

**IMPACT OF STATE RESOURCE GROUP
(SRG) TRAINING PROGRAMMES ON
TEACHERS' CLASSROOM PRACTICES AND
LEARNERS' ACHIVEMENT IN DPEP
DISTRICTS OF ANDHRA PRADESH**

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CHAPTER I
INTRODUCTION

1.1 National Policy on Education 1986 and Inservice
Education of Primary Teachers

The National Policy on Education (NPE) 1986, signifies a new landmark in the educational development in India. It is said that no people can rise above the level of its teachers. The 'teacher' is the principal means for implementing educational programmes and of the organisation of education. The policy statement has its implications that the teacher, instead of acting as a disseminator of information would act more as a mediator of learning. The shift in emphasis from teaching to learning has quite a number of new dimensions for teachers' roles. There are many aspects wherein teachers are now to provide prestigious leadership roles in policy implementation.

The programme of action has noticed that though hundreds of thousands of teachers are still held in esteem by their pupils and the community, the status of teachers, in general, has diminished during the last few decades. It has suggested the causes for this state of affairs too. One of the important causes so enumerated is "Falling standards of Teacher Training". It has suggested that provisions be made for the active participation of teachers at all levels of management related to educational transformation in the

country such as involvement of teachers in the implementation of NPE, in laying down of rules, procedures and norms therefore and in monitoring policy implementation.

The Programme of Action has also suggested specific plans pertaining to the reorganisation of Elementary Teacher Education and specially of Inservice Education of Teachers. The NCERT was entrusted with the development of the modalities of the training programme. A three tier system was planned for implementing the training programme. In the first level, the State Key Resource Persons were to be oriented by NCERT. These Key Resource Persons in turn were to train the Course Directors and the Resource Persons to maintain the third level programme. The training programmes for Course Directors and Resource Persons were to be organised separately for primary and secondary levels. At the third level the beneficiaries are the primary and secondary school teachers. Considering the large number of teachers to be trained the programme was to be organised in different cycles in each centre. In each cycle 40 to 50 teachers were to be covered. Orientation programmes were to be conducted separately for primary and secondary school teachers. The NCERT developed training materials on various aspects of teacher education in modular form. This was to be supported by a series of telecasts and detailed guidelines for the training strategies to be pursued in the organisation of the camps. The different training programmes

conducted for primary teachers were Programme of Mass Orientation for School Teachers (PMOST), Special Orientation Programme for Primary Teachers (SOPT), Teacher Training Programmes under Andhra Pradesh Primary Education Project (APPEP) and Natural Learning Experience (NLE) based Teacher Training Programmes under District Primary Education Programme (DPEP).

1.2 Operation Black Board Scheme (OBB)

As a part of the NPE 1986, a special centrally sponsored scheme for a substantial improvement in facilities at primary schools was evolved under the name 'Operation Black Board' (OBB). This scheme laid down the minimum criteria of a primary school; 2 rooms, 2 teachers, and a set of 'minimum essential' Teaching-Learning Aids (TLA) that included a Science kit, Maths kit, 45 charts, maps, children's books, balls and a black board. This centrally sponsored scheme was to be implemented by the states according to the parameters laid down and agreed between both levels of Government. The programme was launched in 1987-88 and implemented in phases throughout the country. An evaluative study was planned in order to continue the funding of the scheme. In this context to study the impact of operation blackboard programme in India, Rajkutti, S. (1991) conducted a research in Tamilnadu, Andhra Pradesh and Madhya Pradesh states in India. The data was collected from 370 schools (150 in Tamilnadu, 120 in Andhra Pradesh and 100

in Madhya Pradesh). The data on enrolment, attendance and retention rates in the schools for a period covering two years before the operation blackboard programme and three years after operation blackboard programme implementation did not show any convincing evidence that retention rates have improved in schools after the programme. The states where higher level of enrolment and retention rates were found, it has been presumed that the other supportive and supplementary programmes like nutritious meal scheme, free uniforms, books, footwear, etc. may have responsible factors. The study also reveals the existence of differences in quality of teaching-learning material procedures across the region and states.

The teachers' knowledge index and actual usage index were found to be highly correlated in all the states which signified the importance of motivation, awareness building and training the teachers in the use of teaching-learning materials supplied. Indifference and lack of commitment by teachers were found to be some of the factors that affect the usage level. The training of teachers does not seem to have influenced the knowledge level or usage in general, though in Tamilnadu, it showed a significantly positive correlation.

Though the policy of operation blackboard was to promote a radical change in teaching practice, to move away from conventional text book tradition towards a child

centred approach, very little attention was paid to fill the 'gap between teachers' current practice and the desired behaviour. Though teacher was an inevitable agent in realising the policy objective of enhanced educational quality, the operation blackboard scheme did not include any teacher training component. Attention was drawn to the need of training the teachers regarding the contents of new policy. As a result of this, the Programme for Mass Orientation of School Teachers (PMOST) was designed to fulfil the function of above need.

1.3 Programme of Mass Orientation for School Teachers (PMOST)

The size of the Indian Education system is so large that it needs decades to cover all teachers through routine inservice education programmes. Only massive programmes of inservice education campaigns can help in generating awareness in the teacher community regarding the new roles to be adopted and new tasks to be undertaken by them. When one thinks of teacher education, the present condition of pre-service training in our country cannot be overlooked. The preservice training that is being provided in our training institutions both at primary and secondary levels, is far from satisfaction. The curriculum that is being followed now, is an age old and mostly outdated one. It is more theoretical than practical. Pragmatic approach is lacking here. It is not reacting to and fulfilling the needs and demands of the changing present day generation.

The NPE, 1986 has taken all these aspects into consideration and has designed and implemented the PMOST, the national scheme for school teachers since 1986. The focus of this massive orientation programme in 1986 was on generating awareness in the teachers on major policy recommendations. In 1987 and 1988, the focus was not only on generating awareness but also on helping them to appreciate the recommendations and to practice them in their day to day work. In 1989, the focus was mainly on the implementation aspect at the grass root level.

The broad objectives of PMOST were to

1. familiarise teachers with the salient features of NPE, 1986 particularly with reference to new role expectations by them.
2. help teachers to develop concepts of Learner-Centred Approach and Continuous and Comprehensive Evaluation and to understand the modalities for implementing them through curricular and co-curricular activities
3. highlight the role of teachers in utilising and strengthening media in classroom communication.
4. orient teachers about the curriculum transaction modalities in different curricular and co-curricular areas.

It covered about five lakh teachers, heads of schools and educational administrators all over the country each year for a period of five years from 1986 to 1992. They were

oriented in ten thousand camps, each of a 10 days duration, through a resource faculty of about ten thousand resource persons during the summer vacation each year. The orientation programme was designed with a modular approach highlighting the emerging concerns in education, curriculum development, examination reforms, value education, population education, non-directed methods of teaching and emerging role and responsibilities of teachers, heads of institutions and educational administrators to facilitate the all round development of the personality of the child. Interactive and participatory approaches were advocated as the appropriate methodologies for transaction in these camps.

1.4 Special Orientation Programme for Primary Teachers

(SOPT) - An Overview

Special Orientation Programme for Primary Teachers (SOPT) is a centrally sponsored scheme under the Ministry of Human Resource Development (MHRD), Government of India, launched from the year 1993-94 in the country on a massive scale with a target of covering 4.5 lakh primary school teachers every year. The responsibility for its planning, programming, organising, conducting and monitoring besides providing academic inputs has been entrusted to NCERT. The Department of Teacher Education and Extension (DTEE) in NCERT was coordinating the programme in collaboration with other constituent departments like Department of Pre-School

and Elementary Education(DPSEE), Central Institute of Educational Technology (CIET), Regional Institutes of Education (RIEs) and Field Advisers.

The broad objectives of SOPT were to:

1. provide competencies as envisaged in the National Report on Minimum Levels of Learning (MLLs).
2. develop competencies in the use of OB material supplied to primary schools in the country under Operation Blackboard (OB) Scheme.
3. encourage teachers to adopt child-centred approach to learning.
4. encourage participation of trainees through interactive mode of training with a focus on skill and activity based teaching-learning process.

The SOPT training was organised in an hierarchical manner, wherein, firstly the experts and the pedagogists of NCERT provided the training to key persons of the state nodal agencies for a duration of 5 days consisting of 19 sessions. The key persons in turn trained the resource persons for a period of 7 days which consisted of 27 sessions. The resource persons, in turn, trained the primary school teachers. The key persons are largely the SCERT and some of the DIET faculty, whereas the resource persons are the DIET staff as well as the selected primary teachers.

In the planning, preparation and implementation of this programme institutions and organisations at national, state, district and block level were involved.

At the national level, for bringing out the uniformity in the implementation of the SOPT throughout the country, NCERT prepared detailed guidelines pertaining to selection of training centres, key persons, resource persons and teachers, modalities for the conduct of the programmes and norms for expenditure. It also identified the themes for transaction in the seven day programme and prepared necessary instructional material in the form of 'Self Instructional Package' for primary school teachers.

Contextual Themes

1. Operation Blackboard Scheme
2. Minimum Levels of Learning: Concept and role of primary school teachers
3. Continuous and comprehensive evaluation at primary stage
4. Developing school readiness in children: Guidelines and activities
5. Creating a school climate for effective teaching-learning
6. Education of special groups
7. Role of teachers in girls' education and women's empowerment
8. Value education
9. Multigrade teaching

Curricular areas

1. Teaching of Mother Tongue
2. Teaching of Mathematics
3. Teaching of Environmental Studies I
4. Teaching of Environmental Studies II
5. Art Education
6. Health and Physical Education
7. Work experience at primary level: Concept and activities

Apart from 'Self Instructional Package', Central Institute of Educational Technology (CIET) of NCERT provided media support in the form of ETV programmes for SOPT project to telecast in the National Network. During the training programme at II and III level, some of the RIE faculty acted as observers to monitor the training programme.

1.5 Andhra Pradesh Primary Education Project (APPEP)

The Andhra Pradesh Primary Education project was commenced in the Andhra Pradesh state with the financial assistance of the Overseas Development Authority (ODA) of United Kingdom with the objectives of bringing about qualitative improvement in primary education. The inputs in the implementation of the project included (i) initial inservice training of teachers on APPEP principles and approaches; (ii) construction of teacher's centres for continuous mutual academic support; (iii) supply of materials to schools and teachers' centres to organise activities and so on. The phase I was taken upon the state

during 1984-87 in 328 primary schools of 11 identified districts which was followed by a bridging programme from 1987 to 1989. The phase II was launched in 1989-90 for a period of five years for the implementation of project principles and approaches, and to implement the activity based approach to learning in all the primary schools in a phased manner.

An evaluative study was conducted in 1991 of the main survey-1 to identify the kind of impact of project had on classroom practices and to assess the impact of the project principles and approaches on the quality of teaching-learning situations in primary schools. The findings reveal that the inservice training and three-day follow-up courses were not found very useful by majority of teachers. Only around one-third of APPEP trained teachers were seemed to be carrying out group work and display of children work during classroom instruction. The participation and involvement of teachers in teacher centre meetings in carrying out academic activities was found encouraging. The implementation of APPEP was found contributing to pupil participation and enjoyment of the school programmes. Along with the increased enrolment rates, less drop out rates and the reduction in continuous absence of children in APPEP schools could raise the hopes of project implementors in achieving more enrolment rates, reduction in drop out rates and high scholastic achievement in future.

A study conducted by K.N. Rao (1994) in Andhra Pradesh of the same APPEP project of the latter phase, where teachers underwent a ten-day training course to learn more active teaching and learning methods, reveals that the tutors who delivered the training course, failed to transmit all the aspects of the curriculum, like providing for individual differences, creating an interesting atmosphere and so on. It was also found that teachers were implementing on average only about 30% of the whole intended programme. The reason for such transmission losses in in-service programme could be due to lack of follow-up on the transfer of training to classroom practice. The study suggests that the training related to activity based, should be followed by periodic reinforcement. But the inservice programmes conducted seldom plan the follow-up on the transfer of training to classroom practice.

1.6 District Primary Education Project (DPEP)

Of the many projects implemented with the aim of achieving UEE through improving teacher competencies and skills, DPEP is the latest.

DPEP is a serious effort in decentralised planning of education in India. It focusses on programme from below to make plans, more local specific, and to ensure local participation in programme and management of education. It has been conceived as an intervention to reduce overall dropouts for all students at the primary stage to less than 10%; raise average achievement levels by 25% over measured

baseline level; and to provide according to national norms access for all children to primary education, i.e. primary schooling where possible or its equivalent NFE. Recurrent in-service training of primary teachers, and their trainers, Coordinators of Cluster Resource Centres (CRCs) and BRCs, DIET/SCERT faculty is one of the significant strategies envisaged in the DPEP to achieve its goal. It is aimed at improving instructional quality and productivity of trainees leading to improvement in the quality of education.

By and large, training programmes in DPEP states lay emphasis on the MLLs, actively based and child centred training methods, content areas, and creative use of teaching-learning materials. Content areas are centred around the new MLL based textbooks.

Much of the programmes which have been organised with the objectives centred around the enhancement of primary education under the governance of DPEP are yet to be evaluated for their impactness. A considerable investment in terms of time, money and efforts are being made in in-service training of teachers by DPEP in almost all states. There is a great need to examine into the effectiveness of the programmes in terms of changes in teachers' classroom behaviour and improvement in pupils' achievement besides the other effects.

1.7 District Primary Education Programme in Andhra Pradesh

The DPEP formulated to achieve the goal of Universalisation of Elementary Education (UEE). To achieve the goal of UEE the DPEP considered the district as a unit to bring the qualitative changes in education. The I Phase of DPEP implemented in five districts of Andhra Pradesh in 1997-98. They are Vizianagaram, Nellore, Kurnool, Karimnagar and Warangal. This scheme will be in force upto the year 2002-03. The grant of Rs. 172.72 crores has been sanctioned for this purpose. The Overseas Development Authority (ODA) is funding for these five districts.

The II phase of DPEP implemented in 14 districts of Andhra Pradesh from 1998-99. The World Bank funding for the II phase districts. The 14 districts includes Srikakulam, Visakhapatnam, Guntur, Prakasan, Chittoor, Cuddapah, Anantapur, Mahaboobnagar, Khammam, Nalgonda, Ranga Reddy, Nizamabad, Adilabad and Medak. The scheme will be in force upto the year 2002-03. The grant of Rs. 710.967 crores has been sanctioned for this purpose.

Hyderabad, Krishna, East Godavari and West Godavari districts of Andhra Pradesh having the higher literacy rate than the national average literacy rate are also considered for the implementation of DPEP with the financial assistance of UNICEF and UNDP from the year 1998-99. The scheme will be inforce upto the year 2002-03. The grant of Rs. 33.68 crores has been sanctioned for this purpose.

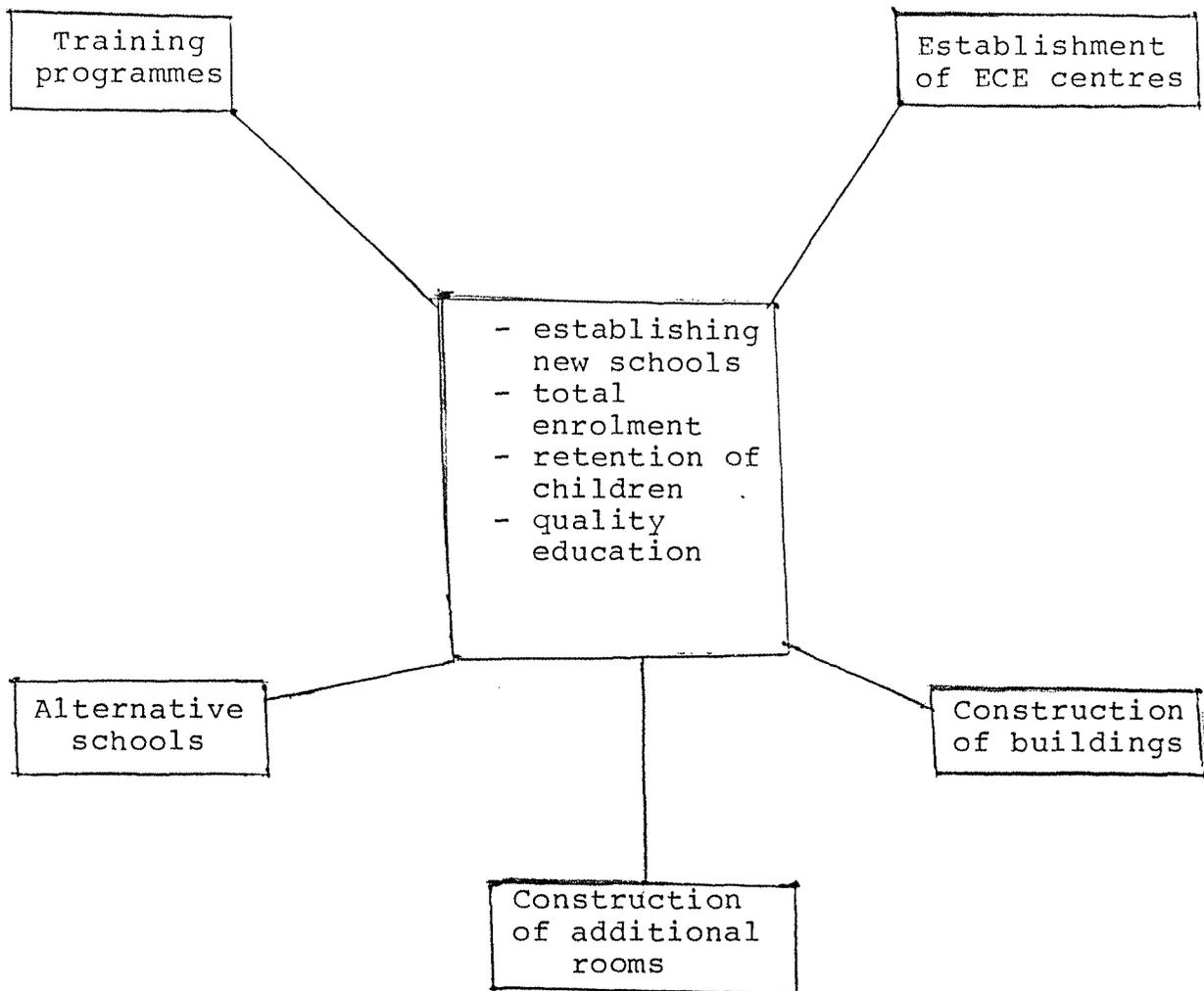
The major objectives of DPEP are

1. opening of primary school in the locality.
2. enrolling boys and girls of 5 to 11 years in primary schools.
3. taking necessary steps to check the drop out of children from school.
4. taking necessary steps to provide quality education which helps to improve the competency of the learners.

To achieve the above objectives the following activities are undertaken by DPEP, Andhra Pradesh.

- opening of new schools
- construction of school buildings
- appointment of two teachers in each new school
- construction of additional classrooms
- establishment of Early Childhood Education (Pre-Primary Education) (ECE) centres
- establishment of alternative schools
- providing a school grant of Rs. 2000 to purchase educational equipment.
- providing a teacher grant of Rs. 500 to each teacher to purchase the teaching-learning material.
- providing a grant of Rs. 2000 to each teacher centre.

The figure 1 shows the comprehensive strategy of DPEP, Andhra Pradesh.



The effective implementation of DPEP in Andhra Pradesh, the State formed a society viz. AP Prathamika Vidya Parishad with 25 members. The Chief Minister is the Chairman and the Education Minister is the Vice Chairman of the State Project. The State Project Director is the member Secretary for the State Project Society. The main purpose of the project is planning, implementation, monitoring and evaluation. The Finance Minister, Panchayath Raj Minister, Social Welfare Minister, Women and Child Welfare Minister, Minority Welfare and Tribal Welfare Ministers, Chief

Secretary, Education Secretary and other officials are the members in the State Project Society.

In each district the District Projects were formulated. The District Collector is the District Project Chairman, the District Educational Officer is the Project Coordinator and the Additional Project Coordinator is deputed from the School Education Department preferably a Lecturer from DIET. In each district Project Office Additional Project Coordinator (APC) is the head of the office. The Academic Monitoring Officer (AMO) is the incharge of all the training programmes. The Community Mobilising Officer (CMO) is the incharge for all the activities of School Education Committee. The Girl Child Development Officer (GCDO) is the incharge for all the activities of ECE centres. The Coordinator for Alternative Schools will look into the Alternative Schools. Two Mandal Resource Persons (MRPs), Mandal Literacy Officer (MLO) and Mandal Girl Child Development Officer (MGCDO) will be the incharge for all the DPEP activities in the Block (Mandal).

1.8 Natural Learning Experience (NLE) Based Teacher

Training and Formulation of State Resource Group

(SRG)

The major objective of DPEP is to provide qualitative education which helps to bring the 25% of increase in the learning achievement among girls from the existing level. The quality of Education is influenced by the teacher's

competence and commitment. The present thinking is to train the teacher to equip him with the said qualities. The educationists are thinking about the falling standards among students and changing value patterns among learners. The existing system of education is not providing the self confidence among the teachers. The professional value of the teaching is to make the teachers as competent and efficient.

The inservice training programmes to the teachers provided viz. APPEP, PMOST, SOPT, ETV AV Education Programmes, etc. are influenced the classroom situation. Almost all the teachers in the state have been trained on 'competency based child centred education' in different spells. Even after this training also achievement level of the students which is an indicator for quality education has not attained to the expected level. In all the above training programmes the 'cascade approach' was used. In this cascade approach the training is not reaching to the field as expected at the beginning. It is filtering at every stage. To attain the training objectives as expected in the beginning without any filteration from top to bottom, there is a need to have an alternative approach.

The APPEP training brought a new phenomena to the teacher. The teaching in APPEP is the using of six principles. Almost all the teachers are familiar with the six principles of learning, activity based teaching and the comprehension of the competencies to be attained in the

learning process with the different training programmes provided under APPEP. There is no follow-up for these training programmes. Many of the teachers were not practiced in the classroom situation. The activity based teaching under APPEP has not reached to the field. The major problem may be that these activities are not based on the innate abilities of the learner and these activities were not planned based on the natural learning experiences (NLE). With the assumption of developing natural learning experiences based child centred activities by using the innate abilities of the learners the DPEP, AP has planned to set up a team consisting of Professors of SCERT, Lecturers working in DIETs, and selected Mandal Resource Persons (MRPs). The team has been formed as State Resource Group (SRG) to review their previous experiences in APPEP, PMOST, SOPT, AV Education Programme, etc. to plan for the teacher training programme under DPEP based on the principles of natural learning experience and the ways of using innate abilities of the learners.

The SRG conducted seven days training programmes on experimental basis in August 1997 and concluded the importance of the NLE based activities and using of the innate abilities. This experiment helped to plan the training programme by using the participatory approach. By using participatory approach, the SRG members were trained from 23-10-1997 to 27-10-1997 in the I stage. Sri Somesh Kumar, IAS, Action Aid, Patna and Sri Sarath,

Programme Officer, BCD were acted as a Resource Persons for this programme. The II stage of the planning involved the six days training cum workshop from 13-11-1997 to 17-11-1997 and the focus on the using of innate abilities of the learner and natural learning experience based activities. Sri Ramakanth Agnihotri, Hrudaya Dewan, Jeevan and S. Karla expressed their suggestions. Sri Suresh Kumar, SPD, DPEP, Kerala has given good ideas about the programme which helps to raise the many issues about the training programme. The three day workshop held between 28th and 30th November 1997 decided to use the participatory approach to conduct the training programmes about the using of innate abilities of the learners and providing natural learning experience based activities. The SRG members Sri Balakrishnan and Jayadharan of Kerala were conducted 7 days training programme to identify the training needs and requirements and they were also helped in the finalisation of the training strategy for 5 days.

The tryout training scheduled from 17-12-1997 to 23-12-1997 at DIET, Warangal has helped to get the confidence among the SRG members to organise the training programme in the state. Based on the tryout experience the SRG finalised the training programme for 5 days in three levels under different spells. The first level is to train the key persons at state level by SRG members, the second level involved the training of Mandal Resource Persons

(MRPs) and Course Directors (Mandal Education Officers (MEOs)). The third level consisting of the field training programmes.

The training programme is basically a residential type and all the participants are expected to involve from 9.00 am to 8 pm. The participants have to go for the training programmes to the different centres away from their locality. The participants will be provided with boarding and lodging facilities. Due to the major opposition from the teacher unions, the training programme has been converted into non-residential programmes by reducing lunch break for 30 mts. As per the revised instructions of the state government the participants will be drawn from the locality of centre. The time table of the training schedule is showing in the table 1.1.

TIME TABLE FOR FIVE DAYS TEACHER TRAINING

Day	Session I	Session II	Lunch Break	Session III	Session IV	Session V
I	Registration Introduction to each other Identification of training needs and providing interaction	Innate abilities of the child	-	Reorganisation of the class- room using the innate abilities of the learners	Natural Learning Experience	Profile of NLE
II	Analysis of NLE based activities in multigrade contexts		-	a. Competency b. Planning and organisation of activities by using local resources	Planning and organisation of activitie by the participants	Visit to the NLE based classroom
III	Language skills Listening and speaking	Reading	-	Writing	Language skills and LNE based activities planning and organisation by trainees	Gender Issue
IV	Mathematics	Mathematics	-	Mathematics	Planning and organisation of activitie by trainees	Gender Issue
V	EVS	EVS	-	EVS	Planning and organisation of activitie by the trainees	Support mechanism and evaluation

After the training programme each of the participant teachers will be provided with Rs. 500 teacher grant and each school and teacher centre will be provided with Rs. 2000 as a school/centre grant to planning, organisation and execution of NLE based activities in the classroom situation.

Analysis of the Training Programme

Day I

First Session

1. Self introduction by Resource Persons and Participants.
2. Sharing the unforgettable events of each of the participants in their life with all other participants.
3. Sharing the responsibilities by forming the following committees in the participants.
 - a. Logistics Committee to look into the rules and regulations, boarding and lodging and other equipment.
 - b. Cultural Committee to organise the cultural activities.
 - c. Documentation Committee to prepare the daily report, wall magazine and manuscripts.

Second Session

- Identification of Innate Abilities of the learners by analysing the interesting activities of the three years old child.
- Listening the Innate abilities of the learners by using the experiences of the participants.
- Discussion and finalisation of the above listed abilities.

Third Session

- Making the participants into 5/6 groups.
- Distribution of 'Ranganna' story (handout) to all the participants.
- Analysis and listing of abilities of Ranganna.

The following are the Innate abilities of a child.

- a. Confidence
- b. Decisive
- c. Goal oriented, etc.

- Organising and Analysing Sink and float game

After the activity (game) the resource person will enlist the abilities used in the game and its use in teaching different school subjects.

Fourth Session

Introduction to National Learning Experiences.

Making participants into 5 groups and naming with the different languages.

Participants will play 'Detective Game' and resource person will ask the participants to list the abilities in the activity.

Participants will also play 'Who am I ?' game and discuss the NLE involved in it.

Fifth Session

- Tip activity
- Making the participants into four groups and naming with North, South, East and West.
- Playing 'Identification of object' game.

- Participants will analyse nature of NLE by groups and resource person will list them in group wise on the board.

II Day

First and Second Session

Analysis of Natural Learning Experiences in Multigrade contexts.

- Mime will be analysed based on NLE profile.
- The participants will be made into groups and decide how mime will help to provide the work to different classes.
- Word game and analysis as above.

Third Session

A. Establishing the relation between Natural Learning Experiences and children's innate abilities.

The participants will be made into six groups. The following subjects will be given to various groups and each group will have to establish the relation between the competencies in different subjects and innate abilities.

Group 1 - Class III Maths

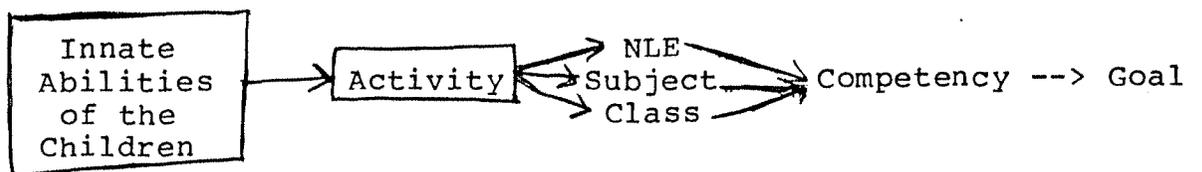
Group 2 - Class II Maths

Group 3 - Class III and IV Telugu

Group 4 - Class III and IV Telugu

Group 5 - EVS

Group 6 - EVS



B. Wakeup Activity

The following five groups will be formed from the participants.

- 1. Trees Group
 - 2. Animals Group
 - 3. Vehicles Group
 - 4. Metals Group
 - 5. Geographical Group
- Each group will be asked to collect the different objects available in and around

Fourth Session

Preparation of activities in different subjects based on the collected objects of different groups.

Eg.

Group	Class	Subject
Trees	I	Language
Animals	II	Maths
Metals	III	EVS
Vehicles	IV	Maths
Geographical	II	Language

Discussion about the different activities.

Fifth Session

Visiting of NLE based classroom and recalling the activities learned in two days.

Day III

Session I

Start the session with 'colour game' and make them into different groups.

Resource person will ask the participants to answer the questions in the Activity Sheet-1 and will analyse these answers with the help of different groups.

The organisation and analysis of "Question me ? game". The following games will also be conducted during the training.

- Sentence Making
- Relay Story
- Pen/Bottle Game
- Anthyakshari

Session II

The following activities will be organised and analysed based on NLE.

- a. Symbol Reading Activity
- b. Cartoon Reading
- c. Tambola Game

Session III

To promote the writing skills the participants will be provided the different situations with the NLE based activities like pre-writing activities.

Session IV

Malayalam song and its analysis and making them into groups is based on the competencies and profile of NLE.

Session V

Gender issue will be discussed by using the individual activities and the learners will be asked to

write the different works of boys and girls, and its analysis.

Day IV

Sessions I to IV

Analysis of the reasons for the difficulty of Mathematics. Organisation of 'Buzz game', 'Relation between two numbers game', properties of numbers. The following games will be organised and analysed and explained its utility in the classroom situation.

Measurement game

Time counting

Estimation game

Count game

Number chart activity

Relay addition

In the pond - on the pond

Rat game

Tambola

Four operations game

Magic squares

Session V

This session will discuss about the Gender sensitisation. The participants will be given the Activity Chart and analyse it based on the gender utility.

Day V

Sessions I to IV

These four sessions will be meant for the teaching of EVS. The following activities will be organised.

- In the pond - on the pond
- Chalk box game
- Fruits, flowers and vegetables game
- Classroom mapping
- Read and Reach game
- Puzzle game

Session V

Using the Support Mechanism will be explained with the help of activity 'who will help me ?'.

Apart from the above activities the resource persons will be transacting the following modules after the schedule.

- a. Out of school children - problems and strategies
- b. Multigrade teaching
- c. Child labour
- d. AP School Education Act 1998

The speciality of the training programme is that the participants will not be given the training package.

1.10 Impact of Teacher Training Programme on Teachers

Classroom Practices - The Present Study

A massive training programme under DPEP was to be evaluated for its impact on classroom practices and learners achievement in order to make it relevant and effective in subsequent years of its implementation. The Andhra Pradesh State Government requested RIE to study the impact of the teacher training programmes on classroom practices and learners achievement. The Regional Institute of Education,

Mysore (RIEM) in collaboration with DPEP, NCERT a study on the impact of SRG training programmes on teachers classroom practices and learners achievement was taken up. The impact study was carried out in the selected districts of Andhra Pradesh.

The NLE based teacher training programme was being organised by SRG of DPEP, AP. The training programme organised in cascade approach. It includes three levels of training. It has covered in all the 23 districts and completed the training of 90% of the teachers. The entire programme is under the supervision of SRG members. The present study covered all the levels of training programme. The SRG members were considered to know about the impact of I level of training programme. The II level of training programme and its impact measured by considering MRPs and Course Directors for the purpose of study. The participant teachers at the III level of training programme were the subjects to know its impact. The project considered the Heads of the schools and teachers to know their classroom practices. The class V students are considered to know the impact of the training programme on their achievement. The study was conducted in Anantapur and Kurnool districts of Andhra Pradesh.

1.11 An Overview of the Report

The report is sectioned into seven chapters. This chapter discusses in brief about the NPE 1986 and Inservice

Education of Primary Teachers. The different training programmes for Inservice teachers at primary level like PMOST, SOPT, etc. were discussed. The formulation of SRG and NLE based teacher training programmes and the importance of the present research have been specified.

Chapter II gives a brief account of a review of related literature.

Chapter III includes the statement of the problem and hypotheses of the study.

Chapter IV gives a brief description of the tools used in the study.

The methodology of investigation is described in Chapter V.

The Analysis of data and its interpretation and testing of hypotheses were discussed in Chapter VI.

The Chapter VII includes the brief summary of the report, findings of the study, conclusions and recommendations. The limitations of the study are also spelt out in Chapter VII.

CHAPTER II
REVIEW OF RELATED LITERATURE

The available studies on the impact or evaluation of different inservice training programmes at primary as well as secondary level have been reviewed. Though the present study is on the impact of teacher training programme at elementary level, studies relating to secondary teacher education and its impact as well as evaluation are also included with a view to get more information about the assessment of the impact and influence of the different training programmes on classroom practices and learners achievement.

An evaluation study on programme of mass orientation for school teachers and its impact in Karnataka conducted by Dorasami et al. (1989). The study conducted at primary and secondary level in six areas of training inputs. The funds are listed according to the level of training, viz. key persons training, resource persons training and teacher training. The following conclusions have been drawn on the basis of the findings of the study.

