

EVALUATION OF COMPETENCY  
BASED INSTRUCTIONAL MATERIALS  
DEVELOPED BY TAMILNADU

TAMIL

CURRICULUM ACTIVITY NO.10



1995

Regional Institute of Education  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH  
AND TRAINING  
Mysore 570 006

EVALUATION OF COMPETENCY  
BASED INSTRUCTIONAL MATERIALS  
DEVELOPED BY TAMILNADU

TAMIL - CLASS I

CURRICULUM ACTIVITY NO.10

NCERT TEAM

RIE, MYSORE

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NIE, NEW DELHI

Dr. K.K. Vasistha

EVALUATORS

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# WORKSHOP FOR EVALUATING COMPETENCY BASED INSTRUCTIONAL MATERIALS DEVELOPED BY TAMILNADU

(14th to 18th December, 1995)

Venue : Regional Institute of Education (NCERT)  
Mysore - 570 006.

## REPORT

### A. INTRODUCTION :

A text book, perhaps is the only instructional resource used extensively both by the teacher and the student. A good text book will definitely enhance the quality of the input to the teaching-learning process and is, therefore, expected to improve the quality of the output which at present is expressed in terms of the competencies to be acquired by all pupils. In spite of a good text-book many learners may not come upto the mastery level of learning unless additional instructional material is made available to them. Further the teachers also find it difficult to bring all the learners upto the mastery level and are in need of supplementary materials. To meet these requirements the states have been developing competency based (in terms of the minimum levels of learning - MLLs) instructional materials in the form of text books, workbooks and teachers handbooks. One way to bring out good competency based instructional materials is by getting the existing ones critically evaluated according to carefully chosen criteria, by competent evaluators and incorporating their expert comments and suggestions during the revision of the existing materials. Accordingly the NCERT has undertaken this task as Curriculum Activity No.10 under DPEP. The evaluation tool (vide Annexure - 1A) for this purpose has been developed at the national level involving experts and faculty from NIE & RIEs. The Regional Institute of Education, Mysore has been entrusted with the task of conducting this exercise for DPEP states in the southern region (Karnataka, Kerala and Tamilnadu) for 1995-96.

A five day workshop was organized from 14th to 18th December, 1995 at the Regional Institute of Education, Mysore to evaluate the instructional materials developed by the state of Tamilnadu. Fourteen evaluators (vide Annexure-3)- one retired

Director, DTERT, two from Institute of Advanced Studies in Education, Saidapet, Madras, one headmaster of an elementary school, one Assistant Elementary Education Officer, and eight faculty members from different DIETs) participated. The following instructional materials for Class I were evaluated.

#### Text Book

- T-1, Language - Tamil
- T-2, Mathematics
- T-3, Environmental studies

#### Teachers Handbook\*

- TH - 1 School Readiness Book for the achievement of competencies.
- TH - 2 Physical Education, Health Education, Life Oriented Education, Art Education and Value Education.

\* These books are of different nature and hence call for some additional criteria (vide Annexure - 1B) to be used along with the general evaluation tool. This has been developed by the NCERT team during the workshop.

#### Procedure of Evaluation :

Initially, the evaluators were briefed about the six major aspects of evaluation and the various criteria under each aspect. Each evaluator, individually, evaluated the text book in his subject area, and recorded his critical comments and suggestions in proforma - 2 and rated each criterion on a five-point scale. Later, all the evaluators in a subject area interacted, arrived at a consensus and filled in the proforma - 2 and gave a rating for each criterion. They also prepared a general report regarding the book.

Similar procedure was adopted for the evaluation of Teachers Handbooks, TH - 1 and TH - 2.

Identification data of the instructional material under evaluation is furnished in Annexure - 2.

## B. EVALUATORS COMMENTS :

The observations, comments and suggestions offered by the evaluators have been compiled and presented in the following paragraphs.

### 1. Physical aspects :

It is the get up of the book that catches the attention of the child. Following the sound advice given by "Yashpal Committee", the authors have made an earnest attempt in bringing out a book which includes Textbook, workbook and also Teachers' Handbook within 80 pages. The size of book is very suitable for handling by the young children. This has been appreciated by all the evaluators. Multicoloured pictures is quite welcoming. The government is spending a huge sum in bringing out these books. The amount spend and quality of the material does not seem matching. In the light of the above,, it is worth considering the suggestions offered by the evaluators. The quality of materials like paper, colour, cover page design, wrapper sheet, etc., and the technical aspect need improvements.

