INSERVICE TRAINING PRACTICES IN VOGUE IN THE SOUTHERN STATES OF INDIA

P. Ramachandra Rao
P. Veerappan
A.S.N. Rao Sindhe

1995

Regional Institute of Education
National Council of Educational Research and Training
Mysore - 570 006
## Index

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<th>Page Nos.</th>
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DOCUMENTATION: INSERVICE TRAINING PRACTICES IN VOGUE IN THE SOUTHERN REGION OF INDIA

INTRODUCTION

The Ministry of Human Resource and Development, Government of India has recently launched the District Primary Education Programme (DPEP) to achieve universalisation of elementary education and to bring about a qualitative improvement in Primary education. In this effort the National Council of Educational Research and Training has initiated steps to undertake certain tasks related to curriculum and training pertaining to Primary Education. One such task is the documentation of the inservice training practices in vogue for various functionaries in primary education. The Regional Institute of Education Mysore - 570 006 has been assigned to undertake this task for the states of Andhra Pradesh, Karnataka, Kerala, Tamilnadu and the Union Territories - Pondicherry and Lakshadweep.

MODUS OPERANDI

The DPEP Cell constituted for this purpose in our Institution developed a letter forwarding of a set of proforma for collecting comprehensive information regarding many areas concerned with Primary Education vide Annexure - 1. The National Council of Educational Research and Training, New Delhi developed a proforma for collection of information regarding Teachers’ inservice Training practices and guidelines for filling up the same vide Annexure - 2. These were sent to about two hundred and thirty three institutions/Departments as detailed below:

<table>
<thead>
<tr>
<th>States</th>
<th>SCERT DTERT/ Govt., Dept.</th>
<th>DIETS</th>
<th>Colleges of Education</th>
<th>Education Departments in Universities</th>
<th>Others NGOs/ CIIL/ FAOs</th>
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<tr>
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<td>01</td>
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<tr>
<td>Lakshadweep</td>
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We received responses from sixteen institutions as indicated below:

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<th>Education Departments in Universities</th>
<th>Others NGOs/ CIIL/ FAOs</th>
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* NGO - AIM INSIGHTS MANGALORE
## DETAILS (Statewise)

### A) ANDHRA PRADESH

<table>
<thead>
<tr>
<th>Index</th>
<th>Programme Title</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP-1</td>
<td>Workshop on SUPW</td>
<td>DIET</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Angalur 521330, Krishna District, A.P.</td>
</tr>
<tr>
<td>AP-2</td>
<td>Preparation of Low-cost and no-cost Teaching learning materials</td>
<td></td>
</tr>
<tr>
<td>AP-3</td>
<td>Physical &amp; Health Education</td>
<td></td>
</tr>
<tr>
<td>AP-4</td>
<td>SOPT</td>
<td></td>
</tr>
<tr>
<td>AP-5</td>
<td>Preparation of questions for Question Bank</td>
<td></td>
</tr>
<tr>
<td>AP-6</td>
<td>APPEP - Course V-A</td>
<td></td>
</tr>
<tr>
<td>AP-7</td>
<td>Institutional Planning</td>
<td></td>
</tr>
<tr>
<td>AP-8</td>
<td>APPEP Course V(a), IV, III(R), IV(R), VII Training Programme for Instructors of A.P. Open schools.</td>
<td>DIET</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Physical Education</td>
<td>Mynampadu</td>
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<tr>
<td></td>
<td>Identification of difficult concepts in school subjects.</td>
<td>Prakasam District, A.P.</td>
</tr>
<tr>
<td></td>
<td>Training Programme on A.V. equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training Programme on Art &amp; Value education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training Programme on Institutional planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training Programme on Integrated Science kits</td>
<td></td>
</tr>
</tbody>
</table>

### B) KARNATAKA

| KA-1  | FEEL Teacher                                                                                             | Aim Insights                             |
|       | (Facilitating Excellence in Effective Leadership)                                                       | Velencia Circle                          |
|       |                                                                                                          | Mangalore 575 002                         |
| KA-2  | Orientation Programmes in various core subjects                                                          | DIET                                      |
|       | Evaluation Training                                                                                     | Bidar 585 401                             |
|       | M.L.L. Training                                                                                        | Karnataka                                 |
|       | SOPT Training                                                                                        |                                           |
|       | Gender Training                                                                                        |                                           |
| KA-3  | Orientation of Primary School Teachers on Curriculum subjects/New Text books                           | Dr. T.M.A. Pai                            |
|       | Orientation of Primary school Teachers on Population Education, SUPW & Value education                  | Human Resource Development               |
|       |                                                                                                          | Centre, Udiipi-2                         |
|       |                                                                                                          | D.K.                                     |
C) TAMIL NADU

TN-1 Comprehensive Course
   Short Theme specific course
   Workshop course
   Course for Heads of Elementary Schools
   Course for
   (i) Community leaders and Youth
   (ii) Assistant Educational Officers and Deputy
        Inspectors of Schools

TN-2 Theme specific course

TN-3 Long-term inservice training for primary &
      middle school teachers
      Short term inservice training for HMs of
      Primary and middle schools

TN-4 MLL - Training
      Induction course for Instructors of Non-formal Education
      Orientation course for Preraks
      SOPT

TN-5 Planning & Management

TN-6 In-service Training for Teachers
      Seminars for Community leaders & Youth

TN-7 Curriculum and evaluation

D) KERALA
   No response

E) PONDICHERY
   No response

F) LAKSHADWEEP
   No response
PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:
   i. Title of the Inservice Training Practice: Workshop on SUPW
   ii. Target Group: Teachers (Elementary)
   iii. Year of Implementation: 1994-95
   iv. Mode of Interaction: Face to face contact
   v. Duration: 5 days
   vi. Number of Programmes organised: 2
   vii. Number of beneficiaries: 76
   viii. Sponsoring organisation/department: CSS & SCERT
   ix. Name, Designation and Address of the person providing information:
       Sri. C. Venkateswara Rao
       M.A. M.Ed.,
       Principal
       DIET
       Angalur 521 330,
       Krishna District, A.P

II. Description of the Practice:
   1. Objectives:
      To enable the teachers to understand the concept of SUPW and plan for its implementation
      To enable the teachers to organise SUPW activities in the schools.
   2. Development of course/Training design: Residential Orientation Course.
   3. Development of course Material:
      a. Hand outs
      b. Hand book on SUPW activities
   4. Organisation and Methodology of Training: Workshop
   5. Monitoring procedures: Not indicated
   6. Evaluation and Impact: Not indicated
   7. Institutionalization of the practice: Not indicated
PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:

i. Title of the Inservice Training Practice: Preparation of low cost and no-cost TL materials

ii. Target Group: Teachers

iii. Year of Implementation: 1994-95

iv. Mode of Interaction: Face to face contact

v. Duration: 5 days

vi. Number of Programmes organised: 2

vii. Number of beneficiaries: 94

viii. Sponsoring organisation/department: CSS & SCERT

ix. Name, Designation and Address of the person providing information: Sri. C. Venkateswara Rao
M.A. M.Ed
Principal
DIET
Angalur 521 330,
Krishna District, A.P