(1) In Karnataka, the targets fixed for PMOST for primary and secondary levels were mostly attained in all the four years of its implementation. (2) Prior information to the participants regarding their deputation to an orientation camp and the nature of the programme envisaged

would help them make necessary preparations and arrangements to participate. This was done for the first and second level camps. Whereas, for the third level participants information regarding the nature of the camp was not provided. (3) The orientation camps at different levels were meant to be fully residen-tial. This was to provide an academic climate for professional interaction among participants. This would have helped participants to share their experiences in the light of the transactions in the camp, leading to a proper understanding of their role expectations. A centre also required certain infrastructural facilities for effective programme transaction. The study revealed that the II and III level programmes were organised fully in day-camps. Also, in most of the camps, the camp facilities at these two levels were merely a classroom with some seating arrangement. This influenced the transaction methodology followed in these camps to a great extent. (4) The package was supplied only on the first day of the camp at all levels. If it were supplied sufficiently in advance, much of the time spent on giving information contained in the modules could have been utilised for undertaking suggested activities. However, the teachers of linguistic minority groups were not in a position to benefit from the ITEP and depended heavily on the transactions which too in many camps were in the regional language. (5) The programme envisages participatory and interactive approach in the orientation of both resource personnel and teachers. In order to have an activity-based

programme in the orientation camps, it was proposed to adopt a methodology consisting of the three step exercise of 'collect, collate and corroborate'. But the methodology followed in transacting modules was mostly lecture-cum-discussion followed by group work. Further the transaction of modules was not properly integrated with necessary media and material, either due to lack of such facilities or proper planning. Also the participants at all levels seemed to be depending heavily upon the modules in the ITEP. Though the modules were considered to be self explanatory with the overall quality being good, many of the suggested activities in the modules were not tried out during the programme due to lack of time and human and physical resources. Thus certain objectives of the modules were not attempted for achievement. In addition to this, there was a felt need for supplementary material especially on teaching of different school subjects. It can be pointed out that the programme inputs were inadequate for attaining all the objectives of PMOST. Thus, the quality of the programme implementation has not reached the expected level. (6) The study revealed that in most of the centres, the telecast programme which was provided as an integral component of PMOST package was not utilised due to lack of TV sets in the centres and inconvenient timing. There were no attempts from the nodal agency to provide alternate media support to the participants. The teacher participants who were exposed to the telecasts experienced difficulty in comprehending the

programme which were in English. Thus the advantage of the telecast programme could not be availed by the beneficiaries. (7) It was generally felt that Resource Persons Orientation Programme be organised statewise in the state language in different school subjects. (8) The Resource Personnel and teacher participants felt that the duration of the camps for both the second and third levels be extended. (9) The funds provided by the NCERT were found to be inadequate for organising various activities of the programme. There were delays in disbursing the funds to the centres which created inconvenience to the Course Directors. The relevant guide-lines for expenditure were needed. (10) The participants at all levels were of the opinion that the honoraria paid to them was inadequate. (11) With reference to the impact of PMOST the study revealed that the programme had created sufficient awareness among the teacher participants with regard to the thrust areas of NPE, expected roles of the teachers which in their perception were practicable and developed willingness to implement the policy in their schools. However, as far as the implementation of the policy is concerned, there was no significant progress as they were confronted with problems such as lack of proper climate conducive to the implementation of the programme together with administrative bottlenecks such as physical facilities, appropriate equipment and lack of financial support.

Manjula Rao and Lakshminarayana (1998) conducted a study on the impact of SOPT training programme on the classroom practices in Andhra Pradesh. The study conducted in two districts of Andhra Pradesh. The study conducted at the third level of training programme, i.e. teacher training programmes. The academic awareness before and after training and classroom practices were observed.

The major findings of the study are: (1) It is found that there is a difference between the teachers from West Godavari and Chittoor districts in their pre-academic awareness ($t = 3.75$). The teachers from West Godavari district (AM = 16.24) were found to have performed better on pre-academic awareness test when compared to their counterpart in Chittoor (AM = 15.04). (2) The teachers from West Godavari and Chittoor districts differed in their post-academic awareness ($t = 2.50$). But teachers from Chittoor (AM = 17.91) seemed to have performed better when compared to West Godavari teachers (AM = 16.91). (3) The difference between pre- and post-academic awareness was observed in the centres like V. Kota ($t = 5.88$), Ramakuppam ($t = 13.55$), Satyavedu ($t = 2.26$) of Chittoor; and Elamanchili ($t = 2.39$) of West Godavari district. The SOPT training programme seemed to have an impact over the academic awareness of teachers belonging to these centres. (4) No difference was observed between pre and post-academic awareness of teachers belonging to centres like Pulicherla ($t = 1.81$), Puttur ($t =$

0.27) of Chittoor district; and Bhimadolu ($t = 0.68$), Vijayrai ($t = 0.41$), Nidadavolu ($t = 0.81$), Alampuram ($t = 1.90$) of West Godavari district. The SOPT training programme seemed to have not had an impact over the academic awareness of teachers belonging to the above centres of Chittoor and West Godavari districts. (5) As regards the performance awareness, the pre- and post-test differences were observed in centres like V. Kota ($t = 2.83$), Ramakuppam ($t = 7.50$), Puttur ($t = 2.55$) and Satyavedu ($t = 2.97$) of Chittoor district. Therefore, it may be inferred that the SOPT training programme has had an impact over the performance awareness of teachers belonging to the above centres. (6) No difference was observed between pre- and post-performance awareness in centres like Pulichela ($t = 0.43$) of Chittoor district, and all centres of West Godavari district [Elamanchili ($t=0.64$), Bhimadolu ($t = 1.03$), Vijayrai ($t = 1.07$), Nidadhavolu ($t = 1.31$) and Alamapuram ($t = 1.56$)]. This shows that the SOPT training programme has not had an impact over the performance awareness of teachers belonging to the West Godavari district, and Pulicherla of Chittoor district. This clearly indicates that the SOPT training has had more impact over the performance awareness of teachers from Chittoor when compared to teachers from West Godavari district. (7) As regards the content awareness, the pre- and post-test differences were observed in centres like, Elamanchili ($t = 2.46$) of West Godavari district, and Pulicherla ($t = 2.00$), V. Kota ($t = 5.73$), Ramakuppam ($t = 2.00$) of Chittoor

district. This indicates that SOPT training programme has had an impact over the content awareness of teachers belonging to the above centres. (8) No difference was observed between pre- and post-content awareness in centres like Nidadavolu ($t = 0.18$), Vijayrai ($t = 0.68$), Alampuram ($t = 1.42$) and Bhimadolu ($t = 1.29$) of West Godavari and Satyavedu ($t = 1.15$) of Chittoor districts. This indicates that SOPT training did not have any effect over the content awareness of teachers belonging to above centres. Once again, it may be concluded that the SOPT training programme has had more impact over the content awareness of teachers from Chittoor district, where as it has failed in case of West Godavari teachers. (9) It is observed that there is no difference between teachers from monograde and multigrade classes in their pre as well as post academic awareness of both the districts (Chittoor: pre - $t = 0.96$, post - $t = 1.53$; West Godavari: pre - $t = 1.08$, post - $t = 1.90$). This indicates that the classroom situations, whether multigrade or monograde has no influence over the academic awareness of teachers. (10) It is observed that there is a difference between male and female teachers of Chittoor district in both pre ($t = 2.88$) and post ($t = 6.90$) academic awareness. But in West Godavari, the difference between male and female teachers was observed only in the case of pre academic awareness ($t = 2.93$). (11) Regarding the perception of teachers about SOPT training at the centers, it is observed that almost all teachers from all centres were satisfied

with the training material supplied, whereas they were not found satisfied with the transactional approaches during the training programme. Lecture mode seemed to have been followed widely in all centres. This is in concurrence with the earlier research studies reviewed in the area of INSET.

(12) With regard to physical facilities, most of the teachers were found to be dissatisfied with the boarding, lodging and toilet facilities in the centres. (13) It was found that at many centres the equipments like TV, VCT and OHP were not available. With regard to audio-visual aids, ETV and media support were found inadequate in all the centres. (14) Though majority of the teachers were found to be satisfied with the efficiency of resource faculty, it was expressed in the focus group discussion that the mandal resource persons should be trained more intensively. (15) It was observed through Focus Group Discussion that demonstration were required by teachers in the areas like (1) Multigrade Teaching, (2) Activity Based Teaching and (3) Use of OB Kits. It was also expressed that training material need to be improved in the areas like (1) Continuous and Comprehensive Evaluation, (2) Multigrade Teaching, (3) Minimum Levels of Learning, (4) Mathematics, (5) Art Education and (5) Work experience. (16) Most of the teachers felt that the duration of the training programme was insufficient. It was felt that the duration could be extended to 15 days. (17) As regards the overall effectiveness of the programme, the teachers from Chittoor district seemed to be satisfied with the

training programmes they had undergone, whereas teachers from West Godavari were not found satisfied. This is also reflected in the academic awareness of teachers, wherein the teachers of Chittoor district have exhibited better academic awareness compared to their counterparts in West Godavari. (18) It is found that the components like Learner centred approach, Activity based teaching and use of support material are practiced effectively by teachers in their classrooms. But the components like evaluation strategies, remedial instruction, use of OB material are sparingly and less effectively used in the classrooms. (19) It is found that there is no difference between male and female teachers in their classroom practices. Similarly no difference was found between monograde and multigrade teachers in their classroom practices. (20) There is no significant relationship between post-academic awareness and classroom practices of teachers in both the districts. Centrewise analysis show that there is a significant relationship between post-academic awareness and classroom practices only in two centers, viz. Elamanchili and Alampuram of West Godavari district. (21) It is found that there is a significant relationship between perception of teachers about SOPT training programme and their classroom practices.

Another similar study on the impact of SOPT training programme in Karnataka was carried out by Manjula Rao and Viswanathappa (1998). The study conducted in Chickmagalore and Mangalore districts.

The major findings of the study are: (1) It is observed there is a difference in pre and post-academic awareness of teachers belonging to both Chickmagalore ($t = 5.27$) and Mangalore districts ($t = 4.65$). Similarly considering the Karnataka State ($t = 6.06$) as a whole, it is found that there is a difference between pre and post-academic awareness. Therefore, it may be concluded that SOPT training had an impact over the academic awareness of teachers. (2) As regards the content awareness, teachers of Chickmagalore district ($t = 1.82$) do not differ in their pre and post content awareness performance, whereas teachers of Mangalore ($t = 3.67$) do differ. The state as a whole ($t = 3.90$) reveals the difference between the pre and post academic awareness. So it may be concluded that the SOPT training has had an impact over the content awareness of teachers belonging to Karnataka State. (3) Considering the performance awareness, it is found that both the districts (Chickmagalore - $t = 3.99$; Mangalore - $t = 4.75$) show a difference between pre and post-performance awareness, thereby implying that SOPT training has had an impact over the performance awareness of the teachers of Karnataka State. (4) It is found that there is a difference between male and female teachers in their post-academic awareness in case of Mangalore district ($t = 5.72$), whereas no difference was observed in the case of male and female teachers of Chickmagalore district ($t = 0.96$). In almost all the centres, the female teachers seemed to have performed better

when compared to male teachers, thereby indicating that the female teachers have improved their academic awareness. The Karnataka State as a whole ($t = 0.48$) also indicates that there is no sex difference in the academic awareness. (5) Regarding the perception of teachers about the physical facilities available in both districts, it is observed that most of the teachers perceived the room facilities (93.86%), furniture (73.46%) and toilets (57.24%) were adequate provided as the training centres. Boarding and lodging facilities were found inadequate by most of the teachers. (6) With regard to equipment most of the teachers perceived that the blackboard, chalk and duster (98.03%) were found available in all centres, whereas TV, VCR, OHP and library facilities were not available at most of the centres. (7) Most of the teachers were satisfied with the quality of paper and printing (93.86%), language used in the modules (92.54%), and relevance of the training materials (87.50%) respectively. It seems that only half of the teachers had received the training material in advance, whereas rest of them had received either on the first day or during the training programme. (8) As regards the audio-visual equipment, teachers perceived that excepting mathematics kit (97.37%) other audio-visual equipments were not sufficiently provided as the training centres. The media support (55.48%) seemed to be available at certain centres, whereas technical co-operation for media support (68.20%) is not found to be available at most of the centres. (9) At almost all the

centres, the most frequently used transactional approaches were, lecture method (64.25%), lecture-cum-demonstration (69.30%) and group discussion (71.49%). The demonstration lessons given on the use of OB material were found to be satisfactory by most of the teachers. (10) Most of the teachers were found satisfied with the content knowledge (96.71%), and the performance knowledge (89.47%) of the resource faculty. Similarly, they were satisfied with the competencies of resource faculty in content (97.15%) and performance (89.47%) package respectively. (11) Concerning the management of training, most of the teachers perceived that it was adequate (94.74%). Further, most of the teachers (71.05%) were satisfied with the existing duration of the programme. (12) Most of the teachers (68.20%) felt that the training programme helped them to gain knowledge in MLL competencies, some teachers (59.65%) have expressed the gain of knowledge in using OB material; and some (79.17%) have expressed the gain of knowledge in competency based teaching and child centred approach. (13) As per focus group discussions held at various centres reveal that the teachers expectations were fulfilled regarding many areas like MLL, teaching strategies, use of OB kit, etc. excepting the multigrade teaching and continuous and comprehensive evaluation. Teachers have collectively opined that their expectations were fulfilled to some extent, though not to a large extent. (14) The teachers collectively opined that modules on multigrade teaching, physical education and work

experience were not transacted effectively. It also felt that the training material on multigrade teaching should be improved. (15) Though it was expressed on perception schedule, that the duration of the training programme was adequate, in the focus group discussion, some teachers have suggested to extend the training programme to ten days. (16) About the specific outcomes of the SOPT training programme, the focus group discussions reveal that the training programme helped the teachers to some extent. At no centre, there was an opinion regarding the complete effectiveness of the training programme. (17) It was found that there is no difference between male and female teachers in their classroom practices in both the districts (Chickmagalore - $t = 0.41$; Mangalore - $t = 0.84$). (18) There is no difference observed between multigrade and monograde teachers in their classroom practices ($t = 1.08$). (19) Regarding the relationship between academic awareness and classroom practices, no relationship was observed between both in either of the districts. (20) The interaction effect of academic and professional qualifications on academic awareness and classroom practices of the teacher is significant. (21) The interaction effect of age and experience of the teacher on academic awareness is not significant. There is a significant interaction effect of age and experience of the teacher on their classroom practices.

The impact of operation blackboard programme in India was conducted by Rajkutty, S. (1991) in Tamilnadu, Andhra Pradesh and Madhya Pradesh states in India. The data was collected from 370 schools (150 in Tamilnadu, 120 in Andhra Pradesh and 100 in Madhya Pradesh). The data on enrolment, attendance and retention rates in the schools for a period covering two years before the operation blackboard programme implementation did not show any convincing evidence that retention rates have improved in schools after the programme. The states where higher level of enrolment and retention rates were found, it has been presumed that the other supportive and supplementary programmes like nutritious meal scheme, free uniforms, book, footwear, etc. may have been responsible factors. The study also reveals the existence of differences in quality of teaching-learning material procedures across the region and states. The teachers' knowledge index and actual usage index were found to be highly correlated in all the states which signified the importance of motivation, awareness building and training the teachers in the use of teaching-learning materials supplied. Indifference and lack of commitment by teachers were found to be some of the factors that affect the usage level. The training of teacher does not seem to have influenced the knowledge level or usage in general, though in Tamilnadu, it showed a significantly positive correlation.

An evaluative study on APPEP was conducted in 1991 of the main survey-1 to identify the kind of impact of

project had on classroom practices and to assess the impact of the project principles and approaches on the quality of teaching-learning situations in primary schools. The findings reveal that the inservice training and three-day follow-up courses were not found very useful by majority of teachers. Only around one-third of APPEP trained teachers were seemed to be carrying out group work and display of children work during classroom instruction. The participation and involvement of teachers in teacher centre meetings in carrying out academic activities was found encouraging. The implementation of APPEP was found contributing to pupil participation and enjoyment of the school programmes. Along with the increased enrolment rates, less drop out rates and the reduction in mean continuous absence of children in APPEP schools could raise the hopes of project implementors in achieving more enrolment rates, reduction in drop out rates and high scholastic achievement in future.

A study conducted by K.N. Rao (1994) in Andhra Pradesh of the same APPEP project of the latter phase, where teachers underwent a ten-day training course to learn more active teaching and learning methods, reveal that the tutors who delivered the training course, failed to transmit all the aspects of the curriculum, like providing for individual differences, creating an interesting atmosphere and so on. It was also found that teachers were implementing on average only about 30% of the whole intended programme. The

reason for such transmission losses in in-service programme could be due to lack of follow-up on the transfer of training to classroom practice. The study suggests that the training related to activity based, should be followed by periodic reinforcement. But the inservice programmes conducted seldom plan the follow-up on the transfer of training to classroom practice.

The Bihar Education Project (BEP) was initiated in 1991, with support from UNICEF to bring about a driving force on the state through educational reconstruction. The objectives of BEP were in consonance with the goals of NPE 1986. The project was conducted in seven districts of Bihar. The BEP had adopted a two-phase in-service teachers' training module. The first phase of ten-day duration had three main components; awareness, motivation and child centred training, whereas phase-II was of eleven-days duration dealing with MLL based learning, development of teaching skills in Language, Maths and EVS. A National review-cum-appraisal visited BEP districts in 1994, to examine the various areas of interventions, particularly, teachers' training and MLL inputs. It was observed that the greater emphasis was laid upon content and methodology of teaching school subjects, but the motivation of teachers was found neglected totally. Similarly, a review of phase-II training also suggested to meet the multigrade requirements of schools. It was also observed that there was no change

either in teachers behaviour, and attitude, or the teaching processes. The training had no impact on the school, community and children. As a consequence, a new training module with a fresh approach towards training was planned which was named as 'UJALA'. This was designed with two specific components - a ten-day foundation course followed by cluster level enrichment sessions every month. The main objectives emphasised were to motivate teachers, to provide insight into child-centred, and activity based teaching, to build up related skills and mostly the communication skills, and to build a training that could address the needs of teachers and provide for continuous training support. The entire training methodology was participant-centred, activity based and joyful in approach in a non-threatening tension-free and friendly environment. No guest lectures were entertained. Team training, games, role plays, brain storming, group discussions, group work, etc. took the place of traditional lecture method. Training was totally residential which contributed towards the team building process. It is imperative to add over here that the training was not treated as a one-time activity which most of the inservice programmes usually are. It was an ongoing which led to the emergence and institutionalisation of the CRCs (Cluster Resource Centres). It is observed that at the end of the training period teachers appeared transformed into committed and motivated individuals ready to improve their school environment and work towards the goal of UEE.

Teachers punctuality to schools also seemed to be improved, along with the reports of enhanced enrolment and attendance, especially of girls.

The Uttar Pradesh Basic Education Project (UPBEP) undertook the programme of institutional capacity-building by opening a training resource group having a faculty of five in SCERT, Allahabad. The main objective was to adopt classroom practices that involved students in individual, small group and large group learning activities. The training resource group and NCERT prepared and tested the training material, emphasizing school improvement and learning by all children. It used a cascade delivery mechanism wherein DIETs trained master trainers from the block resource centres. Ten DIETs, 173 block resource centres and about 1500 cluster resource teachers were involved. It was observed that the large scale implementation of the inservice programme had defects of quality control, which required continuous monitoring and evaluation.

The UNICEF-Sponsored Teacher Empowerment Project began in 12 tribal blocks in Madhya Pradesh in 1992 which spread to Rajasthan, Maharashtra and Uttar Pradesh. It involved teachers, administrators and DIET and SCERT faculty and provides teacher training school level resources and administrative support. Through programme evaluations it was found that the programme improved the school environment and

boosted teacher's morale, self-esteem, improved teaching which in turn boosted student enrolment and attendance.

From the above studies reviewed, though one or two state projects have proved to be effective due to the novelty in approaches adopted, most of the training programme organised at a large scale either at the national or state level have proved to be ineffective. Research on Inservice Education for Teachers (INSET) indicates that top-down, provider-driven, cascade models of INSET determination and delivery are ineffective (Blackburn and Moisan, 1987; Evrydice, 1995). In the context of universalising the primary education, INSET is all the more vital as no school reform can succeed without improving the teachers' content and pedagogical knowledge along with other professional competencies. But from the empirical studies conducted on INSET, a few striking results have emerged. Firstly, majority of the INSET programmes have been considered as a "one time activity" instead of an ongoing activity. Further the participating teachers do not recognise the need as having sufficient priority for them, the consequence of which is poor or lack of involvement of teachers in the programmes. Secondly, having a large number of teachers to be trained, the cascade model has become inevitable now in the inservice training programmes. By the time the training programmes flow down the cascade, they either get diluted or take different forms of misinterpretations or wrong notions

altogether. For instance, the kind of understanding and the objectives with which some of the educational concepts like Minimum Levels of Learning, Child centred approach and Activity based learning were initiated into the system are totally misconceived, and misinterpreted in many of the INSET programmes, to such an extent that, even today majority of the school teachers are either totally confused or have misunderstood everything. It is imperative to add that most of the INSET programmes go a waste as the teachers don't implement the training received in their actual classroom situations.

As has been already stated, transmission loss of training is due to ineffective training programmes which have only formal lectures as the mode of training that fail to reach the teachers, and lack of follow-up programmes to ensure whether training inputs have been carried over to the classroom practices or not. Besides the factors like lack of involvement, motivation, attitude and ineffectiveness of the training programmes, it is also realised that local community involvement is equally important to attain some of the goals of UPE. A study conducted by Paranjpe (1997) shows that teachers stress the need for local community involvement as necessary, particularly if training inputs are to be made as applicable to the children and catering to local needs and requirements.

Another important factor that has come to the realisation is, a tremendous amount of money, time and man power have been invested in most of the programmes carried out at National, State and District levels. But a systematic monitoring and evaluation of these programme are not being carried out to study their effectiveness. There is an urgent need for monitoring and evaluating the training programmes in order to improve the training quality of INSET programmes at primary level. With an objective of this kind, the present study was planned to investigate upon the effectiveness of the NLE based teacher training programme of DPEP, Andhra Pradesh.

CHAPTER III

STATEMENT OF THE PROBLEM AND HYPOTHESIS

3.1 Statement of the Problem

Programme of Mass Orientation of School Teachers (PMOST) was a centrally sponsored scheme to sensitize teachers to their emerging roles during 1986-90. The Special Orientation of Primary Teachers (SOPT) Programme is also a centrally sponsored scheme to train the teachers on the MLL competencies and the use of OB material. The SOPT is restricted to Non-DPEP Districts in Andhra Pradesh. The District Primary Education Programme (DPEP), Andhra Pradesh has set up a State Resource Group (SRG) to design a training programme to train the primary teachers in DPEP Districts to sensitize the teachers in the using of innate abilities of the learner through NLE based approaches. The SRG consisting of two DPEP State Project Office team, 2 SCERT faculty, 5 or 6 members from each district drawn from DIET, DPEP District Project team and Mandal (Block) Resource Persons. The SRG designed a 5-day training programme under the DPEP to improve the teachers abilities in the use of Natural Learning Experiences based activities in all school subjects viz. language (Telugu), Mathematics and Environmental Studies from classes I to IV in Multigrade settings by using the innate abilities of the learners. The SRG training programme is implemented in all DPEP Districts in collaboration with DIETs and DPEP Districts Project officials. The SRG members

trained the Mandal Resource Persons (MRPs) and Course Directors at the District level. The Course Directors and MRPs trained the teachers in different spells in the District. The SRG members acted as observers during the training programme. A comprehensive scheme undertaken by SRG was evaluated in order to ascertain the impact of training on teachers' classroom practices and learners' achievement. Further the study attempted to find out the quality of the training inputs and suggested the additional inputs which are necessary to improve the quality of training programmes.

3.2 Scope of the Study

The present research work was undertaken as an evaluation of impact of NLE based teacher training programmes under DPEP, AP on teachers classroom practices and learners achievement. As the first pre-requisite, the SRG members, MRPs, CDs and participant teachers perceptions were measured to know their perceptions about the training programme. As a second step, the study attempted to make a survey of the impact of these training programmes on their classroom practices. After measuring the impact of the programme on teachers classroom practices, the impact of the training programmes on learners achievement was evaluated.

3.3 Objectives of the Study

The main objectives of the study are:

1. To assess the adequacy of preparations made by the District team of SRG for the implementation of programme

2. To examine the appropriateness of selection of Resource Person, Training Centres and Teachers.
3. To examine the relevance and adequacy of different programme inputs for the orientation of Resource persons and teachers.
4. To study the academic climate generated in the training centres in terms of physical facilities, viz. (i) Co-curricular activities, (ii) Library facilities, (iii) Laboratory facilities and (iv) Teacher participation.
5. To study the relationship between the print material and (i) media support, (ii) methodology, (iii) human resources and (iv) activities.
6. To study the effectiveness of the support system created by the District team of SRG at DIET and Training Centres for strengthening the implementation of the programme.
7. To study the innovative practices used by the resource persons and participants for raising the quality of transacting different modules.
8. To study the views of Resource persons and participant teachers about the organisational and financial logistics of the programme.
9. To study of benefits derived by the teacher participants in terms of (i) degree of awareness created about the

programme, (ii) perception of the expected roles, (iii) degree of motivation generated and (iv) perception about the competency acquired for enhancing student achievement in curricular and co-curricular areas.

10. To study the teachers participation regarding the modalities visualised by them in respect of (i) use of activity approach, (ii) competency based testing and evaluation, (iii) use of instructional material and (iv) use of environment in and around the school.
11. To study the impact of the programme on the teachers classroom practices and learners achievement.
12. To suggest additional strategies for the effective implementation of programme when it is redesigned by SRG in the subsequent years.

3.4 Research Questions of the Study

1. What is the quality of training provided to teachers ?
2. Has the training influenced the teacher's classroom practices in the desired direction ?
3. Has the training programme influenced the learners' achievement ?

3.5 Hypotheses of the Study

1. There is no significant difference between mean scores of pre and post academic awareness scores.
2. There is no significant difference between mean scores of pre-test in two districts.

3. There is no significant difference between mean scores of post-test in two districts.
4. There is no significant difference between male and female participant teachers on the Academic Awareness.
5. There is no significant difference between participant teachers from rural and urban on their Academic Awareness.
6. There is no significant difference among means of pre and post academic awareness of the teachers drawn from different centres.
7. There is no significant difference among the means of pre and post academic awareness of the teachers belonging to various managements of the schools.
8. There is no significant difference among the means of pre and post academic awareness of the teachers belonging to different age groups.
9. There is no impact of the experience of the teacher on their academic awareness in pre-test and post-test.
10. There is no impact of the academic qualification of the teacher on their academic awareness in pre-test and post-test.
11. There is no impact of professional qualification on the pre and post academic awareness of the teachers.
12. There is no relationship between Academic Awareness and Classroom Practices of teachers.
13. There is no impact of NLE based teacher training programme on learner's achievement in control group and experimental group.

3.6 Need and Importance of the Study

The qualitative improvement of the primary education is a major goal of DPEP. To meet the goals of DPEP, the SRG of Andhra Pradesh designed a training strategy which helps the teachers about the ways of using innate abilities in the natural learning experiences environment in the classroom situation. As a part of training the SRG adopted the cascade approach. The first level of the training programme is held at state level, i.e. the training programme to SRG members. The second level training programme at the district level which covers the MRPs and CDs. The third level training programme covers the training of primary teachers. An effective training of primary teachers should enable them to meet the demands of a job requiring specialised knowledge, skills, attitudes and to keep the up-to-date with latest developments in the field of education.

A comprehensive investigation into the effectiveness of NLE based teacher training programmes of DPEP, Andhra Pradesh was taken up. An ex-post facto survey of the training programmes at I level and II level was training programmes validated against an accepted criteria in terms of the objectives of DPEP. The evaluation of the third level training programmes were also evaluated during the training programme and after the training programme. The investigator also made a scientific assessment as to how far the objectives of teacher training programme were realised in

reality. The impact of training on teaching competence and learners achievement was scientifically measured.

The set objectives of the training programme should be realised ultimately. The process of realisation of objectives of the programme is neither mechanical nor automatic, but it requires building up of the programme by careful planning, organisation, evaluation and feedback. Research and evaluation of the programme help in identifying the strong and weak points of the programme and thereby provide scope for effective feedback and improvement of the programme.

The present impact study assumes great importance as it will help for further improvement of teacher training programme under DPEP. The study provides the guidelines to the planners and implementers for a better planning and implementation. This study is also needed to get a broader perspectives as to what extent the objectives of the training programme have been achieved and to give appropriate suggestions to keep the programme on the right track.

3.7 Limitations of the Study

The present study attempted a fairly comprehensive assessment of the NLE based teacher training programmes of DPEP in Andhra Pradesh. The study tried to set a well defined objectives, to make a detailed study of training strategy and to assess the effectiveness of the teacher

training programme of DPEP on teachers classroom practices and learners achievement. Nevertheless, for obvious reasons certain self imposed limitations have to be restored to:

1. Attempt was not made to make a comprehensive assessment of the teacher training programme of DPEP by including other parts of the country/states.
2. The study was restricted only to selected two districts in Andhra Pradesh.
3. The study was limited to the teachers who undergone the training programme upto December 1998.

CHAPTER IV
DESCRIPTION OF THE TOOLS OF RESEARCH

This chapter focus on the research tools developed in the workshop. It discuss the description of (i) questionnaire to SRG members about the I level training programme, (ii) questionnaire to Mandal Resource Persons (MRPs) and Course Directors (CDs) to know about the II level training programme, (iii) questionnaire to participant teachers to know about the III level training programme, (iv) academic awareness questionnaire to measure the academic gain, (v) Focus Group Discussion Questionnaire to measure the quality of the training programme, (vi) questionnaire to trained teachers to know the impact of programme on their classroom practices, (vii) questionnaire to Heads of Schools to know about the impact of the programme on school practices, (viii) classroom observation schedule to measure the classroom practices of the teachers and (ix) achievement test in Telugu, Maths, EVS I and EVS II for class V students to measure the impact of the programme on learners achievement.

4.1 DEVELOPMENT OF THE QUESTIONNAIRES

For any research study, to gather data from the field, certain instruments are essential. In the present study the impact of the teacher training programme at various levels was measured through the different

questionnaires. The first level of the training programme is the training of SRG members. The perception of SRG members was measured through the questionnaire. The perception of MRPs and CDs was measured through the questionnaire specified for them. The perceptions are based on the training received at the II level of training programme. The third level which includes the field staff, i.e. the teachers was assessed through the Academic Awareness Questionnaire, perception schedule and Focus Group Discussion questionnaire. The impact of the training programme on classroom practices was measured through classroom observation schedule (Rating Scale) and questionnaires to teachers and headmasters. The impact of the training programme on learners achievement was measured through the achievement test for class V students.

The questionnaires are considered the most appropriate instruments for getting the required data. As it is difficult to visit each training centre of different levels and interview each participant/resource person, questionnaires were used as instruments for getting information on these items.

4.1.1 Some Theoretical Features of Questionnaires

According to Good and Hatt (1952), the word 'questionnaire' refers to a device for securing answers to questions by using a form which the respondent fills in 'himself'. Barr, Davis and Johnson (1953) define

questionnaire, as 'a systematic compilation of questions that are submitted to a sampling of population from which information is desired'.

Questionnaire is the most flexible tool which is more useful than other kinds of tools for collection of both quantitative and qualitative information. An effective questionnaire involves a great deal of time, ingenuity and hard worked. Generally, a defective questionnaire secures unhelpful, slow and scanty responses which provide an inadequate and even unreliable basis for generalisation.

The following common errors were observed by Sukhia and other (1976) in questionnaires: 1. questionnaires are very often too lengthy, 2. the subject is of trivial importance, 3. the items are vaguely worded or improperly arranged and 4. the form is poorly organised.

The most frequent misuse of questionnaire, as stated by Abelson (1933) are the following: 1. request for information which is available in other sources, 2. failure to arouse any motive to answer, 3. employment of questions which, on account of their being suggestive or naturally encouraging to the respondent, elicit misleading answers and 4. common occurrence of identical questions. All the errors described above have been carefully noted and avoided by the investigator in the construction of questionnaires.

4.4.2 Development of Questionnaires

For the preparation of questionnaires, lecturers who are also members in SRG and working DIETs, four District Academic Monitoring Officers of DPEP Districts, three SRG members, two faculty from Evaluation Unit of DPEP, AP and three local experts were requested to participate in the workshop for the development of research tools. The participants of the workshop are requested to provide the information about the training inputs, modalities and the items that ought to be included. On the basis of the information obtained from them, some items were incorporated. In addition, a number of standard text books, journals, survey reports, dissertations, education commission reports and training package, were referred to for the selection of items. The items pooled for each questionnaire from different sources were discussed in the workshop and finalised with the help of experts.

4.4.3 Precautions taken in the preparation of questionnaires

Following criteria were observed in constructing the questionnaires:

1. Objectivity in meaning and scoring was sought. The items were so formulated as to enable the individual:
(i) to supply information under discrete categories and
(ii) to express specific points of view.
2. Opportunity was given to the respondent to include supplementary information at the end of the questionnaire.

3. The questionnaires, as research instruments were sharply focussed upon specific objectives and were analytical in nature.

4. The importance of the problem was clearly spelt out in the statement of the problem and in the covering letter.

5. The questionnaires sought only such information which was not readily available elsewhere.

6. They were as brief as the study of the problem allowed.

7. The directions in the questionnaires were clear, unambiguous, complete and acceptable.

8. The items in the questionnaires were objective and relatively free from ambiguity and other invalidating features.

9. The items in the questionnaires were arranged in an acceptable psychological order.

10. The items in the questionnaires which might embrace the respondent or place him on the defensive, were avoided.

11. Overlapping among the items of the questionnaires was avoided.

12. Clear instructions as to how answer the questionnaires were given at the top of each questionnaire.

13. Attractive format, neat arrangement of items and clear printing were the special features of the questionnaires

Following are the two questionnaires prepared for pilot study.

4.2 QUESTIONNAIRES USED

4.2.1 Questionnaire for the SRG Members

This questionnaire was developed to collect information from the members of State Resource Group (SRG). The information to be collected pertained to the organisation of the first level training programme. A total of 61 questions were formulated and arranged under twelve subheadings, viz. particulars of the SRG member, Association with the SRG, preparations for I level training programme, Transactions in the programme, Training camp facilities, Objectives of the training programme, print material, Audio Visual Material, Guest Speakers, Methodology, Follow-up Programme and problems and suggestions. Of these, fourteen questions were of yes/no type with reasons wherever applicable and fourteen questions provided either a three point or a five point scale for responses. Some of the questions provided a list of items to be checked by the respondents and those pertaining to follow-up programme and problems and suggestions were open-ended. The questionnaire is provided in Appendix I.

4.2.2 Questionnaire to Mandal Resource Persons (MRPs) and Course Directors (CDs)

This questionnaire was to be filled-in by the MRPs and CDs who were trained by the SRG members and who organised the third level programme. Their responses was to be collected from two angles. One, as participants in the second level programme regarding the effectiveness of the second level programme and two, as organisers of the third level programme. Hence the number of items in this questionnaire were much more than the earlier described one. There were in all fifty-five items in the questionnaire arranged in ten subheadings. The ten sub-headings covered in this questionnaire are Centre, Course Director/Resource Person, MRPs training programme, ie second level training programme, facilities in the training centre, objectives of the training programme, print material, audio-visual material and media, methodology, outcomes and follow-up and problems and suggestions. In this questionnaire also, a large number of questions were structured with either yes/no or three or five point scaling. Some items were provided a list to checked or were open-ended wherever appropriate. The questionnaire is provided in Appendix II.

4.2.3 Questionnaire for the participating teacher

This questionnaire was meant for the participating teachers in the third level programme who happen to be the beneficiaries of the training programme. The questionnaire

consisted of 47 items arranged in the sub-headings, viz. personal information, training programme, facilities at the training centre, Human Resources, Print material, Audio-visual material and media, methodology, objectives of teacher training programme, outcomes and follow-up and problems and suggestions. In this questionnaire also, depending upon the nature of data to be collected, the items were either structured with yes/no or three/five point scaling or open ended. This is a perception schedule of the participating teachers on their perceptions about the training programme received at the respective training centre. The questionnaire is provided in the Appendix III.

