PROFESSIONAL DEVELOPMENT PROGRAMME FOR SENIOR TEACHER EDUCATORS OF SRILANKA

15 Oct'2000 to 4 Nov'2000

A REPORT

NCERT

DEPARTMENT OF EXTENSION EDUCATION
REGIONAL INSTITUTE OF EDUCATION
(NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, NEW DELHI)
MYSORE-570 006

NOVEMBER 2000

FOREWORD

A group of 20 senior teacher educators from Srilanka visited RIE, Mysore, and attended a three week Professional Development Programme from 15th October to 4th November 2000.

Dr. N.N. Prahallada, Head, DEE was the Programme Coordinator and Dr. M.V. Suresh, Lecturer in Geography, was the Co-coordinator, Mr. P.R. Rao, Ex-reader, RIE, Mysore, was the rapporteur of the programme.

The details of academic interactive sessions were worked out with the experts for the benefit of Srilanka team covering important areas of school education and teacher education including computer education.

The team was taken to several places of educational importance in and around Mysore city.

The Srilanka team exhibited interest and enthusiasm in all the sessions. The report presented here gives a total picture of academic sessions and visit to various places of educational value of the Srilanka team.

I take this opportunity to thank Professor J.S. Rajput, Director, NCERT, New Delhi, for having arranged the visit of Srilankan team to RIE, Mysore.

I thank Dr. N.N. Prahallada, Dr. M.V. Suresh, Mr. P.R. Rao and all the staff of RIEM involved in the organisation for their untiring efforts for successful completion of the programme.

I thank Mr. K.D.W.M.K. Diwaratne, the leader of Srilankan team and other members for their cooperation in the smooth conduct of the 21-day programme.

[DR. G. RAVINDRA]
Principal

TABLE OF CONTENTS

VISIT OF SENIOR TEACHER EDUCATORS OF SRILANKA TO RIE, MYSORE

REPORT ON THE FIRST DAY PROGRAMME (15-10-2000)

The NCERT, New Delhi requested RIE, Mysore to organise a three-week professional development programme for Senior Teacher Educators of Srilanka from 15th October to 4th November 2000. Professor G. Ravindra, Principal, RIE, Mysore has requested Dr. N.N. Prahallada, Head, DEE to be the programme coordinator of Srilankan team and Dr. Madha V. Suresh, Lecturer in Geography, as the co-coordinator.

A detailed programme of activities and visits for Srilankan team for all the 21 days from 15th October to 4th November 2000 was worked out and implemented.

Dr. Prahallada and Dr. Suresh received the 20 member Srilankan team in Bangalore airport on Sunday the 15th October 2000. A separate luxury bus (Hi-tech) was arranged for the visiting Srilankan team. Professor K.K. Vasishta, DTEE, NCERT, New Delhi, accompanied the Srilankan team. The Srilankan team was taken round the important places of educational interest in the city of Bangalore on 15th October 2000. After visiting many places in Bangalore they arrived in Mysore and reached RIE, Mysore campus by evening of 15th October 2000. They were accommodated in the Godavari Guest House of RIE, Mysore, comfortably with all the facilities.

REPORT ON THE SECOND DAY'S PROCEEDINGS
(16-10-2000)

Forenoon Programme

Professor G. Ravindra, Principal, RIE, Mysore formally inaugurated the professional development programme for the Srilankan team, at 9.30 am in the conference hall of the main building. Professor Ravindra explained briefly the objectives and functions of RIE, Mysore and welcomed Srilankan team. Professor Vasishtha, DTEE, NCERT, New Delhi, also spoke on the occasion.

Dr. A.L.N. Sharma, Head, DESM, Dr. K. Dorasami, Head, DE, Mr. K.P. Shankaran, Dr. N.N. Prahallada, Head, DEE, RIE, Mysore explained facilities available departmentwise. The Srilankan team leader Mr. Diwaratne spoke on behalf of the visiting Srilankan team and explained briefly the educational scenario of Srilanka.

Afternoon Programme

In the afternoon the team visited different departments in RIE including Computer Section, Library and AV room and got acquainted with the facilities available in these departments.

REPORT ON THE THIRD DAY'S PROCEEDINGS
(17-10-2000)

First Session

The day's programme commenced with Dr. N.N. Prahallada, Head, DEE, RIE, Mysore introducing

(i) Mr. P. Ramachandra Rao, Ex-Reader in Physics, RIE, Mysore - who was appointed as the rapporteur for the Srilankan programme.

(ii) Dr. U. Lakshminarayana, Lecturer in Education, Department of Education, RIE, Mysore as the presenter of a discussion on Action Research during the first session of the day.

Dr. U. Lakshminarayana after introducing the concept of Action Research explained what constitutes action research and what does not. Then he presented the various models of action research Lewin's model proposed in 1947, Elliott's model proposed in 1981, and Ebbutt's model proposed in 1983. He further introduced the NCERT (RIEM) model (a cycle of steps - Look → Plan → Act and Observe → Reflect → Replan →). He narrated the salient features of the first action research programme conducted by RIEM for teacher educators from DIETs in DPEP districts of Karnataka. The actual researchers (primary school teachers) were trained by teacher educators who in turn were trained by resource persons - cascade mode. The second one was that for the union territory Pondicherry in which the primary teachers and collaborators (teacher educators)

were together trained by resource persons. He gave examples of some action researches undertaken.

During the discussion that followed the presentation the participants got their doubts clarified and informed that it was compulsory for their teacher trainees to conduct an Action Research during their internship and present the reports. They noted a difference in the style of their reporting, i.e., they wrote the report in first person using past tense.

Mr. K.L.S. Perera, one of the participants opined that the discussion had benefited them and proposed the vote of thanks.

Second Session

Dr. S. Dandapani, Retired Professor of Education, RIE, Mysore was the speaker for the second session. Dr. N.N. Prahallada introduced him to the delegates. During his presentation the speaker emphasised the following points:

(i) The teacher should continue to be a 'learner' for ever.

(ii) What a teacher knows even after serving over two decades is just a grain in the ocean of knowledge.

(iii) A teacher has to keep growing with the growth of knowledge. A teacher should never feel complacent regarding the quantum of his knowledge, for a question from a student can 'floor' him.

(iv) There should be an expiry date for the degree awarded by the universities, especially for those in the teaching profession.

(v) A teacher should always attempt innovative practices to overcome the concerns or difficulties experienced in classrooms regarding the effectiveness of the instruction.

(vi) The innovations are not for winning national awards as the joy that the teacher experiences is itself an 'award'.

Then he briefed the delegates regarding two innovative methods he had used for evaluating the students for their understanding in Education Psychology.

(a) First one was prompted by the following factors - (i) students copying in a crowded class (about 70 students). (ii) students' anxiety as to the questions that would be asked in the test. (iii) Students' feeling that the teacher is partial in awarding marks and (iv) Students learning some portion of the unit and preparing for a few 'guessed' questions.

Strategy

1. Questions were given - four in number covering the entire portion.

2. Students were told that they have to answer that question which comes to them by drawing lots. This procedure ensured students' studying the entire portion.

The copying was eliminated by a change in procedure, just before the test: Instead of drawing lots, students were made to call numbers 1, 2, 3 and 4 in rows and they are to answer the questions bearing the number which they called.

Valuing: Three types of markings were made: (i) self-valuation - marks are not marked on the paper, but in a separate sheet. (ii) inter-valuation-answer papers were distributed such that nobody got his own paper. Students awarded marks for the paper they got, marks were entered on separate sheets and collected by the teacher. (iii) Teacher valuation - same day valued the papers and gave his marks.

Analysis

The analysis of these three types of marks of a student revealed that:

1. there was a high positive correlation of 0.8 between the evaluation of the teacher and inter-valuation.

2. there was a slight lower positive correlation between evaluation of the teacher and self-evaluation.

3. there was appreciable difference in the marks awarded by teacher- and self-valuation in the case of a few students. On scrutiny it was found that these students were those who had scored marks bordering around first class in the aggregate of the qualifying examinations marks for admissions into the course.

Same procedure was adopted during the subsequent tests where the difference between marks obtained in self- and teacher-valuation was narrowed. This showed that the gap between self-concept and teacher's- concept of student narrowed down.

Second Innovative Practice in Evaluation

The idea for this innovation came from the resourcefulness of the teacher. He had gone to the class to teach, but it happened to be a day scheduled for test (as announced in the beginning of the semester which the teacher had forgotten) and students had come prepared for the test.

The teacher then gave an assignment to students to frame 10, one word answer question and five short answer questions from that unit in about 15 minutes. When the students were busy in this he framed questions for the test. He then administered test, by reading out one word answer question and students writing only the answers in one minute. Then short answer questions were read one by one allowing three minutes for students to answer.

Teacher then valued the answers as well as the quality of questions framed by them.

The result indicated that there existed high positive correlation between the performance in answering test questions and the ability to frame quality questions.

The questions prepared by students served as items in Question Bank for later tests.

This result shows that given an opportunity students can excel their teachers and quoted the examples of Mathematician Sri Ramanujam and scientists like Dr. C.V. Raman. In this

connection he recalled a summary of a unit prepared by one of his students was simply brilliant - the arrangement of teaching points being superior to that followed by the teacher.

Then an exchange of information followed during which the participants informed about the teacher training programmes in Srilanka.

The session ended with the vote of thanks by one of the lady participants Mrs. W. Chithra de'Silva.

Evening Session

The entire evening was devoted for a visit to the Demonstration Multipurpose School, RIE, Mysore. The officiating Headmaster Mr. Sahajwani welcomed the delegates and took them round. On the way, the delegates, in small groups entered the classes which were in progress, sat at the back and observed the classroom proceedings. At the end of the class, they interacted with children, answering their queries/questions regarding SriLanka. Next, they interacted with the teachers. They visited laboratories (Physics, Chemistry, Biology and Computer) where plus 2 students were working at that time.

At the end of the visit to the school they had a meeting with the officiating Headmaster and sought information regarding the following aspects:

(i) Strength of the school and of the academic staff (how many of them are ladies).

(ii) Subjects taught at secondary level and plus 2 level.

(iii) Admission procedure at first and eleven standards.