II. Description of the Practice:

1. Objectives: a. To enable the teachers to prepare no-cost and low cost TL materials
   b. To enable the teachers to use local resources

2. Development of course/Training design: Residential Orientation Course.

3. Development of course Materials: a. Handouts for each subject
   b. Printed material on each subject

4. Organisation and Methodology of Training: Workshop

5. Monitoring procedures: Not indicated

6. Evaluation and Impact: Not indicated

7. Institutionalization of the practice: Conducted the orientation course in low cost and no cost T.L. materials for the first time.
I. Preliminary Information:

i. Title of the Inservice Training Practice: Physical and Health Education

ii. Target Group: Teachers

iii. Year of Implementation: 1994-95

iv. Mode of Interaction: Face to face contact

v. Duration: 5 days

vi. Number of Programmes organised: 2 programmes

vii. Number of beneficiaries: 90

viii. Sponsoring organisation/department: CSS & SCERT

ix. Name, Designation and Address of the person providing information: Sri. C. Venkateswara Rao
   M.A. M.Ed
   Principal
   DIET
   Angalur 521 330,
   Krishna District, A.P

II. Description of the Practice:

1. Objectives:
   a. To enable the teachers to implement physical and health education activities in the schools.
   b. To enable the teachers to inculcate good health habits among the children

2. Development of course/Training design: Residential Orientation Course.

3. Development of course Material:
   a. Hand outs (Cyclostyle)
   b. Printed books on Yoga and Games

4. Organisation and Methodology of Training:
   a. Participatory method
   b. Practicals

5. Monitoring procedures: Not indicated

6. Evaluation and Impact: Not indicated

7. Institutionalization of the practice: Conducted the orientation course in physical and health education for the first time.
PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:

i. Title of the Inservice Training Practice: SOPT

ii. Target Group: Primary & Upper Primary School Teachers

iii. Year of Implementation: 1994-95

iv. Mode of Interaction: Face to face contact

v. Duration: 10 days

vi. Number of Programmes organised: 5

vii. Number of beneficiaries: 300

viii. Sponsoring organisation/department: MHRD/SCERT/APPEP

ix. Name, Designation and Address of the person providing information:

   Sri. C. Venkateswara Rao
   M.A. M.Ed
   Principal
   DIET
   Angalur 521 330,
   Krishna District, A.P

II. Description of the Practice:

1. Objectives:
   a. To enable the teachers to understand the modern trends in Primary education as per NPE-86
   b. To enable the teacher to understand the concept of MLLS, activity based learning, child centered education, and social readiness etc.

2. Development of course/Training design: Residential Orientation course.

3. Development of course Materials: Hand books (Printed)

4. Organisation and Methodology of Training: Participatory Demonstration Practicals

5. Monitoring procedures: Not indicated

6. Evaluation and Impact: Not indicated

7. Institutionalization of the practice: Not indicated
PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:

i. Title of the Inservice Training Practice: Preparation of questions for Question Bank

ii. Target Group: Primary & Upper Primary Teachers.

iii. Year of Implementation: 1994-95

iv. Mode of Interaction: Face to face contact

v. Duration: 5 days

vi. Number of Programmes organised: 1

vii. Number of beneficiaries: 33

viii. Sponsoring organisation/department: CSS & SCERT

ix. Name, Designation and Address of the person providing information:
   Sri. C. Venkateswara Rao
   M.A. M.Ed
   Principal
   DIET
   Angalur 521 330,
   Krishna District, A.P

II. Description of the Practice:

1. Objectives:
   a. To enable the teachers to understand the concept of Continuous Comprehensive Evaluation.
   b. To enable the teachers to prepare questions for Question Bank in school subjects.

2. Development of course/Training design: Residential Orientation course

3. Development of course Materials:
   a. Hand outs
   b. Model Test Papers

4. Organisation and Methodology of Training: Participatory
   Preparation of questions for some lessons in several subjects (Group wise)

5. Monitoring procedures: Not indicated

6. Evaluation and Impact: Not indicated

7. Institutionalization of the practice: Orientation course in Q.B. Scheme
I. Preliminary Information:

i. Title of the Inservice Training Practice : Course V (a)

ii. Target Group : Primary & Upper Primary Teachers.

iii. Year of Implementation : 1994-95

iv. Mode of Interaction : Face to face contact

v. Duration : 12 days

vi. Number of Programmes organised : 8

vii. Number of beneficiaries : 372

viii. Sponsoring organisation/department : MHRD/APPEP

ix. Name, Designation and Address of the person providing information : Sri. C. Venkateswara Rao
Principal
DIET
Angalur 521 330,
Krishna District, A.P

II. Description of the Practice:

1. Objectives:
   a. To enable the teachers to equip in Activity Based Teaching
   b. To enable the teachers to prepare periodic plans, activity packages for teaching practice.

2. Development of course/Training design : Residential Orientation Course.

3. Development of course Materials : Hand books (Printed)

4. Organisation and Methodology of Training : Demonstration Discussion Participatory method

5. Monitoring procedures : Supervised the schools and TLPs by HRD staff.

6. Evaluation and Impact : Not indicated

7. Institutionalization of the practice : Not indicated
I. Preliminary Information:

i. Title of the Inservice Training Practice: Institutional Planning

ii. Target Group: HMs of Primary & Upper Primary Schools

iii. Year of Implementation: 1994-95

iv. Mode of Interaction: Face to face contact

v. Duration: 5 days

vi. Number of Programmes organised: 2 skills

vii. Number of beneficiaries: 80

viii. Sponsoring organisation/department: CSS & SCERT

ix. Name, Designation and Address of the person providing information:

   Sri. C. Venkateswara Rao
   M.A. M.Ed
   Principal
   DIET
   Angalur 521 330,
   Krishna District, A.P

II. Description of the Practice:

1. Objectives:
   a. To enable the HMs of Primary & Upper Primary Schools to prepare Institutional Plans for their schools
   b. To enable the participants to utilise the resources available to the maximum extent.
   c. To enable them to prepare the institutional plans accordingly.