4.2.4 Academic Awareness Questionnaire

The Academic Awareness Questionnaire (AAQ) was developed in order to find out the knowledge gained by the teachers in the specific areas in which the training was provided to them. In order to develop this questionnaire, (i) the content of the training package and (ii) the sessionwise training schedule were analysed. This was done with a purpose of maintain the maximum coverage of content with reference to time and number of questions. The developed questionnaire was reviewed in the workshop. The final version of the questionnaire containing of 40 items based on training package was developed with the consensus of participants.

The title of the module and the number of items related to them are given in the Table 4.1.

Table 4.1: Number of items for each module in AAQ

Sl. No.	Name of the Module	No. of items
1	Innate abilities	4
2	Natural learning experiences (NLE)	1
3	Profile of NLE	1
4	Multigrade teaching activities	2
5	Competency	1
6	Planning and organisation of activities by using local resources	1
7	NLE based activities for teaching language skills	6
8	NLE based activities for teaching Mathematics	5
9	NLE based activities for teaching EVS	9
10	Gender issue	2
11	Support mechanism	3
12	Child labour	2
13	School Education Act 1998	3
Total		40

In order to study the impact of training programme in terms of teachers academic awareness, the AAQ has been administered as a pretest on the first day of the training and as a post-test on the fifth day of the training programme.

4.2.5 Focus Group Discussion Schedule

The focus group discussion was planned as an extension of the questionnaire for the participating teachers which measures the perception of the teachers towards the training programme in order to find out the quality of training provided to the teachers. A focus group is a special type of group composed of 5-8 participants who are selected because of certain characteristics in common to the topic of the focused group. Since this strategy provides the data of qualitative in nature, which is of more significant and that which cannot be analysed through quantitative technique, it was decided upon to use it to gather the details about the quality of training through teachers voiced opinions. The questions to be asked to the selected participants in the focus group discussion were centred around the teacher's perception about the physical facilities provided at the centre, transactional approach and the training materials used during the training, quality of resource persons, management of the course, specific outcomes and overall gain from the programme by the participants. The intent of this focus group discussion was to promote self-disclosure among participants about the training programme through created proper group environment and skillful probing, so that their free and spontaneous reactions would enable the quality of the data obtained. The focus group discussion schedule is provided in Appendix V.

4.2.6 Questionnaire for the Primary School Teachers on Classroom Practices

There were two types of respondents for the impact of the training programme on classroom practices. One, the Headmaster of the school and two, the teachers who undergone the training programme. Accordingly, two questionnaires were developed to collect data from the teachers and the headmasters. The questionnaire consisted of 28 items arranged in four parts. Part I of the questionnaire deals with information on the teacher, Part II with the roles of the teachers in implementing the ideas contained in the NLE based teacher training programme through specific activities, Part III deals with the benefits and gains made by the teacher as a result of attending the training programme, and Part IV with the problems and suggestions. Mostly, the items were of an open-ended type. The questionnaire was developed both in Telugu and English. It is provided in the Appendix VI.

4.2.7 Questionnaire for the Headmasters on the Impact of the Training Programme

This questionnaire was developed to collect data from the Headmasters of the primary schools where the trained teachers are working. The items in this questionnaire were dealt with the information pertaining to the school and to the activities and programmes undertaken by the school. This questionnaire also looked into the

implementation of specific roles and functions of a teacher emerging from the ideas presented in the training programme. This questionnaire consisted of the items with regard to school data, trained teachers particulars, organisation and evaluation of activities and co-curricular activities with the help of local community, implementation of the training modalities, problems and suggestions in the implementation, additional help required for the implementation and the observations made due to DPEP intervention. The questionnaire is provided in the Appendix VII.

4.3 STANDARDISATION OF QUESTIONNAIRES

4.3.1 Pilot Study

The research team decided to conduct pilot study to identify weak and defective items and to make further improvement of the questionnaire. It would also help to find whether the items included in questionnaire were direct, relevant and easily understood.

A pilot study was planned and carried out with a sample of 20 teachers of a training centre selected in Anantapur district of Andhra Pradesh. The MRPs, CD and SRG members attended were used for the pilot study.

The questionnaires

- i. questionnaire to SRG members on the I level training programme,
- ii. questionnaire to MRPs and CDs on the II level training programme,

- iii. questionnaire to participant teachers to know their perception about the III level training programme,
- iv. Academic Awareness Questionnaire to know the Academic Awareness gained by the training programme,
- v. focus group discussion schedule to know the quality of training programme,
- vi. questionnaire to the teachers on the classroom practices and
- vii. questionnaire to the headmasters of the primary schools to know the impact of training programme on classroom practices

were administered to 20 participant teachers, MRPs, CD and SRG members attended for a training programme from 16-11-98 to 20-11-98 at AVS High School, Samathagram, Anantapur. The opinions provided by them was considered for the finalisation of the questionnaire.

Regarding the items in the questionnaire, the respondents were requested to express their opinions frankly and freely at the end of each questionnaire. Thus some irrelevancies and ambiguities came to light. In the light of this experience and discussions with experts and experienced teachers, some items were deleted and some slight verbal changes were made in some items for clarity. No respondent gave any new item under open-ended question in any one of the questionnaires. Further, they opined that the questionnaires were quite exhaustive.

A. Questionnaire to SRG Members

The pilot study of this questionnaire did not suggest any change in the pilot questionnaire. Therefore, it was retained as it was. The questionnaire is given in Appendix I

B. Questionnaire to MRPs and CDs

The pilot study of this questionnaire provided suggested to the change of the few items in Section I of the questionnaire, Section II was modified according to the suggestions of the respondents. The respondents suggested to divided the questionnaire into ten sub-headings.

Some slight modifications in the wording of the items were also made. The final questionnaire is given in Appendix II.

C. Questionnaire to Participant Teachers

The pilot study of this questionnaire suggested to delete the irrelevant items. The items are arranged under ten sub-headings as suggested according to expected difficulty. The final form of this questionnaire is given in Appendix III.

D. Academic Awareness Questionnaire

The items which are not relevant to training modalities were deleted as per the suggestions of the pilot study. The forty items are retained in the final form of the test. The AAQ is given in Appendix IV.

E. Focus Group Discussion Schedule

The pilot study of this questionnaire did not suggested any change. Therefore, it was retained as it was. The schedule was given in Appendix V.

F. Questionnaire for Primary Teachers on Classroom Practices

The pilot study of this questionnaire suggested to modify very few items. The final version of the questionnaire is given in Appendix VI.

G. Questionnaire for Headmasters on Impact of the Programme

The pilot study of this questionnaire did not suggested any change. The questionnaire is given in Appendix VII.

4.3.1 Reliability of the Questionnaire

The reliability of the questionnaire is difficult to establish with any degree of precision. The usual procedures followed for measuring the reliability of the tests are difficult to adopt in the case of the questionnaires.

In establishing the reliability of the questionnaires, the 'test-retest' method was followed because of independent nature of the items. SRG members, MRPs and teacher of selected training centre were asked to respond against retest after an interval of seven days and their answers were compared with those given earlier for consistency of responses.

For the accuracy of the responses to the questionnaires, an oral interview was conducted and the responses to the interview were compared with those to the questionnaires and were found to be consistent. Thus the reliability of each questionnaire was established.

4.3.2 Validation of Questionnaires

The questionnaires were oriented towards the problems under study. The questionnaires comprised of specific and independent question items, each dealing with a specific aspect of overall situation. Therefore, the validation of individual items rather than that of the whole questionnaire was considered. It is necessary for each questionnaire to have face validity. That is, each question must be related to the problem under investigation. There was an adequate coverage of all aspects in each questionnaire. The questions were clear and unambiguous in each questionnaire. All the above mentioned criteria were followed in establishing the validity of the questionnaires. The questionnaires were administered on a sample of 20 participant teachers of a training programme to see whether their responses to the questionnaires actually represented their views on the topics concerned. It was found that their responses to the questionnaires actually represented their views on the topics discussed. Thus, the validity of the questionnaires were established.

4.4 CLASSROOM OBSERVATION SCHEDULE

The classroom observation schedule was developed in order to find out the extent of impact of NLE based teacher training programme on teacher's classroom practices. The schedule consists of two parts - part I is the General information of the school and part II consists of 9 main components based on the training inputs and modalities of the training programme. The main components are as follows.

I. Approaches

This involves the approaches used for the teaching of different school subjects, viz. Language, Mathematics and Environmental Studies.

a. Teaching of a Language: The teaching of language contains the promotion of language skills, viz. Listening, Speaking, Reading and Writing. The normally used approaches are Rhymes, Model reading, Conversation, Tape Recorder, Radio, Figures, Charts, Textbooks, Graphs, Copying, Exercises, Strokes, Dialogue, Demonstration, Role play, Debate and Description.

b. Teaching of Mathematics: Teaching of Mathematics involves promoting Mathematical skills, viz. speed, accuracy and application by using the approaches like thinking, reasoning, analysing, specific examples, practical exercises, generalisation and puzzle-games.

c. Teaching of Environmental Studies: This involves the scientific skills like observation, experimentation and

inference with the approaches, viz. use of aids, adopting simple methods, activities, raising questions, hypothesising and analysing.

II. Natural learning experiences

This component contains the natural learning experiences (NLE) provided to organise the learning activities. They should use the innate abilities of the learners. The nature of NLE provided is the criteria for judging the rating for this component. The nature of NLE is simple, interesting, enjoyable, potential, participatory, thought provoking, purposeful, feasible, flexible, challenging, urge creating, open ended, based on previous experiences, novelty, variety, local specific and suitable to level of the child.

III. Material used

The material used in the organisation of learning experiences should be observed based on its utilisation, collection and display with the help of the following criteria. The criteria used is adequacy of the material, suitable to the level of children and situation, relevant to the content, material should be easy available, the different ways of using the material, collection of the material by the teacher, collection of the material by the students and the collection of the material by both the teacher and students.

IV. Activities

This component has the subcomponents like organisation, suitability to the level of students, suitability to the lesson/topic, and quality of natural learning experiences. The criteria like individual activity, group activity, teacher activity, student activity, competency specific, variety, manipulability, adequate and expressions of happenings in learning were used to judge the subcomponents

V. Child participation

The child participation is very important aspect in the organisation of NLE based learning activities. These activities should be based on the following criteria. The criteria is providing contexts in organising groupings, appropriateness of activities, appropriateness of language, self pacing of pupils like time distribution and meeting learner needs.

VI. Use of Support Mechanism

In addition to organisation of NLE based activities and use of material, it is also required to observe the availability and use of support mechanism in the teaching-learning process. The availability, suitability, local specific, familiarity, cost effectiveness, extent of use and competence to use of the support mechanism is the criteria for judging this component.

VII. Evaluation Strategies

It is required to observe if teachers are using the continuous and comprehensive evaluation which is an integral

part of teaching-learning process. It involves the observation of evaluation methods followed to know the coverage of competencies, appropriateness, adequacy, frequency and variety in the evaluation methods.

VIII. Remedial Instruction

This involves the observation of remedial instruction followed by the classroom teachers in their classes. It is required to observe whether the teacher provided appropriate remedial instruction by identifying the learning difficulties, by selecting appropriate remedial strategies and the steps taken to provide effective remediation.

IX. Multigrade Teaching

The important things to be observed under this component are, time and space management and the instructional strategies followed by the teachers such as peer tutoring, team teaching and co-operative learning.

The observer observes the teaching-learning process by using the above nine components as the main criteria as well as the other subcriteria under these, on a five point scale namely, excellent, very good, good, average and poor.

The table 4.2 shows the number of criteria/teacher behaviour to be observed under each component and the corresponding range of scores from minimum to maximum.

Table 4.2: Total range of scores for each dimension of classroom observation schedule

Dimension	No. of criteria to be observed	Range of scores
1. Approachers		
a. Language	4	4-20
b. Mathematics	3	3-15
c. Environmental Studies	3	3-15
2. Natural learning experiences	1	1-5
3. Material used	3	3-15
4. Activities	4	4-20
5. Child participation	1	1-5
6. Use of support mechanism	1	1-5
7. Evaluation strategies	1	1-5
8. Remedial instruction	1	1-5
9. Multigrade teaching	1	1-5

4.4.1 Pilot Study

Using the preliminary form of the classroom observation schedule a pilot study was conducted. It was administered to 20 SRG members of DPEP, Andhra Pradesh. They were asked to

1. check the items identified,
2. mark those items the meaning of which was not clear to them and

3. write at the end any other item that they had with them but which did not come under the items in the scale already supplied to them.

Following were the opinions of the SRG members in the pilot study:

1. The items in the classroom observation schedule were not outside the training inputs and modalities as provided during the training programme.
2. Certain suggestions to improve the statements were also made.

4.4.2 Final Form of the Classroom Observation Schedule

In the light of the suggestions, the items which were marked ambiguous were recorded. Thus, 23 items were included in the final form of the schedule. The items in the schedule were then randomised. The final form of this schedule is given in Appendix VIII.

4.4.3 Establishment of Reliability

Inter-observer reliability was used to estimate the reliability of classroom observation schedule. A score is called reliable when there are reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depends upon the degree to which the score is an index of true ability and is free of chance error. The more common procedure reported in scale manual is inter-observer reliability. This reliability was established for the classroom observation schedule.

According to Winer (1962) the inter-observer reliability coefficient obtained by using ANOVA procedure was regarded by many as the best method for measuring reliability of a scale. Following this method, four judges (SRG members working in DIETs) were asked to observe the teaching performance of seven trained teachers randomly selected. The judges of each subject were requested to rate the performance of each student teacher for all the items of the scale and are given in the tables for four subjects.

The reliability co-efficient of the classroom observation schedule is 0.85.

4.4.4 Validity

While reliability is concerned with the stability of scores, its validity refers to its accuracy, that is, how closely the test measures what it intends to measure.

There are many types of validity. In this study, content validity has been established.

Content Validity

If a representative sample of items from the universe of content is obtained the scale has content validity. The assessment of content validity is essentially a matter of judgement. The judgement may be made by the research team. The schedule items were not only representative of all the content areas but also fairly adequate in terms of their size. This is evident from Appendix

indicating the content areas and the number of items representing them. Also the items were scrutinised, reviewed and approved for content accuracy as well as for other indicators by five experts from the Department of Studies in Education, University of Mysore, Mysore and Regional Institute of Education, Mysore and five SRG members working in DIETs. In view of all these arrangements, it may be said that the classroom observation schedule met content validity.

4.5 ACHIEVEMENT TEST FOR CLASS V

The achievement test was developed to find out the extent of impact of NLE based teacher training programme on learners achievement. The multiple choice type of test containing 100 items was developed. The test consists of four parts. Part I - Telugu, Part II - Mathematics, Part III- Environmental Studies I and Part IV - Environmental Studies II. Each part contains 25 multiple choice type of test items. The items were prepared in the workshop and finalised the items in consultation with experienced teachers.

The items were grouped according to the content and expected difficulty level of each item. Instructions were written so as to clarify the mode of response to be given for these items. A scoring key was prepared with probable answer for each item. The final version of Achievement Test in English and Telugu was shown in Appendix IX.

4.5.1 Pilot Study

Using the preliminary form of the test a pilot study was conducted on 20 students in a school in Anantapur district of Andhra Pradesh. The following steps were taken while administering test:

- a. A brief self introduction was given by the organiser of the test.
- b. The students were seated properly and comfortably. Care was taken to see that each student had a pen or pencil.
- c. Students were informed about the nature and purpose of the test.
- d. The test papers were distributed with the advice not to open them until they were asked to do so.
- e. Students were asked to fill up the name and other preliminary information in the front page of the test.
- f. General instructions were read out and students were asked to read the instructions silently.
- g. The procedure for answering was explained with an example.
- h. The students were encouraged to get their doubts clarified before taking the test.
- i. After ascertaining their readiness to start, the signal to start answering was given.
- j. No time limit was enforced. But the students were asked not to waste time on any one of the items that appear to be difficult. They were asked to complete the test as quickly as possible.

4.5.2 Reliability of the Test

Reliability of a test refers to the consistency with which it measure whatever it measures. There are a number of approaches to estimate the reliability of an achievement test. In this study, the coefficient of internal consistency was obtained by using the split-half method. The estimated reliability coefficient for the achievement is 0.92.

4.5.3 Validity of the Test

While reliability is concerned with the stability of test scores, its validity refers to its accuracy, that is, how closely the test measures what it intended to measure. There are many types of validities. In this study, content validity was established for the test.

Content Validity

If the sample of test items selected from the universe of content represents the whole content area then the test is having content validity. The assessment of content validity is essentially a matter of judgement. The judgement may be made by the participants of the workshop, research team and teachers who used for the purpose of pilot study. The test items were not only representative of all the content areas but also fairly adequate in terms of their size. This is evident from the Appendix indicating the content areas and the number of test items representating them. Also items were scrutinised, reviewed and approved for content accuracy as well as for other indicators by ten senior teachers with well experience and SRG members of a DPEP district. In view of all these arrangements, it may be said that the achievement test met content validity.

CHAPTER V

METHODOLOGY OF INVESTIGATION

5.1 LOCALE OF THE STUDY

The study was conducted in Andhra Pradesh State. The state is geographically divided into three regions, viz. Rayalaseema, Coastal Andhra and Telangana. Telangana region is considered to be both educationally and economically backward whereas coastal region is considered to be well developed both educationally and economically. As for as education and economy is concerned, Rayalaseema stands in between these two regions with an average level of education and economy. Rayalaseema region is represented by two districts which are randomly selected from all the districts. The Anantapur a Phase II District of DPEP, AP and Kurnool a Phase I District of DPEP, AP considered for this study. The SRG members, MRPs, CDs and teachers participated in different spells of training programme in Andhra Pradesh were the universe of the present study.

5.2 SAMPLE PROCEDURE

The sample was conceptually designed to get a picture of the whole of Andhra Pradesh. Three categories of samples were drawn as described below.

1. To evaluate the I level training programme all the SRG members of two districts were selected as a sample. Thus 16 SRG members were used to evaluate the first level training programme.

2. To evaluate the II level training programme 28 Mandal Resource Persons from each district and 7 Course Directors from each districts were used. Thus (28x2 + 7x2) MRPs and CDs were used to evaluate the II level training programme. The MRPs and CDs were the organisers of III level training programme.

3. In order to evaluate the teacher training programmes of III level 3 male and 2 female centres in Anantapur district and 7 centres in Kurnool district were used. All the participant teachers will be used for the purpose of the study. Thus 200 participants from Anantapur district and 166 participant teachers from Kurnool district were used to evaluate the III level training programmes. The total participant teachers considered were 366. All the participant teachers were administered pre-test and post-test on Academic Awareness and perception schedule on the training programme. The focus group discussion was also conducted in all the training centres.

The sampling techniques employed in the present study in selecting the samples are simple random sampling.

At the first stage, one district was randomly selected from each DPEP I and DPEP II districts of Andhra Pradesh. Kurnool district from DPEP I district and Anantapur from DPEP II districts were randomly selected. At the second stage, all the SRG members of both the districts were selected for the study. The total SRG members was 16.

At the second stage, seven teacher training centres from each district were randomly selected. All the participant teachers in this training centres were selected as a sample. Number of participant teachers, MRPs and CDs selected from different training centres are given in Table 5.1.

Table 5.1

Sample of participant teachers drawn from the Training Centres

Phase of DPEP	Name of district	Name of the training centre	Number of		
			CDs	MRPs	Teachers
Phase I	Kurnool	1	1	4	26
		2	1	4	36
		3	1	4	26
		4	1	4	20
		5	1	4	19
		6	1	4	14
		7	1	4	25
Phase II Y	Anantapur	1	1	4	19
		2	1	4	25
		3	1	4	30
		4	1	4	22
		5	1	4	24
		6	1	4	40
		7	1	4	40
Total			14	28	366

At the third stage, 15 teachers from the stage of sample from each district were randomly selected for the classroom practices. The headmasters of the concerned schools were also considered to know the impact of the training programme on classroom practices. Thus the sample of teachers was 30 teachers and 30 headmasters.

At the fourth stage, one school with all the training teachers and the other without any trained teachers in Anantapur district were considered to study the impact of the training programme on learners achievement. The students of class V in the above were used as a sample. Thus the 20 students of class V from each school were considered. Thus the sample of the students will be 40 only.

5.3 DATA COLLECTION

5.3.1 Preliminary steps taken to facilitate collection of data

Permission was obtained from the State Project Director, DPEP, Government of Andhra Pradesh to conduct the study and to collect data from the different DPEP districts in the state.

The information pertaining to the SRG members, MRPs and CDs was obtained through the questionnaires. The information pertaining to SRG members, MRPs and CDs was obtained by administering the questionnaires at the MRPs meeting conducted by concerned DPEP district office.

The research tools and questionnaires were printed in sufficient number. The instructions for filling the research tools were given clearly.

5.3.2 Collection of Data from the SRG members, MRPs and CDs

The questionnaires were administered to SRG members, MRPs and CDs in November 1998 at Kurnool and December 1998

at Anantapur in the MRPs and MEOs meeting held at the respective district headquarters conducted by the Additional Coordinator of the Concerned District DPEP Office.

5.3.3 Collection of data from the participant teachers in training centres

The questionnaires were administered to all the participant teachers during the training programme at the centres selected for the purpose of the study. The Academic Awareness Questionnaire was administered on first day and last day of the training programme. The fourth day of the training programme focus group discussion was conducted. The teachers perception schedule was also administered on the fourth day of the training programme. The RIEM faculty were visited the training centres to administer the tools. Total 366 participant teachers in the selected centres of the both districts were responded for these tools.

5.3.4 Collection of data from the teachers and headmasters regarding the classroom practices

Total sample selected for the administration of the classroom observation schedule and teachers questionnaire was 30 teachers and 30 headmasters. The teachers and headmasters were scattered in different Mandals and Anantapur and Kurnool districts of Andhra Pradesh state. Therefore, it was administered by the research team with the help of DPEP and DIET staff. Before administering the tools,

the team members were arranged an informal discussion with the teachers and headmasters.

A good rapport was established between the observer and the teachers before the tool was administered on them. The teachers were given freedom to teach lessons of their choice to the elementary school children without any hesitation on their part. The purpose of administering the tool was explained to the respondents before the data were collected from them.

For convenience, the classroom observation schedule administered to the teachers during their teaching. Before the respondents began to teach the lesson, the investigator/observer discussed the lesson and different training inputs. Forty to forty-five minutes of time was required for each teacher to complete the lesson. Sufficient space was provided in each page of the schedule for the supervisor's comments. Hence no separate sheet was required for the comments. Thus, the data was collected from 30 teachers. All the teachers were also asked to fill the classroom practices questionnaire. The headmasters of the concerned school was asked to fill up the questionnaire without any hesitation on their part.

5.3.5 Collection of data from the students

An achievement test consisting of 100 objective type test items of class V in Telugu, Mathematics, Environmental

Studies I and II was administered in two schools. One of the school is teachers with DPEP training and the other school without any NLE based training teachers. This test was administered to 40 students.

5.4 SCORING

After the data collection with the help of above tools, the data sheets were scored. The details of the scoring is as follows:

5.4.1 Scoring of questionnaires

All the responses encircled under each category were counted and entered the responses to computer.

5.4.2 Scoring of the classroom observation schedule

All the responses on teh tool were counted and the total number was given.

Counting the responses and giving the total number as per the instructions.

5.4.3 Scoring of the achievement test

The correct responses to each item of the test were added to get the sum of the score for every student teacher. The range of the score of the test was between 0 and 100.

5.5 DESIGN OF THE STUDY

The present study aimed at finidng out the impact of NLE based teacher training programmes on classroom practices and learners achievement in DPEP district of Andhra Pradesh.

Therefore, it was a 'survey type' or 'descriptive type' of research. This descriptive research focussed a systematic evaluation of (1) the inputs provided in the teacher training programme of first, second and third level, (2) the impact of training inputs on the classroom practices, and (3) the impact of training inputs provided on learners achievement.

NLE based teacher training is intended to bring about changes in knowing, feeling and action. Through the different NLE based activities of the teacher, the teacher is supposed to use the innate abilities of the children which helps to develop increasingly more understanding, acquire more knowledge, develop varied skills and abilities, imbibe wholesome values, possess healthy attitudes, develop broad and varied interests and achieve better adjustment. Evaluation is the latest medium evolved to assess, measure and appraise such growth, change and development. Not only does it measure change, it also judges the desirability and adequacy of those changes. It is an inclusive concept; it indicates all kinds of efforts and all kinds of means to ascertain the quality, value and effectiveness of the desired outcome.

5.6 VARIABLES STUDIED

The personal variables like Age, Experience, Academic qualification, Professional qualification, Sex, Subjects of teaching, Class teaching, Inservice programmes attended,

Locality of the school and Management of the school were considered as independent variables for the teachers, SRG members and resource persons responses.

The student variables like sex, parental education, parental occupation and family income were considered for the analysis and interpretation of the scores.

5.7 STATISTICAL TECHNIQUES EMPLOYED

1. Frequencies, percentages and Descriptive Statistics like Mean, Median, Mode, Skewness, Kurtosis and Standard Deviation were used to describe the nature of the distributions.

2. t-test was employed to test the significance difference between pre-test and post-test of Academic Awareness, Sex differences and Locality differences.

3. Analysis of variance to test the significance difference between more than two groups.

CHAPTER VI

ANALYSIS AND INTERPRETATION OF DATA

6.1 Analysis of SRG members questionnaire

The NLE based teacher training programme is a three tier programme is to be planned in a systematic manner at all levels. The first level is the training of SRG members. The second level is the training of Mandal Resource Persons and Course Directors by the SRG members. The third level is the training of teachers by Mandal Resource Persons. The first level of the training programme was evaluated on expost facto conditions provided by SRG members. The details of SRG members of Anantapur and Kurnool districts are as shown in table 6.1.

Table 6.1: Sample of SRG in two districts

Districts	AMO DPEP	DIET staff	Senior MRPs	Total
Anantapur	1	1	7	9
Kurnool	1	4	2	7
Total	2	5	9	16

The age of the SRG members ranging from 30 to 50 years in both the districts. Only two female DIET staff are the SRG members and remaining 14 are the male members in these districts. Almost all the members are having 10 to 20

years of teaching experience at the schools and DIETs. No member is having administrative experience. The Academic qualifications of all the members is Post-Graduation in Arts/Science/Commerce. Out of 16, only 10 members were having M.Ed. as professional qualification and the remaining 6 members were having only B.Ed. degree as their professional qualification. Only one member is having M.Phil. degree in Education.

All the SRG members were trained during 1997-98. No member worked as a state level key person in the training programmes. Only 7 members were involved in the state wide discussion about the DPEP and SRG activities. All the members were given sufficient time to participate level I training programme. All the people have got their intimations 7 days in advance. Only few members were aware of the content to be transacted during the 7 days training at the state headquarters. Only 3 to 4 members prepared by gathering the relevant books and other literature on the natural learning experiences.

The cooperation of the Resource persons with the participants during the training programme, 13 members felt that they were extremely cooperative and 3 members felt that they were fairly cooperative. All the 16 members were agreed that all the time they were given freedom to express their views during the training. All the members were agreed the highly appropriateness of the approaches used by the

Resource Persons in dealing the modules. They were agreed that they were extremely competent in transacting the modules. Nearly 11 Resource Persons (68.75%) were agreed that Discussion and Group work are the major approaches used in the transaction of the modules. They expressed that participatory approach was used. They were highly benefitted with the training programme to discharge their duties as SRG members to monitor the MRPs and CDs in the organisation of II level training programme.

The great extent of guidance and assistance they get from the Resource Persons in the group discussions and in the preparation of reports. They suggested to establish the similar facilities to organise the II and III level training programmes. All the 16 members were agreed the training camp facilities. They have not made any suggestions for the improvement of these facilities. They were accepted the adequacy, attainability and relevance of the objectives of training programme. They were supplied the print material on the last day of the training programme. 50% of the members were expected that the training package should be given on the first day of training programme. They were agreed that the modules were bit self explanatory. The overall quality of the print material is good. They supplied few supplementary material in the form of charts, models, etc.

The audio-visual material in the form of models and charts predominantly used. The video (TV) is also used out

of the training schedule. The talks of guest speakers are relevant to the objective of training programme. Its quality is very good. 20% of the instructional hours for the lecture, 30% for the discussion among participants, 20% for the demonstration of teaching school subject, 20% for the self study and 10% for the conducting the experiment. The participants, i.e. SRG members were interested very much in the training programme. The other resource persons very much actively participated.

All the SRG members were involved in the training of MRPs and CDs of the district level training programme. They suggested to have continuous followup by the state nodal officers in the form of monitoring and observation. They expressed the problem of payment of TA/DA to participants.

6.2 Analysis of Questionnaires of Course Directors and Mandal Resource Persons

The second level training programme is a key training programme. The Mandal Resource Persons (MRPs) and Course Directors (CDs) have to receive the training programme for the SRG members and then inturn they have to act as a resource persons in the field training programme at the third level. These training programmes are monitored by SRG members and state level key persons. The sample of MRPs and CDs are shown in table 6.2.

Table 6.2: Sample of MRPs and CDs in two districts

Districts	Course Directors	Mandal Resource Persons	Total
Anantapur	7	28	35
Kurnool	7	28	35
Total	14	56	70

The number of spells allotted to each training centre is ranging from 5 to 10. In each spell 40 participant teachers attended. In Anantapur district female teachers have separate training centres and whereas in Kurnool district there is no such division. The training programmes are purely residential. The age of the MRPs and CDs ranging from 30 to 40 years. All the 35 MRPs and CDs in Anantapur district are male persons. There are only 5 female MRPs/CDs in Kurnool district. The experience of teachers is ranging from 10 to 20 years. Some of the MRPs and CDs are also worked as a Course Director in the previous programmes also. All the MRPs and CDs were informed well in advance. They know about the nature of the training programme. Only 2 to 4 MRPs/CDs were made academic preparations like borrowing books from libraries and preparing charts, etc.

The participants reactions towards the different aspects of the programme could be the basis for judging the success of the programme. Keeping this in mind, the MRPs/CDs

were asked to rate the cooperation, reaction and competence of SRG members and the benefit received to discharge duties as MRP/CD in the third level training programme as shown in Table 6.3.

Table 6.3: Ratings of MRPs/CDs on the cooperation, interaction and efficiency of SRG members

Sl. No.	Item	Rating (percentage)				
		4	3	2	1	0
1	Cooperation	50(71%)	10(14%)	7(10%)	2(3%)	1(1%)
2	Interaction	48(69%)	12(17%)	8(11%)	2(3%)	0(0%)
3	Competence	38(54%)	17(24%)	10(14%)	5(7%)	0(0%)

0 = Not at all, 1 = Somewhat, 2 = Fairly, 3 = Very, 4 = Extremely

From the table 6.4 it is revealed that most of the SRG members are extremely cooperative, interactive and competence, this is evident from the ratings of MRPs and CDs. 14% of MRPs/CDs are rated for the very cooperative nature of SRG members. No MRP/CD rated for low rating of their interaction and competence of SRG members.

90% of the MRPs/CDs (63) were highly benefitted by the second level training programme to act as a resource person/Course Director in the third level training programme.

Ranks for the approaches were followed by SRG members in transaction of the modules are shown in Table 6.4.

Table 6.4: Rank of the approaches used in transaction of modules

Sl. No.	Approach	Rating				
		1	2	3	4	5
1	Lecture	8	22	25	10	5
2	Discussion	25	22	18	5	0
3	Group discussion	28	22	15	5	0
4	Independent study	0	0	0	60	10
5	Demonstration	10	2	5	50	3
6	Assignment	0	0	0	0	70
7	Experimentation	0	0	10	55	5
8	Debate	0	2	34	30	4
9	Participatory	52	15	3	0	0
10	Any other	0	0	0	0	0

1 = All the time, 2 = Some time, 3 = Often, 4 = Rarely, 5 = Not at all

From the table 6.4, the lecture method was used oftenly in the transaction of different modules. This is evident from the response of 25 MRPs/CDs. Only 8 MRPs/CDs felt that all the time lecture method was used in the transaction. 22 MRPs/CDs felt that lecture method was used some time in the transaction of the modules. 25 MRPs felt that discussion approach used all the time, 22 felt that some time used, 18 felt that oftenly used the method. Group discussions were used all the time and same time. The independent study approached used very rarely. Similarly

demonstration method also. No assignment used in the training programme. However they were asked to prepare the charts (models) during the stay at the residential accommodation given to them. The experimentation was also used rarely as it is evident from the response of 80% of MRPs and CDs. The debate oftenly used during the transaction. This is also evidence of the response of 34 MRPs/CDs. 30 MRPs/CDs felt that the debate conducted very rarely during the training programme. 74% of MRPs and CDs, i.e. 52 members were felt that participatory approach was used all the time during the transaction of modules at the second level training programme held at the district level to train MRPs and CDs to organise the third level training programme.

The three modules which were handled effectively by the SRG members are shown in Table 6.5.

From the table 6.5, it reveals that the maximum MRPs/CDs are accepting the most effective transaction of the modules, viz. Innate Abilities of the child, Reorganisation of the classroom Innate Abilities of the learners and natural learning experiences. Few MRPs/CDs were also preferring the most effective transaction of the module on the profile of Natural learning experiences. The organisation of NLE based activities in Multigrade context and planning and organisation of activities by using local resources were also given third preference by 2 and 1 MRP/CD.

The three modules which were handled least effectively by the SRG members are shown in Table 6.6.

Table 6.5: Modules transacted most effectively

Sl. No.	Name of the module	Order of preference for effective transaction		
		1	2	3
1	Innate abilities of the child	40	3	25
2	Reorganisation of the classroom using Innate Abilities of the learners	0	7	23
3	Natural learning experiences	25	46	12
4	Profile of natural learning experiences	5	14	7
5	NLE based activities in multigrade context	0	0	2
6	Planning and organisation of activities by using local resources	0	0	1
7	Language skills and NLE based activities	0	0	0
8	Mathematical skills and NLE based activities	0	0	0
9	Environmental studies and NLE based activities	0	0	0
10	NLE based activities for gender issue	0	0	0
11	Use of support mechanism in the NLE based activities	0	0	0
12	AP School Education Act 1998	0	0	0
13	Child labour	0	0	0
14	Other	0	0	0
Total		70	70	70

Table 6.6: Modules transacted least effectively

Sl. No.	Name of the module	Order of preference for least effective transaction		
		1	2	3
1	Innate abilities of the child	0	0	0
2	Reorganisation of the classroom using Innate Abilities of the learners	0	0	0
3	Natural learning experiences	0	0	0
4	Profile of natural learning experiences	0	0	0
5	NLE based activities in multigrade context	48	0	5
6	Planning and organisation of activities by using local resources	12	35	2
7	Language skills and NLE based activities	0	15	25
8	Mathematical skills and NLE based activities	0	10	13
9	Environmental studies and NLE based activities	0	0	0
10	NLE based activities for gender issue	10	5	8
11	Use of support mechanism in the NLE based activities	0	5	7
12	AP School Education Act 1998	0	0	0
13	Child labour	0	0	10
14	Other	-	-	-
Total		70	70	70

From the table 6.6, it is revealed that the modules, viz. NLE based activities in Multigrade context, planning and organisation of activities by using local resources and NLE based activities in language skills learning were preferred in the order for its least effective transaction of the modules. The modules on Mathematical skills and NLE based activities. NLE based activities for Gender issue, use of support mechanism in NLE based activities and child labour were also preferred by few MRPs/CDs for its least effective transaction.