(iv) Drop-outs if any.

(v) Social and economical backgrounds of the students on roll.

(vi) Performance of students in public examination.

(vii) Discipline - methods to administer.

(viii) Performance of students in co-curricular activities.

(ix) Procedure to measure 'values' inculcated in students.

(x) Procedure to 'supervise' the performance of classroom instruction of teachers.

(xi) About the practice of writing the notes of lesson by teachers.

(xii) Dealing with problematic (both academic and non-academic) children - the role of guidance counsellor.

(xiii) Whether the school collects 'donation' from parents.

(xiv) Parent-teacher association.

(xv) General education system in schools run by states and private agencies, etc.

The session ended with the vote of thanks by Mr. D.A.R.C.K. Silva.

REPORT ON FOURTH DAY'S PROCEEDINGS
(18-10-2000)

First Session

Dr. N.N. Prahallada, welcomed and introduced the speaker for the morning session - Prof. N. Venkataiah, Professor of Education, University of Mysore, Mysore.

The topic for presentation was: Qualitative Research Ethnography. This was covered in two sessions in the forenoon. In the first session he discussed the topic under four sub-heads: (i) Research, (ii) Steps in Research, (iii) Characteristics of Qualitative Research and (iv) Types of Qualitative Research. He defined research as a serious activity aimed at finding out grassroot truths and not the absolute. The truth is sought because generally problems exist and research helps in finding solutions to the problems.

Research basically starts with locating the problem. browsing and reviewing of the existing literature pertaining to the area from various sources, formulating hypotheses (highly specific), collection of empirical data (valid and reliable) through keen observation using the most appropriate tools (existing, if not well constructed); analysis of data by rigorous statistical methods: interpretation of data, drawing conclusions, and discussion on implications and

suggestions for further study/application. The speaker brought out the characteristics/salient features of each stage with apt illustrations.

The speaker, next, cited examples of the areas (special education, adult education, pre-school education, education of less privileged/tribal population, case studies, etc.) in which rigorous basic research is not required/possible and explained the salient features of the qualitative research, mainly attempted by educationists, sociologists and anthropologists.

In the second session the speaker organised his talk under the following heads: (i) Qualitative data, (ii) Analysis of data, (iii) Qualitative vs. Quantitative research and (iv) when qualitative research is used.

(i) Qualitative Data

He emphasised with examples that data collection is by participant observation and is done in strictly natural settings. It has to be preferably from primary sources. Another important feature is that the data must be descriptive, numerals being used only to the minimum and rigorous statistical methods are not made use of. The researcher must never record the data in the presence of the 'sample', but has to record the same (field notes), in privacy as early as possible after observation. The data could be collected by video and audio methods - preferably employing novices who are not

informed as to the purpose of shooting or recording, but are trained or briefed for the purpose. Care should be taken to give the exact words (in regional language) given as responses, but the investigator giving the equivalent in the language of the report.

With regard to analysis of data the speaker was of the view that the investigator must interact with the experts/more knowledgeable persons in that area so that collective wisdom was drawn into play. The analysis was by inductive method from specifics to generalisation, based on the use of common sense and logical thinking. Findings were listed. There might be flaws - using a bit of quantitative analysis 'flaws' can be minimised.

The role of qualitative research in the field of education is limited. However, it was gaining momentum in India. Another advantage was that this kind of research could be undertaken by less knowledgeable persons while quantitative research needed the person possessing a good understanding of research methodology, measurement and statistics. Dr. K.K. Vasishta supplemented the discussion with a few observations:

(i) The quantum of data to be collected must be limited to the required extent.

(ii) The data has to be categorised and frequency numerals can be used.

(iii) Novices with requisite training can be successfully made use of in Qualitative Research - his experiences in Bangladesh and Mauritius vouch for this statement.

In the discussion that followed two points were raised:-

(i) Style of writing the report and

(ii) The quality of the research getting poorer.

With regard to the former the speaker opined that the report has to be conventionally in 'third person' (investigator/reseracher) style than first person ('I or 'We'). The language must be simple and sentences short. No exaggeration is required. The essence of report is to make the reader to get an exact impression as the writer had in mind.

The quality of the research will depend on the 'culture' of the place, resources available (including finance) and ability of the person to think 'differently' or on the creativity of the researcher.

The session concluded with Mrs. R.M. Srimathie Wizelatha expressing how the talk had expanded the horizons of their understanding on the topic and proposing the vote of thanks.

Appended a hand out titled Qualitative Research by the speaker.

Afternoon Session

The afternoon was completely devoted to visiting the Ramakrishna Institute of Moral and Spiritual Education (RIMSE), Mysore.

The Institute had drawn-up a time-table as below.

2.15 pm	Arrival at RIMSE
2.20 to 3.15 pm	Talk by Dr. A.R. Seetharam, Principal, B.Ed. section
3.20 to 4.00 pm	Talk by Swami Yuktatmanandaji, Correspondent, RIMSE
4.00 to 4.30 pm	Browsing through books on Value Education
4.30 to 5.00 pm	Tea
5.00 to 5.30 pm	Visit to Temple, cellar (meditation hall) and museum

First Session

Dr. Vasishta briefed the Srilankan delegates about the Institution and then introduced the speaker, Dr. A.R. Seetharam, Principal, Yoga Teacher and In-charge of teaching and training of teachers in Moral and Spiritual Education.

Further, he informed the speaker about the delegates, the composition of the group and the programme arrnaged for them till date. The topic for discussion by Dr. A.R. Seetharam was on Value Education. He referred to the following points:

1. **What are values ?** Value is anything that fulfills or has the capacity of fulfilling the physical, psychological or spiritual needs of human beings.

2. **Types of values**

   Values are classified as

   (i) Instrumental and intrinsic

   (ii) Material, moral and social, cultural and spiritual

   (iii) Personal - dharma, artha, kama and moksha

   (iv) Impersonal - pursuit of truth, love and beauty

   (v) Democratic spirit, liberty, equality and fraternity

   (vi) Non-violence and Satyagraha - Originated from India

   (vii) Scientific temper

   (viii) Secular - harmony among religions

3. **Value Development**: Includes both thinking morally and behaving morally. Moral is defined as acceptance of and comformity to the best social standards of behaviour.

4. **Methods of imparting moral education**:

   (i) Direct (teaching morality as subject)

   (ii) Indirect (as by-product of teaching a particular subject)

   (iii) Incidental (morally right or wrong incidents)

   (iv) Conceptual (selecting a value as topic - truth, non-violence, etc.)

   (v) Biographical (studying a biography/auto-biography)

(vi) Story-telling

Besides discussion technique can be employed.

5. **Evaluation in Value Education**: Evaluation in Value Education is difficult because it is a developmental process involving a true and real internalisation of values. Evaluation has to be objective based (at all domains). The tools that would be employed are observation, interview, written tests and so on.

6. He concluded by referring to the school's role in Value Education. He stated that the environment of the school and professional idealism of teachers play an important role. Schools should create conducive conditions for functioning effectively as training ground for values.

The session ended with Mr. K.L.S. Perera proposing a vote of thanks.

Ref: Value Eduation - An Outline (1999), Published by President, Ramakrishna Institute of Moral and Spiritual Education, Yadavagiri, Mysore-570 020, India.

Second Session (afternoon)

Swami Yuktatmanandaji, Correspondent, RIMSE was the next speaker.

Dr. K.K. Vasishta introduced the speaker to the delegates and referred to his participation in the preparation of the syllabus for the B.Ed. programme in this Institution. Incidently he mentioned that in

the new syllabus that was under preparation, teaching of religion as an integral part of education is thought of. The term 'moral' education will be replaced by the term 'The art of healthy and productive living'.

Swamiji told the gathering that he has been invited by the Central Government for the formulation of moral education curriculum.

He first gave information about the institution that it was 75 years old and they are planning for holding platinum jubilee celebrations. The courses offerred are:

(i) One year B.Ed. (Mysore-University) with one extra subject on spiritual and Moral Education - these teachers are equipped to handle moral education classes in addition to disciplines in which they specialise.

(ii) Short term (one month) in-service programme for teachers deputed by Karnataka State Government, Navodaya and Central School Systems.

(iii) Five-days spiritual retreats for general public (residential - males only) - conducted by monks.

(iv) Five-days non-residential spiritual retreats - open to ladies too.

Next, Swamiji disclosed the philosophy of Ramakrishna Mission in establishing educational institutions. **The 'character**

building' or 'Sanskara' is the main focus of Education. Character-building is nothing but strengthening of the 'will'.

The character building needs

Buddhi: It is the faculty associated with taking decisions making use of the 'intellect', and discriminating between good and bad, as well as what to do and what not to do. When we face a situation the faculty of mind 'manas' deliberates the pros and cons of the problem and of the possible solutions. Buddhi - which is associated with thinking and reasoning determines the action, discriminates between what is good/real/moral and what is bad/ unreal/immoral respectively.

Mind forms positive (good) as well as negative (bad) impressions. If the algebraic sum is positive (good), good character results. The character building will take place if a person is able to take care of action and thoughts (noble).

The institution believes that the means of developing good character in the students is to reduce the oscillations and gyrations of mind. This requires suitable time management. A well thought out daily routine which keeps the mind engaged in varieties of tasks will go a long way in character building. Students therefore, have a daily routine from 5.00 am to 10 pm in the night consisting of prayer, meditation, shramadan, library work, classes. games/sport,

yogasanas, etc. Besides 'Personality Development Retreats' once or twice in a year help in developing self-control sharing and caring attitude, respect for other faiths, etc.

A fruitful discussion on terms such as intellect, intelligence, ahankara ('I' feeling), etc. followed.

Mrs. W. Chithra de'Silva proposed the vote of thanks.

The group then browsed through books on value and moral education and had refreshments. Later the group went to see the prayer hall (temple), the meditation hall (cellar) and the theological museum in RIMSE.

REPORT ON THE FIFTH DAY'S PROCEEDINGS
(19-10-2000)

The fourth day was the day for field visit to a Block Resource Centre at Malavalli, Mandya district, Karnataka State. The purpose of the visit was to provide direct experience of innovative. inservice training programme called 'Chaithanya' conducted for primary school teachers of classes I to IV. The programme is financed by central government under SOPT. Mrs. P. Sharadamma, Principal, DIET, Mysore lead the team to Malavalli Block Education Officer's Office.