They have suggested for the 'Lamination' of cover page and for the use of quality wrapper sheet, in the view of the book being used by young children for months together. Moreover, the quality of binding and letter type are to be improved. It is further suggested that the material should be presented in an attractive way, keeping in mind the layout and design. For example, the layout on P.10. may be seen as it is very clumsy and not properly arranged. Enough space may be given for writing since the book also serves as a workbook.

Three colours are used for printing of letters and with an exception of one or two almost all the pictures are with these colours. The quality of the colour used is bad enough to bring down the quality of the book. Because of this the images are blurred and it may have a very bad effect on the eyes of the young children. The pleasantness of the book also is lost because of the poor quality colours used. Regarding letters there is no consistency for the use of colours for different kinds of presentation. For the pictures also the selection of colours for different object is not appropriate. Moreover, the depth of the colours is not attractive. For many pictures, photo prints may be used for clarity and attractiveness.

Suitability of the pictures are also to be noticed. Even for the first song 'KAI VEESAMMA KAI VEESU' a lake in the background is not necessary; a house may be more suitable than this. In another (P.6) the picture showing Pongal contains lot of mistakes.

Some of the comments/suggestions :

<i>Page No./ Competency No.</i>	<i>Comments</i>
5/1.1.2.	The boy jumping on the table may be drawn as jumping on the floor.
6/1.1.3.	The picture depicts the Pongal celebration bringing out the customs involved. The picture shown here is not having a turmeric tied around the pot.
18, 22/4.1.1.	The type size is not suitable for exercises in writing and reading. The letters are small and the space given is insufficient.
19/4.1.3.	Whenever the questions are asked these may be preceded with examples. The number of columns given are not matching with the words.

## 2. Coverage and treatment of competencies :

All the competencies listed under MLL have been covered. At the top of each lesson, a brief mention of the competency pertaining to the lesson is made in all the lessons except two p. 78 & 79. The competencies may be mentioned with elaborate behavioural terms. All the 19 competencies are covered in an orderly way, keeping in mind the nature and maturity of the learners. But in development of vocabulary a little more attention is needed. As mentioned in the competency 1000 new words have not been included in the book. Words covered in the text-book may be given at the end in the form of a vocabulary list for each standard so that introduction of a graded vocabulary system may be possible.

In the area of comprehensive coverage in a required competency the evaluators feel that proportionate weightage has not been given. It is felt that competency areas 1 and 2 are covered to a lesser extent whereas 3, 4 and 9 are given more coverage.

Page No./  
Competency No.

Comments

18-57/3.1.1.,  
4.1.1. - 4.1.3.      Reading and writing competencies have been written in a haphazard manner, not continuous but tiresome.

61/5.1.2.      The poem given is not in order. The lines may be changed to give the meaning in order.

### 3. Content :

The authors of the textbook have taken sufficient care to provide accurate content for developing the specified competencies. However, more situational and life-oriented content should have been included. Contents like riddles, songs and word building activities have to be provided to facilitate creative thinking and expression. The conformity of the content to the ten core components specified in the NPE 1986 is very much lacking. It seems that the authors have not shown enough care to bring this aspect in; so also, inclusion of content suitable for integration with environment. Contents in dialogue form have to be provided suiting to the need of competencies.

Page No./  
Competency No.

Comments

61,62,63/5.1.1,  
5.1.2.,7.1.1.      Facilitating the students to improve creative expression through the content is important. For this telling stories, narrating day-to-day experiences based on pictures may be helpful.

76/9.1.1.      Integrated approach in the text book will give a sort of reinforcement to the development of language and knowledge. Even in language text book an integrated approach is possible. Two poems on environment could be given.