The DPEP, AP supplied the Brouchers, News letters and Pamphlets to the participants. The SRG members in few centres were also supplied the reading material in the cyclostyled form.

The physical facilities of the II level training programme centre are as shown in Table 6.7 as per the preference of MRPs/CDs.

Table 6.7: Physical facilities of II level training centre

Sl. No.	Type of facility	Excel lent	Very good	Good	Sati- sfac- tory	Poor	Not aver- age
1	Lodging	-	-	70	-	-	-
2	Boarding	-	2	50	8	-	-
3	Classroom seating	-	1	30	36	3	-
4	Library and reading room	-	-	-	-	-	70
5	Use of local environment	10	12	38	6	4	-
6	Audio visual material and media	-	-	-	12	6	52
7	Materials and tools for work experience, art education, etc.	-	-	-	-	-	70
8	Recreational/ cultural activities	-	-	50	18	2	-
9	Any other	-	-	-	-	-	-

From the table 6.7, most of the participants felt good with the boarding and lodging facilities provided. Majority are felt satisfactory with the seating arrangements. Library and reading room and material for work experience are not available in the training center. The use of local environment in the training centre is fairly good. The recreational activities conducted after the training

schedule during the programme is also satisfactory. The audio visual media and material is using very limited in one of the training centre and most of the training centers are not having this facility.

From the assessment of the participants, the training camp facilities are not satisfactory and they suggested not to retain the training centre for the future.

The cooperation and competence of Resource Persons is described in Table 6.8.

Table 6.8: Cooperation, competence, interaction and organisational abilities of Resource Persons

Sl. No.	Ability of Resource persons	Rating				
		0	1	2	3	4
1	Cooperation	0	2	30	35	3
2	Free in interaction	0	5	30	33	2
3	Competence	0	2	17	45	16
4	Organisation of content and learning activities	2	4	15	19	30

From the table 6.8, it is found taht the Resource persons are very cooperative and they were free with the participant to interact. They are highly competent in transacting the modules. They are organising completely the different learning activities proposed for the each of the module.

The effectively transacted modules by the MRPs/CDs are Innate Abilities of the learners and the organisation of NLE based activities. The modules on Gender issue and Multigrade teaching are transacted least effectively. The 70% of MRPs/CDs (49) expressed their opinion about the clarification of doubts and solving problems in teaching of school subjects.

No print material supplied before commencement of the training programme. The Resource persons supplied activity cards/charts as a print material during the training programme. The modules are very little exploratory is the opinion of 54 MRPs/CDs. They were not supplied any print material. Most of MRPs/CDs (80%) felt that they were difficult to understand the module on multigrade teaching.

Most of the MRPs/CDs are in a opinion that Innate Abilities of the child, Natural learning experiences, NLE based activities in Multigrade teaching and planning and organisation of activities by using local resources are most relevant to their job. The modules, viz. Gender issue, Child labour, School Education Act 1998 and Support Mechanism are least relevant to their jobs. The overall quality of print material supplied is fair. In any of the training centres at different levels, the audio-visual material are not used. However, the participants were asked to prepare some audio-visual material in the form of charts and models.

The most of MRPs and CDs are using Discussion, Groupwork and Demonstration for transaction the different modules in the third level training programme. The Rank of the approach followed by the MRPs and CDs in the III Level training programme are shown in Table 6.9.

Table 6.9: Approached used by MRPs/CDs

Approach	1	2	3	4	5
1. Lecture	2	1	3	0	1
2. Discussion	5	10	4	8	10
3. Group work	22	10	25	30	15
4. Independent study	0	2	1	2	1
5. Demonstration	35	23	25	30	25
6. Assignment	3	3	2	0	5
7. Experimentation	1	2	6	0	8
8. Debate	2	1	4	0	5

From the table it is revealed that Demonstration stand in first position and groupwork stands third position in transacting the modules to participant teachers in level 3 training programme. The percentage of instructional hours spent on each of the activities are shown in Table 6.10.

Table 6.10: Percentage of instructional hours to different activities

Activity	Percentage of instructional hours
1. Lecture	3
2. Discussion among participants	10
3. Watching TV	2
4. Demonstration of teaching content	60
5. Conducting experiment/ producing material	20
6. Self study	5
	100

From the table 6.10, it shows that maximum number of instructional hours are spent on demonstration of different NLE based activities for the different content aspects of the school subjects. The considerable allocation was given to preparation and production of material during the practicum session of training programme.

Most of the MRPs suggested for seven days training programme. They also required to know about the organisation of different activities with a specific content aspect of the school subject. They wanted to know about the use of Buzz game in teaching of Telugu Language and Environmental Studies and Sink and Float game in teaching of Mathematics.

Teachers are very much benefitted by attending the training programme in the organisation of activities in multigrade context. They are very much benefitted. They suggested for a followup programme.

The major academic problems related to the problems of underaged children in the classrooms. The administrative problems like intimation of the programme well in advance. The financial problems like the immediate release of teacher grant and school grant to implement the programme in the classroom.

6.3 Analysis of Academic Awareness Questionnaire

The Academic Awareness of participant teachers in the III level training programme was measured with the help of Academic Awareness Questionnaire which was conducted at the beginning of the programme as pre-test and at the end of the programme as post-test. The table 6.11 shows the mean, median, standard deviation, skewness and kurtosis of the distribution of scores of pre-test and post-test.

Table 6.11: Summary statistics of pre-test and post-test scores

	Pre-test	Post-test
Mean	18.99	26.37
Median	19.00	27.00
Standard deviation	4.58	5.98
Skewness	0.18	-0.14
Kurtosis	0.146	-0.37

The median of the pre-test and post-test score is slightly higher than mean. This indicates the slight negative skewness of the degree -0.18 and -0.14. The kurtosis of the distribution is platy in post-test and Lepto kurtic in pre-test scores. The standard error of mean of the pre-test scores is 0.239 and the standard error of mean of post-test scores is 0.313. The minimum score of the pre-test is 6 and maximum is 37. The minimum score of post-test is 11 and maximum is 40.

To know the impact of the programme on Academic Awareness the considerable gain of the post-test scores was considered. To know the impact of the programme, the following null hypothesis formulated.

Hypothesis 1

There is no significant difference between mean scores of pre and post academic awareness scores.

To test the above hypothesis, the paired t-test was used and the results are shown in Table 6.12.

Table 6.12: t-test for pre and post Academic Awareness

Variable	N	Correlation	Mean	SD	t-value
Pre-Academic Awareness	366	0.59	18.99	4.58	28.42*
Post-Academic Awareness			26.37	5.98	

* significant at 0.05 level.

From the table 6.12, the mean of post-test scores is 26.37 and pre-test scores is 18.99. The mean of the post-test scores is considerably higher than the pre-test scores. The variation of the scores is also high in post-test scores. The correlation between the scores is 0.59 which is a positive correlation. The t-value is 28.42 which is significant at 0.05 level. From the Table 6.12, the formulated null hypothesis is rejected it means that there is a significant difference between pre and post-test scores of Academic Awareness. Hence there is an impact of training programme on Academic Awareness of participant teachers in other words the training is helping to gain the Academic Awareness.

To know the difference between scores of two district the following null hypothesis was formulated.

Hypothesis 2

There is no significant difference between mean scores of pre-test in two districts.

The above hypothesis was tested by using t-test. The results are shown in Table 6.13.

Table 6.13: t-test for two districts for pre-test scores

District	N	Mean	SD	t-value
Anantapur	200	17.80	4.30	5.69*
Kurnool	166	20.42	4.50	

* Significant at 0.05 level.

The mean scores of Kurnool district is higher than Anantapur district and its difference is also significantly considerable. The formulated null hypothesis was rejected. Therefore the difference between pre-test scores of Academic Awareness in Anantapur and Kurnool district is significant and the scores of Kurnool district is higher than Anantapur district.

The difference between post-test mean scores of Anantapur and Kurnool district was tested by using the following null hypothesis.

Hypothesis 3

There is no significant difference between mean scores of post-test in two districts.

The formulated hypothesis was tested by applying t-test. The results are shown in Table 6.14.

Table 6.14: t-test for two districts of post-test scores

District	N	Mean	SD	t-value
Anantapur	200	23.49	5.06	11.90*
Kurnool	166	29.84	5.11	

* Significant at 0.05 level.

The mean scores of Kurnool district is 29.84 significantly higher than Anantapur district. Hence the post Academic Awareness in Kurnool district is higher than that of Anantapur district.

The sex differences of Academic Awareness is found with the help of testing the following null hypothesis.

Hypothesis 4

There is no significant difference between male and female participant teachers on the Academic Awareness.

The stated hypothesis was tested by using t-test. The findings of the t-test are shown in Table 6.15.

Table 6.15: t-test for sex differences of Academic Awareness

Academic Awareness	Male			Female			t-value
	N	Mean	SD	N	Mean	SD	
Pre-test	215	18.13	4.75	151	20.22	4.02	4.42*
Post-test	215	24.91	6.36	151	28.45	4.68	5.83*

* Significant at 0.05 level.

From the table 6.15, it is revealed that means scores of female teachers in pre and post Academic Awareness is significantly higher than male teachers. Hence, the sex has an impact over the Academic Awareness of the teachers.

The impact of the locality of the participant teacher on their Academic Awareness is found by testing the following null hypothesis.

Hypothesis 5

There is no significant difference between participant teachers from rural and urban on their Academic Awareness.

The above hypothesis was tested by applying t-test.

The results are shown in Table 6.16.

Table 6.16: t-test for rural and urban teachers on Academic Awareness

Academic Awareness	Rural			Urban			t-value
	N	Mean	SD	N	Mean	SD	
Pre-test	296	18.58	4.65	70	20.73	3.80	3.59*
Post-test	296	25.68	5.94	70	29.30	5.26	4.69*

* Significant at 0.05 level.

From the table 6.16, the formulate null hypothesis was significant at 0.05 level. It means that the mean scores of participant teachers drawn from urban location is slightly higher than that of rural teachers. Hence there is an impact of locality of teacher on their Academic Awareness.

The centrewise differences of pre and post Academic Awareness was tested by using the following null hypothesis.

Hypothesis 6

There is no significant difference among means of pre and post academic awareness of the teachers drawn from different centres.

The above hypothesis was tested by using ANOVA (one way) technique. The results are shown in Tables 6.17, 6.18 and 6.19.

Table 6.17: Mean and standard deviation of pre and post academic awareness in different centres

Sl. No.	Centre	N	Pre-Academic Awareness		Post-Academic Awareness	
			Mean	SD	Mean	SD
Anantapur						
1	Centre 1	19	15.47	2.46	19.21	3.51
2	Centre 2	25	15.12	4.37	21.68	6.03
3	Centre 3	30	14.60	3.09	21.20	4.14
4	Centre 4	22	21.00	4.75	25.09	2.91
5	Centre 5	24	16.67	3.31	19.04	3.24
6	Centre 6	40	19.20	3.24	26.62	3.93
7	Centre 7	40	20.50	3.52	27.02	3.50
Kurnool						
8	Centre 1	26	18.42	3.34	27.19	5.48
9	Centre 2	36	18.11	3.57	28.56	4.02
10	Centre 3	26	20.88	5.69	29.96	4.82
11	Centre 4	20	20.80	4.20	28.05	4.56
12	Centre 5	19	19.79	2.68	28.79	4.35
13	Centre 6	14	21.79	3.70	32.50	4.78
14	Centre 7	25	23.96	4.47	34.48	3.64

The mean score of pre-academic awareness is high in centre 4 of Anantapur district and post-academic awareness is high in centre 7 of Anantapur district. The 7th centre in Kurnool district secures high scores in pre and post academic awareness.

Table 6.18: ANOVA table for centre wise comparison of pre-Academic Awareness

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Centre	2525.42	13	194.26	13.36*
Residual	5118.54	352	14.54	
Total	7643.96	365	20.94	

* Significant at 0.05 level.

Table 6.19: ANOVA table for centre wise comparison of post-Academic Awareness

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Centre	6718.94	13	516.84	28.72*
Residual	6334.26	352	17.99	
Total	13053.21	365	35.76	

* Significant at 0.05 level.

From the tables 6.18 and 6.19, the formulated null hypothesis is significant at 0.01 level. Hence there is a significant difference among means of pre and post academic awareness in different centres. It means that there is a difference in the impact of the programme from centre to centre.

The management wise differences of pre and post academic awareness was tested by using the following null hypothesis.

Hypothesis 7

There is no significant difference among the means of pre and post academic awareness of the teachers belonging to various managements of the schools.

The above hypothesis was tested by using ANOVA (one way) technique. The results are shown in Tables 6.20, 6.21 and 6.22.

Table 6.20: Mean and standard deviation of pre and post academic awareness of the teachers belonging to different managements

Sl. No.	Management	N	Pre-Academic Awareness		Post-Academic Awareness	
			Mean	SD	Mean	SD
1	Mandal Parishad Schools	298	18.71	4.62	25.81	5.88
2	Municipal Schools	60	20.17	3.56	29.30	5.36
3	Private Aided	8	20.50	7.91	25.25	8.14

From the table 6.20, it is revealed that Mean academic awareness in pre-test of teachers working in Municipal schools is 20.17 which stands between Mandal Parishad school teachers and aided school teachers. The same group of teachers performance in post-academic awareness is higher than the other two groups. The mean academic awareness in pre-test among Mandal Parishad school teachers

is very low. The mean academic awareness in post-test scores among private aid school teachers is very low than the other groups. However there is a considerable gain in the post-test scores in all the three groups.

The tables 6.21 and 6.22 gives the conclusions about the testing of hypothesis.

Table 6.21: ANOVA table for management wise comparison of pre-academic awareness

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Management	124.44	2	62.21	3.00 ^{ns}
Residual	7519.52	363	20.72	
Total	7643.96	365	20.94	

ns: Not significant at 0.05 level.

Table 6.22: ANOVA table for management wise comparison of post-academic Awareness

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Management	619.01	2	309.50	9.04 [*]
Residual	12434.20	363	34.25	
Total	13053.21	365	35.76	

* Significant at 0.05 level.

From the table 6.21, it is found that there is no significant difference among means of pre-academic awareness of the teachers belonging to three management schools, viz. Mandal Parishad, Municipality and private aided.

From the table 6.22, it is observed that there is a significant difference among means of post-academic awareness of the teachers belonging to three management schools, viz., Mandal Parishad, Municipality and private aided.

The age wise comparison of pre and post academic awareness of the teachers was tested by using the following null hypothesis.

Hypothesis 8

There is no significant difference among the means of pre and post academic awareness of the teachers belonging to different age groups.

The stated hypothesis was tested by using one way ANOVA technique. The results are shown in Tables 6.23, 6.24 and 6.25.

Table 6.23: Mean and Standard deviations of pre and post academic awareness of the teachers belonging to different age groups

Sl. No.	Age groups	N	Pre-Academic Awareness		Post-Academic Awareness	
			Mean	SD	Mean	SD
1	Below 30 years	100	20.44	4.25	29.03	4.81
2	30 to 45 years	140	19.64	4.37	27.18	5.07
3	Above 45 years	119	17.00	4.48	23.18	6.55

From the above table, it observes that mean performance in pre-test and post-test is higher in the teachers belonging to the below 30 years of age. The trend appears like lower the age and higher the academic awareness.

Table 6.24: ANOVA table for the age wise comparison of pre-academic awareness

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Age	742.13	2	371.06	19.39*
Residual	6887.86	360	19.13	
Total	7629.99	362	21.08	

* Significant at 0.05 level.

Table 6.25: ANOVA table for the age wise comparison of post-academic awareness

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Age	2015.79	2	1007.89	32.90 *
Residual	11029.51	360	30.64	
Total	13045.30	362	36.04	

* Significant at 0.05 level.

From the Tables 6.24 and 6.25, it is found that the stated hypothesis was significant at 0.05 level. It means that there is a significant difference between mean academic awareness in pre and post-test in three age groups.

The experience of the participant teachers are categorised into three categories, viz. below 10 years, 10 to 25 years and above 25 years. The mean and standard deviations of pre and post academic awareness of the teachers are shown in Table 6.26.

Table 6.26: Mean and standard deviations of pre and post-academic awareness

Sl. No.	Experience	N	Pre-Academic Awareness		Post-Academic Awareness	
			Mean	SD	Mean	SD
1	Below 10 years	217	19.97	4.21	28.00	4.93
2	10 to 25 years	98	18.61	5.04	25.80	6.69
3	Above 25 years	49	15.49	3.332	20.37	4.75

From the above table, it is observed that mean performance in post-test is higher than pre-test in all the categories. The mean performance of the teachers having less than 10 years of experience is higher than that of other groups. Similarly the well experienced teachers like teachers having above 25 years experience is not shown high ability. This may be due to the lack of interest.

The impact of the experience over the academic awareness was tested by using the following null hypothesis.

Hypothesis 9

There is no impact of the experience of the teacher on their academic awareness in pre-test and post-test.

The above hypothesis was tested by using the one way ANOVA technique. The results are shown in tables 6.27 and 6.28.

Table 6.27: ANOVA table for the academic awareness differences in pre-test for different categories of experienced teachers

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Experience	821.72	2	410.86	21.77*
Residual	6812.28	361	18.87	
Total	7634.00	363	21.03	

* Significant at 0.05 level.

Table 6.28: ANOVA table for the post-academic awareness of the teachers of various experiences

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Experience	2374.38	2	1187.19	40.16*
Residual	10671.31	361	29.56	
Total	13045.68	363	35.94	

* Significant at 0.05 level.

From the tables 6.27 and 6.28, it is revealed that there is a significant impact of the experience of the teacher on their academic awareness in pre and post tests. This significant difference is due to high ability of the low experienced teachers. The teachers who are appointed newly are having much interested in learning the different activities of Natural learning experiences.

The academic qualifications of the teachers have been categorised as Intermediate (+2 level), B.A./B.Sc./B.Com./any Basic Graduation, M.A./M.Sc./M.Com./any post-graduate degree and Research degree like M.Phil./Ph.D. The mean and standard deviations of pre and post-academic awareness are described in Table 6.29.

Table 6.29: Mean and standard deviation of pre and post academic awareness of the teachers with different academic qualifications

Sl. No.	Academic qualification	N	Pre-Academic Awareness		Post-Academic Awareness	
			Mean	SD	Mean	SD
1	Intermediate	143	17.69	4.30	24.31	5.95
2	BA/BSc/ BCom/ Graduation	58	17.67	4.68	25.33	6.13
3	MA/MSc/ MCom/ Post-Graduation	102	20.75	4.40	27.75	5.22
4	MPhil/PhD Research degree	61	20.51	3.97	29.72	5.05

The above table shows that the higher academic qualification and higher the academic awareness in pre and post test. The impact of the academic qualification on the academic awareness was tested by using the following null hypothesis.

Hypothesis 10

There is no impact of the academic qualification of the teacher on their academic awareness in pre-test and post-test.

The above hypothesis was tested by using one way ANOVA technique. The results are shown in Tables 6.30 and 6.31 respectively.

Table 6.30: ANOVA table for impact of academic qualification on pre-academic awareness

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Academic qualification	799.51	3	266.50	14.15*
Residual	6779.36	360	18.83	
Total	7578.87	363	20.88	

* Significant at 0.05 level.

Table 6.31: ANOVA table for impact of academic qualification on post-academic Awareness

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Academic qualification	1547.64	3	515.88	16.22*
Residual	11446.75	360	31.80	
Total	12994.39	363	35.98	

* Significant at 0.05 level.

From the Tables 6.30 and 6.31, it is observed that the academic qualification of the teacher has a significant impact over the pre and post academic awareness. From the Table 6.29, it is also found that the higher qualification teachers having high academic awareness than low qualified teachers.

The professional qualifications of the primary teachers are Teacher Training Certificate offered by DIETs in Andhra Pradesh as a pre-service course, B.Ed. degree and M.Ed. degree. The means and standard deviations of pre and post academic awareness of the teachers with different professional qualifications are shown in Table 6.32.

Table 6.32: Mean and standard deviations of the teachers with different professional qualifications

Professional qualification	Pre-Academic Awareness		Post-Academic Awareness	
	Mean	SD	Mean	SD
TTC (Certificate/Diploma)	17.61	4.39	24.98	5.96
B.Ed./BT (Graduation in Education)	20.47	4.13	28.03	5.68
M.Ed. (Post-Graduation in Education)	21.54	5.08	27.67	5.41

From the Table 6.32, it is observed that teachers with M.Ed. qualification are better in pre-academic awareness than post-academic awareness. The teachers with B.Ed. qualification are having high performance than post-graduates in education. The impact of the professional qualification on the pre and post academic awareness are tested by using the following null hypothesis.

Hypothesis 11

There is no impact of professional qualification on the pre and post academic awareness of the teachers.

The above hypothesis was tested by using one way ANOVA technique. Results are shown in Tables 6.33 and 6.34.

Table 6.33: ANOVA table for the impact of professional qualifications on pre-academic awareness

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Professional qualification	865.03	3	288.34	15.40*
Residual	6778.92	362	18.73	
Total	7643.95	365	20.94	

* Significant at 0.05 level.

Table 6.34: ANOVA table for the impact of professional qualifications of the teachers on their post-academic Awareness

Source of variation	Sum of squares	df	Mean sum of squares	F-value
Professional qualification	820.09	3	273.36	8.09*
Residual	12233.11	362	33.79	
Total	13053.21	365	35.76	

* Significant at 0.05 level.

From the Tables 6.33 and 6.34, it is found that there is a significant impact of the professional qualification of the teacher on their pre and post-academic awareness.

6.4 Analysis of Participant Teachers Questionnaire in III level Training Programme

The third level training is the training of teachers by Mandal Resource Persons (MRPs). The third level training programme was evaluated during the training programme. The sample of participant teachers from Anantapur and Kurnool district centre wise are shown in Table 6.35.

Table 6.35: Sample of participant teachers

Sl. No.	Centre	Number of participants	Percentage
Anantapur			
1	Centre 1	19	5.2
2	Centre 2	25	6.8
3	Centre 3	30	8.2
4	Centre 4	22	6.0
5	Centre 5	24	6.6
6	Centre 6	40	10.9
7	Centre 7	40	10.9
Kurnool			
8	Centre 1	26	7.1
9	Centre 2	36	9.8
10	Centre 3	26	7.1
11	Centre 4	20	5.5
12	Centre 5	19	5.2
13	Centre 6	14	3.8
14	Centre 7	25	6.8
Total		366	100.0

The age of the participants ranging from 22 to 58 years in both the districts. Only 151 females are the participants and remaining 215 are the male members in two districts. Almost all the participants are having 1 to 37 years of teaching experience in the schools. No teacher is having administrative experience. The Academic qualifications of all the participants is ranging from Intermediate to Post-Graduation in Arts/Science/Commerce. This is evident from the Table 6.36.

Table 6.36: Academic qualifications of the participant teachers

Sl. No.	Academic qualification	Number of teachers	Percentage
1	Intermediate/PUC	143	39.1
2	BA/BSc/BCom/ Graduation	58	15.8
3	MA/MSc/MCom/ Post-Graduation	102	27.9
4	MPhil/Ph.D./ Research degree	63	17.2
		366	100.0

Out of 366, only 24 participants were having M.Ed. as professional qualification and the 193 teachers were having only TTC as their professional qualification. 145 teachers are having B.Ed. degree as professional qualification. Only 4 members were having M.Phil. degree in Education. The frequencies and percentages of the professional qualifications are shown in Table 6.37.

Table 6.37: Professional qualifications of the participant teachers

Sl. No.	Professional qualification	Number of teachers	Percentage
1	Teacher training certificate	193	52.7
2	B.Ed./B.T.	145	39.6
3	M.Ed.	24	6.6
4	M.Phil. in Education	4	1.1
		366	100.0

All the teachers were trained during 1997-98. No member worked in the state level training programme. No teacher was involved in the state wide discussion about the DPEP and SRG activities. All the members were given sufficient time to participate level III training programme. All the people have got their intimations 7 days in advance. Only few members were aware of the content to be transacted during the 5 days training at the centre allotted to them. Only 5% of teachers prepared by gathering the relevant books and other literature on the natural learning experiences.

The cooperation of the Resource persons with the participants during the training programme, 166 members felt that they were extremely cooperative and 188 members felt that they were fairly cooperative. All the 366 members were agreed that all the time they were given freedom to express

their views during the training. All the members were agreed the highly appropriateness of the approaches used by the Resource Persons in dealing the modules. They were agreed that they were extremely competent in transacting the modules. Nearly 208 teachers (56.8%) were agreed that Discussion and Group work are the major approaches used in the transaction of the modules. They expressed that participatory approach was used. They were highly benefitted with the training programme.

The great extent of guidance and assistance they get from the Resource Persons in the group discussions and in the preparation of reports. They suggested to establish the permanent training centres. All the 366 members were satisfactory with the training camp facilities. They have not made any suggestions for the improvement of these facilities. They were accepted the adequacy, attainability and relevance of the objectives of training programme. They were not supplied the print material during the training programme and after the training programme. 50% of the participants were expected that the training package should be given to them on the first day of training programme. They were agreed that the modules were bit self explanatory. The overall quality of the print material is good. They supplied few supplementary material in the form of charts, models, etc.

The audio-visual material in the form of models and charts predominantly used. The video (TV) is also used out

of the training schedule. The talks of guest speakers are relevant to the objective of training programme. Its quality is very good. 20% of the instructional hours for the lecture, 30% for the discussion among participants, 20% for the demonstration of teaching school subject, 20% for the self study and 10% for the conducting the experiment.

The approaches used by MRPs are ranked and shown in Table 6.38.

Table 6.38: Rank of the approaches used in transaction of modules by MRPs

Sl. No.	Approach	Rating				
		1	2	3	4	5
1	Lecture	131	54	12	12	4
2	Discussion	78	93	24	46	2
3	Group discussion	78	59	66	54	5
4	Independent study	106	70	40	49	16
5	Demonstration	62	91	62	29	15
6	Assignment	44	62	97	60	9
7	Experimentation	32	80	73	63	11
8	Debate	52	91	72	43	16
9	Participatory	43	66	72	62	6
10	Any other	0	0	0	0	0

1 = All the time, 2 = Some time, 3 = Often, 4 = Rarely, 5 = Not at all

From the table 6.38, the lecture method was used oftenly in the transaction of different modules. This is

evident from the response of participant teachers. Only 131 teachers felt that all the time lecture method was used in the transaction. 54 teachers felt that lecture method was used some time in the transaction of the modules. 78 teachers felt that discussions approach used all the time, 93 felt that some time used, 24 felt that oftenly used the method. Group discussions were used all the time and same time. The independent study approached used very rarely. Similarly demonstration method also. Assignment used in the training programme rarely. However they were asked to prepare the charts (models) during the stay at the residential accommodation given to them. The experimentation was also used some time as it is evident from the response of 80 participants. The debate oftenly used during the transaction. This is also evidence of the response of 72 teachers. 43 teachers felt that the debate conducted very rarely during the training programme. 43 teachers were felt that participatory approach was used all the time during the transaction of modules at the third level training programme held at the different centres in the district.

The three modules which were handled effectively by the MRPs are shown in Table 6.39.

Table 6.39: Modules transacted most effectively

Sl. No.	Name of the module	Order of preference for effective transaction		
		1	2	3
1	Innate abilities of the child	140	3	125
2	Reorganisation of the classroom using Innate Abilities of the learners	2	7	230
3	Natural learning experiences	125	146	12
4	Profile of natural learning experiences	5	140	7
5	NLE based activities in multigrade context	3	40	2
6	Planning and organisation of activities by using local resources	10	26	1
7	Language skills and NLE based activities	9	5	1
8	Mathematical skills and NLE based activities	11	10	0
9	Environmental studies and NLE based activities	10	5	0
10	NLE based activities for gender issue	5	0	0
11	Use of support mechanism in the NLE based activities	40	0	0
12	AP School Education Act 1998	2	0	0
13	Child labour	4	0	0
14	Other	0	0	0
Total		366	366	366

From the table 6.39, it reveals that the maximum teachers are accepting the most effective transaction of the modules, viz. Innate Abilities of the child, Reorganisation of the classroom using Innate Abilities of the learners and natural learning experiences. Few teachers were also preferring the most effective transaction of the module on the profile of Natural learning experiences. The organisation of NLE based activities in Multigrade context and planning and organisation of activities by using local resources were also given third preference by few teachers.

The three modules which were handled least effectively by the MRPs are shown in Table 6.40.

Table 6.40: Modules transacted least effectively

Sl. No.	Name of the module	Order of preference for least effective transaction		
		1	2	3
1	Innate abilities of the child	0	0	0
2	Reorganisation of the classroom using Innate Abilities of the learners	0	0	0
3	Natural learning experiences	0	0	0
4	Profile of natural learning experiences	0	0	0
5	NLE based activities in multigrade context	148	0	51
6	Planning and organisation of activities by using local resources	120	135	2
7	Language skills and NLE based activities	0	150	250
8	Mathematical skills and NLE based activities	0	6	100
9	Environmental studies and NLE based activities	0	0	0
10	NLE based activities for gender issue	98	50	2
11	Use of support mechanism in the NLE based activities	0	25	1
12	AP School Education Act 1998	0	0	0
13	Child labour	0	0	10
14	Other	-	-	-
Total		366	366	366

From the table 6.40, it is revealed that the modules, viz. NLE based activities in Multigrade context, planning and organisation of activities by using local resources and NLE based activities in language skills learning were preferred in the order for its least effective transaction of the modules. The modules on Mathematical skills and NLE based activities. NLE based activities for Gender issue, use of support mechanism in NLE based activities and child labour were also preferred by few teachers for its least effective transaction.

The DPEP, AP supplied the Brouchers, News letters and Pamphlets to the participants. The MRPs in few centres were also supplied the reading material in the cyclostyled form.

The relevance of the objectives of the programme as perceived by the teachers are shown in Table 6.41.

Table 6.41: Objectives, number of teachers perceived its relevance to the programme

Sl. No.	Name of the objective	Number of teachers perceived	Percentage
1	Objective 1	172	47
2	Objective 2	178	49
3	Objective 3	162	4
4	Objective 4	172	47
5	Objective 5	174	48
6	Objective 6	136	37
7	Objective 7	100	27
8	Objective 8	92	25
9	Objective 9	142	39

Note: The list of objectives 1 to 9 are shown in Appendix XI.

From the table 6.41, it is observed that the 8th objective, i.e. about the use of support mechanism is perceived by few teachers. It means that this objective is not attained in the training programme.

Regarding the sufficiency of the objectives 275 (75%) teachers are accepting its sufficiency. Only 14 (3.8%) teachers are perceived that the objectives are not sufficient.

The attainability of objectives are also perceived by 239 (65.3%) teachers. The relevance of the objectives with the profession was also accepted by 276 (75.4%) teachers.

Participant teachers were asked to write strength and weakness of the training programme. The following observations are made from their responses.

1. Most of the teachers expressed that the duration of the programme should be increased.
2. Most of the teachers felt that there is need to include a module on diagnosis of learning difficulties and remedial instructional programme.
3. Some trainees opined that this kind of training should be organised periodically.
4. There should be demonstration on each of the NLE based activity.
5. Some teachers suggested to raise the dareness allowance.
6. Teachers suggested to provide hostel facility in the training centres where the facility is not available.
7. Teachers suggested to organise similar training programme to deal with the children of under aged enrolled in the schools.

6.5 Focus Group Discussion

As stated earlier in addition to questionnaire to participant teachers, a focus group discussion was held at few centres of each district in order to know about teachers perception about SOPT training programme. Focus group discussion was held in four centres of each district. The focus group discussion was held at the centres with the number of teachers ranging from 5 to 7. The responses of teachers pertaining to the questions raised in the group, followed by discussions are analysed and reported qualitatively hereunder.

1. Teachers Expectations of the Programme

Teachers have expressed that their expectations were related to teaching strategies for slow learners, activities for the underaged children enrolled in the school, use of OB kit, diagnosis of learning difficulties and remedial measures and competency based evaluation. It was opined by majority of teachers that their expectations were fulfilled to some extent regarding the above components.

2. Physical Facilities

Regarding the physical facilities like size, location of the rooms where training was organised, the teachers have expressed that the facilities were partially adequate. Most of the teachers felt that the residential training programmes should be well equipped with atleast minimum physical facilities.

3. Transactional Approaches

Teachers have expressed that participatory discussion method was mostly used in the training programmes. Some times they were followed by demonstration and discussions. It was felt by the most of the teachers in the groups that the resource persons here to demonstrate the organisation of NLE based activities in different school subjects. The modules which were not transacted effectively were: (i) Multigrade Teaching, (ii) Support Mechanism and (iii) Using of local resources. Regarding the use of AV material, use of charts was given more emphasis. The group felt that the over emphasis on the using of charts should be avoided.

4. Training Materials

Teachers felt taht the training materials were not enough to improve their abilities. All the teachers were expressed to supply of training package.

5. Resource Persons

Most of the teachers are opined that the resource persons are efficient in organisation of NLE based activities for the few content areas. They were asked to have a demonstration of these activities in real classroom situation.

6. Management of Course

Teachers have expressed that the MRPs managed the training programme effectively. Regarding the duration of

the training programme, most of the teachers were suggested for seven days programme.

7. Specific Outcomes of the Training Programme

All the teachers have expressed that the training programme has helped them to some extent in dealing problems like organisation of activities in multigrade situation, organisation of the activities for slow learners and under aged children.

8. Overall Effectiveness and Suggestions

Most of the teachers in various groups opined about the success of the training programme in terms of its effectiveness. The following are the some of the suggestions about the training programme.

- a. Duration may be extended to 7 days.
- b. Training package should be supplied.
- c. The NLE based activities planned are not suitable to the actual classroom situation.
- d. Intensive training programme is required in areas like diagnosis of learning difficulties and remedial measures. Competency based NLE activities and organisation of NLE based activities in multigrade context.
- e. Innovative evaluation practices are required.
- f. Training should be conducted during the vacation.

g. Many resource persons are required to conduct the training programme by using NLE based activities in the different content areas.

6.6 Analysis of Questionnaire to Teachers on Classroom

Practices

To know the various difficulties of the trained teachers on the practicing of NLE based activities in the classroom situation, this questionnaire was used. Part I of the questionnaire gives personal information of the teacher. Part II gives the role of teachers as perceived by them after training programme. Part III provides the classroom difficulties in implementing the activities. The part IV gives knowledge of the teacher about the NLE based activities. The different roles of the teachers and its perception are listed in Table 6.42.