2. Development of course/Training design: Residential Orientation Course.

3. Development of course Materials:
   a. Handouts
   b. Model Institutional plan

4. Organisation and Methodology of Training:
   Discussion
   Participatory
   Preparation of a Model I.P

5. Monitoring procedures: Not indicated

6. Evaluation and Impact: Not indicated

7. Institutionalization of the practice: Not indicated
### PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' IN-SERVICE TRAINING PRACTICES

#### I. Preliminary Information :

i. Title of the Inservice Training Practice

<table>
<thead>
<tr>
<th>A) Andhra Pradesh Primary Education Project (APPEP) programmes</th>
<th>Duration</th>
<th>No. of Programmes organised</th>
<th>No. of beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) APPEP Course V(a) for Primary School Teachers</td>
<td>12</td>
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<td>272</td>
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<tr>
<td>b) APPEP Course IV for M.R.Ps</td>
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<td>c) APPEP Course III(R) for M.E.Os</td>
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<td>47</td>
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<td>d) APPEP Course IV(R) for MRPs</td>
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<td>e) APPEP Course VII for T.C Secretaries and Asst. Secretaries</td>
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B) Training Programme for Instructors of APOS (Andhra Pradesh Open Schools)

<table>
<thead>
<tr>
<th>Duration</th>
<th>No. of Programmes organised</th>
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<tbody>
<tr>
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C) Short Theme Specific Programmes

(Training Programme on Health and Physical Education. Training Programme on Identification of difficult concepts in school subjects. Training Programme on A.V. Equipment Training Programme on Art and Value education/Training Programme on Institutional Planning/Training Programme on Integrated Science Kit, etc.)

<table>
<thead>
<tr>
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<th>No. of Programmes organised</th>
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<tr>
<td>5</td>
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D) Special Orientation Programme for Primary School Teachers (SOPT)

<table>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
<td>244</td>
</tr>
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</table>

ii. Target Group :

Primary and Upper Primary School Teachers, Mandal Educational Officers, N.F.E. Project Officers, Supervisors and Instructors.
iii. Year of Implementation : 1994-95

iv. Mode of Interactions : Face to face contact

v. Duration

vi. No. of Programmes Organised : Shown in item (I)

vii. No. of beneficiaries

viii. Sponsoring Organisation/Department : Department of School Education
Andhra Pradesh

IX. Name, Designation and address of the persons Providing information :
Sri. K.P.A. Choudaru
Principal, Prakasam District
Mynampadu, A.P.

II. Description of the Practice

1. Objectives :
To enlighten and train the Primary Schools Teachers on APPEP Programmes.
To enlighten the Primary School Teachers in the field of qualitative education at Primary level
To orient the teachers on O.B.B Scheme
To stress the need of Activity based teaching learning process.
To train the teachers in the preparation of teaching learning materials using
low-cost and no-cost materials.

2. Development of Course/Training design :
Andhra Pradesh Primary Education Project has evolved six principles (called
APPEP Principles) through which primary education can be made attractive to
the children. Primary School Teachers and M.E.Os are being given
training in applications of the six principles in the classroom.
Training Programmes are being organised to enlighten the teachers in the
improvement for quality of education at Primary Level and on the O.B.B
Scheme.
Training Programmes are being organised to train the teachers in the
Preparation of teaching learning materials and the activity packages.

3. Development of course materials : Handouts

4. Organisation and Methodology of Training : Discussion,
Activity-based
practical work

5. Monitoring Procedures :
Follow up action will be taken up after completion of the training programmes
to assess the application of the experiences in the Training Programmes in
the Class Rooms; Visiting the schools from time to time.

6. Evaluation and Impact : Not reported

7. Institutionalization of the practice : Not reported
PROFORMA FOR COLLECTION OF INFORMATION
REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:

i. Title of the Inservice Training Practice : FEEL Teacher

ii. Target Group : Teachers


iv. Mode of Interaction:  
   (a) Face to face contact ✓  
   (b) Correspondence  
   (c) Contact cum correspondence  
   (d) Any other

v. Duration : Months - X, Days - 10 days.  
   There are training programmes of the duration of 3 days and 5 days too.

vi. No. of programmes organised:

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<thead>
<tr>
<th>No. of Lecturers</th>
<th>College/Institution</th>
<th>Year</th>
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<td>S.V.S. College, Bantwal - '91</td>
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<td>St. Aloysius College, Mangalore - '91</td>
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<td>SIT Tumkur '92, '93 and '94</td>
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<td>Loyola College Madras - '93</td>
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<td>St. Joseph's College, Trichy - '93</td>
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<td>25</td>
<td>Holy Cross College, Trichy - '93</td>
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<td>65</td>
<td>Assumption College, Changanacherry - '94</td>
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<tr>
<td>120</td>
<td>C.M.S. College, Kottayam - '94</td>
<td></td>
</tr>
</tbody>
</table>

179 Primary School Teachers, Mangalore - '91
68 Primary School Teachers, Mangalore - '91
110 Primary School Teachers, Shimoga District - '91
123 H. School Teachers - DDPI / D.K. Zilla Panchayat - '92

1000 Teachers - D.K. District - Primary Schools - '92
800 " " " '93
220 " " " '94

48 lectures, social activists - Directorate of Mass Education - '94
44 lecturers of DIETS - Directorate of Primary Education - '95
vii. No. of beneficiaries : 3163

viii. Sponsoring Organisation / Department : DIET, DSERT, DDPI, Zilla Panchayath

ix. Name, Designation and Address of the person providing information:

Sunney Tharappan
Director - AIM INSIGHTS
Valencia Circle,
MANGALORE - 575 002.

II. Description of the Practice:

1. Objectives
   i. To make teachers develop the art of interpersonal communication.
   ii. To help them understand the need for developing self-esteem in students.
   iii. To expose to teachers the methods of supporting and developing the self-esteem of students.
   iv. To influence an attitudinal change in teachers with regard to corporal punishment meted out to students, to accept it as not needed.
   v. To make an analysis of the carelessness in not recognising the feelings of the students and the resultant impact on them.
   vi. To help teachers understand why anger and violence associated with it should be avoided in a teacher - student relationship.
   vii. To organise the opinions of teachers against cruelty to children, in any form, at the primary school.
   viii. To show models of class-room interaction and management towards developing mind skills in children.
   ix. To develop human relations skills in the teachers.

2. Development of Course / training design

Far from moulding a student to become successful in leading himself/ herself to influence the building of a humane and enlightened society, educational institutions churn out a poor specimen of a person who is ill-equipped to live with the society, who cannot use his or her leader effectiveness as a mature human being to influence a change. Corporal punishment itself has proved a disastrous model of violence to the younger generation. Perpetual fear and terror of the adult- teacher has killed the natural initiative, the belief in personal worth, the sensitivity and inquisitiveness of the child. To add to all these, there is the mind, confused as to whether it should join the adult to be more violent at cross purposes with the essential goodness and innocence of its inner self.