### 4. Style of presentation :

The introduction of alphabets has been done satisfactorily even though the sequential order is not followed in some places (example, P.23). Here the alphabet 'CHA' is introduced in page 23 but the word 'CHAKKARAM' has been introduced in page 20. Certain unfamiliar words such as 'GNALAM, AKAVAI, UPPALAM etc.



find their places. Language may be developed by using the play-way method and the activities given related to this are very little. The activities which we choose are expected to lead the students toward developing creative thinking and expression. Provision of situation for these has not been provided anywhere in the book. Efforts may be made to provide such situations with proper instructions to teachers for conducting them. Some of the other comments are :

<i>Page No./ Competency No.</i>	<i>Comments</i>
20/3.1.3.	Presentation of material is not in a graded manner.
71/9.1.1.	No provision of situations to develop imagination and thinking has been made. In this connection songs and riddles may be included.
63-64/7.1.1.	Under this competency self learning and co-operative learning situations may be given. What is given appears to be difficult to comprehend for a first generation learner. So, this may be simplified. There has been scope for making visuals and teaching aids for making the learning easy and joyful. Suggestions should have been provided to the teachers.

#### 5. Visuals :

In this area a lot is to be done. The number of visuals given is enough. But the way the multicolours are used defeats the very purpose of using the visuals. In some cases the proximity of visuals to content has not been achieved. The accuracy and attractiveness in visuals need to be improved very much.

<i>Page No./ Competency No.</i>	<i>Comments</i>
11,12,13,14/1.1.1.	The visuals given are not clear. Sometimes the proximity to the content is also lost. In the same page the number of visuals may be reduced and they may be made clear. Line drawing pictures may be of more use here.

68/9.1.1. Visuals shown lacks in proportion e.g.,  
brinjal is bigger and the ashgourd is  
smaller.

## 6. Evaluation Exercises :

Lot of modification has to be done in evaluation exercises. Most of the evaluation exercises (p-6, 4, 11, etc.) lacks proper hints to the teachers but provides only direction to perform the activities in the classroom. In some lessons (p-64, 65, 66, 67, etc.) exercises are not given. Invariably every lesson should have proper exercises. The validity of the test items given in the exercises has to be checked and proper modification has to be done if needed. Some exercises for measuring higher order cognitive abilities may be included.

In the preface of the text-book it is stated that the books serves both as a text and workbook. If the workbook is separated from the textbook the possibility of the reuse of the textbook is more. Keeping this in mind a separate workbook (exhaustive in nature) is required.

As the textbook gets on the teacher handbook, there is a need for the inclusion of 'competency based testing' procedures.

*Page No./  
Competency No.*

*Comments*

18/4.1.1. More number of exercises may be given for reinforcement, since the text book also is considered as a workbook. The space given for this purpose is not sufficient and may not serve the purpose.

C. EVALUATORS RATING :

S.NO.	RATING	CRITERIA NO.
1	5 (excellent)	Nil
2	4 (very good)	Nil
3	3 (good)	1.7, 1.8, 3.1, 3.2, 3.3, 3.4, 3.8, 3.9,
4	2 (fair)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10, 1.11, 1.12, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.7, 4.9, 4.11, 4.12, 4.13, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.5, 6.6, 6.9, 6.10, 6.12, 6.13, 6.14, 6.15,
5	1 (poor)	2.2, 3.6(i-x), 3.7, 3.13, 4.5, 4.8, 4.10, 4.14, 4.15, 5.6, 6.1, 6.3, 6.7, 6.8, 6.11,

D. CONCLUSION :

The Evaluators were asked to give their ratings on a five point scale for each criterion. The ratings given by them in their consolidated report have been presented in a tabular form. None of the criteria was marked as 'excellent' or 'very good'. Only the content part has been given good. The remaining criteria marked in the evaluation tool are found either 'fair' or 'poor'.

The evaluators have taken sufficient pains to go through in detail the different dimensions of the textbook, and have come out with their own judgements based on the given set of criteria. It is worth considering the suggestions to improve the quality of the textbook, before getting the reprints or bringing out the next standard textbook.

**ANNEXURE - 1A**

**Proforma No. 2**

**Proforma for Evaluation of Instructional Material**

**1.0 PHYSICAL ASPECTS**

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
1.1	Appropriateness of the get-up of the instructional material			
1.2	Appropriateness of the lay-out			
1.3	Attractiveness of the design			
1.4	Suitability of the size of the material to the design			
1.5	Convenience of pupils for handling the size of the material			
1.6	Durability of the binding of the material			

**1.0 PHYSICAL ASPECTS**

Proforma No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
1.7	Flatness in opening the material			
1.8	Thickness and endurance of the cover page			
1.9	Attractiveness of the cover page			
1.10	Thickness and whiteness of the paper used			
1.11	Suitability of the type size (in relation to pupils age and grade level)			
1.12	Correctness, legibility and pleasantness of printing			