Table 6.42: Role perception of trained teachers on NLE based activities

Sl. No.	Role of the teacher	Rating				
		1	2	3	4	5
1	Organisation of NLE based activities	15	5	3	2	5
2	Use of classroom climate	20	3	2	3	2
3	Continuous and comprehensive evaluation	1	2	24	1	2
4	Use of local resources	2	1	4	23	0
5	Organisation of multigrade teaching	3	2	5	4	16
6	Allround development of the learner	30	-	-	-	-
7	Organisation and promotion of activities for joyful learning	2	20	3	4	1
8	Reducing gender bias	2	19	4	3	2
9	Use of support mechanism	-	-	-	30	-
10	Opportunity to share the society	-	-	-	30	-
11	Eradication of child labour	-	-	-	20	10
12	Organisation of co-curricular activities	-	21	3	6	-
13	Organisation of competency based activities	12	15	2	1	-

1 = All the time, 2 = Some time, 3 = Often, 4 = Rarely, 5 = Very rarely

From table 6.42, it is found that all the teachers have perceived the role of allround development of the learner. The roles like opportunity to share the society and eradication of child labour are rarely perceived by the teachers.

The activities like wakeup activity in Telugu, the other activities used in Telugu subject are: colour game, question me ? game, sentence making game, relay story game, pen/bottle game, Anthyakshari, symbol reading activity, cartoon reading and tambola game. The activities like Buzz game, Relation between two numbers game, Measurement game, Time counting, Estimation game, Count game, Number chart activity, Relay addition, In the pond-on the pond game, Rat game, Tambola, Four operations game and Magic squares.

The activities organised in the school for teaching Environmental Studies are: In the pond-on the pond, chalk box game, fruits, flowers and vegetables game, Classroom mapping, Read and Reach game and Puzzle game.

The activities like 'who will help me ?', Could not organise in the classroom. Few activities like Buzz game, Tambola, Question me ? game and Relay story game used with modification in the teaching of school subjects. The use of local resources is not possible in all the cases. This is perceived by all the teachers.

The correct statement that reflects the perception of the thrust area of envisaged by the DPEP, AP. The number of percentage of the teachers who perceived correctly are given in Table 6.43.

Table 6.43: Teachers perception about the thrust areas of DPEP

Sl. No.	Thrust area	Number of teachers perceived correctly	Percentage
1	Innate abilities	25	83
2	Natural learning experiences	26	87
3	Use of the material in and around the school	21	70
4	Means to attain the competencies	20	67
5	Encouragement of learning activities in school subjects	18	60
6	Gender bias	14	47
7	Use of cooperative learning	12	40
8	Community participation	20	67
9	Eradication of child labour	24	80
10	Organisation of multigrade	19	63

From the table 6.43, it is found that the major thrust area like Innate abilities of the children, natural learning experiences. Use of local environment and eradication of child labour perceived by more than 70% of the teachers. The use of cooperative learning and gender bias are perceived by very few teachers. This may be due to

defective transaction or low efficiency of the resource persons.

The obstacles in the implementation of NLE based teacher training programme in the classroom; the following difficulties are listed as per the ranks of the teachers. The results are shown in Table 6.44.

Table 6.44: Rank of the difficulties faced by the teacher in implementation of NLE based training programme

Sl. No.	Difficulty	Number of teachers	Percentage
1	Curriculum irrelevant to life	27	90
2	Indifferent attitude of the parents towards the education of their children	25	83
3	Defective followup	23	77
4	Social negligence	20	67
5	Non-participation of community	20	67
6	Centralised system of education	18	60
7	Lack of teachers attitude towards teaching	17	57
8	Defect in knowledge and skills of the teacher	16	53
9	Delay in teacher grants and school grants	15	50
10	Delay in establishment of new schools	12	40
11	Delay in teachers appointment	10	3
12	Single and two teacher schools	5	2

From the table 6.44, it is found that the defective curriculum is the major obstacle in implementation of NLE based activities. The NLE based activities are not suitable to the organisation. The followup system for the NLE based activities is defective. The few obstacles like single/two teacher schools and delay in teacher appointments are least considerable obstacles in the implementation of the teacher training programmes.

The suggestions for effective follow up are listed and asked the teachers to rank the followup activities for effective implementation of the training programme. The results are shown in Table 6.45.

Table 6.45: Ranks for followup activities of NLE based training programmes for its implementation

Sl. No.	Followup activity	Number of teachers	Percentage
1	Improving the service conditions of the teachers	30	100
2	Rewarding or punishing the teacher depending upon his ability and sincerity	27	90
3	Changing the recruitment method of teachers	25	83
4	Reforming the teacher training programme	20	67
5	Establishing the community participation	19	63
6	Increasing the pay scales of teachers	18	60
7	Decentralised educational administration	17	57
8	Providing school grants	15	50
9	Reforming the evaluation system	10	33
10	Practicing the child centred methods	5	2

From the table 6.45, it yields that the among suggested followup activities, all the teachers are accepting the first place to service conditions of the teachers. The reward/punishment, change in the recruitment procedures are

to be given priority. The felt that it is better to appoint the teachers who are having positive attitude towards teaching profession. The school grants, reform in evaluation and child centres method are ranked at the end.

6.7 Analysis of the Questionnaire to Headmasters on Impact of the Programme

To know how the trained teachers are organising NLE based activities, the headmasters were asked to provide the information about the implementation of the programme. The following are the observations and findings of the questionnaire.

The current academic year, i.e. 1998-99 in almost all the schools majority of the headmasters were conducting meetings with parents and public 3 to 4 times in an academic year. Few school are getting donations from the parents at the time of admission. The activities like Electution competition, Essay writing and sports were conducted in the school. Few teachers are working for creating natural learning experiences based activities. Regarding the perception of the of the implementation/organisation of NLE based activities most of the headmasters are highly receptive. They have asked for school grants and teachers grants. Most of the headmasters are, expecting academic assistance from DIET.

6.8 Analysis of Classroom Observation Schedule

The classroom observation schedule is analysed in this section. As stated in chapter V, there are nine components in classroom observation schedule. They are:

1. Approaches
 - a. Teaching of Language
 - b. Teaching of Mathematics
 - c. Teaching of Environmental Studies
2. Natural Learning Experiences
3. Material used
4. Activities
5. Child participation
6. Use of support mechanism
7. Evaluation strategies
8. Remedial instruction
9. Multigrade teaching

The range of the scores depending on the weightage given to each dimension. The raw scores are converted into percentage and shown its mean, median, mode and standard deviation of the scores under each dimension are shown in Table 6.46.

Table 6.46: Descriptive statistics of different dimensions of classroom observation schedule

Sl. No.	Dimension	Mean	Median	Mode	SD
1	Approaches	39	37	33	4.5
2	Natural learning experiences	81	67	39	5.4
3	Material used	64	63		3.5
4	Activities	61	63	67	3.5
5	Child participation	51	53	57	2.8
6	Use of support mechanism	50	50	50	2.0
7	Evaluation strategies	40	43	49	3.6
8	Remedial instruction	41	40	38	5.2
9	Multigrade teaching	40	36	28	4.3
10	Overall rating	53	50	42	3.6

From the table 6.46, it is found that mean score of natural learning experience is higher than that of other dimensions. The variation of the scores is more under Remedial instruction. The overall mean score of classroom observation schedule is 53. The overall median and mode is 50 and 42 respectively. This indicates that the distribution is slightly positively skewed. It means that the number of teachers securing scores below the mean score of the distribution is slightly less than those getting scores greater than mean. The range of the scores of teachers is 57 with 25 as minimum score and 82 as maximum score. The

average mean score is 53 percentage. The median of the distribution is 50 per cent means that half of the students have achieved 52 per cent of classroom performance regarding the organisation of NLE based activities. Thus, this finding of the study indicates that the existing NLE based teacher training programme is not able to help to the teachers to acquire the ability of organising the activities more than average score. In other words, the existing NLE based teacher training programme cannot develop the best quality of classroom performance among the teachers.

To know the impact of teacher training programme on classroom practices the following null hypothesis is formulated.

Hypothesis 12

There is no relationship between Academic Awareness and Classroom Practices of teachers.

To test the hypothesis, correlation coefficient between scores of Academic Awareness and Classroom Practices are computed and tested for its significance by using t-test.

The Academic Awareness of the 30 teachers who are the subjects for classroom observation and their Academic Awareness was considered. The correlation coefficient is calculated and was found as -0.49. From the t-test the r-value, i.e. -0.49 is found to be not significant. It means that there is no relationship between Academic Awareness and Classroom Practices of the teachers. In other words there

is no impact of NLE based teacher training programmes on classroom practices of the teachers.

6.9 Analysis of Learner's Achievement

To know the impact of NLE based teacher training programmes on learner's achievement two group post-test design was used. For this purpose a school with two sections was selected. From the school two sections of class V was used. The two groups are equilized based on the classroom performance of the learners in last terminal examination. One group, i.e. control group was handled by the teacher who has not undergone NLE based teacher training and the other group, i.e. experimental group was handled by the teacher who has undergone NLE based teacher training programme. The trained teacher asked to teach the learners by using the activities they learnt during the training programme. After a week treatment an academic achievement test in all the subjects was conducted. The overall percentage of achievement score was found in both the groups.

To know the impact of NLE based teacher training programmes on learners achievement the following null hypothesis was formulated.

Hypothesis 13

There is no impact of NLE based teacher training programme on learner's achievement in control group and experimental group.

To test the above hypothesis, t-test was used. The results are shown in Table 6.47.

Table 6.47: t-test for impact of programme on learner's achievement

Group	Mean	SD	t-value
Control group	25.95	10.15	1.38 ^{ns}
Experimental group	27.67	7.18	

ns = not significant at 0.05 level.

The obtained t-value of 1.38 is less than the table value of 1.96 at 0.05 level. Therefore, the null hypothesis that there is no impact of NLE based teacher training programme on learners achievement.

This shows that the control and experimental groups do not differ significantly in their average difference though experimental group had an edge over the control group. It means that there is no impact of NLE based teacher training programme on learners achievement.

CHAPTER VII

MAJOR FINDINGS OF THE STUDY

This chapter spells out the major findings of the study derived out of the analysis carried out. It also points out some of the limitations of the study which are followed by the suggestions.

7.1 Major Findings of the Study

7.1.1 First Level: SRG Members Training Programme

1. All the members were given sufficient time to participate in training programme.
2. Only few members were aware about the content to be transacted during the 7 days training programme at state headquarters.
3. The resource persons were extremely cooperative during the training programme.
4. All the members agreed that all the time the resource persons given freedom to express their views during the training programme.
5. The approaches used by resource persons in dealing modules were highly appropriate.
6. Discussion and Groupwork were the major approaches used in the transaction of modules.
7. All the members are satisfied with training camp facilities. However, they were suggested to improve the facilities.
8. The members were accepted the adequacy, attainability and relevance of the objectives of the training programme.

9. They were supplied the training package on the last day of the training programme. However, they were suggested to supply the training package on the first day of the programme.
10. The modules in the training package are bit self explanatory.
11. The audio-visual material in the form of models and charts predominantly used in the training programme.
12. The members were suggested to have a continuous followup of the training programme.

7.1.2 Second Level: MRPs and CDs Training Programme

1. All the MRPs and CDs were informed well in advance about the training programme and the nature of the programme.
2. Most of the SRG members were extremely co-operative with MRPs and CDs during the training programme.
3. Nearly 69% of the SRG members were having extreme interaction with MRPs and CDs during the training programme.
4. Most of the SRG members were highly competent in organisation of training programme to MRPs and CDs.
5. MRPs/CDs were highly benefitted by the second level training programme.
6. Participatory approach was majorly used in transacting the modules followed by group discussion and lecture method.
7. The three most effectively transacted modules were:
(a) Innate abilities of the child, (b) Natural learning

- experiences and (c) Recognition of the classroom using innate abilities of the learners.
8. The three least effectively transacted modules were:
 - (a) NLE based activities in multigrade context,
 - (b) Planning and organisation of activities by using local resources and
 - (c) Language skills and NLE based activities.
 9. Most of the MRPs/CDs were satisfied with the physical facilities provided at the training centre and most of them were suggested to retain the training centres.
 10. The effectively transacted modules by the MRPs and CDs during the third level training programme were:
 - (a) Innate abilities of the learners,
 - (b) Gender issue and
 - (c) Multigrade teaching.
 11. The most of MRPs and CDs were clarified the doubts raised by the participant teachers during the training programme with the examples from different school subjects.
 12. The training package supplied on the last day of the training programme.
 13. Most of the MRPs/CDs are in a opinion that Innate Abilities of the child, Natural learning experiences, NLE based activities in Multigrade teaching and planning and organisation of activities by using local resources are most relevant to their job.
 14. The modules, viz. Gender issue, Child labour, School Education Act 1998 and Support Mechanism are least relevant to their jobs.

15. The overall quality of print material supplied is fair.
16. In any of the training centres at different levels, the audio-visual material are not used. However, the participants were asked to prepare some audio-visual material in the form of charts and models.
17. From the table it is revealed that Demonstration stand in first position and groupwork stands third position in transacting the modules to participant teachers in level 3 training programme.
18. The maximum number of instructional hours are spent on demonstration of different NLE based activities for the different content aspects of the school subjects. The considerable allocation was given to preparation and production of material during the practicum session of training programme.
19. Most of the MRPs suggested for seven days training programme. They also required to know about the organisation of different activities with a specific content aspect of the school subject. They wanted to know about the use of Buzz game in teaching of Telugu Language and Environmental Studies and Sink and Float gave in teaching of Mathematics.
20. Teachers are very much benefitted by attending the training programme in the organisation of activities in multigrade context. They are very much benefitted. They suggested for a followup programme.'

21. The major academic problems related to the problems of underaged children in the classrooms. The administrative problems like intimation of the programme well in advance. The financial problems like the immediate release of teacher grant and school grant to implement the programme in the classroom.

7.1.3 Third Level: Teacher Training Programme

a. Academic Awareness

1. There is an impact of training programme on Academic Awareness of participant teachers in other words the training is helping to gain the Academic Awareness.
2. The difference between pre-test scores of Academic Awareness in Anantapur and Kurnool district is significant and the scores of Kurnool district is higher than Anantapur district.
3. The post Academic Awareness in Kurnool district is higher than that of Anantapur district.
4. The sex has an impact over the Academic Awareness of the teachers.
5. There is an impact of locality of teacher on their Academic Awareness.
6. There is a significant difference among means of pre and post academic awareness in different centres. It means that there is a difference in the impact of the programme in various centres.

7. There is no significant difference among means of pre-academic awareness of the teachers belonging to three management schools, viz. Mandal Parishad, Municipality and private aided.
8. There is a significant difference among means of post-academic awareness of the teachers belonging to three management schools, viz., Mandal Parishad, Municipality and private aided.
9. There is a significant difference between mean academic awareness in pre and post-test in three age groups.
10. The significant difference is due to high ability of the low experienced teachers. The teachers who are appointed newly are having much interested in learning the different activities of Natural learning experiences.
11. It is also found that the higher qualification teachers having high academic awareness than low qualified teachers.
12. There is a significant impact of the professional qualification of the teacher on their pre and post-academic awareness.

b. Perception of Participant Teachers about the Training Programme

1. All the teachers were trained during 1997-98. No member worked in the state level training programme. No teacher was involved in the state wide discussion about the DPEP and SRG activities.

2. All the members were given sufficient time to participate level III training programme. All the people have got their intimations 7 days in advance.
3. Only few members were aware of the content to be transacted during the 5 days training at the centre allotted to them. Only 5% of teachers prepared by gathering the relevant books and other literature on the natural learning experiences.
4. The cooperation of the Resource persons with the participants during the training programme, 166 members felt that they were extremely cooperative and 188 members felt that they were fairly cooperative.
5. All the 366 members were agreed that all the time they were given freedom to express their views during the training.
6. All the members were agreed the highly appropriateness of the approaches used by the Resource Persons in dealing the modules. They were agreed that they were extremely competent in transacting the modules. Nearly 208 teachers (56.8%) were agreed that Discussion and Group work are the major approaches used in the transaction of the modules. They expressed that participatory approach was used.
7. The participant teachers were highly benefitted with the training programme. the preparation of reports.
8. The teachers suggested to establish the permanent training centres.

9. All the 366 members were satisfactory with the training camp facilities. They have not made any suggestions for the improvement of these facilities.
10. The teachers were accepted the adequacy, attainability and relevance of the objectives of training programme. They were not supplied the print material during the training programme and after the training programme. 50% of the participants were expected that the training package should be given to them on the first day of training programme. They were agreed that the modules were bit self explanatory.
11. The overall quality of the print material is good. They supplied few supplementary material in the form of charts, models, etc.
12. The audio-visual material in the form of models and charts predominantly used. The video (TV) is also used out of the training schedule.
13. The talks of guest speakers are relevant to the objective of training programme.
14. The lecture method was used oftenly in the transaction of different modules. This is evident from the response of participant teachers. Only 131 teachers felt that all the time lecture method was used in the transaction. 54 teachers felt that lecture method was used some time in the transaction of the modules. 78 teachers felt that discussions approach used all the time, 93 felt that some time used, 24 felt that oftenly used the method.

Group discussions were used all the time and same time. The independent study approached used very rarely.

15. The maximum teachers are accepting the most effective transaction of the modules, viz. Innate Abilities of the child, Reorganisation of the classroom using Innate Abilities of the learners and natural learning experiences. Few teachers were also preferring the most effective transaction of the module on the profile of Natural learning experiences. The organisation of NLE based activities in Multigrade context and planning and organisation of activities by using local resources were also given third preference by few teachers.
16. The modules, viz. NLE based activities in Multigrade context, planning and organisation of activities by using local resources and NLE based activities in language skills learning were preferred in the order for its least effective transaction of the modules. The modules on Mathematical skills and NLE based activities. NLE based activities for Gender issue, use of support mechanism in NLE based activities and child labour were also preferred by few teachers for its least effective transaction.
17. The use of support mechanism is perceived by few teachers. It means that this objective is not attained in the training programme.
18. Regarding the sufficiency of the objectives 275 (75%) teachers are accepting its sufficiency. Only 14 (3.8%)

teachers are perceived that the objectives are not sufficient.

19. The attainability of objectives are also perceived by 239 (65.3%) teachers. The relevance of the objectives with the profession was also accepted by 276 (75.4%) teachers.

20. Participant teachers were asked to write strength and weakness of the training programme. The following observations are made from their responses.

1. Most of the teachers expressed that the duration of the programme should be increased.
2. Most of the teachers felt that there is need to include a module on diagnosis of learning difficulties and remedial instructional programme.
3. Some trainees opined that this kind of training should be organised periodically.
4. There should be demonstration on each of the NLE based activity.
5. Some teachers suggested to raise the dareness allowance.
6. Teachers suggested to provide hostel facility in the training centres where the facility is not available.
7. Teachers suggested to organise similar training programme to deal with the children of under aged enrolled in the schools.

c. Focus Group Discussion

1. Teachers have expressed that their expectations were related to teaching strategies for slow learners, activities for the underaged children enrolled in the school, use of OB kit, diagnosis of learning difficulties and remedial measures and competency based evaluation. It

was opined by majority of teachers that their expectations were fulfilled to some extent regarding the above components.

2. Regarding the physical facilities like size, location of the rooms where training was organised, the teachers have expressed that the facilities were partially adequate. Most of the teachers felt that the residential training programmes should be well equipped with at least minimum physical facilities.
3. Teachers have expressed that participatory discussion method was mostly used in the training programmes. Some times they were followed by demonstration and discussions. It was felt by the most of the teachers in the groups that the resource persons here to demonstrate the organisation of NLE based activities in different school subjects.
4. The modules which were not transacted effectively were: (i) Multigrade Teaching, (ii) Support Mechanism and (iii) Using of local resources.
5. Regarding the use of AV material, use of charts was given more emphasis. The group felt that the over emphasis on the using of charts should be avoided.
6. Teachers felt that the training materials were not enough to improve their abilities. All the teachers were expressed to supply of training package.
7. Most of the teachers are opined that the resource persons are efficient in organisation of NLE based activities for

the few content areas. They were asked to have a demonstration of these activities in real classroom situation.

8. Teachers have expressed that the MRPs managed the training programme effectively. Regarding the duration of the training programme, most of the teachers were suggested for seven days programme.
9. All the teachers have expressed that the training programme has helped them to some extent in dealing problems like organisation of activities in multigrade situation, organisation of the activities for slow learners and under aged children.
10. The following are the some of the suggestions about the training programme.
 - a. Duration may be extended to 7 days.
 - b. Training package should be supplied.
 - c. The NLE based activities planned are not suitable to the actual classroom situation.
 - d. Intensive training programme is required in areas like diagnosis of learning difficulties and remedial measures. Competency based NLE activities and organisation of NLE based activities in multigrade context.
 - e. Innovative evaluation practices are required.
 - f. Training should be conducted during the vacation.
 - g. Many resource persons are required to conduct the training programme by using NLE based activities in the different content areas.

7.2 Impact of the Training Programme

a. Teachers Classroom Practices

1. From table 6.42, it is found that all the teachers' have perceived the role of allround development of the learner. The roles like opportunity to share the society and eradication of child labour are rarely perceived by the teachers.
2. The activities like wakeup activity in Telugu, the other activities used in Telugu subject are: colour game, question me ? game, sentence making game, relay story game, pen/bottle game, Anthyakshari, symbol reading activity, cartoon reading and tambola game. The activities like Buzz game, Relation between two numbers game, Measurement game, Time counting, Estimation game, Count game, Number chart activity, Relay addition, In the pond-on the pond game, Rat game, Tambola, Four operations game and Magic squares.
3. The activities organised in the school for teaching Environmental Studies are: In the pond-on the pond, chalk box game, fruits, flowers and vegetables game, Classroom mapping, Read and Reach game and Puzzle game.
4. The activities like 'who will help me ?', Could not organise in the classroom. Few activities like Buzz game, Tambola, Question me ? game and Relay story game used with modification in the teaching of school subjects. The use of local resources is not possible in all the cases. This is perceived by all the teachers.

5. The major thrust area like Innate abilities of the children, natural learning experiences. Use of local environment and eradication of child labour perceived by more than 70% of the teachers. The use of cooperative learning and gender bias are perceived by very few teachers. This may be due to defective transaction or low efficiency of the resource persons.
6. The defective curriculum is the major obstacle in implementation of NLE based activities. The NLE based activities are not suitable to the organisation. The followup system for the NLE based activities is defective. The few obstacles like single/two teacher schools and delay in teacher appointments are least considerable obstacles in the implementation of the teacher training programmes.
7. The among suggested followup activities, all the teachers are accepting the first place to service conditions of the teachers. The reward/punishment, change in the recruitment procedures are to be given priority. The felt that it is better to appoint the teachers who are having positive attitude towards teaching profession. The school grants, reform in evaluation and child centres method are ranked at the end.

b. Headmasters Views over the Impact of the Programme

1. The activities like Electution competition, Essay writing and sports were conducted in the school.

2. Few teachers are working for creating natural learning experiences based activities.
3. Regarding the perception of the of the implementation/organisation of NLE based activities most of the headmasters are highly receptive.
4. The headmasters are asked for school grants and teachers grants.
5. Most of the headmasters are, expecting academic assistance from DIET.

c. Classroom Performance of Teachers

1. The mean score of natural learning experience is higher than that of other dimensions. The variation of the scores is more under Remedial instruction.
2. The overall mean score of classroom observation schedule is 53. The overall median and mode is 50 and 42 respectively. This indicates that the distribution is slightly positively skewed. It means that the number of teachers securing scores below the mean score of the distribution is slightly less than those getting scores greater than mean.
3. The range of the scores of teachers is 57 with 25 as minimum score and 82 as maximum score.
4. The average mean score is 53 percentage. The median of the distribution is 50 per cent means that half of the students have achieved 52 per cent of classroom performance regarding the organisation of NLE based

activities. Thus, this finding of the study indicates that the existing NLE based teacher training programme is not able to help to the teachers to acquire the ability of organising the activities more than average score. In other words, the existing NLE based teacher training programme cannot develop the best quality of classroom performance among the teachers.

5. It means that there is no relationship between Academic Awareness and Classroom Practices of the teachers. In other words there is no impact of NLE based teacher training programmes on classroom practices of the teachers.

d. Learners Achievement

1. The control and experimental groups do not differ significantly in their average difference though experimental group had an edge over the control group. It means that there is no impact of NLE based teacher training programme on learners achievement.

7.3 Recommendations for Implementation of NLE based Teacher Training Programme

1. The state DPEP may prepare a brochure containing information on the nature of the programme, expectations from the participants and preparations to be made by them for advance circulation through the APC, AMO, MRPs and MEOs.

2. The project may adhere to the suggested guidelines for the selection of centres in terms of camp facilities. Necessary policy decisions be taken to ensure that the camps are fully residential. Wherever available, the DIETs be selected as centres.
3. The state project office may make necessary arrangements for distributing the Inservice training package sufficiently in advance to the participants. For linguistic minority groups, the training package in their respective languages viz., Urdu, Kannada, Tamil, Oria and Marathi may be procured from concerned states on an exchange basis.
4. Specific efforts are to be made in planning and orientation of the SRG members, MRPs and CDs to ensure that the transaction methodology followed in camps is activity based. This requires necessary infrastructural facilities to be provided in camps.
5. Media was considered an important component of Teacher Training Programme. For effective utilisation it needs to be integrated with the modules by indicating the place and nature of its use. The MRPs/CDs need to be oriented about the modality of integrating media with the modules and are made available in cassettes along with the print material as a package. This would avoid the total dependence on telecast especially in centres which are not covered by telecast. In areas like teaching of

language, audio cassettes could find a meaningful place in the package.

6. Provisions be made for more number of guest speakers and persons selected be resourceful enough to supplement the information given in the modules. They be oriented sufficiently in advance regarding the expectations of DPEP from them by the Course Director and Mandal Resource Persons.
7. In order to give academic leadership, the Course Director be an academician rather than an administrator who is unable to devote himself fully to the camp activities due to his regular duties.
8. The DPEP guidelines on the selection of MRPs and CDs be truly implemented.
9. With a view to develop competency in the participating teachers, the camps be organised subjectwise. The camps be held during vacation and the duration be increased to seven days.
10. More time gap be provided between camps to avoid fatigue in the MRPs and CDs.
11. Funds for organising NLE based activities in different school subjects, art education, field trips, hiring/purchasing AV equipment and material be made available. The funds for each camp be made available well in time to avoid inconveniences.
12. The honoraria to the participating teachers and resource personnel be enhanced.

13. A detailed follow-up plan be evolved on providing facilities and resources, bringing in necessary changes in the academic and administrative practices, organising inservice programmes to facilitate implementation of NLE based training programmes as expected by DPEP, AP.
14. Guidelines be drawn for monitoring the implementation of training programme by the State Project Office, DPEP and SCERT.
15. The funds for teacher grant and school grant may be realised immediately for implementation of the programme.
16. There is a need to include the topics like diagnostic testing and its remediation and teaching methods for underaged enrolled in the schools.
17. The problem of underaged children may be avoided by introducing the incentives to the children enrolled in Early Childhood Care and Education (ECCE) Centres, Anganvadi Centres and Balvadi Centres running under DPEP and ICDS schemes respectively.
18. The State Project Director, DPEP should take necessary steps in establishing ECCE centres where there is no provision of pre-school facilities.

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APPENDIX I

IMPACT OF STATE RESOURCE GROUP (SRG) TRAINING
PROGRAMME ON TEACHERS CLASSROOM PRACTICES
AND LEARNERS ACHIEVEMENT

Questionnaire for the SRG members on Implementation of
Teacher Training Programmes

PART A

A. Particulars of the SRG member

1. Name :
2. Address :
3. Age : _____ years
4. Sex : _____ Male/Female
5. Total service experience: _____ (in complete years)
 - a. Teaching experience: In Schools _____ years
In TTIs _____ years
In B.Ed. Colleges _____ years
 - b. Administrative Experience : _____ years
6. Types of jobs/posts held up till now : a. _____ years Post _____
b. _____ years Post _____
c. _____ years Post _____
7. Qualifications : Academic :
Professional:
8. Research done/Papers published, mention, if any. :
9. Experience in curriculum: construction/textbook writing, etc.

B. Association with the SRG

1. Did you attend the SRG members training programme in the previous years ? Yes/No

If yes, give details

Sl. No.	Training Programme	Duration	Venue
---------	--------------------	----------	-------

C. Preparation for SRG members training programme

1. Were you given sufficient time to enable you to participate in the state level key persons orientation programme at DPEP, Hyderabad ? Yes/No

If no, how many days of time do you require ?

2. Were you aware of the nature of work that would be transacted at the training programme ? Yes/No

If yes, what preparations did you make before attending the programme ? Please specify.

If no, what alternatives do you suggest ?

D. Transactions in the Programme

Tick against your response.

1. How cooperative were the Resource Persons with you in the orientation programme ?

- extremely cooperative ()
- very cooperative ()
- fairly cooperative ()
- somewhat cooperative ()
- not at all. ()

2. To what extent were you given freedom to express your views in the programme ?

- all the time ()
- some times ()
- often ()
- rarely ()
- not at all ()

3. How appropriate was the approach used by the Resource Persons in dealing a set of modules on a particular theme ?

- highly ()
- very much ()
- fairly ()
- somewhat ()
- not at all ()

4. How do you rate the competency of the Resource Persons in transacting the modules ?

- extremely competent ()
- very much competent ()
- fairly competent ()
- somewhat competent ()
- not at all competent ()

5. Rank the following approaches were followed in the transaction of the modules. (Encircle your response)

1. All the time 2. Some time 3. Often 4. Rarely
5. Not at all

Lecture	1	2	3	4	5
Discussion	1	2	3	4	5
Group work	1	2	3	4	5
Independent study	1	2	3	4	5
Demonstration	1	2	3	4	5
Experimentation	1	2	3	4	5
Debate	1	2	3	4	5
Participate	1	2	3	4	5
Any other (specify):	1	2	3	4	5

6. How far were you benefitted by the training programme to discharge your duties as a SRG member/RP at the district level programme ?
Highly
Very much
Fairly
Somewhat
Not at all
7. Mention three modules (in the order of preference) which were handled most efficiently by the Resource Persons.
1.
2.
3.
8. Mention three modules which were handled least efficiently by the Resource Persons (in order of preference).
1.
2.
3.
9. To what extent did you get guidance and assistance from the Resource Persons in the group discussions and in the preparation of the reports ?
- very great extent
- great extent
- some extent
- very little
- nil
10. What other suggestions/guidance do you require from the state level Resource Persons to enable you to conduct the district level programmes successfully and purposefully.
1.
2.
3.
4.
5.

E. Camp Facilities at the state level training centre

1. Indicate your assessment of the facilities made available during your stay at the camps on a 5-point scale ?

Type of facility	Exce- llent	Very good	Good	Sati sfac tory	Poor	Not available
------------------	----------------	--------------	------	----------------------	------	------------------

- a. Lodging
- b. Boarding
- c. Classroom seating (space/ furniture)
- d. Library and Reading Room
- e. Use of local environment
- f. Audio-visual material and media
- g. Materials and tools for work experience, art education, etc.
- h. Recreational/ cultural
- i. Any other (Mention)

2. What suggestions would you like to make for improvement in the above aspects ?

Item	Suggestions

F. Objectives of SRG Teacher Training Programme

Please put a tick (✓) mark against the objective(s) realised during the training programme.

The broad objectives of Teacher Training were to:

- motivate teachers for positive attitudinal change in order to bring the innate abilities of children by providing suitable learning experience.
- the teachers are potential thinkers to create natural learning situation suitable to the needs and the innate capabilities of children.
- provide competencies to deal the school subjects on activity based teaching.
- provide competencies to develop creative activities in school subjects, i.e. Language, Maths and EVS.
- develop competencies in the use of locally available material for their teaching in all subjects.
- encourage the teacher to adopt participating approach in teaching learning process.
- make the teacher realise the gender equity.
- make the teacher to use the support system available in and around the school.
- develop the competencies in organisation of multigrade teaching and make the teacher to realise the use of certain effective method of its organisation.

1. Do you think that all the stated objectives of SRG are relevant to the teachers' job ? Yes/Not sure/No
If No, mention the objectives which you think are not relevant to the teachers' job.

2. Do you think that the stated objectives of the programme were attainable during the field level training programme ? Yes/Not sure/No
If No, mention the objectives which are not attainable.

3. Would you like to add some more objectives of SRG ?
Yes/No

If yes, please mention.

G. Print Material

1. Did you receive the print materials sufficiently before the commencement of the district level training (MRPs training) programme ? Yes/No
2. Did you receive the print material sufficiently to distribute the MRPs during the district level training programme ? Yes/No
3. How far are the modules in the package self-explanatory ?
 - completely
 - mostly
 - quite a bit
 - somewhat
 - very little
4. List the modules handled by you in the district level programme.
 - a.
 - b.
 - c.
5. Were all the objectives listed in the modules attainable by the teachers ? Yes/Not sure/No
6. Were the participants able to comprehend the contents of the modules ? Yes/Not sure/No
7. Were the suggested activities in the modules practicable ? Yes/Not sure/No
8. How many suggested activities were actually tried out in the district level programme ?
 - all
 - most
 - some
 - very few
 - none

9. Mention the reasons for the activities which were not tried out.
 - a.
 - b.
 - c.
10. List out the modules (on the order of priority) which generated greater participation in the training centre.
11. Name the modules which generated least participation.
12. Mention the modules which you have found to be difficult to transact.
13. Mention five modules which you think are most relevant (in the order of preference) to the teachers.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
14. How do you rate the overall quality of the print material ?
 - very good
 - good
 - fair
 - poor
 - very poor

15. Did you supply any material to the participants in addition to the package of modules supplied by DPEP, AP ? Yes/No
If yes, give the details of materials supplied to the participants.

16. Was there any facility to cyclostyle and supply the material that was produced in the training programme ? Yes/No

H. Audio-Visual Material

1. Did you used AV material in the training programme ? Yes/No
2. Mention the situations where A.V. materials have been used.
- 1.
 - 2.
 - 3.
3. List the A.V. materials which you used in the district level training programme. Also, indicate the sources from where you obtained.

Name of the material	Source
1.	
2.	
3.	

I. Guest Speakers (State Level)

1. How far the talks by the guest speakers relevant to the objectives of SRG ?
- completely
 - mostly
 - quite a bit
 - somewhat
 - very little

2. How do you rate the quality of talks by the guest speakers ?
- very good
 - good
 - fair
 - poor
 - very poor

J. Methodology

1. What percentage of instructional hours, on an average was spent on each of the following activities during the total duration of days in the district level programme ?

Activities	Percentage of instructional hours
------------	-----------------------------------

I. During the instructional sessions

- a. Lectures
- b. Discussion among participants
- c. Conducting experiment/
producing material, etc.
- d. Demonstration of
teaching content

II. During the out of instructional sessions

- e. Self study/group work
- f. Watching T.V.
- g. Any other (specify)

2. In your opinion what should be the duration of
- a. State level programme _____ days
 - b. District level programme _____ days
3. How interested did the MRPs appear to be in the proceedings of the programme ?
- very much
 - moderately
 - neutral
 - indifferent
 - hostile

L. Problems

1. Mention any two or three problems which are being faced in the organization.

Nature _____ to be taken
_____ the problems

a. Academic

b. Administrative

c. Financial

d. Any other
(specify)

2. Please suggest any two or three measures which can be taken to make the programme more effective and efficient.

State level

District level

Field level

APPENDIX II

IMPACT OF STATE RESOURCE GROUP (SRG) TRAINING
PROGRAMME ON TEACHERS CLASSROOM PRACTICES
AND LEARNERS ACHIEVEMENT

Questionnaire for the Course Directors/Mandal Resource
Persons on Implementation of Teacher Training Programme

A. Centre

- i. Name of the Centre :
- ii. Number of spells :
allotted to the centre
- iii. Nature of the Camp : Residential/Partly-
Residential/Day Camp
- iv. Number participated : Men Women Total
in each of the
Training Programme 1.
(state spellwise) 2.
3.
4.
5.
6.