On arrival, the SriLankan and other guests were given a traditional welcome by offering a rose and a lemon. Sri P.M. Kumar, Joint Director (Research, Training and Production of Textbooks), DSERT, Bangalore was present to acquaint the delegation with the running of 'Chaithanya'.

After mutual introduction and briefing about the programme so far offered to the delegates at NCERT, Dr. K.K. Vasistha requested Mr. P.M. Kumar to explain the concept and the salient features of the innovative inservice programme 'Chaithanya'.

In Karnataka State some districts are under DPEP programme having their own competency based textbooks. The other districts are non-DPEP and have different set of textbooks. By 2001, the competency based textbooks as in DPEP districts will be used

throughout the state. Hence there arises a need for training of teachers on a large scale to enable them to teach based on new textbooks. The training programmes have already begun and by Dec, 2000 the plan is to train 50,000 teachers of classes I to IV.

The Chaithanya programme was evolved through a series of five workshops in which participants were teachers. The materials prepared in each workshop were constantly monitored and in the fifth workshop 'final material' was got prepared.

The total duration of the programme is sixty hours at the rate of 10 hours a day for 6 days. The objective of the programme is to enable teachers to understand the concepts, MLLs, competencies and their organisation from classes I to IV.

The main focus of the programme is to enable the teachers to provide joyful learning to children. This is a hundred per cent participatory training. Hands-on-experiences are provided and made wholly activity based and are done in groups.

The competencies listed in the books are analysed, co-competencies in an area are identified and their arrangement for different classes are studied.

The development of competency is attempted by a sequence of five activities.

(i) Pre-preparatory activities

(ii) Supporting activities

(iii) Main learning activities

(iv) Reinforcement activities (and usage activities)

(v) Evaluation activities

The activities selected are such that they 'reach' the students directly. The selection of activities are done by group discussion. Next, the required teaching-learning materials are collected or prepared. The fact that 40% of the schools are in 'multigrade' teaching system is kept in mind in grouping the co-competencies classwise.

The training is handled by five resource persons - 3 secondary teachers and 2 primary teachers. The DIET staff is the nodal officer and staff in Block Resource Centre who give the academic and administrative support.

Observation of the Inservice Training Programme

The delegates next went to the venue where the training was in progress. A sample of a preparatory activities in Mathematics was first demonstrated. The activities consisted of song and role-play simultaneously.

Then we observed a lesson in 'multigrade system' of classes I to IV on 'Food'. First all students play the game of 'rail' journey in a circle. At the same time a song is sung in which some eating items' names occur (pre-preparatory activity) as the topic is on Food.

The number of trainers were divided into four groups, each one representing a class. The teacher collected the TLM and distributed them to each group giving necessary instructions. She moved around to supervise them. After the allotted time she asked questions, elicited answers orally, in a word or in a full sentence depending on the class and lesson went on. Dumb-Charade technique was also used to elicit answers. At the end, evaluation was done through activity. Flash cards of food materials placed at short distances and children are asked to step near each one and respond whether that is taken cooked/uncooked. Repeated with some other set for another student.

Visit to a Primary School

The delegates expressed their desire to visit a primary school. They were taken to the Higher Primary School, Muttanahalli, Bappegowdana Pura, Malavalli Taluk, Mandya district. This school has classes from I to VII and there are only four teachers. Two teachers handle classes I to IV and another innovative programme called 'Nali-Kali' (play-learn; joyful learning) is in vogue.

Another teacher handles classes V and VI, and the other one the 7th class (here students appear for common examination conducted by the department).

'Nali-Kali' classroom is specially designed. At the centre of the classroom a low height table surrounded by desks is placed.

Children squat around it. The lower portion of the wall is prepared as blackboard and each student is assigned a small portion to write. A lot of TLM in the form of flash cards are displayed on the walls and overhead to facilitate children to respond to questions by the teacher. So the programme is alternately named 'card board' programme. Singing and dancing are used to motivate the children. After this preparatory activity the children are divided according to the assistance they need in learning (namely, fully/ teacher assisted group, peer-assisted group, senior-assisted group, no assistance group). Tasks are given, supervised and evaluated and as and when students demonstrate the acquisition of the competency the record is made in the designated register.

The delegates showed interest in silkworm rearing process. They went to a villager's house opposite to the school and collected information about silkworm rearing.

After this the delegates proceeded to the 'circuit house' Shivanasamudram for taking lunch. Subsequently they were taken to see the Cauvery falls and 'Talakadu' before returning to Mysore around 9.00 pm.

REPORT ON THE SIXTH DAY'S PROCEEDINGS
(20-10-2000)

Dr. S. Dandapani, Ex-Professor in Education, R.I.E., Mysore was the speaker on the topic 'Teacher Motivation'.

He started with a statement that when a teacher enjoys teaching, students enjoy learning. Learning requires a conducive environment, interest, etc. Creating such a learning atmosphere is termed motivation. Motivation becomes stronger if focused, eg. from reading to studying; seeing to observing, hearing to learning, telling to doing, etc.

Some of the ways a teacher can motivate his students are:

(i) stating the purpose/objective of the lesson.

(ii) providing learning experiences for direct observation demonstration (eg. dissolving of salt in water to teach concepts dissolve, crystal, sodium chloride, saturated solution, sediment, etc.).

(iii) drawing attention to some of their common observations, eg. how plants appear on a cloudy day and on a sunny day - to bring home that plants are active on sunny days, concept of photosynthesis.

(iv) adopting spiral growth of concept according to the assimilation capabilities of students.

(v) narrating stories (Archimedes).

(vi) composing a poem (vide poem: Eureka in the write-up appended).

(vii) Posing problems, eg. if any one there in the sun fired off a cannon straight at you what should you do ? - in connection with the discussion on distance of the sun from the earth and so on.

Teacher has to use his fertile imagination to make the lesson absorbing. He must evoke a sense of awe and wonder. Students should be thrilled and excited. A motivated individual can achieve a lot. It has to come from within.

One of the delegates proposed the vote of thanks.

Appended a handout titled 'Imaginative Teaching' Written by the speaker.

Second Session

The speaker for the second session was Mr. P.A. Char, Ex-Reader in Physical Education, R.I.E., Mysore. Mr. P.R. Rao, the process observer, introduced him to the delegates.

His topic for deliberation was Physical Education Implementation strategy for wholesome development of children's personality.

The speaker at first discussed about the wholesome personality development as a self-actualisation process starting with creating body image. proceeding to develop self-image and then

further proceeding to develop self-esteem and self-respect, thereby one possesses a collection of values (ethical, moral, respect for life, positive attitude, dignity of labour, etc.). One should be able to manage the life with the personal weaknesses or deficiencies, dispelling self-pity. No subject in school curriculum is better suited than Physical Education for wholesome development of personality. Physical Education is a very potential discipline to teach other subjects.

Strategies

Earlier physical education teaching consisted of conducting a few warm-up exercises, and then allowing them to play some games. Teachers used to shout commands at the students. Actually what is required are:

(i) language used for communication should be soft and comfortable to the receiver.

(ii) all students must be respected and dignity of human being must be held high.

(iii) instill a positive angle in looking around or himself.

(iv) reinforce their abilities and appreciate their achievements.

(v) preparing the students to take defeat in its correct perspective.

In Physical Education classes we should start teaching fundamentals in a unified way. Physical education should have been called 'movement' education - learning the fundamentals of

movement leading to inculcating ability to move with the society in action and deed. One should instil in students correct practices of movement (with right style depending upon the purpose) and postures (of sitting, standing, etc.).

Types of Movements

There are three types of movements:

1. Locomotion - moving from location to location - creeping, crawling, walking, etc.

2. Axial - stabilising the body in motion.

3. Manipulative - where exerting force or effort are involved as in jumping, hopping, throwing, catching, etc.

The 'body-awareness' has to be instilled among students. In primary classes, the physical education should focus on 'movement' educational games (combination of different skills) being gradually introduced from class IV.

In the discussion that followed, delegates enquired about the suitability of competitions and about the encouragement being provided by the government for improvement of physical education. The speaker opined that the competition is a double edged sword. It is good provided the correct dose is given making it purposeful and skill specific.

With regard to the government's efforts, the speaker was of the opinion that "more inputs" do not necessarily result in better performance.

At the end of the session one of the delegates proposed the vote of thanks.

Afternoon Session

A visit to the Central Institute of Indian Languages (CIIL), Mysore was organised. The Institute was established by the Government of India on July 17, 1969 with these objectives:

(i) to help in evolving and implementing language policy and

(ii) to co-ordinate the work of various institutions and universities with regard to the development of Indian Languages and

(iii) to serve as a nucleus to bring together all the research and literary output from various linguistic streams to a common head.

With regard to the school scenario this institute helps in training teachers for teaching 'third' language (Kannada, Telugu, Malayalam and Tamil) and to produce various materials to facilitate language learning.

The brochure appended gives the full information regarding the functions, activities of its various units collaborative programmes, fellowships and scholarships, grants-in-aid scheme, other regional language centres, etc. A catalogue of CIIL Publications, software, Audio-Video cassettes is also appended.

On arrival Dr. N. Nadaraja Pillai, Reader, received and welcomed the delegates and briefed them regarding the programme planned:

(i) visit to various departments (video studio, audio-visual room to see the video tape on the functioning of the institute, computer section, language laboratory, etc.).

(ii) a verbal presentation on the teaching and training programmes of CIIL. and the institute's approach to teaching-learning process.

In the video studio, a video-recording of the delegates with the recording of two songs - one in Simhalese and the other in Tamil was done.

When the delegates came to the A-V room, the recorded video tape was played. Next, another video tape, containing a few-clippings of the language teaching followed by the former director's talking about the functions of the institution was played.

Next, the delegates were taken to computer section where they were briefed on the Project for COPORA (Corpus) Management and Maintenance [Corpus - a body or collection of words (about 3 million) from text of contemporary writings in major Indian languages]. The unit is engaged in developing computational core grammar of Indian languages and CALL packages in certain languages.