Thus, FEEL Teacher programmes are organised with the goal of developing skills in a teacher to become a classroom leader by creating an awareness about the
negative effects of corporal punishment and the need for human relation skills.
The achievement of the objective cannot be ensured by the end of the training programme as it depends upon the interest and resourcefulness of the person who has undergone the training to inculcate the same in his mode of teaching, to influence his colleagues in the same profession with the new insights imbibed by him and on his attitude towards the society as a whole. However it has been noticed that 90% of the participants had reported successful changes in their classroom attitudes and work.

3. Development of Course Materials
All the exercises used by the organisation and the mode of conducting them are our own and original. AIM INSIGHTS trains desirous and worthy persons are Facilitators in 10 days so that these persons can become Resource Persons to conduct similar training programmes. Facilitators are certified only after they conduct two training programmes independently. The exercises used to impart the concepts comprise many a visual material apart from the printed materials.

The strategies AIM INSIGHTS uses for its research and engineering are various. FEEL training programmes are structured on Experiential Learning - a methodology based on the faith that human experience can be the best base for any learning. The exercises offer an experience, the impressions of which are internalised through consultations, discussions and interactions.

Non-correctional methods of instructions are used at all stages in order to avoid destroying the participant's self-esteem and his willingness to use his initiative. Skill development is achieved by building self-esteem and through group activity.

4. Organisation and Methodology of Training
Each FEEL Teacher Facilitator training programme is of the duration of 80hrs. conducted in 10 days. Each batch comprises trainees limited to 20 in number. All the exercises are conducted in durations of 20 to 30 minutes each. One lead theme talk of the duration of an hour is presented everyday. Experiential Learning methodology which is participatory in nature is used.

Participants are selected on the basis of their performance at school, their willingness to undergo the training to propagate the same and such other factors. As these training programmes are sponsored by Government outfits like the D.D.P.I., the DIET and DPI the trainees and the training centres are selected and agreed upon to by the Director of AIM INSIGHTS after holding discussions with the concerned authorities. Thus, training sessions have been conducted primarily in Mangalore at AIM INSIGHTS for the Primary School Teachers of D.K. District while such programmes have also been conducted at various other places like Mandya and Kolar too. The Resource Persons are mainly those trained and recruited by AIM INSIGHTS as Facilitators.

Apart from a wide area or a hall to accommodate the participants, to seat them and a mike in the case of a large crowd while holding a lead theme talk, arrangements for food and lodging are provided to the participants.
The training sessions are conducted in two ways. During the first half of the day only paper exercises are conducted, and in the latter half action exercises. Action exercises are done using materials like wooden blocks, ropes etc. Printed materials are made use of to enable the participants to internalise several skills including argumentation and refutation. Apart from the exercises on self-esteem, there are also those that drive the learning towards self-awareness, self-discovery, group appraisals, group goals, getting desired changes in behaviour, etc. Narrating stories and grouping the participants for discussions is also used as a mode of interaction.

5. Monitoring Procedures
All said and done, it is difficult to monitor the procedures to find out how much of whatever was done has been understood. The only method resorted to, so far, to find out the same has been by conducting Entry, Exit and mid-course surveys where the attitudinal changes in the participants could be evaluated. It is normally done by the Programme and Research Secretary of the institution (AIM INSIGHTS). The evaluation of survey papers and work done report is presented to the sponsors. This feedback mechanism was always found to be useful in the sense that majority of the participants agreed with the philosophy and concept of the training and volunteered to incorporate the same in their day today life in their designation as the responsible persons who can influence the young minds.

6. Evaluation and Impact
In the last session of the final day of the training programme, evaluations are conducted regarding the course materials used, training techniques involved and the trainers.

7. Institutionalisation of the Practice
The trainers who undergo the 10 day FEEL Teacher training programme are expected to conduct two independent programmes of 3 days' duration each. IID under which AIM INSIGHTS conducts these training programmes, issues certificates to such persons in recognition of their work.
AIM INSIGHTS has placed a proposal with the University to grant affiliation to the organisation, in which case, apart from added credibility, a larger group could be targeted.

8. In your opinion, how can the practice be improved upon?
Any practice may be improved upon by reference to books by authorities on the subject. Likewise implementation of relevant suggestions from participants also help in the process. Also there is a need to periodically add to those of the trainer, the skills and concept clarifications of the participants.
PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information :

i. Title of the Inservice Training Practice :
   a. Orientation Programmes in various core subjects
   b. Evaluation Training (Setting of question papers)
   c. MLL Training
   d. SOPT Training
   e. Gender Training (Women participants)

ii. Target Group : Primary School Teachers

iii. Year of Implementation : 1994-95

iv. Mode of Interaction : Face to face contact

v. Duration (days) : a 10 b 5 c 8 d 7 e 4

vi. Number of Programmes organised : 6 - - - -

vii. Number of beneficiaries (per taluk) : 45 45 35 45 45

viii. Sponsoring organisation/department : DIET Bidar

ix. Name, Designation and Address of the person providing information
   Sri. Gurunath Rao Principal DIET BIDAR - 585 401

II. Description of the Practice :

1. Objectives : To enable the teachers to equip themselves with the latest information in education and to increase their efficiency.

2. Development of course/Training design : Not indicated

3. Development of course Material : written materials & Models
4. Organisation and Methodology of Training : 
   a. Lectures
   b. Discussion
   c. Field visits

5. Monitoring procedures : 
   a. Questionnaire
   b. Visits to the schools

6. Evaluation and Impact : 
   Not indicated

7. Institutionalization of the practice : 
   Not indicated

KA-3

PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information :
   i. Title of the Inservice Training Practice :
      1) Orientation of Primary School Teacher on Curriculum subjects/ New text books
      2) Orientation of Primary School Teachers on Population Education, SUPW, Value Education.
   ii. Target Group : Primary School Teachers in and around udipi
                    Primary School Teacher in Several TACS in Udipi taluk
   iii. Year of Implementation : 1980
   iv. Mode of Interaction : Face to face contact
   v. Duration : 1, 2, 3 days
   vi. Number of Programmes organised : About 8-10 programmes every year
   vii. Number of beneficiaries : About 40-50 participants per programme
                    (About 250-300 every year)
   viii. Sponsoring organisation/department : Dr. T.M.A Pai
                Human Resource Development Centre.
   ix. Name, Designation and Address of the person providing information : Prof. K.R. HANDE
                             Director
                             Dr. T.M.A. Pai Human Resource Development Centre, Udipi-2 (D.K)
II. Description of the Practice:

1. Objectives:
   - To update reading/skill of Primary School Teacher
   - To help Primary School Teachers to work with the newly developed Text Books in Kannada/English
   - To orient the Primary School Teachers to integrate population/environment education with curricular topics.