**2.0 COVERAGE AND TREATMENT OF COMPETENCIES**

Proforma No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
2.1	Mention of the list of competencies prescribed for the class in the beginning			
2.2	Mention of the competency at the top of the lesson			
2.3	Treatment of competencies in the instructional material in continuity and sequence			
2.4	Treatment of inter-related competencies in an integrated manner			
2.5	Treatment of all the competencies in the instructional material			
2.6	Comprehensive coverage in a required competency			

**3.0 CONTENT**

Performa No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
3.1	Adequacy and appropriateness of content to develop a specified competency			
3.2	Accuracy of the content			
3.3	Inclusion of content related to learner's daily-life experiences			
3.4	Adaptability of textual material to local learning situations			
3.5	Inclusion of content facilitating creative expression			

**3.0 CONTENT**

Performa No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
3.6	<p>Confirmity of content to 10 core components specified in NPE.1986</p> <ul style="list-style-type: none"> <li>(i) History of India's Freedom Movement</li> <li>(ii) The Constitutional Obligations</li> <li>(iii) Content essential to nurture National Identity</li> <li>(iv) India's common cultural heritage</li> <li>(v) Egalitarianism, democracy and secularism</li> <li>(vi) Equality of sexes</li> <li>(vii) Protection of environment</li> <li>(viii) Removal of social barriers</li> <li>(ix) Observance of small-family norms</li> <li>(x) Inculcation of scientific temper</li> </ul>			



**3.0 CONTENT**

Proforma No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
3.7	Inclusion of content with wit and humour			
3.8	Use of international symbols for the numerals, /e. Hindu-Arabic system of Numeration			
3.9	Inclusion of themes and topics of special interest for the learners of specific age group			
3.10	Integrated approach in textbooks of EVS (integrating social and natural environment components)			

**3.0 CONTENT**

Proforma No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
3.11	Provision of activities for communication with environmental situations through suitable examples			
3.12	Provision of activities for generating positive attitudes and sense of identification with objects and living-beings in nature			
3.13	Provision of examples from daily-life situations sharing inter-dependence of human beings and nature on each other			

**4.0 STYLE OF PRESENTATION**

Proforma No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
4.1	Use of simple, familiar vocabulary and sentence structure to ensure comprehensibility			
4.2	Classification of terms and concepts in simple and familiar language			
4.3	Presentation of material in a graded manner following logical and sequential order			
4.4	Provision of variety of play-way activities for ensuring mastery			
4.5	Inclusion of creative activities related to specified competencies			

**4.0 STYLE OF PRESENTATION**

Proforma No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
4.6	Provision of material for development of the skills of observation, discrimination, classification and analysis amongst learners			
4.7	Provision of situations encouraging oral expression			
4.8	Provision for developing the skills for handling of simple tools, instruments and equipments by the learners, wherever required			
4.9	Provision of instructions for conducting the activities in clear and specific terms			
4.10	Provision of situations to develop imagination and thinking amongst learners			

**4.0 STYLE OF PRESENTATION**

Proforma No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
4.11	Provision of self-learning and co-operative learning activities for diversified group of learners			
4.12	Provision of interesting reading and number readiness activities (especially for class I)			
4.13	Introduction of alphabets through words and sentences in different interesting situations			
4.14	Provision of answer-key at the end of each unit			
4.15	Suggestions for supplementary visual material and teaching aids			

**5.0 VISUALS**

Proforma No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
5.1	Provision of the requisite number of visual aids			
5.2	Proximity of visuals to content			
5.3	Inclusion of a variety of visuals			
5.4	Proper linkage and referencing between visuals and contents			
5.5	Accuracy of visuals in terms of perspective, proportion and conformity with objects			
5.6	Attractiveness of the visuals			

**6.0 EVALUATION EXERCISES**

Proforma No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
6.1	Presentation of exercises in a graded manner commensurate with the level of learners			
6.2	Provision of a variety of items, problems and activities for each competency			
6.3	Provision of a large number of exercises for the reinforcement of learning			
6.4	Provision of separate worksheets for (a) remedial and (b) multiple class instructions			
6.5	provision of exercises for group discussion on events, situations and issues related to the environmental protection			