Then the delegates, visited the language laboratory and got familiarised with its functioning. They also listened to a self-learning exercise in learning Tamil language - aimed at correct pronunciation and syntax.

Finally, in their conference room Dr. N. Nadaraji Pillai described the teaching and training programmes of CIIL, Mysore. ['Konkani' language was recognised by the Constitution recently. Earlier this language had four scripts. CIIL, Mysore had evolved a single script in Devanagiri for administration and education purpose]. In the discussion that followed the speaker answered the questions of the delegates.

One of the delegates gave vote of thanks.

Appended (i) Brochure, (ii) CIIL - publications and (iii) Flow-chart used for discussion on CIIL's approach to teaching.

REPORT ON THE SEVENTH DAY'S PROCEEDINGS
(21-10-2000)

The programme scheduled for the sixth day was an educational tour to three places.

(i) **Shravana Belagola**: This is a pilgrimage centre for the Jain-community. There is a huge monolithic statue of Bahubali chiselled out of granite stone and erected on top of a rocky hillock called Vindyagiri. Reaching the top of the hill involves climbing a large number of steps cut out on the rock that requires a strenuous effort.

(ii) **Belur Temple**: This is an architectural beauty and there are marvellous carvings on a kind of soft black granite stones. The carvings are very delicate and with very fine details. It is said that fashion designers, jewellers and beauticians do visit the temple and incorporate the styles in their respective fields. The temple is known for 'Shilabalike' - carving of female figures in various dancing poses, with different expression on their faces. It is also said that the temple had a revolving pillar mounted on stone ball-bearings. At present the pillar is not revolving. The deity worshipped here is known as 'Channakeshavaraya'.

(iii) **Halibeedu Temple**: This is a Shiva temple - constructed of granite stones. Stone carvings are less in number. Here facing Shiva Lingas are two huge statues of bulls (Nandi).

The duration of the trip was almost 14 hours. During the return journey the delegates kept themselves engaged in singing songs, led by the leader himself.

REPORT ON THE EIGHTH DAY'S PROCEEDINGS
(22-10-2000)

The day's programme was a visit to the Vivekananda Tribal Developmental Centre (VTDC) in Biligirirangana Hills. Tribals called Soliga of Veddha origin live here alongwith other tribes. Soliga (meaning children of Bamboo) have been living here since 1000 years. They worship trees (old Sampige tree) and the sun. They celebrate "Rotti" festival (Roti is prepared from Ragee - a coarse cereal (*Eleusine coracana*) forming staple food in parts of India. A very important Soliga culture is 'sharing' of food, crops, etc. so that nobody goes hungry. They enjoy dancing and singing and a special trait is that the pregnant women deliver the baby "squatting".

About 21 years ago a young doctor by name Dr. H. Sudarshan came to this place, inspired by Buddha and Swami Vivekananda to serve this community; Living in a small hut and assisted by a Soliga boy he went about providing medical assistance. The average life span then was 25 years and at present it is 55 years. The tribal people in the beginning were not favourable, but as years passed by, Dr. H. Sudarshan was successful in gaining their confidence (and now is the Secretary of VTDC).

Now there is a full pledged hospital with X-ray clinical and lab (urine, sputum and blood) facilities. About 70 outpatients come for treatment every day. The centre has a mobile unit too.

In 1974, 'Karuna Trust' came into existence to take care of T.B., leprosy patients (their percentage came down to mere 0.32% from 21.4%). The trust provides artificial limbs, and treat blind people too. They have programmes to empower women. They have a herbal medicinal plants farm.

Dr. Sudarshan feels that their standard of living can be raised provided they are given education. So, a school was started with six students and at present its strength is 480. The VKDC is proud of its four first-generation learners who have become post-graduates [M.A. (Sociology), M.Sc. (Social work), M.Sc. (Agriculture) and M.Sc. (Botany)]. The school has classes from I to X. It has an academic stream at plus two level and also a vocational stream in Forestry. About 260 students are residents on the campus and the day scholars are provided with breakfast and lunch. The medium of instruction is the language specific to the culture, and environment. In classes I-IV the tribal language is used in teaching and as they advance they are gradually brought to Kannada language. Even a textbook on Soliga dialect has been prepared. The attendance has improved to about 75% at present from 4% in the beginning. The children are provided with training in dairy farming, gardening and

horticulture. The students are given pre-vocational course in the areas of knitting, sewing, preparing articles using cane, bamboo and coir, fishery, honey making, food processing (pickles, jam, juices, etc.), hand-made paper, book-binding (preparing exercise books), cups and plates from paper and leaves (they are hygienic and degradable). They are trained to interact with nature and also in monitoring its resources.

The kitchen is solar powered and supplemented by firewood in the absence of sunshine. The accommodation is of dormitory type with six students in one room. The staff members also stay on the campus.

Dr. Sudarshan is the recipient of "Right Livelihood" award and also "Padmashri" award (on 30th March, 2000). He is a member of Planning Commission of Central Government of India and also a member of the Task Force Constituted for Rural and Tribal Welfare by Government of Karnataka. His call to youth is that inner satisfaction, joy and fulfilment could be derived if one engages in vocation other than the conventional ones.

On arrival at the place around 1.30 pm, Dr. Sudarshan and some teachers welcomed the delegates. After the lunch at the auditorium, the delegates were shown a video film depicting the functioning of the centre and then were taken around.

The locations visited were

(i) Prayer hall

(ii) Dining hall and kitchen

(iii) Library

(iv) Laboratory

(v) Exhibition room where items prepared by students and specimen of birds, butterfly, reptiles, etc. specific to the region are displayed.

(vi) Vocational training places - food processing unit, weaving and knitting, hand-made paper production unit, exercise books - preparation unit, flour mill unit, etc.

They also have a sales centre where the products manufactured are sold. As it was a vacation period the delegates could not observe the students in action.

The duration of this excursion was about 12 hours. During the return journey the delegates sang Simhalese songs and reciprocated by songs in Indian languages (mostly Kannada). Mr. S. Balakrishnaiah, Lecturer, RIMSE accompanied in team.

REPORT ON THE NINETH DAY'S PROCEEDINGS
(23-10-2000)

The second week's programme commenced with Dr. N.N. Prahallada introducing the speaker Dr. K. Dorasami, Head of the Department of Education and Dean of Instruction, R.I.E., Mysore. The topic for interaction was "An Integrated Approach for Developing Competence in Interactive Skills". He defined teaching as an integrated (with content, knowledge of students and learning theories), professional (knowledge base, skills and strategies required) and goal oriented activity. He distinguished between teaching-learning and instruction - the former is an act in a personalised system and the latter in a social system. He emphasised that the teacher education programmes should emphasise on development on

(i) self-concept as teacher

(ii) formation of appropriate cognitive structures

(iii) attitudes (positive towards subject and teaching of subjects)

(iv) profession skills of teaching, and

(v) interaction among cognitive, affective and skill aspects.

The speaker then introduced the most suitable strategy to adopt which is known as micro-teaching. He explained the concept of micro teaching and its origin (Stanford Model in 1969).

The stages in micro-teaching in the Indian context could be

(i) analysing teaching skills in behavioural terms.

(ii) demonstration of the skill by supervisors in simulated situation.

(iii) planning a micro lesson on a teaching skill in a subject of teaching.

(iv) teaching the lesson to peers (5-10) which is observed by the supervisor and other members of the peer group, using observation schedules.

(v) providing feedback from supervisors and peers (if video and audio recordings are made, it will be more effective - self-viewing).

(vi) If not satisfactory, repeating the cycle (using a new topic in the subject of teaching, till the skill is mastered.

Learning a skill in micro-teaching can take place in the following dimensions: (i) cognitive, (ii) affective and (iii) performance. He cited examples for the skill of explaining. Next, the speaker discussed a scheme for practising skills in relation to subject-matter and teaching strategies as in introducing, developing [explaining - interpretative, descriptive (including demonstration), reasoning, questioning (structuring, delivery and distribution, probing questions)] and closure stages of a lesson, use of blackboard, providing reinforcement and stimulus variation. He

referred to the kinds of subject matter and strategies adopted with 'moves' for each of the skill practices.

In the discussion that followed the presentation, the speaker answered their queries. The session ended with Mrs. D.M.I.S. Dharmadasa proposing the vote of thanks.

Second Session

The speaker for the second session was Mr. Y.K. Gupta, Ex-Reader in Commerce, R.I.E., Mysore. Dr. N.N. Prahallada introduced him to the delegates. The topic for interaction was the conceptualisation of and need for vocationalisation of education at secondary stage in India.

Mr. Y.K. Gupta starting from the objectives of Education during pre-independence period (man power for administration and inculcation of western culture) narrated about the constitution of various commissions during the period after independence and their recommendations with regard to vocational education. He then referred to the National Policy on Education in 1968 and 1986.

Vocational education is that branch of education which is related to work. It is bringing about changes in behaviour (training/learning outcomes) through learning/training experiences which depend on man's natural tendency to work or engage in activities. Education has to be related to the levels of work (unskilled, semi-skilled, skilled and highly skilled). Hence at primary

level 'work-experience' or SUPW (socially useful and productive work) is now in vogue - an extension of 'Basic Education' as proposed by Mahatma Gandhi. The weightage for work experience decreases as a student moves into higher classes.

The speaker then described the reason for providing an alternate stream at plus-2 level which aims at equipping students with competencies so that they can make a living by taking up jobs (middle level) or start their own enterprises, thereby getting self-employed. Thus education at plus-2 level has two streams:(i) Academic and (ii) Vocational. The speaker regretted that in India the vocational courses do not attract the students as expected.

Sri K.M.U.M.B. Ratunayaka proposed the vote of thanks after a brief discussion regarding the status of vocation education in Srilanka.

Third Session

The topic for interaction during this session was "Continuous and Comprehensive Evaluation in Teacher Education". Dr. A. Sreenivasan, Professor of Education, St. Joseph's College of Education, Mysore was the speaker. As usual Dr. N.N. Prahallada introduced the guest to the delegates.

The speaker began the interaction by recalling the three stages of evaluation.