B. Course Director/Resource Person

- i. Name and Designation :
of the Course Director/
Resource Person
- ii. Age :
- iii. Sex : Male/Female
- iv. Teaching and/or :
administrative
experience

v. Did you act as : Yes/No
Course Director/
Resource Person in
the previous years ?
If 'yes', give details

vi. Did you attend the : Yes/No
district level Resource
Persons (MRPs)
Training Programme ?

**C. Mandal Resource Persons Training Programme at District
Level**

(Tick against the response)

1. Were you given sufficient time to enable you to
participate in Resource Persons Training Programme ?
Yes/No

If No, how many days in advance did you receive the
intimation ?

2. Were you sufficiently informed about the nature of the
training programme (district level) ? Yes/No

If Yes, were you asked to make any academic preparation
for it ? Please specify.

If No, did you make any attempt to know about the
nature of the programme ? Yes/No

If Yes, mention the source of information.

3. How cooperative were the SRG members with you in training programme ?

- extremely cooperative ()
- very cooperative ()
- fairly cooperative ()
- somewhat cooperative ()
- not at all ()

4. How free were you in your interaction with the SRG members in the programme ?

- extremely ()
- very ()
- fairly ()
- somewhat ()
- not at all ()

5. How competent were the SRG members in transacting the modules ?

- extremely competent ()
- very much competent ()
- fairly competent ()
- somewhat competent ()
- not at all competent ()

6. How far were you benefitted by the district level training programme to discharge your duties as a Course Director/Mandal Resource Person ?

- highly
- very much
- fairly
- somewhat
- not at all

7. Rank the following approaches were followed in the transaction of the modules (Indicate your response by putting a tick mark).

1. All the time 2. Some time 3. Often 4. Rarely
5. Not at all

- Lecture	1	2	3	4	5
- Discussion	1	2	3	4	5
- Group work	1	2	3	4	5
- Independent study	1	2	3	4	5
- Demonstration	1	2	3	4	5
- Assignment	1	2	3	4	5
- Experimentation	1	2	3	4	5
- Debate	1	2	3	4	5
- Participatory	1	2	3	4	5
- Any other	1	2	3	4	5

8. Mention three modules in order of preference which were handled most efficiently by the SRG members.

1.

2.

3.

9. Mention three modules in order of preference which were handled least efficiently by the SRG members.

1.

2.

3.

10. In addition to the instructional package, were you supplied with any other material by the SRG members/DPEP ?
Yes/No

If yes, list the additional material.

DPEP, Hyderabad	SRG members
1.	1.
2.	2.
3.	3.

- the teachers are potential thinkers to create natural learning situation suitable to the needs and the innate capabilities of children.
- provide competencies to deal the school subjects on activity based teaching.
- provide competencies to develop creative activities in school subjects, i.e. Language, Maths and EVS.
- develop competencies in the use of locally available material for their teaching in all subjects.
- encourage the teacher to adopt participating approach in teaching learning process.
- make the teacher realise the gender equity.
- make the teacher to use the support system available in and around the school.
- develop the competencies in organisation of multigrade teaching and make the teacher to realise the use of certain effective method of its organisation.

F. Print Material

1. Did you receive the print materials sufficiently before the commencement of the teacher training programme ? Yes/No

If No, when did you receive them ?

2. Did you receive the print materials sufficiently to distribute the teacher training programme ? Yes/No

3. In addition to the Inservice Teacher Education Package, did you supply any other material to the teachers ? Yes/No

If Yes, give details of the material supplied to the teachers.

4. How far are the modules in the package self-explanatory ?

- completely
- mostly
- quite a bit
- some
- very little

5. Mention the modules you have handled.

6. Are the objectives of the modules clear ?

Yes/Not sure/No

7. Are the objectives of the modules relevant to the teachers ?

Yes/Not sure/No

8. Are the objectives of the modules attainable by the teachers during the training programme ?

Yes/Not sure/No

9. Can the teachers be able to comprehend the contents of the modules ?

Yes/Not sure/No

10. Is the content of the modules adequate to attain the objectives of the modules ?

Yes/Not sure/No

11. Are the suggested activities in the modules practicable ?

Yes/Not sure/No

12. Are the suggested activities in the modules relevant to the objectives of the modules ?

Yes/Not sure/No

13. Are the suggested activities adequate to attain the objectives of the modules ?

Yes/Not sure/No

18. Mention FIVE modules which you think are most relevant (in order of preference) to the teachers.

1.

2.

3.

4.

5.

19. How do you rate the overall quality of the print material ?

- very good
- good
- fair
- poor
- very poor

G. Audio-Visual Material and Media

1. Did you make use of any audio-visual material ? Yes/No
If Yes, mention the situation where AV materials have been used.

2. List the AV material which you used in the teacher training programme. Also indicate the sources from where you obtained.

Sl. No.	Name of the material	Source

H. Methodology

1. Rank the following approaches were followed by you in the transaction of modules ?

1. All the time 2. Some time 3. Often 4. Rarely
5. Not at all

- Lecture	1	2	3	4	5
- Discussion	1	2	3	4	5
- Group work	1	2	3	4	5
- Independent study	1	2	3	4	5
- Demonstration	1	2	3	4	5
- Assignment	1	2	3	4	5
- Experimentation	1	2	3	4	5
- Debate	1	2	3	4	5
- Any other	1	2	3	4	5

2. What percentage of instructional hours on an average was spent on each of the following activities during the total duration of five days ?

Activities	Percentage of instructional hours
------------	-----------------------------------

I. During the instructional sessions

- a. Lectures
- b. Discussion among participants
- c. Watching T.V.
- d. Demonstration of teaching content

II. During the out of instructional sessions

- e. Conducting experiment/ producing material, etc.
- f. Self study
- g. Any other

3. Do you think that five days training programme is adequate to attain the objectives of Teacher Training?

Yes/No

If No, what should be the duration of the programme ?

4. Were you required to explain the activities with specific topics of school subjects ?

Yes/No

If Yes, mention the topics and state how you explained teaching of the topics.

5. How interested did teachers appear to be in the proceedings of the programme ?

- very much
- moderately
- neutral
- indifferent
- hostile

I. Outcomes and Follow-up

1. In your opinion, what benefit teachers had of attending five day training programme ?

2. In what ways would you expect teachers to make use of these benefits in their job ?

3. In your opinion, mention the support needed to implement the same ?

4. Is there a need for follow-up programmes to the MRPs training ? Yes/No

If Yes, what should be the nature of such programmes ?

K. Problems and Suggestions

1. Mention the problems, if any, encountered in the organisation of the training programme.

Nature	Problems	Measures to be taken to tackle the problems
a. Academic		
b. Administrative		
c. Financial		

2. Please suggest measures needed to make the programme more effective and functional in future.

APPENDIX III(A)

IMPACT OF STATE RESOURCE GROUP (SRG) TRAINING
PROGRAMME ON TEACHERS CLASSROOM PRACTICES
AND LEARNERS ACHIEVEMENT

Questionnaire for the Participating Teachers on
Teacher Training Programme

Centre:

A. Personal Information

- i. Name of the Participating Teacher: _____
- ii. Age : _____
- iii. Sex : Male/Female
- iv. Teaching Experience in Years : _____
- v. Subjects taught : _____
- vi. Qualification : a. Intermediate/
B.A./B.Sc./
B.A./M.Sc.
b. TCH/B.Ed./M.Ed.
c. Any other
(specify)
- vii. Mention the training/
programmes you participated
during the last five years ?

Programme	Duration	Year

B. Training Programme

(Tick against your response)

- 1. Were you told earlier about the teacher training by
some of your colleagues who attended the programme ?
Yes/No

If Yes, indicate their perception of the usefulness of the programme to inservice teachers:

- completely
- mostly
- quite a bit
- somewhat
- not at all

2. Did you notice any significant contribution by them in planning, organisation and management of curricular and co-curricular activities of your school ?

Yes/No

If Yes, indicate your observations.

3. Were you given sufficient time to enable you to attend the programme ?

Yes/No

If No, how many days in advance did you receive the intimation ? _____ days

4. Were you sufficiently informed about the nature of the programme by the DPEP ?

Yes/No

If Yes, were you asked to make any academic preparation for it. Please specify

If No, did you make any attempt to know about the nature of the programme ?

Yes/No

If Yes, mention the source of information.

5. Indicate your perception of the usefulness of the programme to inservice teachers.

- completely ()
- mostly ()
- quite a bit ()
- somewhat ()
- not at all ()

C. Facilities at the Training Centre

Indicate your assessment of the following facilities if they were made available during your stay at the camp on a 5-point scale.

Type of facility	Exce- llent	Very good	Good	Sati sfac tory	Poor	Not available
a. Lodging						
b. Boarding						
c. Classroom seating (space/ furniture)						
d. Library and Reading Room						
e. Use of local environment						
f. Audio-visual material and media						
g. Materials and tools for work experience, art education, etc.						
h. Recreational/ Cultural						
i. Any other (Mention)						

2. From your assessment of the training camp facilities do you think that the centre may be retained for this programme in the future ? Yes/No

D. Human Resources

1. How cooperative were the Resource Persons with you in the programme ?
 - extremely cooperative ()
 - very cooperative ()
 - fairly cooperative ()
 - somewhat cooperative ()
 - not at all cooperative ()

2. How free were you in your interaction with the Resource Persons in the programme ?
 - extremely free ()
 - very free ()
 - quite free ()
 - somewhat free ()
 - not at all free ()

3. How competent were the Resource Persons in transacting the modules in the Primary Teacher Training Package ?
 - extremely competent
 - highly competent ()
 - fairly competent ()
 - somewhat competent ()
 - not at all competent ()

4. How well were the contents and learning activities of each of the modules covered by the Resource Persons ?
 - completely ()
 - mostly ()
 - quite a bit ()
 - somewhat ()
 - very little ()

5. Mention three modules (in order of preference) which were transacted very effectively.
 - 1.
 - 2.
 - 3.

6. Mention three modules (in order of preference) which were transacted least effectively.
 - 1.
 - 2.
 - 3.

7. How well, did the Resource Persons clarify/solve your doubts/problems in teaching of school subjects ?

- completely
- mostly
- quite a bit
- somewhat
- very little

E. Print Material

1. Did you receive the print materials before the commencement of the training programme ? Yes/No

2. Did you receive any other materials from the DPEP or Resource Persons ? Yes/No

If Yes, give details of the materials received.

3. How far are the modules self-explanatory ?

- completely
- mostly
- quite a bit
- somewhat
- very little

4. Do you think that the print material supplied to you is sufficient to attain the objectives of the training programme ? Yes/Not sure/No

5. How well were you able to understand the print materials ?

- completely
- mostly
- quite a bit
- somewhat
- very little

6. Mention the modules you found difficult to understand.

7. Mention the modules which you think are most relevant/
least relevant to your job.

List	Most relevant	Least relevant
1.		
2.		
3.		
4.		
5.		

8. Mention the modules which you think were least
relevant to your job.

- 1.
- 2.
- 3.
- 4.
- 5.

9. How do you rate the overall quality of the print
material ?

- very good
- good
- fair
- poor
- very poor

F. Audio-Visual Material and Media

1. Did the Resource Persons make use of audio-visual
materials ? Yes/No

2. Do you think that the A.V. material used by the
Resource Persons adequate ? Yes/Not sure/No

How far were these problems solved by the Resource Persons ?

- most effectively ()
- somewhat effectively ()
- not effectively ()

5. How interested did co-trainees appear to be in the proceedings of the programme ?

- very much ()
- moderately ()
- neutral ()
- indifferent ()
- hostile ()

H. Objectives of Teacher Training Programme ?

1. Please put a tick (✓) mark against the objective(s) realised during the training programme.

The broad objectives of Teacher Training were to:

- motivate teachers for positive attitudinal change in order to bring the innate abilities of children by providing suitable learning experience.
- the teachers are potential thinkers to create natural learning situation suitable to the needs and the innate capabilities of children.
- provide competencies to deal the school subjects on activity based teaching.
- provide competencies to develop creative activities in school subjects, i.e. Language, Maths and EVS.
- develop competencies in the use of locally available material for their teaching in all subjects.
- encourage the teacher to adopt participating approach in teaching learning process.
- make the teacher realise the gender equity.
- make the teacher to use the support system available in and around the school.

- develop the competencies in organisation of multigrade teaching and make the teacher to realise the use of certain effective method of its organisation.

2. Do you think that the objectives of Teacher Training Programme are adequate ? Yes/Not sure/No

If No, state the objectives you think should be added to the existing list.

3. Do you think that all the stated objectives of teacher training are relevant to your job ?

Yes/Not sure/No

If No, mention the objectives which you think are not relevant to your job.

4. Do you think that the stated objectives of the programme were attained during the training programme?

Yes/Not sure/No

If No, mention the objectives which could not be attained.

J. Problems and Suggestions

1. Mention the problems, if any, encountered by you during the training programme.

Nature	Problems	Measures to be taken to tackle the problems
a. Academic b. Administrative c. Financial d. Any other (specify)		

2. Please suggest measures needed to make the programme more effective and functional in future.

REGIONAL INSTITUTE OF EDUCATION [NCERT] MYSORE - 6**IMPACT STUDY OF DPEP, TEACHER TRAINING PROGRAMMES**

మిత్రులారా!

ఈ ప్రశ్నావళి ఉపాధ్యాయ శిక్షణా కార్యక్రమాల మీద మీ అభిప్రాయాలను, ప్రతిస్పందనలను తెలుసుకోవడానికి రూపొందించబడింది. ఈ లక్ష్యసాధన కోసం మీరు ఈ ప్రశ్నావళికి ప్రతిస్పందించవలసిందిగా కోరడమైంది. మీ ప్రతిస్పందనల ఆధారంగా ఈ శిక్షణా కార్యక్రమాల్ని అభివృద్ధి పరచడమే మా ఉద్దేశం.

దయచేసి ఈ ప్రశ్నావళిని చూసి మీ అభిప్రాయాలను, సరైన సమాధానాల్ని ఈ గుర్తుతో (✓) సూచించండి.

శిక్షణా కార్యక్రమాల అభివృద్ధి కోసం అదనపు సమాచారాన్ని, విమర్శలను, మీ సలహాల్ని తెలియజేయవలసిందిగా కోరుతున్నాం. మీరు అందించిన సమాచారాన్ని పరిశోధనకు మాత్రమే ఉపయోగించబడుతుంది. మీరు వ్యక్తపరిచిన ప్రతిస్పందనల్ని గుప్తంగా ఉంచబడతాయి.

పరిశోధక బృందం

IMPACT OF STATE RESOURCE GROUP [SRG] TRAINING PROGRAMME ON TEACHER CLASSROOM PRACTICES AND LEARNERS ACHIEVEMENT.

Questionnaire for the Participating Teachers
Teacher Training Programme

PART - A

I. Personal Information :-

1. శిక్షణలో పాల్గొన్న ఉపాధ్యాయుని పేరు :
2. వయస్సు :
3. లింగము : స్త్రీ / పురుషుడు
4. బోధనానుభవము : సం॥
5. బోధించుచున్న విషయము : తెలుగు / గణితము / ప.వి. I / ప.వి. II
6. బోధించుచున్న తరగతులు : 1 / 2 / 3 / 4 / 5
7. విద్యార్హతలు : Inter
B.A / B.Sc / B.Com
M.A / M.Sc / M.Com
T.T.C / B.Ed / M.Ed / Others
8. గత 5 సం॥లో మీరు పొందిన వృత్త్యంతర శిక్షణలు వివరాలు క్రింద ఇవ్వబడిన పట్టిక యందు నమోద చేయండి.

క్ర. సంఖ్య	శిక్షణా కార్యక్రమము పేరు	వ్యవధి రోజులు	సంవత్సరము
1.			
2.			
3.			
4.			
5.			
6.			

9. మీరు పనిచేయుచున్న ప్రాంతము : గ్రామీణ / పట్టణము
10. మీరు పనిచేయుచున్న పాఠశాల యాజమాన్యము: ప్రభుత్వ / పంచాయతీరాజ్ / మునిసిపాలిటీ

1. మీరు గతములో ఈ శిక్షణ పొందిన మీ ఉపాధ్యాయుని ద్వారా ఈ శిక్షణ గూర్చి తెలుసుకొన్నారా?

అవును / లేదు

తెలిసికొనియుంటే, వారు ఈ శిక్షణా కార్యక్రమము ఏ మేరకు ఉపయోగపడుతుందని భావింపారు.

పూర్తిగా

చాలావరకు

కొద్దివరకు

చాలా కొద్దిగా

అసలు ఉపయోగపడదు

2. ఈ శిక్షణ పొందిన ఉపాధ్యాయులు మీ పాఠశాలలో పని చేయుచున్నచో వారి పాఠ్యప్రణాళికా పథక రచనలో

నిర్వహణలో, సహాపాఠ్యకృత్యాల నిర్వహణలో మార్పు గమనించారా?

అవును / లేదు

మార్పు గమనించి ఉంటే క్లుప్తంగా మీరు గమనించిన మార్పులను నమోదు చేయండి.

1.

2.

3.

4.

5.

3. ఈ శిక్షణా కార్యక్రమమునకు హాజరగుటకు మీరు ముందుగా సరిపోయినంత కాలములో తెలియజేశారా?

అవును / లేదు

లేకపోయినట్లయితే ఎన్నిరోజుల ముందు తెలిపియుంటే బాగుగా ఉండేంది. _____ రోజులు

4. అధికారాలు మీకు ముందుగా శిక్షణా కార్యక్రమ స్వభావాన్ని గురించి తెలియజేశారా? అవును / లేదు

తెలియజేసినట్లయితే, విద్యావిషయక సన్నాహాలు చేసికోవలసినదిగా తెలిపారా? అవి క్లుప్తంగా పేర్కొనండి.

1.

2.

3.

మీరు ఈ కార్యక్రమ స్వభావాన్ని గురించి తెలిసికొనుటకు ప్రయత్నించారా?

అవును / లేదు

- అవును అన్నట్లయితే ఎవరి ద్వారా తెలుసుకున్నారు?

- 1.
- 2.
- 3.

5. ఈ కార్యక్రమము inservice teachers కి ఎంతవరకు ఉపయోగపడుతోంది. మీ అభిప్రాయాన్ని తెలియజేయండి.

- పూర్తిగా
- చాలావరకు
- కొద్దివరకు
- చాలాకొద్దిగా
- అసలు ఉపయోగపడదు

6. ఈ 5 రోజుల శిక్షణాకేంద్రము ఏర్పాటు చేయబడిన సౌకర్యాలు ఏ విధంగా ఉన్నాయో తెలుపండి. మీ సమాధానాన్ని తెలుపుచోట (✓) గుర్తు ఉంచండి.

క్ర.సం.	వసతి పేరు	చాలా బాగుగా ఉన్నది	బాగుగా ఉన్నది	ఫర్వాలేదు	బాగుగా లేదు	చాలా బాగుగా లేదు
1.	భవన/వసతి					
2.	భోజనము					
3.	తరగతిలో కూర్చును ఏర్పాటు					
4.	శిక్షణా కార్యక్రమ పరిసరాలు					
5.	నీటివసతి					
6.	వెలుతురు/గాలి					
7.	పుస్తకాలు, పెన్ను, పెన్సిలు, చార్టులు వగైరా.					
8.	ఇతరులు					

7. ఏర్పాటు చేసి వసతులు దృష్టిలో ఉంచుకొని భవిష్యత్తులో ఈ కేంద్రములో శిక్షణా కార్యక్రమము ఏర్పాటు చేయవచ్చునా? అవును / లేదు

8. ఈ శిక్షణలో పాల్గొన్న రిసోర్సు పర్సన్స్ మీలో ఏ మేరకు సహకరించేవారు?

- చాలా బాగుగా
- బాగుగా
- కొద్దిగా
- చాలా కొద్దిగా
- సహకరించేవారు కాదు

9. రిసోర్సు పర్సన్స్లో మీరు సంప్రదించుటకు మీకు స్వేచ్ఛ ఏ మేరకు ఉండేది.

- చాలా ఎక్కువగా
- ఎక్కువగా
- కొద్దిగా
- చాలా కొద్దిగా
- స్వేచ్ఛ ఉండేది కాదు

10. ఈ శిక్షణలోని మార్పులు బోధించుటలో రిసోర్సుల పర్సన్స్ సామర్థ్యము ఏ మేరకు కలిగియున్నది

- చాలా ఎక్కువగా
- ఎక్కువగా
- కొద్దిగా
- చాలా కొద్దిగా
- సమర్థులు కాదు

11. మాద్యుల్కు సంబంధించి విషయము, కృత్యాలు రిసోర్సు పర్సన్స్ ఏమేరకు నిర్వహించారు

- పూర్తిగా
- చాలా వరకు
- కొద్దిగా
- చాలా కొద్దిగా
- సరిపోలేదు

12. ఈ శిక్షణా కార్యక్రమములో చాలా బాగుగా బోధించని మూడు మాద్యుల్కు పేర్కొనండి

- 1.
- 2.
- ?

13. ఈ శిక్షణ కార్యక్రమములో సరిగా నిర్వహించని మూడు మాడ్యుల్సు పేర్కొనండి

1.

2.

3.

14. ఈ మేరకు రిసార్సు పర్సన్ మీ అనుమానాలు / తొలగించుటకు ప్రయత్నము చేశారు

- పూర్తిగా

- చాలా వరకు

- కొంత వరకు

- చాలా కొద్దిగా

- ప్రయత్నించలేదు

15. శిక్షణకు ముందు / శిక్షణ కార్యక్రమములో మీకు ముద్రించిన మాడ్యుల్సు ఇచ్చారా?

అవును /

16. ముద్రిత పుస్తకాలు కాక ఇంకా ఏమైనా సామాగ్రి మీకు ఇచ్చారా?

అవును /

17. ఇచ్చిన సామాగ్రి ఎంతమేరకు స్వయం వివరణాత్మకంగా ఉన్నాయి.

- పూర్తిగా

- చాలావరకు

- కొంతవరకు

- చాలా కొద్దిగా

- ఆ విధంగా లేదు

18. మీకు ఇచ్చిన సామాగ్రి ఎంతమేరకు శిక్షణ ఆశయాలు సాధనకు ఉపయోగపడుతాయి

- ఉపయోగపడును

- కొంతవరకు ఉపయోగపడును

- ఉపయోగపడును లేదో చెప్పుము

- ఏ మాత్రము ఉపయోగపడదు

19. శిక్షణలో ఇచ్చిన ముద్రిత మాడ్యుల్సు మీరు ఏ మేరకు అవగాహన చేసుకున్నారు? .

- పూర్తిగా

- చాలావరకు

- కొంతమేరకు

- చాలాకొద్దిగా

- అవగాహన లేదు

20. మీకు అవగాహన కాని మాధ్యమం పేర్కొనండి?

- 1.
- 2.
- 3.
- 4.
- 5.

21. మీకు దృష్టిలో చాలా సముచితమైన / సముచితముకాని మాధ్యమంను పేర్కొనండి

చాలా సముచితము

సముచితము కానిది

- 1.
- 2.
- 3.
- 4.
- 5.

22. మొత్తము మీద ముద్రిత సామాగ్రి యొక్క గుణాత్మకత ఏ విధంగా ఉంది

- చాలా బాగుగా ఉంది
- బాగుంది
- ఫర్వాలేదు.
- బాగాలేదు
- ఏ మాత్రము బాగా లేదు

23. శిక్షణలో రిసోర్సు పర్సన్స్ దృశ్య శ్రవణ సామాగ్రిలను వినియోగించాలి?

అవును / లేదు

24. రిసోర్సు పర్సన్స్ వినియోగించిన సామాగ్రి సరిపోయింది?

- అవును
- చెప్పలేము
- లేదు

25. శిక్షణలో మాధ్యమం బోధించుటలో రిసోర్సు పర్సన్స్ ఈ క్రింది పద్ధతులు ఎంతవరకు అనుసరించినారు.

1. ఎల్లప్పుడూ
2. చాలాసార్లు
3. అప్పుడప్పుడు
4. కొన్నిసార్లు
5. అసలు లేదు

- ఉపన్యాసము	1	2	3	4	5
- చర్చ	1	2	3	4	5
- గ్రూప్ సర్కె	1	2	3	4	5
- వ్యక్తిగత పని	1	2	3	4	5
- నియోజనాలు	1	2	3	4	5
- ప్రదర్శక పద్ధతి	1	2	3	4	5
- ప్రయోగాలు నిర్వహణ	1	2	3	4	5
- పరస్పర సంప్రదింపులు	1	2	3	4	5
- మరే ఇతర పద్ధతి ద్వారా	1	2	3	4	5

26. మాద్యులు బోదనలో రిసోర్సు పర్సన్ అనుసరించిన పద్ధతి సరిపోవునా?

- అవును
- చెప్పలేము
- సరిపోదు

27. ఈ 5 రోజులు శిక్షణా కార్యక్రమము వల్ల ఉపాధ్యాయుని శిక్షణ కార్యక్రమ ఆశయ సాధన సాధ్యమా?

అవును / కాదు

కాదు అన్నట్లయితే కార్యక్రమాల వ్యవధి ఎంత ఉండాలి?

రోజులు

28. పాఠశాల బోదన విషయాలలో మీకు గల ప్రత్యేక సమస్యలను గూర్చి రిసోర్సు పర్సన్లతో సంప్రదించారు.

అవును / కాదు

సంప్రదించియున్నట్లయితే ఆ సమస్యలను పేర్కొనండి.

- 1.
- 2.
- 3.

ఎంతవరకు రిసోర్సు పర్సన్ల ఈ సమస్యలను పరిష్కరించగలిగినారు

- చాలా సమర్థవంతముగా
- సమర్థవంతముగా
- కొంతవరకు
- చాలా కొద్దిగా
- పరిష్కరించలేదు

29. మీతో పాటు శిక్షణ పొందినవారు ఈ కార్యక్రమముల నిర్వహణయందు ఎంతవరకు ఆసక్తిని చూపగలిగిచారు

- చాలా ఎక్కువగా
- ఎక్కువగా
- తటస్థముగా
- పట్టించుకోలేదు.
- వ్యతిరేక భావనగా

30. శిక్షణా కార్యక్రమములో సాధించినట్లుగా భావించే లక్ష్యాలను (✓) గుర్తుతో సూచించండి.

ఉపాధ్యాయుని శిక్షణా కార్యక్రమము యొక్క సమగ్ర లక్ష్యాలు

- 1. సరైన అభ్యసనా కృత్యాల ద్వారా విద్యార్థులలోని అంతర్గత శక్తులను ఉపయోగించుటలో ఉపాధ్యాయులను ప్రేరేపించుట
- 2. విద్యార్థుల అంతర్గత సామర్థ్యాలు మరియు అవసరాలకు తగిన విధంగా సహజ అభ్యసన, కృత్యాలను గురించి ఉపాధ్యాయులు ఆలోచించేటట్లు చేయుట
- 3. కృత్యాధార పద్ధతులను అనుసరించి వివిధ విషయాలను (subjects) బోధించే సామర్థ్యాలను కలుగజేయుట
- 4. గణితము, తెలుగు మరియు పరిసరాల విజ్ఞానము నందు సృజనాత్మక కృత్యాలను పెంపొందించే కార్యక్రమాలను కలుగజేయుట
- 5. స్థానికంగా లభించే వస్తువులను తన బోధనలో ఉపయోగించే సామర్థ్యాలను పెంపొందించుట
- 6. బోధనాభ్యాసన ప్రక్రియలో విద్యార్థులు పాల్గొనడానికి అవకాశమున్న పద్ధతులు / కృత్యాలను ప్రోత్సహించుట
- 7. లింగ వివక్షతను గురించి తెలియజేయుట
- 8. పాఠశాల మరియు స్థానికంగా లభించే Support System ను ఉపయోగించుకోనేటట్లు చేయుట
- 9. బహుళ తరగతి బోధనను నిర్వహించుట మరియు తద్వారా సరైన పద్ధతులను ఉపయోగించుట

31. శిక్షణా కార్యక్రమ ఆశయము సరిపోవునని మీరు భావిస్తున్నారా?

- అవును
- చెప్పలేము
- లేదు

లేకపోయినట్లయితే, ఉన్న కార్యక్రమాల జాబితాకు చేర్చవలసిన వాటిని అధనముగా చేర్చవలసిన వాటిని పేర్కొనండి

32. శిక్షణా ఆశయాలన్ని మీ వృత్తికి తగిన విధముగా ఉన్నాయని మీరు భావిస్తున్నారా?

- అవును
- చెప్పలేదు
- లేదు

భావింపకపోతే, మీ వృత్తికి సరిపోనివిగా ఉన్నాయని మీరు భావించే వాటిని పేర్కొనండి?

- 1.
- 2.
- 3.

33. శిక్షణా ఆశయాలు, ఈ శిక్షణా కార్యక్రమాలలో సాధింపబడనివని మీరు భావిస్తున్నారా?

- అవును
- చెప్పలేము
- లేనట్లయితే, ఏవీ ఆశయాలు సాధింపబడలేదో, పేర్కొనండి

34. శిక్షణా కార్యక్రమము ద్వారా మీరు పొందిన ప్రయోజనాలు పేర్కొనండి?

- 1.
- 2.
- 3.
- 4.
- 5.

35. మీరు పొందిన ప్రయోజనాలను ఏ విధముగా వినియోగించదలచారు, పేర్కొనండి.

- 1.
- 2.
- 3.
- 4.
- 5.

36. వీటిని అమలు చేయుటకు పాఠశాల నుండి మీకు ఎటువంటి సహాయము అవసరము: పేర్కొనండి

- 1.
- 2.
- 3.
- 4.
- 5.

37. ఈ శిక్షణా క్రమానికి అనుసరణ కార్యక్రమము అవసరము ఉందా?

ఉన్నది / లేదు

ఉన్నట్లయితే ఆ కార్యక్రమముల తీరు, ఏవిధముగా ఉండాలి

38. శిక్షణా కార్యక్రమములో మీరు ఎదుర్కొన్న సమస్యలు తెలుపండి?

- 1.
- 2.
- 3.
- 4.
- 5.

39. ఈ శిక్షణా కార్యక్రమమును ప్రయోజనకరముగా, సమర్థవంతముగా నిర్వహించుటకు మీరు సలహాలు తెలుపండి?

- 1.
- 2.
- 3.
- 4.

APPENDIX IV
REGIONAL INSTITUTE OF EDUCATION (NCERT) MYSORE - 6
IMPACT STUDY OF DPEP, TEACHER TRAINING PROGRAMMES
ACADEMIC AWARENESS QUESTIONNAIRE

District :

Centre :

పేరు :

హోదా :

పాఠశాల చిరునామ

సూచనలు

DPEP, AP, Teacher Training Programme ప్రాథమిక ఉపాధ్యాయులకు ఎంతవరకు ఉపయోగపడిందో తెలుకోవడానికి ఈ ప్రశ్నావళి తయారు చేయబడింది. ఈ ఉద్దేశంతో మీరు ఈ ప్రశ్నావళికి ప్రతిస్పందించవలసిందిగా కోరుతున్నాం. మీ ప్రతిస్పందనల ఆధారంగా ఈ శిక్షణా కార్యక్రమం యొక్క నాణ్యతను పెంపొందించుట మా ఉద్దేశ్యం.

మీ శిక్షణలో బోధించిన పాఠ్యాంశాల గురించి objective type లో కొన్ని ప్రశ్నలు ఈ ప్రశ్నావళిలో ఉన్నాయి. దయచేసి ఈ ప్రశ్నలకు మీ సమాధానాలను (✓) గుర్తుతో గుర్తించండి. ఇది పరీక్ష కాదు. మీరు అందించిన సమాచారం పరిశోధనకు మాత్రమే ఉపయోగిస్తాం. మీ ప్రతిస్పందనలను రహస్యంగా ఉంచుతాం.

1. సామర్థ్యమనగా ()

- (ఎ) తరగతి గదిలో నేర్చుకున్నది నిత్యజీవితంలో వినియోగించడం
- (బి) తరగతిలో అంశాలను క్షుణ్ణంగా నేర్చుకోవడం.
- (సి) పరీక్షలలో అత్యధిక మార్కులు సంపాదించడం.
- (డి) నేర్చుకున్న విషయాలను బాగా జ్ఞప్తికి తెచ్చుకోవడం.

2. లెక్కించుట అనగా ()

- (ఎ) వరుసగా కలిపి గణన చేయుట
- (బి) అంశాలకు గుర్తించుట, వేరుచేయుట, కలుపుట
- (సి) వేరువేరుగా గణన చేయుట
- (డి) గణన చేసిన వాటిని గుర్తించుట

3. విద్యార్థులలో గల అంతర్గత సామర్థ్యాలు అంటే ()
- (ఎ) బోధనవల్ల కలిగేవి
(బి) పరిసరాల ప్రభావం వల్ల కలిగేవి
(సి) పుట్టుకతో వచ్చేవి
(డి) ఉపాధ్యాయుడు పెంపొందించేవి.
4. పిల్లలో గల అంతర్గత సామర్థ్యాలు ఈ రంగానికి చెందును ()
- (ఎ) జ్ఞానరంగం
(బి) భావావేశం
(సి) నైపుణ్యం
(డి) పై రంగాలన్నీ
5. పుట్టుకతో వచ్చిన సామర్థ్యాలను అభివృద్ధి పరచుటకు తరగతి గదిలో అవసరమైనవి ()
- (ఎ) బోధనాపరకరాలు
(బి) పాఠ్యపుస్తకాలు
(సి) కథలు, ఆటలు, పాటలు
(డి) పైవన్నియు
6. సహజ అభ్యసనానుభవము (NLE) అంటే ()
- (ఎ) శిశువు మదిలో అనుకోకుండా జరిగే ప్రక్రియ
(బి) ఉపాధ్యాయుడు నేర్పించడం వల్ల కలిగే అనుభవం
(సి) స్వేచ్ఛాయుత వాతావరణంలో, సహజసిద్ధంగా పొందే అనుభవం
(డి) స్వతహాగా ఆలోచించడం వల్ల కలిగే అనుభవం
7. బహుళ తరగతి బోధన అనేది ఒక ()
- (ఎ) విధానం (approach)
(బి) పద్ధతి (method)
(సి) యుక్తి (Technique)
(డి) సందర్భం (context)

8. 3 సంవత్సరాల నిల్వవాడు యాదృచ్ఛికంగా (అప్రయత్నంగా) ఒక అరుదైన సంఘటనను తెలచమనేది దీనిపై ఆధారపడి వుంటుంది. ()

- (ఎ) బ్లాపకశక్తి పై
- (బి) నైపుణ్యం పై
- (సి) అంతర్గత శక్తి పై
- (డి) అవగాహన పై

9. బహుళ తరగతి బోధన అనగా..... ()

- (ఎ) ఒకే ఉపాధ్యాయుడు వివిధ తరగతులకు, వివిధ విషయాలకు ఒకేసారి అభ్యసన కార్యక్రమాన్ని నిర్వహించడం.
- (బి) ఒకే తరగతికి వివిధ అంశాలమీద అభ్యసన కార్యక్రమాన్ని నిర్వహించడం.
- (సి) ఎక్కువమంది ఉపాధ్యాయులు ఒకే తరగతికి బోధించడం.
- (డి) ఒకే ఉపాధ్యాయుడు, వివిధ అంశాలను ఒకే తరగతికి బోధించడం.