**6.0 EVALUATION EXERCISES**

Proforma No. 2

S No.	Criteria	Reference (Chapter, Competency no. Page, Para, Line etc.)	Comments/Suggestions	Rating
6.11	Provision of suggestions for obtaining and utilising the feedback and organising remedial instruction			
6.12	Provision of tools for assessing the learner's skill of observation, discrimination, classification and analysis			
6.13	Provision of tools and techniques for assessing the values and attitude of the learners			
6.14	Provision of answers in handbooks for those exercises for which provision is not there in the text-book			
6.15	Provision of comprehension questions to ensure use of imagination and thinking by the learners			



ANNEXURE - 1B

2.0 (A) COVERAGE AND TREATMENT OF COMPETENCIES

S.No.	Criteria	Reference (Chapter, Competency No., Page, Para, Line, etc.)	Comments/Suggestions	Rating
2.1	Relevance of the suggested activities			
2.2	Suitability of the activities in relation to age and grade level of pupils.			
2.3	Adequacy of the activities related to each competency.			

3.0 (A) Content

S.No.	Criteria	Reference (Chapter, Competency No., Page, Para, Line, etc.)	Comments/Suggestions	Rating
3.1	Selection of activities related to daily life situations			
3.2	Inclusion of themes of special interest for learners of specific age group			
3.3	Incorporation of element of joy for children in the activities			

4.0 (A) STYLE OF PRESENTATION

S.No.	Criteria	Reference (Chapter, Competency No., Page, Para, Line, etc.)	Comments/Suggestions	Rating
4.1	Provision of Instructions for conducting the activities in clear and specific terms			
4.2	Integration of activities with teaching of mathematics.			
4.3	Integration of activities with teaching of EVS			
4.4	Integration of activities with teaching of language			

S.No.	Criteria	Reference (Chapter, Competency No. Page, Para, Line, etc.)	Comments/Suggestions	Rating
4.5	Provision of variety of play-way activities for ensuring mastery			
4.6	Inclusion of creative activities related to specified competencies.			
4.7	Provision for developing the skills for handling of simple tools, instruments and equipments by the learners, wherever required			
4.8	Provision of interesting reading and number readiness activities (especially for class I)			

## ANNEXURE - 2

### Proforma No.1

#### Proforma for Identification Data of the Instructional Material

Each item of this proforma should be written in the script of the material developed and again in Roman Script. For example : Title of the book is சுருதி மீழ் 1'. It is to be written as சுருதி மீழ் 1 (Mathematics Part 1).

State : TAMILNADU

Type of Material : Textbook

Title : சுருதி மீழ் (TAMIL)

Language in which material is written : TAMIL

Class : I (ONE)

Author(s) : S. SIVAPRAKASAM, S. RAJARATHINAM,  
M. PERIYASAMY, G. KESAVALU.

Editor(s) : PROF. V. GANAPATHY (TEAM LEADER)  
DR. S. SHANMUGA SUNDARAM | REVIEWERS  
A. THIRUNAVUKKARASU |

Publisher : TAMILNADU TEXTBOOK SOCIETY

Publisher's Address : E.V.K. SAMPATH BUILDING  
COLLEGE ROAD,  
MADRAS - 600 006.

Year of Publication : 1995

Edition : FIRST

Number of Page : 80

Price : Rs.9.00

## ANNEXURE - 3

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### INFORMATION ABOUT THE EVALUATORS

Name (In Capital): P. RATNASABAPATHY

Designation : Lecturer [S.G.]

Office Address : I.A.S.E., Saidapet, Madras - 600 015.

Residential Address : 22, Circular Road,  
Kodambakkam, Madras - 600 024.