(i) collection of data in the areas of evaluation,

(ii) making judgement on students' behaviour and students' performance, based on the data collected, and

(iii) taking policy decision regarding changes/modifications to be brought about.

He then listed the short comings in the evaluation of student-teachers, in the existing Teacher Education programmes:

(i) Different aspects of teachers' abilities are not evaluated, because of the prevailing system of annual examinations (other than that in R.I.E., Mysore).

(ii) Question papers test only the knowledge aspect ignoring other aspects such as interest, attitude, ability to interact with students, teachers personality, personal and social skills, etc. In other words evaluation is not comprenensive.

(iii) Evaluation is not continuous too - this is needed as there are changes in behaviour taking place regularly in terms of knowledge, interest. attitude and interactive ability, etc. If this is done. students can be provided with meaningful feedback and guidance then and there so that they can strive towards improvement. In short at present limited evaluation tools and techniques are employed to evaluate limited aspects.

He then presented a model of continuous and comprehensive evaluation of student-teachers:

(i) Identifying the areas of evaluation which are desirable: (a) Theory component, (b) Practical aspects, (c) Interest in professional activities, (d) Attitudes towards children, books, learning, etc. (e) Participation in cocurricular activities, field-trips, exhibition, SUPW, community service, etc.

(ii) Identifying various components of each area: For example - in practice teaching areas could be lesson-planning, providing teaching-learning experiences, observing teachers' and peers' lessons. Preparing teaching-learning materials, ability to interact with students, preparing and administering objective-based tests, carrying out quantitative data analysis and so on.

(iii) Developing criteria to evaluate each one of the components identified.

(iv) Using appropriate standardised tools/techniques for evaluation (including developing tools if not available).

(v) Developing sound reporting procedures or improving the existing ones so that the user should be in a position to make a correct evaluation of the candidate.

He concluded his discussion with an observation that testing of knowledge only in annual examination must be de-emphasised, and should be made more comprehensive. During the course there

should be continuous evaluation and sound feedback must be regularly provided.

Mrs. S. Senarath gave the vote of thanks.

Appended a write up titled 'Continuous and Comprehensive Evaluation in Teacher Education' by the speaker.

Fourth Session

During this session the delegates were taken to the library for enabling them to collect information for the projects assigned to them. Mr. S. Nagaraj, Librarian, R.I.E., Mysore guided them to the necessary sources of information/data.

REPORT ON THE TENTH DAY'S PROCEEDINGS
(24-10-2000)

First Session

The topic was "Teacher Education Through Distance Education Mode (DEM) in India". The speaker was Sri M.K. Sachidananadan, Chairman, Department of Studies and Research in Education, Karnataka State Open University (KSOU), Manasagangotri,Mysore-6. Dr. N.N. Prahallada welcomed the speaker and introduced him to the delegates.

He discussed the assigned topic under three heads:

(i) Evolution of Distance Education

(ii) Teacher Education in Formal Set-up

(iii) Teacher Education Through Distance Mode (being powerful alternate system, economical and for mass education)

(i) Evolution of Distance Education

Delhi University was the first to start Correspondence Course Institutions (CCI) in 1967. They are unimodel of reaching students through correspondence lessons in print media only. The Universities made use of them for generation of funds, as the intake of students was not restricted. In 1980, UGC directed the Universities to convert CCIs into DEM. The first Open University

started for DEM in 1985 was Dr. B.R. Ambedkar University. Hyderabad, Andhra Pradesh.

The DEM has a multi-media approach [print (major input), audio and video inputs]. Besides. there are week-end counsellings in what are called study-centres, manned by local staff (including part-time). Further. teleconference and radio counselling (every 4th Sunday) are employed for interaction with students. A point to be noted here is that the staff engaged in DEMs are more exposed to criticism/scrutiny due to the self-learning materials being perused by many people than those in formal set-up. More importantly in DEM there is inbuilt quality control mechanism. It is a self-sustaining system.

(ii) Teacher Education in General

Nobody was bothered about the quality of instruction. infrastructure and qualification of the staff until an apex body NCTE (National Council Teacher Education), a statutory body under MHRD. Government of India) was set up in 1995. Now no primary teacher training institution (TCH), secondary teacher training institution (B.Ed. and M.Ed.) and DEMs can admit students unless approved by NCTE. The intake of students, infrastructure facilities and qualification of staff are prescribed by NCTE.

(iii) Teacher Education Through Distance Mode

Please see the appended write-up for further information. In school based practicals out of 20 per subject, a minimum of five lessons are to be completely observed and assessed by method-masters at study centres. Besides, they have to observe and record 30 lessons of teachers in the school in each subject. For each subject they have to prepare the following:

Unit Plan	1
Unit Test	1
Teaching Aids	2
Test materials (objective type)	60 items
Micro-teaching in simulated sessions	5 skills

M.Ed. Programme

Three universities (Mysore, Kota and Rajasthan) offer two year M.Ed. programme. The programme is enriched with more inputs (6 courses + 1 dissertation and assignments). The contact programme is of 30 days duration arranged at regional centres. In the first year, syllabus has course papers and in the second year special papers.

"Education to the doorsteps of the people" is the motto.

The delegates observed that the personality development may be lacking in distant mode education. Mr. T. Inpathevarajah proposed the vote of thanks.

Second Session

Mr. Y.K. Gupta in his second session discussed about the effective strategies of implementing the vocationalisation of education. He started his discussion with steps involved in the term 'management' (decision making and implementing the decision):

(i) Planning - from national to institutional level - objectives are to be spelled out.

(ii) Organisation - includes infrastructure, resources (human. finance, etc.)

(iii) Controlling ⎤
                    ⎥── implementation of the plan.
(iv) Directing ⎦

(v) Monitoring - process - process evaluation

(vi) Evaluating - the final product

(vii) Budgeting

Strategies in starting a vocational course

(i) Vocational Survey

The vocational course is intended to provide as output. middle level trained manpower. So vocational survey is a must. The survey should focus on the number and range of occupational skills required for the present and also anticipated ones for the future. It should also consider the available facilities. The survey has to be local specific (a district as unit). To conduct survey we need people

and hand-books providing direction for conducting it. The survey needs to be periodically updated.

(ii) Curriculum Development

The curriculum must be functional. Teachers, employers, past students who are in service in that area, parents and curriculum experts must sit together and prepare the curriculum. There should be theory, practices and methods of curriculum transaction and evaluation. The curricula need to be competency based, the content being organised based on units. Modular approach is preferred as it is having autonomy and is based on the principle of self-learning, and makes the curriculum flexible. Curriculum should include philosophical, sociological and psychological (adolescent) foundations of vocational education. The internship must be in the institution as well as on the job.

(iii) Vocational Teachers

a. Full-time - should have prescribed educational qualification (from recognised institutions) and competency.

b. Part-time - skilled persons to impart practical training in the field.

c. Instructional material for both teachers and students. Since the number of students is less, producing textbooks may not be economical. It is preferable to produce textbooks at the

National level and the States adapt them. Teachers' handbook guides are important.

d. Evaluation has to be competency based. continuous (process of developing skills has to be evaluated in the process to provide meaningful feedback) and comprehensive (inclusive of all aspects of affective domain). Self-evaluation is emphasised.

e. Reporting need to be in terms of grades (gives wholistic evaluation).

f. Infrastructure - buildings. equipments. job oriented internship. facilities (laboratories, workshops. farms, banks, cooperatives, etc.).

g. Linkages:

I. Vocational schools and field

II. Vocational schools and society

h. Placement - vocational guidance has to be provided.

i. Financial support - There are schemes which in the initial stages are central government sponsored in many fields. After a few years the fate of these courses become a casualty due to the States being unable to bear the expenses. Finances must be properly used and accounted for.

j. Research - Vocational education is of a recent origin. Researches are to be conducted and findings must be used for revision and updating.

The vocational education has to be a people's movement aimed at propagating the importance of vocational education to bring about attitudinal changes in the minds of people. Many NGOs and voluntary agencies have undertaken vocational education programmes.

During the discussion that followed, the delegates talked about the status and types of vocational education available in Srilanka. Swami Tilakasiri proposed the vote of thanks.

Third Session

Dr. N.N. Prahallada, Head, DEE. RIEM engaged the delegates for about an hour regarding the pre-service courses and the in-service programmes undertaken in R.I.E., Mysore. He gave the schemata of deciding the kinds of inservice programmes.

(i) Identifying state's needs - through the field offices at the state capitals. The field advisor in the state and state coordinator at headquarters meet the Secretary for primary and secondary education at the state and identify the areas of inservice programme almost a year in advance.

(ii) Processing at the Institute level - Proposals of inservice programmes are prepared after a thorough discussion with the

staff in the Institute. The proposals are classified into two categories:

(a) regional programme - when needs of all states in the regions are same.

(b) state-specific programmes

(iii) State coordinate committee meetings - The worked out proposals are taken back to the SCCs (Chaired by the Secretary and there are about 14-15 members).

(iv) The approved ones (if needed further modified) are placed before the Institute Management Committee whose chairman is the Vice-Chancellor of Mysore University, the Principal, R.I.E.. Mysore being the Convenor.

(v) Next. the proposals go to the NCERT Sub-PAC (Programme Approval Committee). The Principal and the Dean of Instruction attend the meeting. Finally they go to Final PAC.

(vi) PAC approved programmes are then implemented.

Mrs. W. Chithra de Silva proposed the vote of thanks.

Final Session

The delegates in groups of five observed micro-teaching sessions of Vth semester B.Sc.Ed. students under SST-1 (Skills and Strategies of Teaching-1 Practicum). After the observation they participated in the discussion and gave their feedback/comments.

REPORT ON THE ELEVENTH DAY'S PROCEEDINGS
(25-10-2000)

First Session

The first session was devoted to a very important topic at present - Environmental Education. The speaker was Prof. A.L.N. Sharma. Head. Department of Education in Science and Mathematics (DESM), R.I.E., Mysore. Dr. N.N. Prahallada introduced the speaker to the delegates.

The speaker began by pointing out how the term 'environment' which was an ignored concept till 1965 has become the most important concern faced by people. It has increasingly became evident that environment has primary influence on person's life and concerns regarding environment should get into the education system right from the primary level.

