	13.3
Total	30	100.0

The above table reveals that more than half of the respondents are taking classes to the upper Primary students (i.e.,) the students of age between 10 to 14 years where young children’s brain gets more active in this period. Due to Corona pandemic, they missed the regular classes

and became passive in the virtual class which leads to gap in learning disability. Hence they need more attention and face to face interaction to reduce the learning gap not only for this age group but also for all the young children.

Table3:Distribution of students taught on Sex and the Type of Schools attending

Particulars	Frequency	Percentage
Girls of Govt. Schools	630	50.6
Girls of Private Schools	13	1.1
Boys of Govt. Schools	567	45.6
Boys of Private Schools	34	2.7
Total	1244	100.0


The above table shows that Girls from Govt. Schools are attending more than the boys of Govt. Schools which shows the girls are attending with more involvement than boys. When compared to Govt. and Private Schools, Govt. School students are attending more than Private Schools which show that the students from government schools are lacking in attending virtual classes due to their

inaccessibility of internet and digital devices at home.

When asking the respondent, what are the subjects teaching through this scheme? All the respondents said that Tami, English, Math, Science and Social Science are teaching to the students and except Computer Science which need labs to demonstrate.

Table 4 Distribution of respondents according to the level of standard vs subject taken

Level of standard	Single	Subject	Total
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	Teacher	teachers	
Lower Primary(1-4)	2(6.6%)	3 (10%)	5 (16.7%)
Upper Primary(5-8)	14 (46.7%)	3 (10%)	16 (53.3%)
Secondary(9)	0	4 (13.3%)	55 (16.7%)
Upper Primary and Secondary(5-9)	0	4 (13.3%)	4 (13.3)
Total	16 (53.33%)	14 (46.67%)	30(100%)

The above table-4 shows that single teachers are taking classes to lower and upper primary where as subject teachers are taking classes to all the levels.

Table 5 Distribution of students according to their medium of study

Medium of Study	Frequency	Percentage
Tamil Medium	965	77.6
English Medium	279	22.4
Total	1244	100.0

The table 5 show that more than three fourth are belongs to Tamil medium and less than one fourth belongs to English medium. It reveals that Tamil medium students are benefited through this scheme.

All the respondents felt that the scheme is very much useful to the rural students because the rural students are unable to get access to the digital devices and also not get proper network connectivity in their area which lead to not attending the online classes properly and at the end they are not able to well prepare for their

exams and got dropout. This scheme helps to fill the gaps which the virtual classes made.

Most(90%) of the parents and students are aware about the scheme whereas very few(10%) are not aware about the scheme Which reveals that there is a need to create awareness about the scheme through mass media and social media to reach all the public.

All the parents cooperated with the teachers and motivated their children to attend the classes. Respondents are also said that the students are interested to attend the classes.

Table 6: Distribution of Respondents according to the method of teaching


Teaching Methods	Frequency	Percentage
New Techniques	9	30.00
Performance Method	10	33.33
Help of Educational Tools	4	13.33
Written Method	7	23.34
Total	30	100.00

Table 6 shows that one third (33%) of the respondents said that they are teaching the classes with performance including, Story Telling, Dancing, Singing and Asking Riddles. Less than one third (30%) of the respondents said that new

techniques are adopted like discussion and debate on the topic. This reveals that each and every teachers are using different teaching methods according to the situation and listening capacity of the students.

Table7: Distribution of Respondents according to the place of classes taken

Classes Conducting	Frequency	Percentage
Common Places	13	43.3
House	9	30.0

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Society Hall	8	26.7
Total	30	100.0

The above table 7 shows that most of the respondents (43.3%) said that they are taking classes in the common places like Anganwadi. 30% of the respondents said that taking classes in their houses, 26.7% respondents shared that they

are taking classes in society hall. This reveals that respondents are found safe and comfortable place in the public for all students those who are attending the classes.

Table 8: Distribution of Respondents assessment about the students learning ability

Learning Ability	Frequency	Percentage
Good	20	66.7
Very Good	3	10.0
Improved better than before	7	23.3
Total	30	100.0

The above Table 8 shows that three quarters of the respondents (66.6%) said that the students learning ability is good. 10% of the respondents said that their ability are very good, 23.37% said that the students are improved better than before.

This reveals that this scheme helped to development the students learning ability. Most of the respondents (97%) opinion that the scheme is helping to reduce the learning gap of the students.

Acceptance of the Scheme by the respondents

Acceptance	Frequency	Percentage
Fully Accepted	11	36.7
Partially Accepted	19	63.3
Not Accepted	0	0
Fully not Accepted	0	0


All the respondents are accepted. The acceptance level is varied according to the respondents. 36.7% of the respondents are fully accepted this scheme and 63.3% of the respondents have partially accepted.