2. Development of course/Training design: Not indicated

3. Development of course Material:
   - Papers by the Resource persons
   - Course materials prepared by the DSERT/NCERT are freely used

4. Organisation and Methodology of Training: Discussion method; group project/ workshop
   Techniques; Demonstration

5. Monitoring procedures: Not much is attempted for want of staff at the Centre

6. Evaluation and Impact: not indicated

7. Institutionalization of the practice:
   Special efforts are made to organise more and more school programmes with the help of high schools and the co-operation of the college of Education, Udipi-2
   Workshop on Institutional Planning for total school improvement is held every year to take stock of the situation

KA-4

PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:

i. Title of the Inservice Training Practice: Orientation in Population Education

ii. Target Group: Primary School Teachers

iii. Year of Implementation: 1985-86

iv. Mode of Interaction: Face to face contact

v. Duration: 3 days
vi. Number of Programmes organised : 14

vii. Number of beneficiaries : More than one thousand

viii. Sponsoring organisation/department : DSERT

ix. Name, Designation and Address of the person providing information : 
   Dr. K.N. Bailkeri Principal 
   K.B. College of Education Kumta

II. Description of the Practice :

1. Objectives :
   To develop positive attitude towards small family norm
   To develop knowledge, understanding and skill in teaching Population-Education to students

2. Development of course/ Training design : as per the needs

3. Development of course Materials : Prepared by experts and resource persons

4. Organisation and Methodology of Training : Lecture Method, discussion, 
   Demonstration of lesson in Population/Education

5. Monitoring procedures : 
   a. Questionnaire 
   b. During visits to the schools

6. Evaluation and Impact : Not indicated

7. Institutionalization of the practice : Not indicated
PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:
   i. Title of the Inservice Training Practice:
      a. Comprehensive Course.
      b. Short Theme Specific Course.
      c. Workshop Course.
      d. Course for Heads of Elementary Schools.
      e. Course for
         (1) community Leaders and Youth
         (2) Assistant Educational Officers and Deputy Inspectors of Schools.

   ii. Target Group:

<table>
<thead>
<tr>
<th>Course</th>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Comprehensive Course.</td>
<td>Primary &amp; Upper Primary School Teachers.</td>
</tr>
<tr>
<td>b. Short Theme Specific Course</td>
<td>- do -</td>
</tr>
<tr>
<td>c. Workshop Course.</td>
<td>- do -</td>
</tr>
<tr>
<td>d. Course for Heads of</td>
<td>Headmasters of Elementary Schools</td>
</tr>
<tr>
<td>Elementary Schools.</td>
<td></td>
</tr>
<tr>
<td>e. Course for</td>
<td></td>
</tr>
<tr>
<td>(1) community Leaders and</td>
<td>Leaders and Youth</td>
</tr>
<tr>
<td>Youth</td>
<td></td>
</tr>
<tr>
<td>(2) AEOs and DISs</td>
<td>AEOs &amp; DISs.</td>
</tr>
</tbody>
</table>

iii. Year of implementation : 1995

iv. Mode of interaction : Face to face contact

v. Duration : 

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Comprehensive Course.</td>
<td>28/13 days.</td>
</tr>
<tr>
<td>b. Short Theme Specific Course</td>
<td>5 days</td>
</tr>
<tr>
<td>c. Workshop Course.</td>
<td>4/3 days</td>
</tr>
<tr>
<td>d. Course for Heads of</td>
<td>21/4 days</td>
</tr>
<tr>
<td>Elementary Schools.</td>
<td></td>
</tr>
<tr>
<td>e. Course for</td>
<td></td>
</tr>
<tr>
<td>1) Community Leaders and</td>
<td></td>
</tr>
<tr>
<td>Youth</td>
<td>3 days</td>
</tr>
<tr>
<td>2) AEOs and DISs</td>
<td>2 days</td>
</tr>
</tbody>
</table>

* Please look for the content of each course at the end of the proforma.
vi. Number of Programmes organised:

<table>
<thead>
<tr>
<th>Course</th>
<th>Nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Comprehensive course</td>
<td>05</td>
</tr>
<tr>
<td>b. Short Theme specific course</td>
<td>18</td>
</tr>
<tr>
<td>c. Workshop course</td>
<td>05</td>
</tr>
<tr>
<td>d. Course for Heads of Elementary School</td>
<td>18</td>
</tr>
<tr>
<td>e. Course for</td>
<td></td>
</tr>
<tr>
<td>1) Community leaders &amp; Youth</td>
<td>01</td>
</tr>
<tr>
<td>2) AEOs, DISs</td>
<td>01</td>
</tr>
</tbody>
</table>

vii. Number of beneficiaries:

<table>
<thead>
<tr>
<th>Course</th>
<th>Nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Comprehensive course</td>
<td>591/443/241</td>
</tr>
<tr>
<td>b. Short Theme Specific course</td>
<td>1914</td>
</tr>
<tr>
<td>c. Workshop Course</td>
<td>659/152</td>
</tr>
<tr>
<td>d. Course for Heads of Elementary School</td>
<td>260/182</td>
</tr>
<tr>
<td>e. Course for</td>
<td></td>
</tr>
<tr>
<td>1) Community Leaders &amp; Youth</td>
<td>445</td>
</tr>
<tr>
<td>2) AEOs, DISs</td>
<td>68</td>
</tr>
</tbody>
</table>

viii. Sponsoring organisation / Departments: DTERT, Madras-6, DIET, Namakkal, and DEE, Madras-6.

ix. Name, Designation and address of the person providing information: V. Umapathy, Senior Lecturer, DIET, Namakkal.

II. Description of the practices:

1. Objectives:

a. Comprehensive course: To provide an extensive coverage of all aspects of teaching and testing of different subjects.

b. Short Theme course: To arouse awareness of the Teacher and develop the necessary professional skills.

c. Workshop course: To Promote the participatory role of the teachers in developing a variety of teaching aids.

d. Course for Heads of Elementary School: To plan, manage and organise the various curricular and co-curricular activities in the schools.

e. Course for community leaders & youth (AEOs, DISs): To train in the MLL aspects and supervise the teachers in the schools.
2. Development of course / training design:
   Based on the formulation of DTERT, Madras. Low cost and no cost teaching
   materials have been prepared. The visit to well run schools around the DIET
   has been made. To train them to operate the different kits and to use different
   teaching aids.

3. Development of Course materials:
   Various clay models and Graphics have been prepared in different subjects.
   Instructions in relation to the preparation of teaching aids have been given.
   Various charts and printed items in relation to teaching aids have been made
   available.