He defined environment as that in which living and non-living things are all invisibly interlinked in a life-sustaining system and in which happenings/processes both natural and manmade occur. The environment has two components: (i) bio-physical and (ii) socio-cultural. The hall mark of these components is 'changes' that keep on occurring.

The biophysical part of environment is called biosphere that supports life by supplying the essential requisites for all species

(food, living space or habitats, light, heat, water, air, etc.). In the initial stages the biosphere was controlled by nature. But when man endowed with his mental faculties started dabbling with nature, recklessly exploiting the natural resources, nature became helpless. The life sustaining ability of the bio-sphere started decreasing alarmingly. Man started realising that his survival depends on the existence of biosphere and that he is not a master but a partner.

The other part of the environment, the social culture (social life style, patterns, consumption styles, etc.) also kept on changing, thus influencing man's development (meeting the needs).

Man has to be educated as to how natural system reacts to his exploitation and assess their powers of endurance and resistance before he proceeds to exploit further. Protecting nature and conserving the natural resources/stabilising the biosphere are to be emphasised.

Content for Environmental Education

The following factors are important in selecting content for environmental education: (i) social needs, (ii) poverty (in Developing countries) and (iii) affluency (in Developed countries).

The main objective is to develop required awareness about-, of- and for- environment's stability.

Nine areas of concern are identified:

(i) Population and Environment

(ii) Biotic Resources

(iii) Abiotic Resources

(iv) Health, Hygiene and Environmental Sanitation

(v) Socio-Economic and Political Development

(vi) Implication of Science/Technology/Industry

(vii) Environment Problems - Pollution

(viii) Conservation and Productivity

(ix) Quality of Life and Environment

Objectives

(i) To make the student feel as a part of environment.

(ii) To enable the student to observe the environment.

(iii) To develop skills to learn about environment through observation

→ classification → generalisation.

(iv) To inculcate positive attitudes towards environment.

In classes 1 and 2, wholistic approach is recommended.

In classes 3 and 4, consists of two areas: (i) Environmental Studies-I (dealing with social aspects) and Environmental Studies-II (dealing with science aspects).

In upper primary classes, integrated approach is followed.

Teaching Strategies

Environment education is value based. Values cannot be developed by preaching. Providing 'hands-on' experience is the main stay of implementation. Conducting surveys, field-trips, giving

projects, discussions are some of other techniques that could be profitably used.

The subject being multi-disciplinary in nature, the teachers do need orientation to teach this subject.

In the discussion, the participants wanted to know the steps that are taken to orient teachers. The speaker informed them about SOPT (Special Orientation of Primary Teachers) conducted through DIETs (District Institute for Education and Training). Besides NCERT has published some supplementary materials.

Mr. R. Rajaratnam proposed the vote of thanks.

Second Session

Mr. N.N. Prahallada welcomed and introduced the speaker Dr. T. Padmini, Department of Education, University of Mysore, Mysore. The topic for interaction was the Education of Mentally Retarded Children.

In the beginning she cautioned that a child has to be considered as mentally retarded only after administering different kinds of IQ tests and not by mere observation or by administering a single IQ test. (Intelligence related to education includes thinking skills, adjustments, numerical ability, problem-solving skills, logical thinking, etc.)

What is Mental Retardation ?

The students in a group can be classified into different categories on the basis of their average intelligence, concerned with ways of learning.

Average Intelligence	Classification	Remarks
> 140 140-120 120-110 110-90 90-80	Genius Very bright Bright Average Slow learner	Pace of learning, writing, reading is slow. But generally good at co-curricular activities.
85/80-70/65	EMR Educable Mentally Retarded	Mild degree of disability, not ready for 3 Rs at the age of 6 years special curriculum is required. They have problem with social behaviour. Special and more inputs are needed.
65/60-55/40	TMR Trainable Mentally Retarded	Moderate degree of desability. Trainable in daily-life skills, such as skating masonary, handicrafts, etc. cannot be educated.
< 40/50	SMR Severe Mentally Retarded	Cannot be educated, severe disability.

Identification of MR without IQ Tests

(i) This needs parent's support. The mother is to be questioned about when she has observed some developmental milestones in the growth of the child such as when child started (a) babbling two letter sounds, (b) holding the neck erect, (c) crawling, (d) standing with support, without support, (e) walking,

(f) running. jumping, speaking (mamma. pappa. etc.), identifying meaningful words. sentence construction with verbs.

(ii) Observation by teachers (pre-school): A checklist may be used to find out scribbling age and patterns. readiness for 3 Rs. Pre-requisites and readiness skills can be found out by testing the concepts of greater or lesser. tall or short. big or small. matching of sets, etc.

A comprehensive profile of the child can then be prepared.

Cognitive Tests

These are done using Form-Board test, Age-norms for social development (social maturity skills), cognitive capability tests (activity based and playful). Mysore University has developed a cognitive capability tests - MCCT.

Curriculum

Based on the child's profile a functional Individual Education Programme (IEP) can be prepared. What is to be emphasised is what the child can do rather than what it cannot do.

Schools for Special Education

(i) **Separate schools** for differently disabled children are functioning. Many NGOs/parents are involved in running such schools (eg. school for the blind. school for the deaf, school for the mentally retarded). The advantage is that the group is

homogeneous. But the disadvantage is that they do not adjust with the society when they come out of the school.

(ii) Integrated Schools: The disabled children study along with the children in a normal school. When a disabled child joins the primary school, it may be grown just physically. They may have psychological and behavioural problems too. The teachers have to facilitate the physical integration of these students so that when they come out of the school they adjust with the society. Normal and disabled children share partnerships. The teachers here require a special training. They will have a special curriculum IECD (Integrated Education Curriculum Development). When compared to the curriculum for normal students:

(a) there is omission of difficult topics.

(b) there is substitution of meaningful topics.

(c) there is deletion (eg. in Mathematics algebra is not taught, child learns the first language only, and two other languages are exempted)

(d) there is addition of extra component of vocation skills (candle making, preparing greeting cards, basket weaving, book making/ binding, etc.), leisure time activities.

In Karnataka, in an integrated school, a resource room provided with all types of teaching-learning materials and a resource teacher in the ratio of 1 for 8 disabled students is provided. More

than two hundred schools are integrated in nature. Resource teachers are trained for 42 days in DIETs.

The speaker repeatedly emphasised that labelling the child as mentally retarded must be stopped as it results in social stigma. Both the parents and teachers should share the responsibility of educating such children.

Rev. W. Jinarathana proposed the vote of thanks.

Afternoon Session

A visit to the District Institute of Education and Training (DIET), Mysore was arranged. On arrival, Mrs. P. Sharadamma, Principal welcomed the delegates by offering 'flowers'. She expressed her inability to take the group around as examinations were in progress. Hence she and her colleagues who were in station had a meeting with the group. Using transparencies and OHP she briefly discussed how DIETs came into existence as a consequence of Government of India's efforts to decentralise the educational planning and implementation. Their main functions are pre-service training leading to a certificate TCH (Teacher Certificate Higher), inservice training, initiating innovative programmes ((eg. Nali-Kali, joyful learning/play-learn), etc. A brochure appended gives the necessary information regarding the concept of DIET (seven wings of the Institution, the staff pattern), its mission and role, inservice training programmes (around 20 in number). Basic transactional

approach, attention to promotion of education to special target groups (educationally disadvantaged sections of the society - girls and women, minorities, handicapped, etc.) and DIETs linkage with various Departments and Institutions at district, state and national levels, etc.

There was a good amount of discussion at the end of the presentation. The delegates evinced keen interest in seeking information regarding practice teaching, the lesson-plan format, student teachers' teaching evaluation profiles and the weightages for different aspects, and other tasks/assignments during the practice teaching period.

One of the delegates then proposed the vote of thanks.

REPORT ON THE TWELFTH DAY'S PROCEEDINGS
(26-10-2000)

First Session

It was 'Naraka Chathurdashi' - the first day of Deepavali festival. Mr. P.R. Rao. the rapporteur after greeting and briefing about the importance of the day welcomed the speaker for the session Mr. K.P. Sankaran, Reader in Malayalam, R.I.E., Mysore and introduced him to the participants. The topic for discussion was teaching of mother- tongue.

Mother-tongue is the language of the region and has specific regional. local and cultural identify. He decried the modern craze for the medium of Instruction as English. The normal thing is to start education in mother-tongue. As the child advances in age, the other two languages can be slowly introduced as in young age, child has the capacity to learn languages.

The child's vocabulary at the entry is around 5000-6000 words. Child talks without many mistakes. Writing in mother-tongue is not required at this stage. The teacher's role is to gradually systematise the capacities in the order listening → speaking → reading and writing.

In the mother tongue, different pronouns are used to indicate, an old woman. a respectable woman, a male member, a respected

male member, a very respected male member, unlike in English (She or He for all). The child may not know the context where these words are used. This culture has to be told to students. It is 'socialisation in a broad sense.

At home the child speaks in lisping tone. When it comes to school teacher must slowly direct the child to speak in mother tongue, by emphasising on speaking competency. The teacher should ask the child to respond to meaningful questions related to real-life situations, and then to describe simple objects, situations, etc. For example a child on seeing a rose many just respond: How beautiful ! Such responses must not be ignored. The teacher has to lead the child to speak in correct sentences - It is a beautiful flower. Such appeals to the sensibility of the child are very crucial in language learning. Sensitisation has to be fostered.

The speaker then referred to the sources like 'folk songs and 'riddles' with illustrations which can be exploited profitably. We could 'read' meaning in folk songs and use them for teaching purpose. The folk-song which was given as an illustration brought out the intricate interrelations between beings (calf-cow-grass-field-sky-). The riddles (beautifully structured questions) are another source. Most of them are couched with rhythm which attracts the child. The interest of the child can further be enhanced if the teacher renders the folk-songs and riddles, appropriately. The child

can be motivated to construct riddles. Proper selection of folk-songs and riddles has to be done and must be related to the daily fe. Other sources are mother's lullabies, songs rendered while playing on swings, etc. (illustration - Lord Krishna's exploits in childhood. Romance with his premikas). Another source is Rhymes (eg. to sequence, 1, 2, 3, ...) can as well be used in teaching mathematics and other subjects.