10. కృత్యాలు నిర్వహించడంలో ఉపాధ్యాయుడు దృష్టిలో ఉంచుకోవలసిన ప్రధానమైన అంశము ()

- (ఎ) ఛార్జులు తయారు చేయడం
- (బి) పరిసరాలలో లభించే వస్తువులను ఉపయోగించడం
- (సి) కావలసిన పరికరాలను కొనుగోలు చేయడం
- (డి) పూర్వం తయారు చేసిన కృత్య పత్రాలను తిరిగి ఉపయోగించడం

11. ఉపాధ్యాయుడు పాఠశాలలో ఈ క్రింది విషయాలలో బాల-బాలికలలో సమానత్వాన్ని పాటించడం లేదు ()

- (ఎ) తరగతి గదిని శుభ్రపరచడం
- (బి) మొక్కలకు నీళ్ళుపోయడం
- (సి) ఆటలు ఆడించడం
- (డి) తరగతి గదిని అలంకరించడం

12. బాలకార్మికులుగా మారే అవకాశమున్న బాల-బాలికలు ()

- (ఎ) బడి మానివేసిన బాలబాలికలు (Dropout)
- (బి) బడిలో చేరని బాలబాలికలు (Unenrolled)
- (సి) బడి బయట గల బాలబాలికలు (Out of School)
- (డి) బడి మానివేసి ఇంటిదగర పనిచేస్తున్న బాలబాలికలు

13. మామిడిపూడి వెంకటరంగయ్య ఫౌండేషన్స్ చేపట్టిన కార్యక్రమాలలో ప్రధానమైనది ()

- (ఎ) ఉపాధ్యాయుల బోధనా నైపుణ్యాన్ని మెరుగుపరచడం
- (బి) విద్యార్థులకు ఆర్థిక సహాయం అందించడం
- (సి) బాల కార్మికులుగా మ్రగ్గుతున్న పిల్లలకు విద్యను చెప్పించడం
- (డి) విద్యారంగంలో గొప్ప మార్పులు తీసుకురావడం

14. విద్యాకమిటీలు ఏర్పాటు చేయడంలో గల ప్రభుత్వ ఆంతర్యం ()

- (ఎ) పాఠశాలల నిర్వహణకయ్యే ఖర్చును తగ్గించడం
- (బి) పిల్లల తల్లిదండ్రులకు పాఠశాల నిర్వహణ బాధ్యతను అప్పగించడం
- (సి) తల్లిదండ్రుల ద్వారా విరాళాలు సేకరించి, పాఠశాల అభివృద్ధికి ఖర్చుచేయడం.
- (డి) ఉపాధ్యాయుల హాజరును పర్యవేక్షించడం

15. తరగతి గదిలో ముకాభినయం ద్వారా బాలబాలికలో భాషాపరంగా ఈక్రింది అంశాన్ని పెంపొందించవచ్చును. ()

- (ఎ) అనుకరించడం
- (బి) వ్యక్తీకరించి వ్రాయడం
- (సి) ఆనందించడం
- (డి) మెచ్చుకోవడం

16. క్యాలండర్లో ఒకనెలలోని సంఖ్యలను వరుసగా చెప్పించడం వలన విద్యార్థులలో ()

ఈ సామర్థ్యాన్ని పెంపొందించవచ్చు

- (ఎ) చదవడం
- (బి) లెక్కించడం
- (సి) గుర్తించడం
- (డి) పైవేవికావు

17. వివిధ రకాలైన పండ్లు ఉన్న చిత్రపటాన్ని తరగతి గదిలో ఉపయోగించడం ద్వారా ఈక్రింది విషయాన్ని (subject) బోధించవచ్చు ()

- (ఎ) భాష
- (బి) గణితం
- (సి) పరిసరాల విజ్ఞానం
- (డి) పైవన్నీ

18. ఒక రాష్ట్రాన్ని తన ఇద్దరు కుమారులకు సమానంగా పంచి ఇవ్వడం ఈ గణిత భావనను తెలుపుతుంది ()
- (ఎ) వ్యవకలనము
(బి) భిన్నము
(సి) భాగహారము
(డి) పంచడము
19. గణితము ఎడల ఉపాధ్యాయుడు ఆసక్తి కల్పించలేకపోవుటకు గల కారణము ()
- (ఎ) గణితం చాలా కష్టం
(బి) గణితం చాలా సులభం
(సి) గణితము చాలా కష్టమనే భావన
(డి) గణితం పరిసరాలలో నేర్చుకోలేము
20. పాఠశాలలో చేరకముందే పిల్లలు కలిగి వుండే నైపుణ్యాలు ()
- (ఎ) వినడం, మాట్లాడడం
(బి) మాట్లాడడం, వివరించడం
(సి) చదవడం, వివరించడం
(డి) మాట్లాడడం, వ్రాయడం
21. పాఠశాలలో చేరడానికి మునుపే పిల్లలు పదజాలాన్ని పొందగలిగే పద్ధతి ()
- (ఎ) వినడం ద్వారా
(బి) పూర్వపఠన, అభ్యాసన కృత్యము ద్వారా
(సి) చదవడం, వ్రాయడం ద్వారా
(డి) కృత్యములు తయారు చేయడం ద్వారా
22. బోధనాభ్యసన కార్యక్రమానికి కేటాయించిన కనీస ఉపకరణాలు ఎవరికి ఉపయోగపడునది ()
- (ఎ) ఉపాధ్యాయులకు
(బి) విద్యార్థులకు
(సి) పాఠ్యాంశాలకు
(డి) సై అన్నింటికీ

23. పరిసరాల శోధనమే..... ()
- (ఎ) పరిసరాలు చూడడము
(బి) పరిసరాల అధ్యయనము
(సి) పరిసరాలలో వెదకడము
(డి) పరిసరాలను వ్రాయడము
24. పరిసరాల అధ్యయనంలో ప్రధానమైన అంశము ()
- (ఎ) సమాచారం
(బి) సమాచారము పొందే ప్రక్రియ
(సి) సమాచారము జ్ఞాపకం చేసుకోవడం
(డి) పరిసరాల సమాచారం మననం చేయడం
25. శాస్త్రీయ నైపుణ్యాలను పెంపొందించటానికి పరిసరాల అధ్యయనానికి ఒక కల్పనగా ఉపయోగపడేది ()
- (ఎ) క్షేత్రపర్యటన
(బి) ప్రయోగశాలలు
(సి) బోధనోపకరణాలు
(డి) విజ్ఞానశాస్త్ర పుస్తకాలు
26. "బజ్జ్" అట ఏ సబ్జెక్టులో ప్రధానంగా ఉపయోగపడుతుందనగా ()
- (ఎ) భాష
(బి) గణితము
(సి) సాంఘికశాస్త్రము (ప.వి)
(డి) విజ్ఞానశాస్త్రము (ప.వి)
27. తరగతి గదిలో విద్యార్థులలో "సంసిద్ధత" ఏ సందర్భములో బాగుగా కలుగుతుందంటే ()
- (ఎ) పాటలు పాడిన తర్వాత
(బి) మంచి పాఠ్యాంశమని వివరించిన తర్వాత
(సి) కథలు చెప్పిన తర్వాత
(డి) తెలిసిన విషయంతో మొదలు పెట్టిన తర్వాత

28. “బ్రిడ్జికోర్సు” ఉద్దేశ్యము, 6-11 సం॥ బడి ఈడు పిల్లలను ()

- (ఎ) కోర్సు తర్వాత బయటికి పంపడం
- (బి) కోర్సులో చేర్చుకొని తిరిగి పాఠశాలకు పంపడం
- (సి) కోర్సులో ఉత్తీర్ణులయిన వారిని వయస్సును బట్టి పాఠశాలలో చేర్చుట
- (డి) బడిమానివేసిన వారిని తిరిగి పాఠశాలకు పంపడం

29. విజ్ఞానశాస్త్ర ప్రక్రియలోని అంశాల వరుస క్రమము ఈ రీతిలో కలవు ()

- (ఎ) పరిశీలన - ప్రతిపాదన - ప్రయోగము - తాత్కాలిక ప్రతిపాదన - ప్రశ్నించుట
- (బి) పరిశీలన - ప్రశ్నించడం - తాత్కాలిక ప్రతిపాదన - ప్రతిపాదన - ప్రయోగము
- (సి) పరిశీలన - ప్రశ్నించడం - తాత్కాలిక ప్రతిపాదన - ప్రయోగము - ప్రతిపాదన
- (డి) ప్రతిపాదన - ప్రశ్నించడం - తాత్కాలిక ప్రతిపాదన - ప్రతిపాదన - పరిశీలన

30. “నన్ను ప్రశ్నించండి” కృత్యము ద్వారా పిల్లలో పెంపొందించే సామర్థ్యము ()

- (ఎ) ప్రశ్నలు అడిగే సామర్థ్యం
- (బి) సమాధానం చెప్పే సామర్థ్యం
- (సి) మాట్లాడే సామర్థ్యం
- (డి) పైవన్నీ

31. తరగతి గదిలో గణిత అభ్యాసన “అసక్తికరంగా సాగకపోవడానికి కారణము ()

- (ఎ) గణితబోధనపై ఉపాధ్యాయునికి అవగాహన లేకపోవడం
- (బి) గణితబోధనపై ఉపాధ్యాయుడు సరైన శిక్షణ పొందకపోవడం
- (సి) గణితబోధన పట్ల విద్యార్థి ఆసక్తి చూపకపోవడం
- (డి) గణిత అభ్యాసన పట్ల ఉపాధ్యాయులకు - విద్యార్థు లిద్దరికి శ్రద్ధ లేకపోవడం

32. “చరిత్ర” అనగా ()

- (ఎ) రాజుల, చక్రవర్తుల నాటి సంఘటనల గుర్తులు
- (బి) సాహస, జీవిత గాథలు
- (సి) ఇతిహాసాలు, పురాణాల కాలం నుంచి గుర్తించిన సంఘటనలు
- (డి) ఒకసమయంలో జరిగిన మార్పు

33. ఏదేని ఒక ఉపాధ్యాయ శిక్షణాకేంద్రం విజయవంతం కావాలంటే () .

- (ఎ) ఉపాధ్యాయులకు విషయ పరిజ్ఞానం బాగా వుండాలి
- (బి) ఉపాధ్యాయులు మంచి పాఠ్య ప్రణాళికలు తయారు చేయాలి
- (సి) ఉపాధ్యాయులచేత మంచి Model lessons ఇప్పించాలి
- (డి) ఉపాధ్యాయులలో తీవ్రస్థాయిలో విషయంపై చర్చలు ప్రోత్సహించాలి

34. ఒక పాఠశాలలోని ఒకగది తలుపును పరిశీలింప చేసి దానిని ఎత్తును అంచనా వేయించి తర్వాత అంచనా సరిపోల్చుటకు దేవు సహాయమున కొలిపించి సరిచూచుట ఒక

- (ఎ) సంసిద్ధతా కార్యక్రమము
- (బి) మంచెకృత్యము
- (సి) ప్రయోగ కార్యక్రమము
- (డి) ప్రయత్నము

35. బాషలో అభ్యసన దేని ద్వారా జరుగుతుంది ()

- (ఎ) అనుకరణ
- (బి) సమాజంలో నిరసించుట
- (సి) సహజ, సందర్భం, సన్నివేశాల
- (డి) తరగతి గది

36. జిల్లా ప్రాథమిక విద్యా పథక లక్ష్యం కానిది ()

- (ఎ) ఉపాధ్యాయుల నియామకం
- (బి) అందుబాటులో పాఠశాలలు నిర్మించుట.
- (సి) సమోదు మరియు నిలుపుదల
- (డి) గుణాత్మక విద్య

37. ఒక మేకల కాపరి (బాలుడు) లో సహజ సామర్థ్యాలు పెంపొందుటకు కల కారణాలు ()

- (ఎ) సహజ సామర్థ్యాలను స్వేచ్ఛగా వాడుకోవటం
- (బి) ప్రకృతి ఇచ్చిన వరాలు స్వేచ్ఛగా వాడుకొనటం
- (సి) పరిసరాలలో పెద్దల శిక్షణ పొందుట వలన
- (డి) తోటి బాలురతో అనుభవం వలన

38. పరిసరాట అధ్యయనం వలన మనం పొందే లాభం ()
- (ఎ) పాఠ్యాంశాలు సులభంగా నేర్చుకోవడం
(బి) సుఖజీవనాన్ని పొందడం
(సి) సంఘజీవనాన్ని పొందడం
(డి) మంచికృత్యాలు నిర్వహించగలగడం
39. శిక్షణాకాలంలో తరచుగా గ్రూపులు చేయడం వలన ()
- (ఎ) ఒకరికొకరు పరిచయం పెరుగుతుంది
(బి) అందరితోనూ బాగా చర్చించవచ్చు
(సి) పాఠ్యాంశాలపై అవగాహన పొందవచ్చు
(డి) క్రొత్తవారితో పరిచయంతో పాటు భావనలు కూడా పొందవచ్చు
40. తరగతి గదిలో "మ్యాపింగ్" కృత్యం ప్రోత్సహించడం వలన విద్యార్థిలో పెంపొందించే సామర్థ్యం ()
- (ఎ) తన స్థానాన్ని తాను గుర్తించడం
(బి) తన గ్రామాన్ని పటములో గుర్తించడం
(సి) పటమును చూసి ఏ అంశానైనా గుర్తించగలగడం
(డి) ఏ పటములోనైనా అతిసూక్ష్మస్థానానైనా గుర్తించగలగడం

APPENDIX V

REGIONAL INSTITUTE OF EDUCATION [NCERT] MYSORE

IMPACT STUDY OF SRG TEACHER TRAINING PROGRAMME ON CLASS ROOM PRACTICES AND LEARNERS ACHIEVEMENT IN ANDHRA PRADESH

అంధ్రప్రదేశ్ ప్రభుత్వం ద్వారా నిర్వహించబడిన SRG ప్రోగ్రామ్ యొక్క ప్రభావాలను అధ్యయనం చేయడం

1.0 శిక్షణ కేంద్రాల వివరాలు

1.1 శిక్షణలో పాల్గొన్న అధ్యాపకుల సంఖ్య

1.2 శిక్షణ కేంద్రాలలో నిర్వహించబడిన కార్యక్రమాల వివరాలు

1.3 సామాజిక పరిస్థితులు మరియు అధ్యాపకుల వివరాలు

2.0 ఈ శిక్షణ కార్యక్రమాల ప్రభావాలను అధ్యయనం చేయడం

2.1 మొదటి తరగతిలో ఉన్న పాఠశాల విద్యార్థుల అభివృద్ధి

3.0 వసతి సౌకర్యాలు

3.1 సమూహ చిట్ట పరివహించే సౌకర్యాలు

పరివహించే, ఈ నిబంధనల క్రింద పనిచేసేవారు

సంరక్షకులు/ కార్యదర్శులు/ సలహాదారులు

3.2 భోజన, వసతి ఏర్పాటు చేసే అనుబంధాలు

సరిపడా ఉన్నాయి

కార్యదర్శులు/ కార్యదర్శులు/ సలహాదారులు

4.0 బోధన పద్ధతి

4.1 సరగా బోధించే సామర్థ్యాన్ని పెంచుట

4.2 ఎందువల్ల అవి సరగా బోధించబడలేదు

4.3 Resource Persons వచ్చి రకం బోధన పద్ధతులను ఉపయోగించుట

4.4 Resource Persons అవలంబించే బోధన పద్ధతులను సరగా ఉపయోగించేటట్లుగా అభ్యర్థులను అనుసరించుట

4.5 ఈ కార్యక్రమం ద్వారా ఇంకా ఎక్కువ వచ్చిన బోధన పద్ధతులను అవలంబించే ఉపాధ్యాయులకు ఉపయోగకరమైన సలహాలివ్వడం

- 8.2 ಸ್ವಲ್ಪ ಬರಹದ ಮೂಲಕ ಈ ಕೆಳಕಂಡ ವಿಷಯಗಳನ್ನು ವಿವರಿಸಿ. ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ಗಮನಿಸಿ.
ಅಭಿಮತ
- 8.3 ಇತ್ತೀಚಿನ ದಿನಗಳಲ್ಲಿ ಈ ಕೆಳಕಂಡ ವಿಷಯಗಳನ್ನು ವಿವರಿಸಿ. ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ಗಮನಿಸಿ.
ಅಭಿಮತ
- 8.4 ಸಾಮಾನ್ಯವಾಗಿ ಅಧಿಕಾರವಹಾರದ ಈ ಕೆಳಕಂಡ ವಿಷಯಗಳನ್ನು ವಿವರಿಸಿ. ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ಗಮನಿಸಿ.
ಅಭಿಮತ/ ಕಾಯ
- 8.5 ಭಾರತದ ಈ ಕೆಳಕಂಡ ವಿಷಯಗಳನ್ನು ವಿವರಿಸಿ. ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ಗಮನಿಸಿ.
ಅಭಿಮತ
- 9.0 ಈ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ವಿವರಿಸಿ. ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ಗಮನಿಸಿ.
- 9.1 ಈ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ವಿವರಿಸಿ. ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ಗಮನಿಸಿ.
- 9.2 ಪ್ರತ್ಯೇಕವಾಗಿ ವಿವರಿಸಿ. ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ಗಮನಿಸಿ.
- 9.3 ಸ್ವಲ್ಪ ಬರಹದ ಮೂಲಕ ಈ ಕೆಳಕಂಡ ವಿಷಯಗಳನ್ನು ವಿವರಿಸಿ. ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ಗಮನಿಸಿ.
- 9.4 ಕೆಳಕಂಡ ವಿಷಯಗಳನ್ನು ವಿವರಿಸಿ. ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ಗಮನಿಸಿ.
- 9.5 ಈ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ವಿವರಿಸಿ. ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ಗಮನಿಸಿ.
- 9.6 ಭಾರತದ ಈ ಕೆಳಕಂಡ ವಿಷಯಗಳನ್ನು ವಿವರಿಸಿ. ಈ ಕೆಳಕಂಡ ಕಾರ್ಯಕ್ರಮದ ವಿಷಯಗಳನ್ನು ಗಮನಿಸಿ.

APPENDIX VI

REGIONAL INSTITUTE OF EDUCATION (NCERT)
MYSORE-570 006

IMPACT STUDY OF SRG TEACHER TRAINING
CLASSROOM OBSERVATION SCHEDULE

I. General Information:

1. Name of the Teacher :

2. Name of the school and postal address :

- District :

- Pin code :

3. Area (✓ mark) : Rural/Urban

4. Class : I, II, III, IV, V

5. Subject :

6. Title of the topic :

7. Transaction time :

8. Date :

9. Class situation (Put ✓ mark) :
1. Multigrade
2. Normal classes

1. Poor, 2. Average, 3. Good, 4. Very good, 5. Excellent

Components (criteria/ teacher behaviour	Observed Yes/No	5	4	3	2	1
--	--------------------	---	---	---	---	---

I. Approaches

(Tick the approach used)

A. Language

1. Listening	Yes/No	5	4	3	2	1
2. Reading	Yes/No	5	4	3	2	1
3. Writing	Yes/No	5	4	3	2	1
4. Speaking	Yes/No	5	4	3	2	1

Approaches used

- Rhymes
- Model reading
- Conversation
- Tape recorder
- Radio
- Figures
- Charts
- Text books
- Graphs
- Copying
- Exercises
- Strokes
- Dialogue
- Demonstration
- Role play
- Debate
- Description

Components (criteria/ teacher behaviour	Observed Yes/No	5	4	3	2	1
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B. Mathematics

1. Speed	Yes/No	5	4	3	2	1
2. Accuracy	Yes/No	5	4	3	2	1
3. Application	Yes/No	5	4	3	2	1

Approaches used

- Thinking
- Reasoning
- Analysis
- Specific examples
- Practical exercises
- Generalisation
- Puzzle-games
- Speed
- Accuracy
- Application

**C. Environmental
Sciences**

1. Observation	Yes/No	5	4	3	2	1
2. Experimentation	Yes/No	5	4	3	2	1
3. Inference	Yes/No	5	4	3	2	1

Approaches used

- Use of aids
- Adopting simple methods
- Activities
- Raising questions
- Hypothesising
- Analysis

Components (criteria/ teacher behaviour	Observed Yes/No	5	4	3	2	1
--	--------------------	---	---	---	---	---

II. Natural learning experiences (Tick the nature of NLE provided)	Yes/No	5	4	3	2	1
---	--------	---	---	---	---	---

- Simple
- Interesting
- Enjoyable
- Potential
- Participatory
- Thought provoking
- Purposeful
- Feasible
- Flexible
- Challenging
- Urge creating
- Open ended
- Based on previous experiences
- Novel
- Variety
- Local specific
- Suitable to levels of the child

III. Material used

1. Utilisation	Yes/No	5	4	3	2	1
2. Collection	Yes/No	5	4	3	2	1
3. Display	Yes/No	5	4	3	2	1

Tick the criteria used

- Adequate
- Suitable
- Relevant
- Easily available
- Different ways of using
- Collection by teacher
- Collection by students
- Collection by both

Components (criteria/ teacher behaviour	Observed Yes/No	5	4	3	2	1
--	--------------------	---	---	---	---	---

IV. Activities

1. Organisation	Yes/No	5	4	3	2	1
2. Suitability to the level of students	Yes/No	5	4	3	2	1
3. Suitability to the topic/lesson	Yes/No	5	4	3	2	1
4. Qualities of natural learning experiences	Yes/No	5	4	3	2	1

Tick the criteria

- Individual activity
- Group activity
- Teacher activity
- Student activity
- Competency specific
- Variety
- Manipuability
- Adequate
- Expressions of happiness in learning

V. Child participation	Yes/No	5	4	3	2	1
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Tick the criteria

- Providing contexts (in organising groupings)
- Appropriateness of activities
- Appropriateness of language
- Self pacing of pupils (time distribution)
- Meeting learner needs

Components (criteria/ teacher behaviour)	Observed Yes/No	5	4	3	2	1
VI. Use of support mechanism	Yes/No	5	4	3	2	1
Tick the criteria						
- Availability						
- Suitability						
- Local specific						
- Familiarity						
- Cost effectiveness						
- Extent of use						
- Competence to use						
VII. Evaluation strategies	Yes/No	5	4	3	2	1
Tick the criteria						
- Coverage						
- Appropriateness						
- Adequacy						
- Frequency						
- Variety						
VIII. Remedial Instruction	Yes/No	5	4	3	2	1
(Tick the criteria)						
- Identification of learning difficulties						
- Selection of appropriate remedial strategies						
- Effectiveness of remediation						
IX. Multigrade teaching	Yes/No	5	4	3	2	1
(Tick the criteria observed)						
- Management of space and time						
- Instructional strategies (Peer group/monitorial assistance/co-operative learning)						

APPENDIX VII(A)

IMPACT OF TEACHER TRAINING ON CLASSROOM PRACTICES AND
LEARNERS ACHIEVEMENT IN DPEP DISTRICTS OF ANDHRA PRADESH

Questionnaire to the Teachers on Classroom Practices

PART-I

Bio-Data of the Teachers

1. Name and Address :
2. Qualifications : a. General
b. Professional
3. Age (in years)
4. Service/Experience :
(in years)

PART-II

1.1 The following is the list of new roles to be played by the teachers as envisaged by DPEP, AP. Study them carefully and indicate whether they are feasible/practicable and practised by you by putting a tick (✓) mark in the appropriate place.

1. Always 2. Frequently 3. Often 4. Sometime 5. Rarely

List of Roles	Whether practising Yes/No If Yes,					
1. Providing natural learning experience in classroom situation	Yes/No	1	2	3	4	5
2. Making effective utilisation of classroom situation available in the school	Yes/No	1	2	3	4	5
3. Organising continuous and comprehensive evaluation of the learner	Yes/No	1	2	3	4	5
4. Making use of the local environment	Yes/No	1	2	3	4	5

List of Roles	Whether practising Yes/No If Yes,					
5. Organization of multigrade teaching	Yes/No	1	2	3	4	5
6. Guiding the learner towards allround development of his personality	Yes/No	1	2	3	4	5
7. Using the appropriate activities for the attainment of competencies	Yes/No	1	2	3	4	5
8. Providing playway activities to promote joyful learning in teaching school subjects	Yes/No	1	2	3	4	5
9. Avoiding gender bias in teaching	Yes/No	1	2	3	4	5
10. Utilisation of support mechanism	Yes/No	1	2	3	4	5
11. Providing opportunity for the community participation	Yes/No	1	2	3	4	5
12. Taking necessary steps for eradication of child labour	Yes/No	1	2	3	4	5
13. Organisation of co-curricular activities	Yes/No	1	2	3	4	5

1.2 Can you list some more roles other than the above which you have practised.

1.

2.

3.

4.

2. You are trained in some activities. Name activities which are more commonly used by you to teach the school subjects.

Subject	Activities practicing	Not practicing	Practicing with changes
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Telugu

EVS

Maths

3. Have you incorporated any new techniques into your teaching such as organisation of activities using the local environment, etc. after the training programme ?

Yes/No

If yes, please give particulars.

Class	Subject and Unit	Technique used
-------	------------------	----------------

3. Do you feel any need for organising the follow up activities for training programme for improving the classroom practices of the teachers ? Yes/No

If Yes, please mention the specific areas.

4. Have you taken up any innovative activity as a result of your participation in teacher training ? Yes/No

If Yes, please mention the nature and scope of your activity.

5. Are you making use of media to make the teaching-learning programme more effective ? Yes/No

If Yes, please give details.

- 5.1 Are you facing any constraints in the effective implementation of teacher training ? Yes/No

If Yes, enumerate them.

- 5.2 Have you taken any steps to overcome the above listed constraints ? Yes/No

If Yes, what steps did you take ? Explain briefly.

PART-IV

- I. Give below are a pair of statements on each of certain thrust areas of the teacher training under DPEP. Tick '/' the correct statement that reflects the perception of the thrust area as envisaged by the DPEP.
1. Innate abilities
 - a. Teachers provide activities for children for the use of innate abilities in learning process.
 - b. Development of innate abilities through learning process.
 2. Natural Learning Experiences
 - a. Teacher promotes activities based on natural learning experience
 - b. Teacher provides conducive environment for better learning
 3. Use of material available in and around the school
 - a. Teacher uses local environment in teaching learning process.
 - b. Teacher very extensively uses the classroom and outside environment to the pupils learning.
 4. Means of attaining competencies
 - a. NLE helps children to attain competencies.
 - b. NLE helps teacher to attain competencies.
 5. DPEP promotes learning skills in different school subjects.
 - a. Teacher integrates activities to teach different school subjects.
 - b. Teacher integrates different approaches to teach a school subject.
 6. Gender bias in schools.
 - a. Teacher assigns activities equally to both boys and girls.
 - b. Teachers responsibilities has become more to treat both boys and girls equally.
 7. Use of support mechanism
 - a. Teacher is helped in the project from Project Director to the Mandal Resoure Person
 - b. Support system is very useful to the teacher.
 8. Community participation
 - a. School committees help to develop the activities for better education.
 - b. School committees supervise the academic activities of teachers.

9. Eradication of child labour

- a. Child labour is very predominant in India and can be eradicated.
- b. It is through education child labour is being eradicated in DPEP.

10. Organisation of multigrade teaching.

- a. Teacher was given training in multigrade teaching and he is practicing it.
- b. Multigrade teaching is not possible for practice through teacher was given training.

II. The following are some of the obstacles in the implementation of DPEP. Study them. Mark '1' against the item which you consider the biggest obstacle and mark '2' against the next bigger and so on.

- a. Lack of suitable knowledge and skill in the teachers.
- b. Indifferent attitude of the teachers.
- c. Indifferent attitude of the parents towards the education of their children.
- d. Curriculum is irrelevant to life situation.
- e. Centralised system of education.
- f. Lack of community participation.
- g. Single or double teacher schools.
- h. Defects in the follow up activities.
- i. Indifferent attitude of the community.
- j. Delay in releasing of grants to teacher school and teacher centre.
- k. Delay in opening of new schools.
- l. Delay in posting of teachers.
- m. Any others. Please specify.

III. The following are some of the measures to be taken for the implementation of teacher training programme. Please suggest the priority of each of them by putting the numbers 1, 2, 3, ... etc. against each one suitably.

- a. Changing the recruitment method of teachers.
- b. Reforming the Teacher Training Programme.

- c. Enlisting the public cooperation or community participation in the educational process of the school.
- d. Providing additional financial help to improve the standard of the school.
- e. Decentralising educational administration.
- f. Reforming the examination system.
- g. Organising inservice programmes regularly for teachers.
- h. Practising child-centred teaching methods.
- i. Rewarding or punishing the teacher depending upon his ability and sincerity.
- j. Improving the service conditions of the teacher.
- k. Increasing the pay scales of teachers.

**IMPACT OF TEACHER TRAINING ON CLASSROOM PRACTICES AND LEARNERS
ACHIEVEMENT IN DPEP DISTRICTS OF ANDHRA PRADESH
Questionnaire to Teachers on Classroom Practices**

భాగం - I

ఉపాధ్యాయుల వ్యక్తిగత వివరాలు :-

1. పేరు మరియు చిరునామా
2. విద్యార్హతలు : (ఎ) సాదారణ'
(బి) వృత్తిపరమైన
3. పయస్సు (సంవత్సరాలలో) :
4. ఉద్యోగ అనుభవం (సంవత్సరాలలో) :

భాగం - II

DPEP కార్యక్రమములో నిర్దేశింపబడిన ఉపాధ్యాయుల నూతన పాత్రలు క్రింద సూచించబడ్డాయి. వాటిని జాగ్రత్తగా అధ్యయనం చేసి అవి ఎంతవరకు ఆచరణీయమో, అనుకూలమో, మీరు వాటిని ఎంతవరకు అనుసరిస్తున్నారో తెలుపుతూ తగినచోట " ✓ " గుర్తు పెట్టండి.

1. ఎల్లప్పుడు 2. చాలాసార్లు 3. అప్పుడప్పుడు 4. కొన్నిసార్లు 5. అరుదుగా

నిర్వహించవలసిన నూతన పాత్రలు

వాటిని అనుసరిస్తున్నారా

అవును / లేదు

జవాబు అవును అయితే

		అవును / కాదు	1	2	3	4	5
1.	తరగతి పరిధిలో సహజ అధ్యయన అనుభవాలను అందించడం	అవును / కాదు	1	2	3	4	5
2.	పాఠశాలలోని తరగతి గది ఉనికని ఫలప్రదముగా ఉపయోగించుకోవడం	అవును / కాదు	1	2	3	4	5
3.	అధ్యయనం నిర్వహణ సమయం	అవును / కాదు	1	2	3	4	5

నిర్వహించవలసిన నూతన పాత్రలు

వాటిని అనుసరిస్తున్నారా

అవును / లేదు

జవాబు అవును అయితే

4.	స్థానిక పరిసరాల వినియోగం	అవును / కాదు	1	2	3	4	5.
5.	బహుళ తరగతి బోధనను వ్యవస్థీకరించడం	అవును / కాదు	1	2	3	4	5
6.	అభ్యాసకుని వ్యక్తిత్వం సమగ్రాభివృద్ధి చెందునట్లు చేయటం.	అవును / కాదు	1	2	3	4	5
7.	పాఠశాల పాఠ్య విషయాలను ఉల్లాసంగా నేర్చుకొనుటకు తగిన క్రీడా కార్యక్రమాలను సమకూర్చి ప్రోత్సహించడం	అవును / కాదు	1	2	3	4	5
8.	బోధనలో లింగ వివక్షను పాటించకుండడం	అవును / కాదు	1	2	3	4	5
9.	సహాయ మంత్రాంగ వినియోగం	అవును / కాదు	1	2	3	4	5
10.	సమాజం పాలుపంచుకొనుటకు తగిన అవకాశం కలిగించటం	అవును / కాదు	1	2	3	4	5
11.	బాలకార్మిక పద్ధతి నిర్మూలనకు తగిన చర్యలు తీసుకోవడం	అవును / కాదు	1	2	3	4	5
12.	సహా పాఠ్య కార్యకలాపాలను నిర్వహించడం	అవును / కాదు	1	2	3	4	5
13.	సామర్థ్యాలు అందుకోనడానికి తగిన కృత్యాలు నిర్వహించడం	అవును / కాదు	1	2	3	4	5

1.2. మీరు ఆచరించిన మరొకన్ని పాత్రలను క్రింద వివరించండి.

1.

2.

3.

2. మీరు కొన్ని కృత్యాలలో శిక్షణ పొందినారు. పాఠశాల పాఠ్యాంశాలను బోధించడంలో మీచే సర్వసామాన్యంగా నిర్వహించబడిన కృత్యాలు పేర్కొనండి.

బోధనాంశం	1. నిర్వహించిన కృత్యాలు	2. నిర్వహించని కృత్యాలు	3. 'మార్పు తో' నిర్వహించిన కృత్యాలు
తెలుగు			
గణితం			
పరిసరాల విజ్ఞానం			

3. ఈ శిక్షణా కార్యక్రమం తరువాత మీరు పరిసరాలను ఉపయోగించుట మొ॥ కృత్యాలను మీ బోధనా పద్ధతిలో సుతనంగా చేర్చినారా? అవును / లేదు

సమాధానం అవును అయితే క్రింద వివరాలు ఇవ్వండి.

తరగతి	బోధనాంశం / యూనిట్	ఉపయోగించిన విధానం

4. కళా కార్యక్రమం తరువాత మీరు విద్యార్థులలోని లింగ వివక్షను తగ్గించడంలో ఏవైనా కొత్తపద్ధతులు అనుసరించారా? అవును / కాదు

సమాధానం 'అవును' అయితే వివరాలు తెల్పండి.

- 1.
- 2.
- 3.
- 4.

భాగం - III

1. మీ పాఠశాలలో విద్యాబోధనకు అనుగుణమైన వాతావరణమును పెంపొందించడానికి మీ భవిష్యత్ ప్రణాళి తెలుపండి?

2. ఆంధ్రప్రదేశ్ DPEP భావించిన ఈ కార్యక్రమ ఆచరణకు మీ సహ ఉపాధ్యాయులు ఎంతవరకు ఆసక్తి కనపరచుచున్నారు.