Table 9: Distribution of Respondents according to the learning disability of the students

Particulars	Frequency	Percentage
Lack of Computer and Technologies	6	20.0
Have a big learning gap	1	3.3
Not Respond	23	76.7
Total	30	100.0

Table 9 shows that more than three-quarters (76.7%) of the respondents have not responded the question and 20% of respondents said that the lack of computers and Technologies, very

minimum (3.3%) of the respondents said that students are having a big learning gap. This reveals that, the students should be provided with computer and internet.

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Table 10 Distribution of Respondents on the basis of their style of teaching to improve learning ability of the students

Particulars	Frequency	Percentage
Using Computer	4	13.3
Practical Training	5	16.7
Performance Method	17	56.7
Not Respond	4	13.3
Total	30	100.0

Table 10 shows that more than half (56.7%) of the respondents said that they are teaching the classes with performance methods like storytelling, dancing, singing and asking riddles. 16.7 % of the respondents said that during the classes, the respondents use picture and images to explain the concepts, 13.3% of respondents said they use their own computer to explain the concepts with images, remaining 13.3% of the respondents are not responding. This reveals that each and every

teacher using different style and various methods according to the understanding level of the students.

Most (90%) of the respondents said that No issues in implementing this scheme whereas very few (10%) said that there are some problems in implementing the scheme. Which reveals that there is no issues to implement the scheme with small changes.

Table 11 Distribution of Respondents according to their opinion whether this program is useful for school going children


Particulars	Frequency	Percentage
Helpful to backward Students	12	40.0
Very useful to Rural Students	15	50.0
Not useful	2	6.7
Not Respond	1	3.3
	30	100.0

Table 11 shows that half of the respondents (50.0%) said that this scheme is very useful to Rural students and 40% of the respondents said that it is helpful to backward students, very minimum (6.7%) of the respondents said that this scheme is not useful to the students, 3.3% of the respondents are not responding this question. This

reveals that Rural and backward students have enjoyed the benefit through 'Illam Thedi Kalvi' scheme. This scheme supported the students for listening and learning without any gap in their studies and continue their education even in the pandemic too.

Prospect and Challenges of Illam Thedi Kalvi

	Prospects	Challenges
Volunteers	Have a choice as volunteers to work for the needy students for six months. Govt. will issues certificate for their service.	Govt. is providing Minimum support as honorarium. (Rs.1000/- per Month) Organising students for classes. It is a voluntary services and not to claim for their teaching services for Govt. recruitment.
Students	Helps the young students to continue their studies without any learning gap and	Awareness about the schemes. Most(90%) of the parents and students from

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	dropout. Based on the survey Govt. School Students from Rural areas especially girls are having benefited rather than the boys.	rural are aware about the scheme rather than urban. Need to create awareness about the scheme through mass media and social media to reach all the public.
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Helps to reduce the learning gap

1. Single teachers are taking classes to lower and upper primary where as subject teachers are taking classes to all the levels and they only handle classes for secondary level students.
2. All the respondents are estimated that the scheme is very much useful to the rural students because the rural students are unable to get access the digital devices and also not get proper network connectivity in their area which lead to not attending the online classes properly and at the end they are not well prepare for their exam and got dropout. This scheme helps fill the gaps which the virtual classes made.
3. All the parents cooperated with the teachers and motivated their children to attend the classes; and the students are interested to attend the classes.
4. Respondents are found safe and comfortable place in the public for all students those who are attending the classes.
5. This scheme helped to develop the students learning ability. Most of the respondents (97%) opinion that the scheme is helping to reduce the learning gap of the students.
6. Rural and backward students have enjoyed the benefit through ‘Illam Thedi Kalvi’ scheme. This Scheme supported the students for listening and learning without any gap in their studies and

continues their education even in the pandemic too.

Possible intervention for proper implementation


1. More than one third (37%) of the respondents are fully accepted this scheme and 63% of the respondents have partially accepted. This shows there is a need to review the scheme and strengthen it achieves the goal.
2. Need to create awareness about the scheme through mass media and social media to reach all the public.

Conclusion

Through this study the researcher come to understand that the ‘Illam Thedi Kalvi’ scheme is very useful scheme. Which is very useful to the students in the rural areas. The volunteers from both Urban and Rural areas are working under this scheme to empower the students and supporting them to reduce the learning gap. As the number of students are minimum the volunteers focus on the individual students and able to give them the confidence to learn and improve their learning capacity which in turn reduced the learning gap. The scheme is initiated to fulfil the learning gap of the students due to Covid-19 pandemic. It is initiated by the Government of Tamil Nadu in the challengeable period after Covid-19 pandemic to rehabilitate the learning disability. Hence the Government has taken effort to implement the scheme to reach all the students in the Society.

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