The language pattern is syntaxical. The teacher has to carefully choose the pattern suitable to the context.

The participants enquired about the influence of English (with 26 alphabets) on mother tongue (with many alphabets).

The speaker answered that though there are 26 alphabets. the number of sounds they can produce is enormous. The more you learn English the more is the influence on mother tongue.

Mrs. Mahesha S. Pelpola gave the vote of thanks.

Deepavali Celebration with a Family

It was a good guesture on the part of Mrs. R. Maithli and Mr. Shivanna, Accounts Section, R.I.E., Mysore to invite to home the Srilankan delegates on the occasion of Deepavali. After exchanging pleasantries, the guests were served with Deepavali sweets and refreshments. More than an hour was spent at his home.

Visit to Jaganmohan Art Gallery

The delegates, next visited the above mentioned art gallery and spent more than an hour in seeing the exhibits and appreciating them.

Visit to Mysore Palace

In the afternoon the delegates went to see the palace.

REPORT ON THE THIRTEENTH DAY'S PROCEEDINGS
(27-10-2000)

First Session

Prof. G. Ravindra, Principal, R.I.E., Mysore was the speaker on the topic Development of Logical Thinking. Dr. N.N. Prahallada welcomed the speaker and introduced him to the participants.

The speaker began his talk with the questions. What is logic ? What is logical thinking ? What is its role in Education ?

1. Logic

Logic is needed by everybody. It is a study of methods of reasoning which establishes relationships between symbols, sets in discipline/ order (therefore, a social discipline). Logic is concerned with form rather than matter. The common words (links) in logic are AND, OR, ANY, ONLY, NONE, ALL, IF, THEN, IS, IS NOT. Logic helps in deducing theorems. Mathematics uses logic. But Mathematics is not logic nor logic in Mathematics.

2. Thinking

Thinking is a judicious (or selective) use of memory and has a strong link with patterns of grid of memory.

(Natural thinking (emotional thinking as a part) need not be logical thinking).

ON	OFF	OFF	OFF
1	0	0	0
ON	ON	ON	OFF
1	1	1	0
ON	ON	OFF	OFF
1	1	0	0
OFF	ON	OFF	ON
0	1	0	1

Natural thinking could sometimes reduce human behaviour to the behaviour of apes, amebae, or electrons or protons. Man is naturally a being that lives with others in communities possessing language (symbolism) and enjoys transmitted culture. Language is the dress of thought and repeats the meaning of thought. Inquiry is a mode of activity that is socially conditioned and has a cultural consequence. This fact has a narrower and wider import. Inquiry and thinking are interrelated. Inquiry promotes thinking and vice versa.

'Precision' is the hall mark of 'logic'. Examples for statements which lack precision -- She is **beautiful**. There are **many** stars in the sky. As against these the sentences such as the following are precise.

(i) Number of water molecules in sea is finite.

(ii) There are atleast two persons having same number of hairs on their scalp in a large population as in Calcutta.

Logic can prove these statements starting with suitable assumptions. Logic is autonomous. A logical statement is either true or false and not both (eg. A Mysorean is an Indian) and hence a

logical statement is precise. He presented the truth table for AND. OR, IMPLIES.

AND		
p	q	pANDq
T	T	T
T	F	F
F	T	F
F	F	F

OR		
p	q	pORq
T	T	T
T	F	T
F	T	T
F	F	F

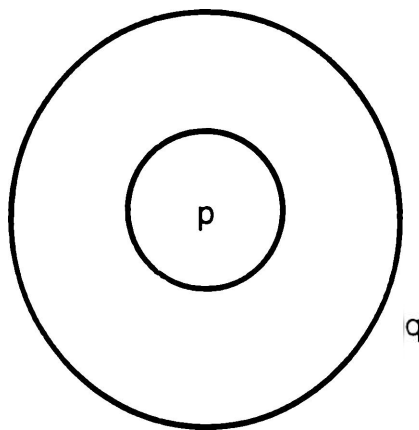| IMPLIES ($\rightarrow$)		
p	q	p$\rightarrow$q
T	T	T
T	F	F
F	T	T
F	F	T

p implies q (p$\rightarrow$q)

i.e. If 'p' then 'q'   p is q

　　If 'p' then 'q' is same as

　　If 'not q' then 'not p'

　　　'If p then q' $\Leftrightarrow$ p is a part of q $\Rightarrow$ p is an example of q.

**Part cannot contradict the whole**

　p - Mysorean /oxygen/mango

　q - Indian /gas/fruit

　p is an example of q.

3. Development of Human Resource is Education

With the help of Venn diagram (set of closed diagrams representing logical classes which may or may not intersect or one include another) he illustrated with examples the implications for education.

Development of nation   Education
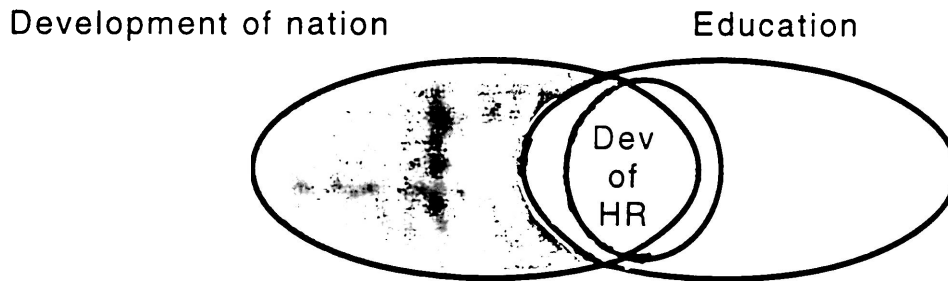
Development of Nation which is not
Education (shaded portion indicates
development of nation which is not
preached by Education - e.g. conflict with Pakistan)

Theorem: Education is Non-Empty (i.e. every aspect of education should have an example)

No talking in vacuum: Teacher should teach and students should learn.

Human
resources

Teachers
Scientists
Policy makers
Planners
Administrators
Mathematicians
Technologists
Educationists
Politicians, etc.

Society wanting
equity, no
discrimination
no conflicts,
no illiteracy
no dropouts
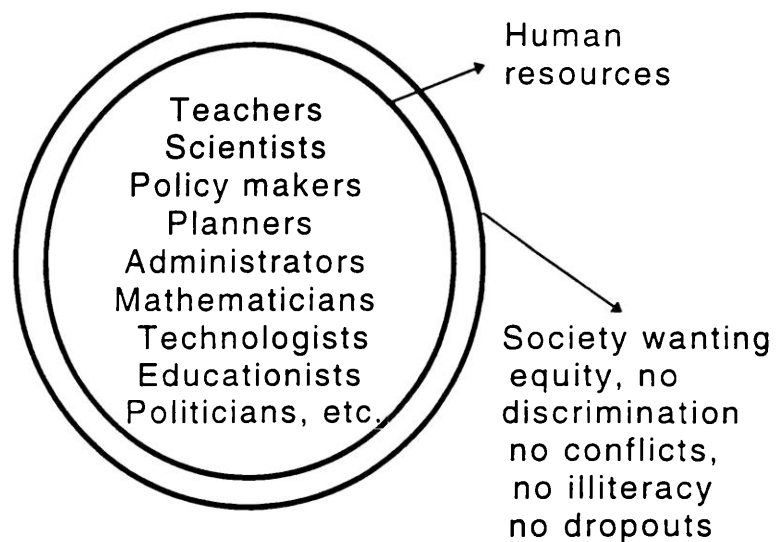
In reality part is contradicting the whole (illogical). Contradictions, of course, help in finding solutions.

Theorem: Human mind **and** heart are important for education (not either, or).

MIND   HEART

EDUCATION

Science   Society

Mathematics
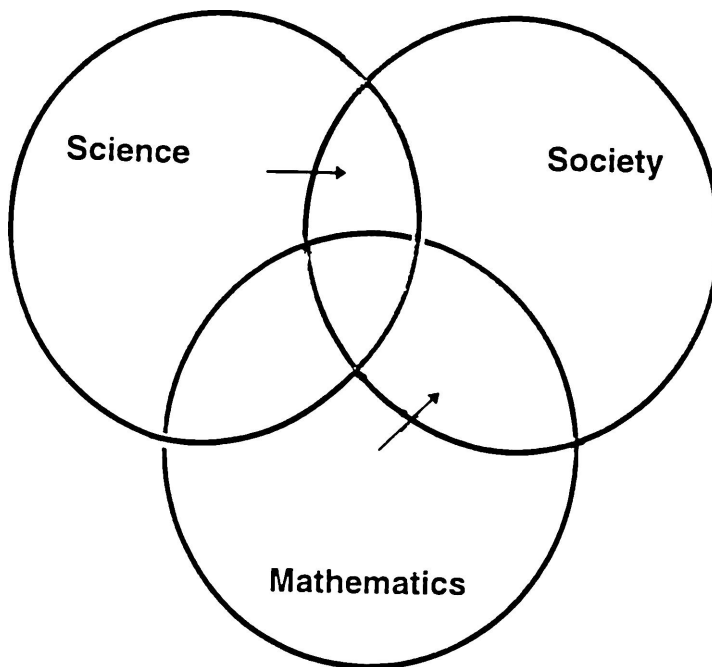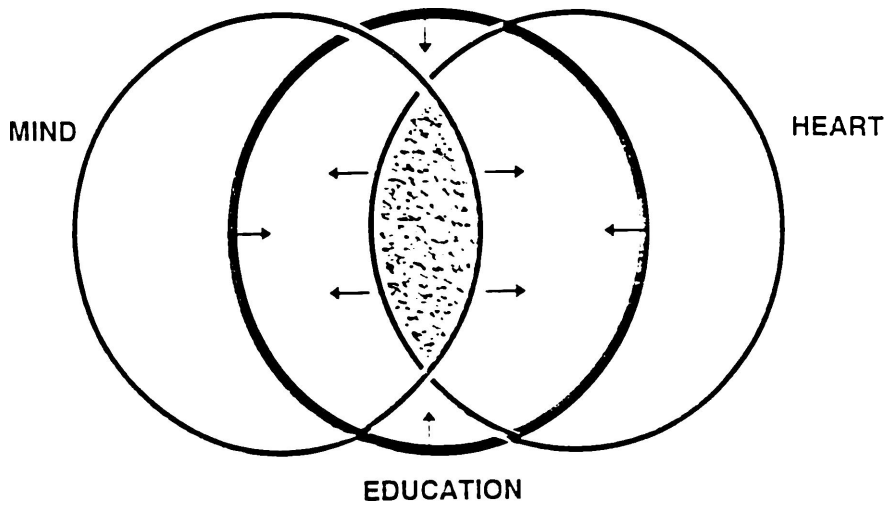
Mr. A. Manatung proposed the vote of thanks.