1. చాలా ఎక్కువ 2. ఎక్కువగా 3. సుమారుగా 4. కొద్దికొద్దిగా 5. చాలా తక్కువ

ఉపాధ్యాయుని పేరు	పాల్గొననినట్లయితే తగిన విధంగా టిక్ (✓) గుర్తు వేయండి				
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5

3. ఉపాధ్యాయులకు తరగతి బోధన ఆచరణలు పెంపొందించటానికి అవసరమైన అనుసరణ (followup)

శిక్షణా కార్యక్రమాలను నిర్వహించవలసిన అవసరం ఉందని మీరు భావిస్తారా అవును / లేదు

అవును అయితే ప్రత్యేక కార్యరంగములను పేర్కొనండి.

4. ఉపాధ్యాయ శిక్షణలో పాల్గొనిన ఫలితంగా మీరు ఏమైనా సృజనాత్మక కృత్యాన్ని చేపట్టినారా?

అవును / లేదు

అవును అయితే మీ కృత్యపు పరిధి / స్వభావమును పేర్కొనండి.

5. బోధనా, అభ్యాసనా కార్యక్రమం మరింత ఫలప్రదం కావడానికి మీరు ప్రసారసాధనాలను వినియోగిస్తున్నారా?

అవును / కాదు

అవును అయితే వివరాలను తెలపండి.

6.1. ఉపాధ్యాయ శిక్షణను దీక్షితత ఆచరించడంలో మీరు ఏమైనా ఇబ్బందులను ఎదుర్కొంటున్నారా?

అవును / కాదు

అవును అయితే వాటిని పేర్కొనండి.

6.2. పై ఇబ్బందులను అధిగమించడానికి మీరు ఏమైనా చర్యలు చేపట్టినారా?

అవును / కాదు

అవును అయితే మీరు తీసుకొన్న చర్యలు ఏవి? క్లుప్తంగా తెలపండి.

భాగం - IV

I 1. DPEP శిక్షణా కార్యక్రమంలో కొన్ని అంశాలకు ప్రాధాన్యత ఇవ్వబడినది. అలాంటి అంశాల జంటలుగా statements ఉపాధ్యాయ శిక్షణకు సంబంధించినవి ఇవ్వబడ్డాయి. మీరు బాగా ఆలోచించి మీ దృష్టిలో వాటిలో ఏది సరియైనదో ఎంపిక చేసికొని టిక్ (✓) గుర్తు ఉంచండి.

1. అంతర్గత సామర్థ్యాలు

అ) అంతర్గత సామర్థ్యాల అభివృద్ధికి ఉపాధ్యాయుడు విద్యార్థులకు కృత్యాలను అందించును.

ఆ) అధ్యయన విధానం ద్వారా అంతర్గత సామర్థ్యాలను ఉపాధ్యాయుడు అభివృద్ధి పరచును.

2. సహజ అభ్యసన అనుభవాలు

అ) సహజ అభ్యసన అనుభవాలు ఆధారంగా ఉపాధ్యాయుడు కృత్యాలను అందించును.

ఆ) ఉపాధ్యాయుడు అధ్యయనానికి తగిన పరిసరాన్ని సమకూర్చును.

3. పాఠశాలలోను, పరిసరాలలోను ఉన్న వస్తుసామాగ్రి ఉపయోగము

అ) అధ్యయన విధానంలో ఉపాధ్యాయుడు స్థానిక పరిసరాలను ఉపయోగించును.

ఆ) ఉపాధ్యాయుడు విద్యార్థుల అధ్యయనానికి తరగతిని మరియు పాఠశాల పరిసరాలను విస్తృతంగా ఉపయోగిస్తాడు. \

4. సామర్థ్యాలు సాధించే మార్గాలు

అ) సహజ అభ్యసన అనుభవాలు విద్యార్థులలో సామర్థ్యములు పెంపొందింపజేయుటలో తోడ్పడును.

ఆ) ఉపాధ్యాయుల సామర్థ్యములు పెంపొందించుకొనుటకు సహజ అభ్యసనానుభవాలు తోడ్పడును.

5. వివిధ పాఠశాల పాఠ్యవిషయాలందు అభ్యసన నైపుణ్యాలను డి.పి.యి.పి. ప్రోత్సహించును.

అ) పాఠశాలలో వివిధ పాఠ్యవిషయాలను బోధించుటకు ఉపాధ్యాయుడు కృత్యాలను సమైక్యపరచును.

ఆ) ఒక పాఠశాల పాఠ్యవిషయాన్ని బోధించుటకు ఉపాధ్యాయుడు వివిధ విధానాలను సమైక్యపరచును.

6. పాఠశాలలందు లింగ వివక్ష

అ) బాలబాలికలకు సమానంగా అన్ని కృత్యాలను కేటాయింపును.

ఆ) బాలబాలికలకు సమానంగా చూసికొనుటకు ఉపాధ్యాయుని బాధ్యత ఎక్కువైనది.

7. పరస్పర సహకార పద్ధతి ఉపయోగం.

అ) పరస్పర సహకార పద్ధతి ద్వారా డి.పి.యి.పి. ప్రాజెక్టు డైరెక్టరు నుండి మండల రిసోర్సు పర్సన్స్ వరకు ఉపాధ్యాయులకు సహాయం అందిస్తున్నారు.

8. సమాజం పాల్గొనడం

అ) మంచి విద్యకు అనువైన కృత్యాల అభివృద్ధికి స్కూలు కమిటీలు సహాయపడును.

ఆ) ఉపాధ్యాయుల విద్యాపరమైన కృత్యాలను పాఠశాల కమిటీలు పర్యవేక్షించును.

9. బాలకార్మిక వ్యవస్థ నిర్మూలన

అ) భారతదేశంలో విస్తారంగా వ్యాప్తియందుగల బాలకార్మిక వ్యవస్థను నిర్మూలించవచ్చు.

ఆ) డి.పి.యి.పి. ద్వారా బాలకార్మిక విద్యావంతులను చేయడం ద్వారా ఈ వ్యవస్థను నిర్మూలిస్తున్నారు.

10. బహుళ తరగతి బోధన వ్యవస్థీకరించడం

అ) బహుళ తరగతి బోధన ఆచరణకు ఉపాధ్యాయులకు తగిన శిక్షణ ఈయబడినది. అతడు ఆచరిస్తున్నాడు.

ఆ) బహుళ తరగతి బోధనలో ఉపాధ్యాయులకు శిక్షణ ఇచ్చిననూ అది ఆచరణ సాధ్యం కాదు.

II అ) ఆచరణలో ఉన్న అడ్డంకులు క్రింద ఈయబడినవి. వాటిని అధ్యయనం చేసి వాటిలో అతిపెద్ద అడ్డంకునకు

ఒకటి '1' అని తరవాతి పెద్ద అడ్డంకికి రెండు అని వరుసగా గుర్తించండి.

-- (ఎ) ఉపాధ్యాయులలో తగినంత జ్ఞానం మరియు నైపుణ్యాలు లేకుండుట.

-- (బి) ఉపాధ్యాయుల నిర్లక్ష్యవైఖరి.

-- (సి) తమపిల్లల విద్యపట్ల తల్లిదండ్రుల నిర్లక్ష్యవైఖరి.

-- (డి) పాఠ్యప్రణాళిక జీవన పరిస్థితులకు అనుగుణంగా లేదు.

-- (ఇ) కేంద్రీకృత విద్యావిధానం

-- (యఫ్) సమాజం పాల్గొనక పోవడం.

-- (జి) ఒకరు లేక ఇద్దరు ఉపాధ్యాయులే ఉన్న పాఠశాలలు

-- (హెచ్) అనుసరణ కృత్యాలలోని లోపాలు.

-- (ఐ) సమాజం యొక్క నిర్లక్ష్యవైఖరి.

-- (జె) పాఠశాలకు, ఉపాధ్యాయుడికి, ఉపాధ్యాయ కేంద్రాలకు నిధుల విధులలో జాప్యం.

-- (కె) నూతన పాఠశాల స్థాపనలో జాప్యం.

-- (యల్) ఉపాధ్యాయుల నియామకంలో జాప్యం.

-- (యం) ఇంకా ఏమైనా ఉంటే క్రింద రాయండి.

1.

2.

3.

III ఉపాధ్యాయ శిక్షణ కార్యక్రమాన్ని అచరణాత్మకం చేయటానికి కొన్ని సూచనలు క్రింద ఈయబడినవి.

వాటిని అధ్యయనం చేసి ముఖ్యమైన సూచనకు 1 అని, ఆ తర్వాత 2,3.... గా గుర్తించండి.

- (ఎ) ఉపాధ్యాయుల నియామక పద్ధతిలో మార్పు.
- (బి) ఉపాధ్యాయుల శిక్షణ కార్యక్రమాన్ని సంస్కరించడం.
- (సి) పాఠశాల విద్యాప్రక్రియలో సమాజ సహకారాన్ని పొందటాన్ని సాధించడం.
- (డి) పాఠశాల పెంపొందించుటకు అదనపు ఆర్థిక సహాయాన్ని సమకూర్చడం..
- (ఇ) విద్యారంగ పాలనా వ్యవస్థను కేంద్రీకరించడం.
- (యఫ్) పరీక్ష పద్ధతిని సంస్కరించడం.
- (జి) ఉపాధ్యాయులకు వృత్తాంతర శిక్షణ కార్యక్రమాలను నియబద్ధంగా నిర్వహించుట
- (హెచ్) శిశుకేంద్రీకృత బోధనా పద్ధతులను ఆచరించడం.
- (ఐ) ఉపాధ్యాయుని సామర్థ్యము, నిజాయితీలు ఆధారంగా అతనికి పుస్తకరస్కారములు అందించడం లేదా ఉపాధ్యాయుని అసమర్థత, నిజాయితీ లేకపోవడంలను గమనించి మంధలించడం.
- (జె) ఉపాధ్యాయ సేవా (service) నియమావళిని మెరుగుపరచడం.
- (కె) ఉపాధ్యాయుల జీతభత్యములను పెంచడం.

8. Have you made any effort for the current year to promote the community participation for the improvement of the school ? Yes/No

If Yes, please give the following particulars.

a. Number of meetings with Parents

b. Number of meetings with Public

c. Any other type (please specify)

d. The result of the above, what effort/help provided to the school:

i. In cash

ii. In kind (please specify)
(Also mention the approximate value)

iii. Any other (Approximate value)

9. Did you organise any activity in the school to help the children in understanding of the diverse cultural and social systems of people living in different parts of our country ? Yes/No

9.1 If Yes, list out the activities organised in the school.

9.2 If No, give reasons.

9.3 Mention the procedure followed to evaluate them.

10.1 Please enumerate the co-curricular activities conducted in your school so far during this academic year.

10.2 What activities you propose to conduct during the current year ?

11. Have you taken any other step (other than mentioned above) for the improvement of the educational atmosphere of your school as envisaged by DPEP ? Yes/No

11.1 If Yes, give a brief description of each of them.

11.2 How receptive were your colleagues in implementing these ideas in the school ? Tick appropriately.

- Extremely
- Highly
- Fairly
- Somewhat
- Not at all

12.1 Are there any problems in implementing the suggestions envisaged by DPEP, AP ? Yes/No

If Yes, give brief particulars.

a. Academic

b. Administrative

c. Any other

12.2 Please suggest specific solutions to overcome the above (itemwise).

13.1 What additional help/facilities you need in this connection ?

13.2 Suggest the source/agency from where you except the assistance and the nature of the assistance.

14. List you observations due to DPEP intervention with regard to

- a. Teacher
- b. School
- c. Children

APPENDIX IX(A)

కాలం: 2-30 ని॥ మార్కులు: 50	5వ తరగతి - గణితం విద్యార్థి పేరు.....నెం.....	సాధించిన మార్కులు :
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కాలం: 1-30 ని॥	పార్ట్-ఎ	మార్కులు: 30
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సెక్షన్ - 1

సూచన :- ఈ క్రింది వానిలో ఏదైనా 3 లెక్కలను చేయుము. 3x5 = 15

1. $9\frac{1}{2}$ మీ. పొడవు గల ఇసుప చువ్వు ఒక్కొక్కటి $19\frac{1}{20}$ మీ. ఉండునట్లు ముక్కలుగా చేయబడినది. ఆలాంటివి ఎన్ని ముక్కలు అగును ?
2. ఒక పుస్తక వ్యాపారి ఒక్కొక్కటి రు.12 వెలగల 300 పుస్తకాలు కొన్నాడు. పిమ్మట వాటిని 15% లాభానికి అమ్మిన ఒక్కొక్క పుస్తకం అమ్మిన వెల ఎంత ?
3. ఒకడు రు.15000లను సంవత్సరంనకు 4% వడ్డీకి ఇచ్చెను. 2 సం.ల చివర అతనికెంత మొత్తం వచ్చును ?
4. ఒక పాఠశాలలో పరీక్షకు వెళ్ళిన వారిలో ఉత్తీర్ణులైనవారు, తప్పినవారు 5:2 నిష్పత్తిలోనున్నారు. తప్పినవారి సంఖ్య 34 అయిన ఉత్తీర్ణులైన వారెందరు ? మొత్తం పరీక్షకు హాజరైన వారెందరు ?
5. ఒక డీర్ల చతురస్రాకారపు పొలము పొడవు 135 మీ. వెడల్పు 80 మీ. హెక్టారు రు.12500 చొప్పున ఆ పొలాన్ని అమ్మిన ఎంత సొమ్ము వస్తుంది ?

సెక్షన్ - 2

సూచన :- ఈ క్రింది వానిలో ఏదైనా 5 లెక్కలు చేయుము. 5x3 = 15

6. XX, XLV, LDIV లను హిందూ అరబిక్ సంఖ్యలలో రాయండి ?
7. $7\frac{1}{14} - 9\frac{1}{18} + 10\frac{1}{15} = ?$
8. $4.1832 + 8.3$ భాగించండి ?
9. 5 బీరువాల ఖరీదు రు.8350. 7 బీరువాల ఖరీదెంత ?
10. 315 ను 5 : 4 నిష్పత్తిలో విభజించుము ?
11. ఒక్కొక్క కుప్పలో 21 చొప్పున కొన్ని ఇటుకల కుప్పలు కలవు. ఆ ఇటుకలను ఒక్కొక్క కుప్పలో 16 లేక 20 ఉండేటట్లు కుప్పలుగా చేయగా ప్రతిసారి 4 మిగిలినవి. అయిన మొత్తం ఎన్ని ఇటుకలు కలవు ?
12. లంబకోణ త్రిభుజం, గురుకోణ త్రిభుజం, అల్పకోణ త్రిభుజాలను గీచి చూపండి ?

సూచన :- సరియైన జవాబు గల సరైన ప్రాకెట్టులో వ్రాయండి.

4x1 = 4

1. లక్ష అనేది వేయికి _____ రెట్లు. ()
 క) పది గ) వంద ల) వేయి
2. ఈ క్రింది వానిలో 2 చే నిశ్చయంగా భాగించ బడు సంఖ్య _____ ()
 క) 735 గ) 841 చ) 112
3. $5/8 \times 2/3 =$ _____ ()
 క) $10/8$ గ) $10/38$ చ) $10/12$
4. 6004 మీ. ను కిలో మీటర్లలో రాయగా _____ ()
 క) 6.004 గ) 60.04 చ) 600.4

సూచన :- ఈ క్రింది భాషీలను పూరించండి

5x1 = 5

5. 5676 ఈ సంఖ్యలో అంకెల మొత్తం _____
6. $7/13 + 4/13 + 3/13$ _____
7. $43:1 + 41.6 =$ _____
8. 35% ను భిన్న రూపంలో రాయగా _____
9. తుది బిందువులు లేని రేఖాఖండాన్ని _____ అంటారు.

సూచన :- ఈ క్రింది వానికి ఒక్కొక్క మాటలో జవాబు వ్రాయండి.

5x1 = 5

10. 9,7,5,3,0 లతో ఏర్పడే మిక్కిలి చిన్న సంఖ్య ఏది ? (.....)
11. 18కి కారణాంకాలేవి ? (.....)
12. 1 క్లింటాలుకు, 75కి.గ్రా.లకు గల నిష్పత్తి ఎంత ? (.....)
13. ఒక బిందువు గండా ఎన్ని వక్రరేఖలు గీయవచ్చు ? (.....)
14. పొడవు 16 మీ, వెడల్పు 9 మీ. గల దీర్ఘ చతురస్ర వైశాల్యమెంత ? (.....)

సూచన :- ఈ క్రింది వాక్యములు "తప్పు - ఒప్పు" ప్రాకెట్టులో వ్రాయండి

3x1 = 3

15. అప్పుగా తెచ్చిన సొమ్మును "వడ్డీ" అంటారు. (.....)
16. దీర్ఘచతురస్రంలో నాలుగు కోణాలు లంబకోణాలే. (.....)
17. చతురస్రం చుట్టుకొలత = $4 \times$ భుజము. (.....)

సూచన :- ఈ క్రింది వానిని జతపరచుము.

3x1 = 3

18. దశాంశభిన్నం — 6 $1/4$ (.....)
19. అపక్రమభిన్నం — $3/10$ (.....)
20. మిశ్రమభిన్నం — $11/9$ (.....)

కాలము : 2-30 ని॥ మార్కులు : 50	5వ తరగతి - సాంఘికశాస్త్రం విద్యార్థి పేరు.....నెం.....	సాధించిన మార్కులు:
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కాలము : 1-30 ని॥ సార్లు-ఎ (మార్కులు : 30)

సూచన :- క్రింది ప్రశ్నలలో ఏ నాల్గింటికైనా 5-6 వాక్యములలో జవాబులు వ్రాయుము. 5×3=15

1. అక్షాంశ, రేఖాంశముల మధ్య బేధాలేవి ?
2. టండ్రా ప్రాంతాల ప్రజల జీవన విధానాలను వివరించండి ?
3. బ్రిటిష్ పరిపాలన రాజకీయ ఫలితాలేవి ?
4. ముస్లింలకు ఖాన్ చేసిన సేవ ఏది ?
5. స్వతంత్ర భారతదేశానికి పటేల్ చేసిన గొప్ప సేవ ఏది ?
6. మానవ హక్కుల ప్రకటనలో కొన్ని ముఖ్యాంశాలు ఏవి ?

సెక్షన్ - 2

సూచన :- క్రింది ప్రశ్నలలో ఏ ఏడింటికైనను 1-2 వాక్యములలో జవాబులు వ్రాయుము. 7×2=14

7. సౌరకుటుంబమనగానేమి?
8. స్థానిక సమయమననేమి ?
9. ఋతుపవన భూముల్లో పండే ముఖ్య పంటలేవి ?
10. మధ్యధరా ప్రాంతాలు పర్యాటక పరిశ్రమకు ఏల ప్రసిద్ధి చెందినవి ?
11. సనానా గడ్డిభూములందలి ముఖ్య జంతువులేవి ?
12. బ్రిటిష్ గవర్నరు జనరలుల పేర్లను మూడింటిని రాయండి ?
13. ప్రభుత్వంలో ప్రకాశం స్వీకరించిన రెండు ముఖ్యమైన సదపులు ఏవి?
14. దుర్గాబాయ్ దేశ్ ముఖ్ కు ఇవ్వబడిన ప్రశంసా పత్రములేవి ?
15. టి.వి. చూచేటపుడు తీసుకోవలసిన జాగ్రత్తలేవి ?
16. భద్రతా సమితిలో శాశ్వత సభ్యత్వం గల దేశాలు ఎన్ని? అవి ఏవి ?

సూచన :- సరియైన జవాబు గల అక్షరమును బ్రాకెట్టులో వ్రాయండి.

4×1=4

1. గ్రహాల చుట్టూ తిరిగే వాటిని _____ అంటారు. ()
క) నక్షత్రాలు గ) ఉపగ్రహాలు చ) ఉల్కలు
2. కందుకూరి వీరేశలింగం _____ సమాజంలో చేరారు ()
క) ఆర్య గ) బ్రహ్మ చ) సమ
3. సరోజినీ నాయుడు _____ కు మొదటి స్త్రీ అధ్యక్షురాలు ()
క) ముస్లింలీగ్ గ) ఫార్వర్డ్ బ్లాక్ చ) జాతీయ కాంగ్రెస్
4. సర్వ ప్రతినిధిసభ కనీసం సంవత్సరానికి _____ సమావేశమౌతుంది ()
క) ఒకసారి గ) రెండుసార్లు చ) ఐదుసార్లు

సూచన :- ఈ క్రింది ఖాళీలను పూరించండి.

5×1 = 5

5. భూ పరిభ్రమణానికి పట్టేకాలం
6. ఋతుపవన భూములలో..... కాలంలో వర్షాలు కురుస్తాయి.
7. అంటేద్కరుజాతులకు నాయకుడు..
8. ప్రస్తుత దక్షిణాఫ్రికా దేశాధ్యక్షుడు.....
9. లైటు వెలిగితే వానానాలు మందుకు పోవచ్చు.

సూచన :- ఈ క్రింది ప్రశ్నలకు ఒక్కొక్క మాటలో జవాబు వ్రాయండి.

5×1 = 5

10. దక్షిణ ద్రవంలో ప్రసిద్ధి చెందిన పక్షి ఏది? ()
11. బ్రిటీష్ ఆధీనంలో భారత్ సుమారు ఎన్నేళ్ళు ఉంది ? ()
12. 1857 తిరుగుబాటు కాలంలో ఢిల్లీ పాలకుడు ఎవరు ? ()
13. మనకు ఉత్తరాలను తీసుకు వచ్చి ఇచ్చే ఉద్యోగి ఎవరు? ()
14. ఐక్యరాజ్యసమితి పరిపాలనాధికారిని ఏమంటారు ? ()

సూచన :- ఈ క్రింది వాక్యములు "తప్పు - ఒప్పు" బ్రాకెట్టులో వ్రాయండి .

3×1= 3

15. ఇంగ్లీషు భాషను ప్రవేశ పెట్టడం వలన మనం బాగా నష్టపోయాము. ()
16. జనహాల్ లాల్ నాయకత్వంలో దేశ అభివృద్ధి బాగా జరిగింది . ()
17. . పత్రికలు పెద్దవారికి మాత్రమే, పిల్లలు చదువరాదు ()

సూచన :- ఈక్రింది వానిని జతపరచుము.

3×1 = 3

18. వెడల్పు ఆకుల చెట్లు గల ప్రాంతం _____ ఇగ్లా ()
19. తక్కువ ఆకుల చెట్లు గల ప్రాంతం _____ మధ్యధరా భూములు ()
20. టండ్రా ప్రజల ఇల్లు _____ ఉష్ణమండల భూములు ()

- సూచన :- పరియైన జవాబు గల అక్షరమును బ్రాకెట్టులో వ్రాయండి. 4×1=4
1. యూరికామ్లన్ని విసర్జించే విసర్జకావయవం _____ ()
క) చర్మం గ) మూత్రపిండాలు చ) ఊపిరితిత్తులు
 2. రసాయనిక పదార్థాల నుండి తయారయ్యే దారం _____ ()
క) పత్తి గ) టెరిలిన్ చ) పట్టు
 3. ఒంటి జీర్ణమైన ఆహారాన్ని _____ రూపంలో దాచుకొంటుంది. ()
క) పిండి గ) లవణాలు చ) కొవ్వు
 4. క్షయవ్యాధి నిరోధక టీకా _____ ()
క) డి.పి.టి. గ) టి.టి. చ) డి.సి.జి

సూచన :- ఈ క్రింది ఖాళీలను పూరించండి. 5×1 = 5

5. పుపుస ధమనులలోరక్తం ప్రవహిస్తుంది.
6. పండ్లరసాలు చెడకుండా నిల్వ ఉంచడానికి ఉపయోగపడే పదార్థం.....
7. తీగలను కత్తిరించడానికిను ఉపయోగిస్తారు..
8. ఏదారి మొక్కల్లో ఆహారం తయారు చేసే భాగం.....
9. కాలేయంలో లేదా వలన వచ్చే వ్యాధి పేరు.....

సూచన :- ఈ క్రింది ప్రశ్నలకు ఒక్కొక్క మాటలో జవాబు వ్రాయండి. 5×1 = 5

10. గాలిలో ఉన్న వాయువులలో మండుటకు తోడ్పడు వాయువు ఏది? ()
11. రిబ్బన్ వలె మెలితిరిగి ఉండే పోగులను ఏమంటారు ? ()
12. భూకంపాలు తరచూ ఏ దేశంలో వస్తుంటాయి ? ()
13. భూమి మీది అన్నిటికంటే పై పొరను ఏమంటారు ? ()
14. అంతరిక్షంలో ఏర్పడే ఛాయలను ఏమంటారు ? ()

సూచన :- ఈ క్రింది వాక్యములు "తప్పో - ఒప్పో" బ్రాకెట్టులో వ్రాయండి . 3×1= 3

15. మంచుతో కట్టిన ఇంటినే ఇగ్లా అంటారు . ()
16. కలువ, తామర మొక్కలు నీటిలో పూర్తిగా మునిగి ఉంటాయి. ()
17. కలుషితమైన ఆహారం తింటే వ్యాధులు వస్తాయి . ()

సూచన :- ఈక్రింది వానిని జతపరచుము. 3×1 =3

18. నీరు మంచుగా మారే ప్రక్రియ _____ సాంద్రీకరణం ()
19. నీటి ఆవిరి నీరుగా మారే ప్రక్రియ _____ భాష్పీభవనం ()
20. నీరు నీటిఆవిరిగా మారే ప్రక్రియ _____ ఘనీభవనం ()

కాలము : 2-30 ని॥ మార్కులు : 50	5వ తరగతి - తెలుగు విద్యార్థి పేరు.....నెం.....	సాధించిన మార్కులు:
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కాలము : 1-30 ని॥ పార్టు-ఎ (మార్కులు : 30)

సూచన :- క్రింది ప్రశ్నలలో ఏ నాల్గింటికైనా 5-6 వాక్యములలో జవాబులు వ్రాయుము. 4x4=16

1. దారిలో తనను తినేస్తానన్న పులితో పెద్దమ్మ ఏమి చెప్పింది ?
2. ఆఫీసరమ్మ ఉపన్యాసమిస్తూ ఏమని అన్నారు ?
3. ఆ కేంద్రాలలో ఏం సౌకర్యాలుంటాయి ?
4. వనమహోత్సవం అంటే ఏమిటి? పూర్వీకులు ఏవిధంగా చేసేవారు ?
5. గంటె భాగవతులు ఎవరు ? ఏం ప్రదర్శిస్తారు ?
6. బాలసేవకులు ఇతరులకు ఏవిధంగా సహాయపడుతుంటారు ?
7. మంచినారి స్నేహం వల్ల ప్రయోజనమేమిటి ?

సెక్షన్ - 2

సూచన :- క్రింది ప్రశ్నలలో ఏ ఏడింటికైనను 1-2 వాక్యములలో జవాబులు వ్రాయుము. 7x2=14

8. అప్పుడు కుందేలు పన్నిన ఉపాయమేమి ?
9. అయినవారిలో స్నేహం ఎట్లా ఉంటుంది ?
10. 'సంతృప్తికీ కారణం' కథలోని నీతి ఏమిటి ?
11. లేపాక్షిలో ఉన్న వినాయకుడెలా కనిపిస్తాడు ?
12. ఢిల్లీ ఏసియాడ్లో ఉష ఎన్ని పతకాలు సాధించింది ?
13. సుబ్బారావుగారిని అమెరికా ఆహ్వానించింది ఎవరు ?
14. జామవ మనసు ఎందుకు అవమానంతో నిండిపోయింది ?
15. స్వేచ్ఛా సమతలున్న ఏమి కలుగుతుంది ?
16. వేదవతి ఎవరి గురించి వివరించింది?

సూచన :- సరియైన జవాబు గల అక్షరమును బ్రాకెట్టులో వ్రాయండి.

4×1=4

1. తోడేలా | సఖమన్నది నీకు లేదు _____ నిన్ను విడిచి పోదు. ()
క) తృప్తి గ) పాపం చ) దిగులు
2. చెట్ల పెంపకాన్ని ఒక _____ గా చేపట్టాలి. ()
క) ఆవేశం గ) ఆందోళన చ) ప్రజా ఉద్యమం
3. ఉష వ్యాయామ క్రీడ ప్రతిభ _____ తరగతిలోనే బయటపడింది. ()
క) రెండో గ) నాలుగో చ) ఎనిమిదో
4. ప్రపంచ పిల్లలకు సుబ్బారావుగారు ఇచ్చిన కానుక _____ ()
క) పోలిక్ ఏసిడ్ గ) రుస్తులు చ) విటమినులు

సూచన :- ఈ క్రింది ఖాళీలను పూరించండి.

5×1 = 5

5. కుందేలు ప్రతిరోజూలను తినిపోతూ ఉండేది.
6. అన్ని పూలు కలిస్తేనే అందం. భారతమాతకు కూడా అదే
7. చెలిమి కలిమి లేక.....ఉండదు.
8. శ్రీమతి యం. యస్. సుబ్బలక్ష్మిలో ప్రసిద్ధురాలు.
9. ఏ మతం వారైనాసరే మేం.....భావం ప్రకటిస్తాం.

సూచన :- ఈ క్రింది వానికి అడిగిన విధంగా జవాబు వ్రాయుము.

3×1 = 3

10. దాచి (సమాపక క్రియలో రాయండి)
11. అందరూ కలిసి ఆడుకుంటారు. (భూతకాలంలో రాయండి)
12. నేను మీ ఇంటికి రానంటేరాను. (ఏ భాషాభాగం)

సూచన :- ఈ క్రింది వదాలకు అదే అర్థం గల వదాలను రెండేసి వ్రాయండి.

3×1= 3

13. సే వ 1. 2.
14. కర్ర 1. 2.
15. కనకం 1. 2.

సూచన :- ఈ క్రింది వానికి అర్థాలు వ్రాయండి.

4×1/2 =2

16. బాస = 17. లభాతం =
18. కానివారు = 19. ఠాడ =

సూచన :- ఈ క్రింది వానికి వ్యతిరేకపదములు వ్రాయండి.

2×1/2 =1

20. నిజం × 21. కీర్తి ×

సూచన :- ఈ క్రింది వానిని సొంత వాక్యాలలో వ్రాయుము.

2×1 =2

22. కుంటుపడు :-
23. పట్టుబట్టు :-

APPENDIX IX(E)

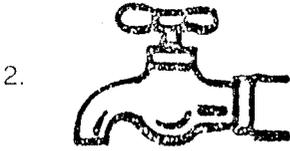
కాలము : 30 ని. మార్కులు : 50	5వ తరగతి - ఇంగ్లీషు	సాదించిన మార్కులు :
విద్యార్థి పేరు నెం.....		

30 రేయైన జనాలు గల అక్షరమును క్రాకెట్టులో రాయండి.

5



- a) Cap b) Sun c) Egg []



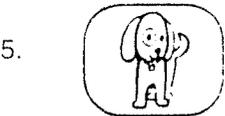
- a) Top b) Tap c) Mat []



- a) Bell b) Boli c) Doll []



- a) Bus b) Car c) Van []



- a) Sheep b) Dog c) Cat []

2. క్రింది ఖాళీలను సరైన అక్షరాలతో పూరించండి.

5

- | | |
|---------------|---------------|
| 1. wo ___ an | 2. mon ___ ey |
| 3. fa ___ mer | 4. ye ___ low |
| 5. gr ___ pes | |

3. క్రింది అక్షరాలతో అర్థవంతమైన పదాలు రాయండి.

5

- | | |
|-----------------|-----------------|
| 1. loni - _____ | 2. usb - _____ |
| 3. brid - _____ | 4. ockc - _____ |
| 5. enp - _____ | |

4. క్రింది పదాలకు తెలుగు అర్థాలు రాయండి.

5

- | | |
|-------------------|------------------|
| 1. lemons - _____ | 2. green - _____ |
|-------------------|------------------|

5. క్రింది తెలుగు పదాలకు అర్థం పదములు రాయండి. 5

- | | |
|---------------------|-------------------|
| 1. వైద్యుడు - _____ | 2. మామిడి - _____ |
| 3. పంట - _____ | 4. చెడి - _____ |
| 5. తార - _____ | |

6. క్రింది అంకెలను అంగ్లంలో రాయండి. 5

- | | |
|----------|----------|
| 10 _____ | 15 _____ |
| 18 _____ | 26 _____ |
| 35 _____ | |

7. a తో an ను ఉపయోగించి క్రింది భాషలను పూరించండి. 10

- _____ engineer
- _____ donkey
- _____ aeroplane
- _____ tiger
- _____ ox

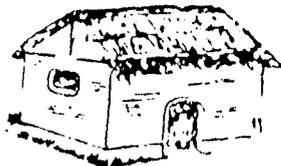
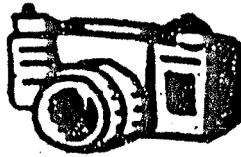
8. క్రింది వానిని జతపరచండి. 5x1 = 5

- | | | | |
|-----------|-------|--------|-----------|
| 1. banana | ----- | కలము | [] |
| 2. white | ----- | తల్లి | [] |
| 3. pen | ----- | తెలుపు | [] |
| 4. foot | ----- | అరటి | [] |
| 5. mother | ----- | పాదము | [] |

9. క్రింది పదాలకు బహువచనాలు రాయండి. 5

- | | |
|-------------|-----------|
| 1. carrot - | 2. leaf - |
| 3. boy - | 4. book - |
| 5. rose - | |

10. క్రింది బొమ్మలను చూచి వాటి పేర్లను అంగ్లంలో రాయండి. 5



APPENDIX X

LIST OF TRAINING CENTRES COVERED

Anantapur District

1. Vivekananda Residential Primary School, Kalasamudram, Kadiri.
2. Vivekananda Residential High School, Kalasamudram, Kadiri.
3. Hareesh Public School, Kutagulla, Kadiri.
4. Sri Saraswathi Vidya Mandir, Kadiri.
5. Sri Linganna Public School, Hindupur.
6. KSR Government High School for Girls, Anantapur.
7. KSR Government Junior College for Girls, Anantapur.

Kurnool District

1. Institute of Advanced Study in Education, Kurnool.
2. Government Junior College, Pathikonda.
3. SRBC Quarters, Karivena.
4. St. Ashram School, Nandyal.
5. MPDO Office, MV Nagar, Allagadda.
6. No. 1 Hostel, Nondikotkur.
7. RCM School, Chagalamarri.

APPENDIX XI

LIST OF OBJECTIVES OF NLE BASED TEACHER TRAINING PROGRAMME

1. Motivate teachers for positive attitudinal change in order to bring the innate abilities of children by providing suitable learning experience.
2. The teachers are potential thinkers to create natural learning situation suitable to the needs and the innate capabilities of children.
3. Provide competencies to deal the school subjects on activity based teaching.
4. Provide competencies to develop creative activities in school subjects, i.e. Language, Maths and EVS.
5. Develop competencies in the use of locally available material for their teaching in all subjects.
6. Encourage the teacher to adopt participating approach in teaching learning process.
7. Make the teacher realise the gender equity.
8. Make the teacher to use the support system available in and around the school.
9. Develop the competencies in organisation of multigrade teaching and make the teacher to realise the use of certain effective method of its organisation.