4. Organisation and Methodology of Training:
   Printed materials have been supplied. TV, VCR, OHP, slide projectors have
   been used in he teaching methods. They have been given the importance of
   these mass media in teaching.

5. Monitoring procedure:
   By way of Questionnaire, we assess the understanding of the teachers. We
   have visited the selected schools and give suggestions regarding the methods of
   teaching.

6. Evaluation and Impact:
   At the end of the course, the participants would submit the completed evaluation
   proforma of the course. In the form of questionnaires, a complete idea of the
   performance of the course can be attained.

7. Institutionalization of the practice:
   Selected schools have been visited by the members of the DIET. A complete
   follow-up measures have not been done. The DIET is awaiting for the proper
   guidance and fund in this regard.

8. In Your opinion, how can the practice be improved upon?
   The participants suggest that the training could be given at the different centres
   in the District.

The DIET could be given academic supervision of the schools in order to improve
the practice in the schools.

* Themes:
a) Comprehensive course
   1. Universalisation of primary education
   2. Identification of MLL competencies
   3. MLL concept clarification
   4. MLL identification of hard spots
   5. Suggesting activities
   6. Demonstration classes
   7. Developing remedial programmes
   8. MLL for non-cognitive areas
   9. Preparation of student progress reports
   10. Appraisal of MLL projects.
b) Short theme specific course
   1. Integrated education of the disabled children
   2. Education of the gifted children
   3. Educational technology-concept clarification and significance
   4. Value education and cultural preservation
   5. Population education

c) Workshop course
   1. Promotion of participatory role of the teachers and others in developing a wide
      variety of instructional materials and aids.
   2. Preparation of the low-cost, no cost in projected and non-projected visuals
   3. The non-projected material including models and graphics prepared

d) Course for Heads of Elementary Schools
   1. Planning, management and organisation of the various curricular and co-
      curricular activities in the school.
   2. Promotion of the main ability to secure the required interface for main school
      programmes from the community.
   3. Emphasis the overall skill development programmes designed
      for teachers.

e) Course for
   (i) Community leaders & youths
  1. Literacy efforts
   2. Enrolment and in school
   3. School community relation
   4. Population education
   5. Early childhood concepts
   6. Education for the disabled

TN-2

PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information :
   i. Title of the Inservice Training Practice : Theme Specific Course.
   ii. Target Group : Primary School Teachers.
   iii. Year of Implementation : 1994-95
   iv. Mode of interaction : Face to face contact
   v. Duration : 5days
   vi. Number of programmes organised : 02
   vii. Number of beneficiaries : 50
II. Description of the Practice:

1. Objectives:
   To be familiar with the contents and methods of teaching. To make the teaching learning process child-centered and joyful.

2. Development of course / training design:
   Demonstration lessons, Lecture-cum-group discussion, lectures, practical work, etc.,
   The participants present the problems in teaching and resolve them by group discussion.

3. Development of course materials:
   No material is produced.

4. Organisation and Methodology of Training:
   The Course Books prescribed by the Tamilnadu Text Book Society are made use of.
   They do experiments in the laboratory.

5. Monitoring procedures: not indicated

PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:

i. Title of the Inservice Training Practice: Long term Inservice training for primary and middle school teachers.
   Short-term Inservice training for Headmasters of primary and middle schools.

ii. Target Group: Teachers and Headmasters

iii. Year of Implementation: 1994-1995

iv. Mode of interaction: Face to face contact

v. Duration: 14 days for Teachers
   4 days for Headmasters

vi. Number of Programmes organised: 3 Programmes for teachers
   10 programmes for Headmasters

vii. Number of beneficiaries: Head masters - 87
   Teachers - 132

viii. Sponsoring organisation / Departments: Education Department

TN-3
ix. Name, Designation and address of the person providing information : V. Lawrence, Senior Lecturer.
DIET, Theroor,
Kulasekaranputhoor Ramapuram
Kanyakumari Dist.

II. Description of the Practice :
1. Objectives : To improve the quality of primary education; to train the teachers to use the latest techniques in education; to afford teachers opportunities of professional growth suited to their individual background, aptitude, talent and choice.

2. Development of course / training design : Specially trained teachers in all subjects give practical training to the teachers.

3. Development of Course materials : Low-cost aids were prepared to teach Science and Maths.
The teachers were given training to draw maps independently.

4. Organisation and Methodology of Training : The teachers who joined service within a period of five years and the teachers who are about to retire are not selected for the In-service training. The use of educational technology - overhead projector, computer, tape-recorder etc. revolutionise in-service courses.

5. Monitoring procedures : The Senior lecturer of the IFIC Branch monitors the quality and efficiency of the In-Service programmes in the DIET.

6. Evaluation and Impact : At the end of each In-service programme, the participants are asked to write an evaluation report and give their suggestions for the improvement of future programmes.

7. Institutionalization of the practice : The University Grants Commission stressed the urgent need for the institution of In-service courses. Every teacher should realise that experience needs to be supplemented by experiment before reaching its fullness. If a teacher wants to keep alive and fresh, he should become a learner from time to time.
PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:
   i. Title of the Inservice Training Practice:
      a. Minimum levels of Learning Training Programme for Primary school teachers.
      b. Induction course for instructors of Non-Formal Education.
      c. Orientation course for Preraks
      d. Special orientation programme for primary school teachers.

   ii. Target Group:
       a. 45 Teachers
       b. 30 Instructors of Non-Formal Education
       c. 25 Preraks
       d. 50 Teachers

   iii. Year of Implementation:
        1994 - 95

   iv. Mode of interaction:
        Face to face contact

   v. Duration (days):
       a. 5
       b. 6
       c. 6
       d. 5

   vi. No. of Programmes organised:
        2 7 2 1

   vii. No. of beneficiaries:
        45 30 25 50

   viii. Sponsoring organisation / Departments:
        DTERT, Madras

   ix. Name, Designation and address of the person providing information:
        Faculty of DIET, Theroor, Kanyakumari Dist.

II. Description of the practice:
1. Objectives:
   1. To eradicate the total illiteracy in Kanyakumari District.
   2. To develop the teaching skills of the primary school teachers.

2. Development of course / training design:
   1. Preparation of low cost and no cost aids.
   2. Preparation of improvised aids, production of soft drinks.

3. Development of Course materials:
   Instructional materials were given.
   Special guest lecturers were arranged in different topics like book binding, screen printing, health education etc.

4. Organisation and Methodology of Training:
   Practical training
Lecture method, group discussion, folk songs, debates, play way method, conversation method, etc.