Qualifications (Degrees/Diplomas with subjects offered)  
B.Sc.(Maths), M.A. (Tamil), M.Ed.,  
Ph.D.(Tamil), C.C.O.M. & P.G.D.C.A. (Computer)

Experience :

	<u>Subject</u>	<u>Class/Level</u>	<u>No. of years</u>
a) Teaching	Tamil, Tamil Edn. and Education	B.Ed., M.Ed., B.A./M.A.,	7 Yrs. 23 Yrs.
b) Research	Education	M.Phil. Ph.D.,	10 Yrs.
c) Development	Question Bank	All levels	
d) Training	DIET	Deputy Inspector Training, English Language Teaching.	

e) Special Experience/Involvement in MLL Programmes :  
1. Orientation of B.Ed. students in MLL.

f) Development of Instructional Material :

<u>Title of the Material</u>	<u>Subject</u>	<u>Class</u>	<u>Year of Publication</u>
1. Text book	Tamil	IX & XII	1988, 1995

g) Review of Instructional Material : --

INFORMATION ABOUT THE EVALUATORS

Name (In Capital): M.R. ANANTHASAIRAM

Designation : Senior Lecturer

Office Address : DIET, Krishnagiri, 635 001.

Residential Address : 12/1, Samanagar, Tirupattur, Naa. 635 601.

Qualifications (Degrees/Diplomas with subjects offered)  
M.A., (English), B.Sc. (Chem.) M.Ed.,  
PGCTE (CIEFL)

Experience :

	<u>Subject</u>	<u>Class/Level</u>	<u>No. of years</u>
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a) Teaching	. English, Science	IX to XII	25
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b) Research	. --		
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c) Development	. --		
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d) Training	. English, MLL Resource person, Renewal of Textbooks at RIE.		
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e) Special Experience/Involvement in MLL Programmes :

1. Chief Coordinator for Pilot MLL Project of DIET.

2. As HOD, Curriculum - Involved in Question Bank (collection of Tamil, Maths, EVS. items)

3. As Tamil writer who has published stories, poems, articles, in various Tamil magazines.

f) Development of Instructional Material : --

g) Review of Instructional Material : --

INFORMATION ABOUT THE EVALUATORS

Name (In Capital): M. GANESAN

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TAMILNADU

Residential Address : 11/24, Naduppalayam, Chittode - 638 102,  
Periyar Dt. TAMILNADU.

Qualifications (Degrees/Diplomas with subjects offered)  
M.A., (Tamil), M.Ed.,

Experience	:	<u>Subject</u>	<u>Class/Level</u>	<u>No. of years</u>
a) Teaching	.	Tamil, Maths, English, EVS,	1 to 5 Stds.	5
	.	Tamil	6 to 8 Stds.	2
	.		9 to 11 Stds.	9
	.	Tamil	11 to 12 Stds.	16
	.		DTE students	1

b) Research .

c) Development .

d) Training .

e) Special Experience/Involvement in MLL Programmes :

1 Conduct classes for primary teachers in MLL Programme.

2 H.O.D. of the CMDE Department in DIET

f) Development of Instructional Material : --

g) Review of Instructional Material : --



INFORMATION ABOUT THE EVALUATORS

Name (In Capital): T.N. DHANAKOTI

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Residential Address : 31, T.M. Road, Desur - 604 501, TAMILNADU.

Qualifications (Degrees/Diplomas with subjects offered)  
S.S.L.C., T.S.L.C.,

Experience :

	<u>Subject</u>	<u>Class/Level</u>	<u>No. of years</u>
a) Teaching	. All subjects upto V Std.	V Std.(Elementary)	30
b) Research	. -		
c) Development	. -		
d) Training	. MLL	Resource person training and more than ten inservice Training in all subjects.	
e) Special Experience/involvement in MLL Programmes :			
		1 Resource person in MLL programme.	
		2 Module Preparation for E.T. (Educational Technology)	
f) Development of Instructional Material	:	--	
g) Review of Instructional Material	:	--	

INFORMATION ABOUT THE EVALUATORS

Name (In Capital): C. PALANIVEL

Designation : Lecturer

Office Address : DIET, Oddanchatram - 624 619.  
Dindigul Anna Dist., TAMILNADU.

Residential Address : DIET, Campus, Oddanchatram,  
Dindigul Anna Dist., TAMILNADU.

Qualifications (Degrees/Diplomas with subjects offered)  
M.A., M.Phil., (Tamil), M.Ed.

Experience :

	<u>Subject</u>	<u>Class/Level</u>	<u>No. of years</u>
a) Teaching	Tamil	H.S.S	5
b) Research	Story Books	D.T.E.	2
c) Development	---		
d) Training	CCERT, Delhi, MLL, Madras Resource person's Training, Madras.		
e) Special Experience/involvement in MLL Programmes			--
f) Development of Instructional Material			--
g) Review of Instructional Material			--