5. Monitoring procedure:
Not indicated

6. Evaluation and Impact:
Trainees were evaluated with the help of questions.

7. Institutionalization of the practice:
Procedure not indicated.

TN-5

PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:
i. Title of the Inservice Training Practice: Planning and Management (Branch IV)

ii. Target Group
Primary Teachers
Primary Headmasters Middle School, Headmasters

iii. Year of Implementation: From 1989

iv. Mode of interaction: Face to face contact

v. Duration: Five days

vi. Number of Programmes organised:
1) 5 Inservice Programmes
2) 4 Workshop in a year

vii. Number of beneficiaries: 320 persons per year

viii. Sponsoring organisation/Departments: DIET, Theroor,
Kanyakumari District 629 303

ix. Name, Designation and address of the person providing information:
V. Haran
Senior Lecturer,
DIET, Theroor.

II. Description of the practice:
1. Objectives:
a. Maintenance of District Educational profile.
b. Lab area - MLL schools conducting study.
c. Community participation in achieving UEE/UPE
d. Preparation of 5 year and annual plan.

2. Development of course / training design: Based on NPE 1986
3. Development of Course materials : Sets in institutional planning, course work planning for a year, management of multigrade class teaching, pupil management, etc.

4. Organisation and Methodology of Training : Participatory method, group work discussion.

5. Monitoring procedure : Reporting of daily transactions by the participant in writing on the basis of report discussion and feedback activities.


7. Institutionalization of the practice : Not in practice because all the Primary Schools in our District do not come under the control of DIET.

All the Primary Schools and offices connected with the Primary School administration will come under the control of DIET in future.

PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information :
   i. Title of the Inservice Training Practice :
      1. Inservice Training for Teachers 2
      2. Seminars for Community Leaders and youths 1
   ii. Target Group :
      a. Primary school teachers
      b. Community leaders and youth
   iii. Year of Implementation : 1994 - 95
   iv. Mode of interaction : Face to face contact
      a
      b
   v. Duration (days) : 05 10
   vi. No. of Programmes organised : 02 03
   vii. No. of beneficiaries : 80 30
   viii. Sponsoring organisation / Departments : DTERT, Madras 600 006.
   ix. Name, Designation and address of the person providing information :
       Faculty of DIET, Theroor, Kanyakumari Dist.

II. Description of the practice :
                      b. Use of the latest Educational Technology in the Teaching and Learning process.
   2. Development of course / training design : Giving information about the latest
Technology using the AV aids, low cost and No Cost aids, Health Education, Community Development and National Integration.

3. Development of Course materials
   a. Software materials: Preparation and use of OHP sheets, slides, models, charts, albums etc.
   b. Operation of the 16 mm. sound projector and OHP.
   c. Use of the computer in the Teaching and Learning process.
   d. Art and Health Education.

4. Organisation and Methodology of Training
   Theory Classes, Practical Classes, Demonstration, Group Discussion, Field Trips, etc.

5. Monitoring procedure
   Not indicated

6. Evaluation and Impact
   Evaluation is carried out in the course materials like preparing OHP sheets, slides, charts, models operation of the VCR and the Tape Recorder.

7. Institutionalization of the practice
   Institutionalization of the practice is carried out by the individual teachers in their respective schools.

8. In Your opinion how can the practice by improved upon?
   a. The Primary Schools are not supplied with the latest equipments like OHP, Projector etc. They may supplied.
   b. Funds may be allotted for the Primary Schools for getting materials like chart paper, slides, models, etc.

TN-7

PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:

   i. Title of the Inservice Training Practice : Curriculum and Evaluation
   ii. Target Group : Teachers handling classes Std. I to Std. VIII

   iii. Year of Implementation : 1989
   iv. Mode of interaction : Face to face contact
   v. Duration : Days 5
   vi. Number of Programmes organised : 6 Inservice Programmes and 6 Workshops per year

   vii. Number of beneficiaries : 250 teachers per year.
II. Description of the practices:

1. Objectives: Preparation of materials teaching and learning for general as well as locally developed curricular units. Techniques and guidelines for continuous and comprehensive evaluation and summative evaluation.


3. Development of Course materials: Competence based teaching, learning materials for class I to class V. Evaluation techniques to assess the achievement of Minimum Levels of Learning.

4. Organisation and Methodology of Training: Participatory method and group work.

5. Monitoring procedure: Daily class room activities are reported by the participants in the last session, and feedback will be provided.


7. Institutionalization of the practice: Practice has been partially institutionalized. Academic achievement of class V students of six backward area schools of coastal villages were assessed. Analysed the reason and suggestions were given by the faculty members of CMDE branch.

8. All the Primary Schools should be brought under the control of DIET.
REGIONAL INSTITUTE OF EDUCATION (NCERT) - MYSORE 570 006

DPEP CELL

No. F. DPEP/95/
Date: August, 1995

Dear Sir/Madam,

Sub: Documentation - Regarding

Ref: District Primary Education Programme (DPEP)

You are aware that the Ministry of Human Resource and Development, Government of India has recently launched the District Primary Education Programme (DPEP) to achieve universalisation of elementary education and to bring about a qualitative improvement in primary education.

In this effort the National Council of Educational Research and Training has initiated steps to undertake certain tasks related to curriculum and training in Primary Education. One such task is the documentation in the areas listed overleaf. Our institution has been entrusted with this task in respect of the southern region. Your kind co-operation in collecting the various information from your colleagues and furnishing the same in the proforma attached herewith is solicited. Also, kindly arrange to enclose a copy of the reprints/documents of each of the studies/innovative practices/training and instructional materials/brief write-up etc.

In case you are aware of similar efforts being undertaken for improvements in the primary education by individuals/organisations including NGOs, kindly furnish the names and their addresses so that we could contact them for details. We also appreciate if you could give a wide publicity in order that our task of documentation becomes ‘all inclusive’.

Our tasks under DPEP are time bound. So we appreciate, if the information and materials sought by us reach us with in a month.

Thanking you,

Yours Sincerely

(P.R. Rao & V.V. Anand)
Task Leaders

Enclosure:

Proforma for furnishing information

To

...........................................
The Director, DSERT/SCERT/SIE/ ...................................... State
The Principal, DIET, ............................... District
The Head of the Department of Education, ................................. University
I List of areas in Primary Education for documentation

A. Researches in the area of

1. Implementation of MLLs
2. Formulations of MLLs in non-cognitive* areas
3. Multigrade teaching
4. Reading and mathematics learning in early grades
5. Learning achievements in cognitive** and non-cognitive* areas
6. Any other

B. Instructional Materials/MLL based textbooks, work books and teachers' hand-books, supplementary learning materials/teaching aids/instructional modules on specific topics both in cognitive** and non-cognitive* areas.
   a) available
   b) not available, but are needed by the states

C. Teacher Education Programmes

Existing practices in teacher education (PRIMARY)
1. Inservice for different functionaries
2. Preservice

D. Training Packages/materials (Print and nonprint) used in inservice and preservice programmes for teacher development (such as module/hand book/guideline/support material/resource book/reference book/etc.).
   a) available
   b) not available, but are needed by the states

II. List of other individuals/institutions/organisations including NGOs working for the betterment of primary education

<table>
<thead>
<tr>
<th>**Cognitive areas</th>
<th>*Non-cognitive area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language-mother tongue</td>
<td>1. Art education</td>
</tr>
<tr>
<td>2. Mathematics</td>
<td>2. Work experience</td>
</tr>
</tbody>
</table>
REGIONAL INSTITUTE OF EDUCATION (NCERT), MYSORE 570 006
(DISTRICT PRIMARY EDUCATION PROGRAMME CELL)

PROFORMA *

Name of the Department/Institution :

Address :

A. Research

<table>
<thead>
<tr>
<th>Name of the Investigator</th>
<th>Area</th>
<th>Problem Investigated</th>
<th>Whether published*</th>
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<tbody>
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</table>

Effective/Innovative class-room practices

<table>
<thead>
<tr>
<th>Name(s) of the individual(s)</th>
<th>Class/ Standard</th>
<th>Subject</th>
<th>Topic</th>
<th>Whether documented*</th>
</tr>
</thead>
<tbody>
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</table>

# Note: Please attach additional sheets if the space provided is not sufficient.

* If yes, please enclose copies. If not, send a brief write-up.
B. Instruction Materials/Packages

a) Available:

<table>
<thead>
<tr>
<th>Name(s) of the faculty member(s)</th>
<th>Subject</th>
<th>Topic</th>
<th>Standard</th>
<th>Print/ nonprint*</th>
<th>Whether documented*</th>
</tr>
</thead>
<tbody>
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</table>

b) Not available, but are needed by the states

<table>
<thead>
<tr>
<th>Nature of the material</th>
<th>Area</th>
<th>Topic</th>
<th>Standard</th>
<th>Whether print/ non-print*</th>
</tr>
</thead>
<tbody>
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</table>

# If non-print, mention the nature of the material
* If yes, please enclose copies. If not, send a brief write-up.
C. Teacher Education Programmes

(i) Inservice Training Practices in vogue.

<table>
<thead>
<tr>
<th>Title</th>
<th>Duration</th>
<th>Beneficiaries &amp; No. of participants</th>
<th>Theme</th>
<th>Whether self-evolved/NCERT model</th>
<th>Whether field tested and documented*</th>
</tr>
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</table>

(ii) Preservice

A brief write-up/prospectus may please be sent.

D. Training Materials for Teacher Education

a) Available

<table>
<thead>
<tr>
<th>Names(s) of the faculty member(s)</th>
<th>Beneficiaries@</th>
<th>Area &amp; topic</th>
<th>Print/ non-print#</th>
<th>Whether field tested &amp; documented*</th>
</tr>
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@ Teachers/Inspectors of schools/Non-formal instructors/Master trainers/Personnel in school complex etc.

# If non-print, mention the nature of the material

* If yes, please enclose copies. If not, send a brief write-up.
b) Not available, but are needed by the states

<table>
<thead>
<tr>
<th>Nature of the material*</th>
<th>Beneficiaries</th>
<th>Area</th>
<th>Topic</th>
<th>Whether print/non-print*</th>
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# If non-print, mention the nature of the material.

II. Information regarding agencies (NGOs)/individuals working for betterment of primary education

<table>
<thead>
<tr>
<th>Name of the individual/organisation (including NGOs)/institutions</th>
<th>Address</th>
<th>Nature of their work</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Place:  
Date: Seal  
Signature Head of Department/Institution
PROFORMA FOR COLLECTION OF INFORMATION REGARDING TEACHERS' INSERVICE TRAINING PRACTICES

I. Preliminary Information:

i. Title of the Inservice Training Practice:

ii. Target Group:

iii. Year of Implementation:

iv. Mode of Interaction:
   a) Face to face contact
   b) Correspondence
   c) Contact-cum-correspondence
   d) Any other

v. Duration: Months Days

vi. Number of Programmes organised:

vii. Number of beneficiaries:

viii. Sponsoring organisation/department:

ix. Name, Designation and Address of the person providing information:

II. Description of the Practice:

1. Objectives:

2. Development of course/training design:

3. Development of course Materials:

4. Organisation and Methodology of Training:

5. Monitoring procedures:

6. Evaluation and Impact:

7. Institutionalization of the practice:
GUIDELINES FOR FILLING UP THE PROFORMA

General:

i) The term 'teacher' also includes Head teachers, Teachers-trainers, Education Officers, School Inspectors & Others.

ii) The aspects provided in the proforma are suggestive in nature. The officers providing information are free to make modifications in the proforma depending upon the specific nature of the practice being reported.

The proforma is divided into two major parts.

I. Preliminary information
II. Description of the practice

The first part is self-explanatory regarding basic information about the practice. The second part has 8 sub-divisions related to various important aspects of the practice in question. To facilitate provision of requisite information, a few guidelines with regard to each aspect are given below:

1. Objectives: Mention the specific objective of the practice and what it purports to achieve on a short term and long term basis.

2. Development of Course/Training Design: Describe in brief the process of design development i.e., procedure for the identification of training needs, persons involved, highlights of the major foci of the course. How does it ensure achievement of the objectives mentioned in (1) ?

3. Development of Course Materials: Mention the process involved, persons involved, what kinds of materials were developed, unusual strategies used, etc.

4. Organisation and Methodology of training: This refers to the criteria of selection of participants and training centres. What kind of infrastructures were provided and the training of resource persons. The methodology aspect should refer to the delivery mode used during implementation of training, the method/methods used to transact the course content, proportion of theoretical-practical work included and use of print/non print materials. This focuses on the actual process/steps carried out during the transaction of the training practice. Try to be as clear and specific as possible.

5. Monitoring procedures: Please write about any kind of Monitoring procedures/Feedback mechanisms used during the transaction of the practice. Mention clearly who carried it out, when is it done, how is it recorded. Was the feedback mechanism found useful. If yes, was any modification made in the practice. Please mention the modifications or changes incorporated into the practice very specifically.
6. **Evaluation and Impact**: In this section write about how evaluation of the practice was carried out if it was done in terms of - Course design/materials
   - training practice itself
   - trainees
   - trainers
   - any other aspect

If follow up or impact studies have been done kindly indicate their outcomes. What suggestions did they provide leading to further improvement of the practice?

7. **Institutionalization of the practice**: This refers to whether the practice has been institutionalized or not. If yes, when was it done and if not are there any future plans for doing so. What modifications have been proposed or being considered for institutionalisation.

8. In your opinion, how can the practice be improved upon?