Second Session

The topic for discussion during the second session was the role of Academic Staff College in Professional Development. The invited speaker was Prof. H.M. Rajashekara, Director, Academic Staff College, University of Mysore, Mysore. Dr. N.N. Prahallada welcomed the speaker and introduced him.

The speaker discussed the background for establishment of Academic Staff Colleges (ASC) in 1987 based on the National Policy of Education formulated by the Union Government in 1986 to arrest the decaying quality of teaching and research. The types of courses are (i) orientation programme a multi-disciplinary course of four-weeks for young recruits and (ii) the refresher courses - a uni-disciplinary course of three-weeks for senior lecturers (upto 8 years experience).

The orientation programme has five components.

A. General education about professional ethics and values (secularism, scientific temper, etc. Twenty topics have been prescribed by the UGC).

B. Philosophy of education, Indianisation of education and pedagogy.

C. Subject upgradation.

D. Management and personality development.

E. Distance mode education.

Refresher Course has following components

(i) updating of knowledge in the discipline.

(ii) improving of teaching-learning strategies.

(iii) encouraging teachers to revise and remodel the syllabi.

(iv) encouraging teachers to undertake useful research and project works seriously.

The speaker thus informed the findings of the impact studies undertaken by collecting data from participants and the principals on (i) Whether participants are motivated ? (ii) Has quality of education improved and (iii) What is the impact of teachers on quality of education. In a nutshell, the young recruits have definitely improved in 3 As (attitude ability and aptitude).

[For more information refer to the appended write-up]

The speaker then referred to the new trends in the approach to higher education and the challenges to be confronted in the scenario of liberation, globalisation and privatisation. Jacques Delors, Chairman of the International Commission on Education for the 21st century in the 1996 UNESCO report: 'Learning - the treasure within' observes "The commission does not see education as a miracle cure or a magic formula ..." But it is one of the vital means available to faster, deeper and more harmonious form of human development and thereby reduce poverty, exclusion, ignorance, oppression and war. The next century may confront with the following challenges:

(i) Tension between global and local in terms of citizenship requirements.

(ii) Tension between universal and individual in terms of cultural requirements.

(iii) Tension between tradition and modernity in the context of information and communication technology.

(iv) Tension between long term and short term consideration in today's context of spotlighting immediate problems.

(v) Tension between the need for competition on one hand and the concern for equality of opportunity on the other.

(vi) Tension between extra-ordinary expansion of knowledge and a human being's capacity to assimilate it, and

(vii) Tension between spiritual and the material needs in the context of world's longing for moral values.

He concluded his discussion with the observation that the education has to be founded on the four pillars of learning: To know, To do, To live together and To be.

There was discussion for about half-an-hour, the speaker interacting with participants about the scenario in Srilanka.

Mr. R.P. Kulasiri proposed the vote of thanks.

Third Session

In the third session, Prof. K. Dorasami spoke on qualitative analysis. He began his discussion by explaining what research is

and how that is under taken. Research is undertaken to solve a problem which is nothing but a relation (or truth) between the variables of study. A variable is a property of a group the members of which vary in that property. When the variable is measured we have variate. Variables are classified according to how much information that one can retrieve from the data as

(i) qualitative or discontinuous (nominal and ordinal) and

(ii) quantitative or continuous (interval and ratio)

He explained these terms with illustrations.

In qualitative analysis we generally make use of frequency and percentage whereas in quantitative analysis, we have measures of (i) central tendency (mean. mode, median), (ii) variability (range, quartile deviation. mean deviation. standard deviation, variance), (iii) skewness (zero. positive and negative) and (iv) Kurtosis (meso-, plati- and lepto-). He explained the meaning of these technical terms graphically.

Normally, mean and standard deviation are used to describe a distribution or compare distributions. Median in combination with quartile deviation is also used.

Mrs. M.W. Leticia gave the vote of thanks.

Fourth Session

Screening of video films was organised in the TV room. Dr. G. Viswanathappa, Lecturer, R.I.E., Mysore was the staff in-

charge. The film chosen for screening was the one produced by CIET (NCERT) titled 'Kishan and the Magic Chariot'. The theme is about a rustic boy who keenly observes and enjoys nature all around him, finds the classroom dull and monotonous, with an uninspiring and scolding teacher in it. One day he picks up a piece of paper with the drawing of a model plane. Kishan collects materials and prepares one. The teacher finding the boy busily working on the model, gets angry, snatches the model and throws it away. Behold, the model plane flies and flies and the teacher is spell bound and gives an appreciating nod to Kishan.

Participating in the Inauguration of Students' Council of R.I.E., Mysore

After 4.00 pm Srilankan participants witnessed the 'oath taking' ceremony of the student council members and the inauguration of its activities for the current academic year.

REPORT ON THE FOURTEENTH DAY'S PROCEEDINGS
(28-10-2000)

Forenoon

A field-trip to a place of historical interest, Srirangapatna was arranged. The participants went round the Lalbagh Palace of Tippu Sultan. From there they proceeded to Golgumbaz (Tomb of Tippu's Family) and then to Sangam, the confluence of the two branches of Cauvery river. Next, they saw the place where Tippu's body was found and the dungeon where he held the officers of the British army captive.

Afternoon Session

The participants went to see the Jayachamarajendra Zoological Garden, Mysore. The visit lasted about two and a half hours.

REPORT ON THE FIFTEENTH DAY'S PROCEEDINGS
(29-10-2000)

The participants went to Talakaveri (in Coorg district, Karnataka) to see the source of river Kaveri. While returning they went round the Tibetian Monastery (Padmasambhava Buddhist Vihara) in Bylakuppe, near Kushalnagar. They collected information regarding the monastery, how many monks are there, what is that they are studying (Mahayana of Buddhism), what is the duration of the course, what is their daily routine, etc. The temple is an artistic wonder, quite big and spacious. There are more than 5000 monks - lady monks have a separate monastery.

The trip lasted about 12 hours. During the return journey the participants engaged in singing lead by the leader.

REPORT ON THE SIXTEENTH DAY'S PROCEEDINGS
(30-10-2000)

The beginning of the final (in R.I.E.. Mysore) week's programme was with a discussion on perhaps a controversial topic. 'Is Astrology a Science?" The person invited to conduct this discussion was Dr. G.T. Narayana Rao. a rationalist, a science writer, a music critic and a knowledgeable person in astronomy.

He began his presentation by congratulating Srilankan team for their win over India. the previous night. In newspapers, some astrologers writing an explanation after the incident claim that they had predicted such a collapse of Indian cricket team by associating a horoscope with the team or considering the horoscope of the captain. Astrologers claim that the horoscope contains their past, present and future.

Astrology is not linked to astronomy, the mother of all sciences. The speaker then explained the characteristics of science and the scientific method. This knowledge about nature was possible because of the special faculties thinking, remembering, communicating and inventing (taking up challenge - a symbol of manhood) gifted by nature to man.

He then traced the casting of horoscope of a child born by knowing the date, time and place of birth on the basis of the movement of disc-like objects in the sky, sun and moon and point-like objects (planets - Mars, Mercury, Jupiter, Venus and Saturn). By painstaking observations, collating and collaborating evidences, the periods of revolution of these were known as early as 8th century B.C. Sun is associated with a period of 365 days - one year and the moon 27 1/3 days a lunar month. These objects move with fixed stars as background and appear to pass through a group of stars - constellations. In a horoscope whose matrix is as shown below has twelve houses and are associated with some terrestrial happenings/ objects (this linking of celestial happenings with local events/ objects has no natural reason).

1. Aries (the ram)
2. Taurus (the bull)
3. Gemini (the twins)
4. Cancer (the crab)
5. Leo (the lion)
6. Virgo (the virgin)
7. Libra (the balance or scales)
8. Scorpius (the scorpion)
9. Sagittarius (the archer)
10. Capricorn (the goat)
11. Acquarius (the water carrier)
12. Pisces (the fishes)

12	1	2	3
11			4
10			/ 5
9	8	7	6

The child's birth is natural and the casting of the horoscope is scientific. The astronomy gives sustenance to astrology until the horoscope is cast. How the horoscope is made use of by the astrologers is pseudo-science. The cowards, take recourse to this

rather than facing the problems in life courageously. He advises the people not to be a sheep but a rationally thinking man. Nature has endowed man with the requisite potential. Use it deligently following *pancha sheelas* at every moment and in every action of one's life: ethics, involvement, transparency, excellence and accountability.

A write-up of the theme is appended for further reference.

There was about half an hour discussion following his presentation.

(i) Wearing of rings studded with birth-stones/pearls.

(ii) Rebirth

(iii) What is 'non-existence'

(iv) What is religion

(v) Explanation of 'Rahu' and 'Ketu', etc.

Some of the points emerging from discussion were

(i) The effect of the birth stones/gems is like size of Mount Everest to the diameter of the earth. No natural basis for associating particular stone/gem to the date of birth.

(ii) The probabilities of people who describe about their life in their previous birth is very very small in a big population of about eight billion.

(iii) Man is subjected to three man-made forces due to his interaction with

a) the society/authority (subjective, not dictated by nature)

b) the nature/needs like food, water, etc. (objective force)

c) the unknown again subjective leads to spirituality, religion (a set of values).

(iv) Explanation for 'Rahu' and 'Ketu' (ascending node and descending node respectively).

The two orbits are inclined at an angle of $5°7'$. Nodes are places where the orbits intersect. N_1 is ascending node (moon moves from south to north) (Rahu). N_2 is descending node (moon moves from north to south) (Ketu).
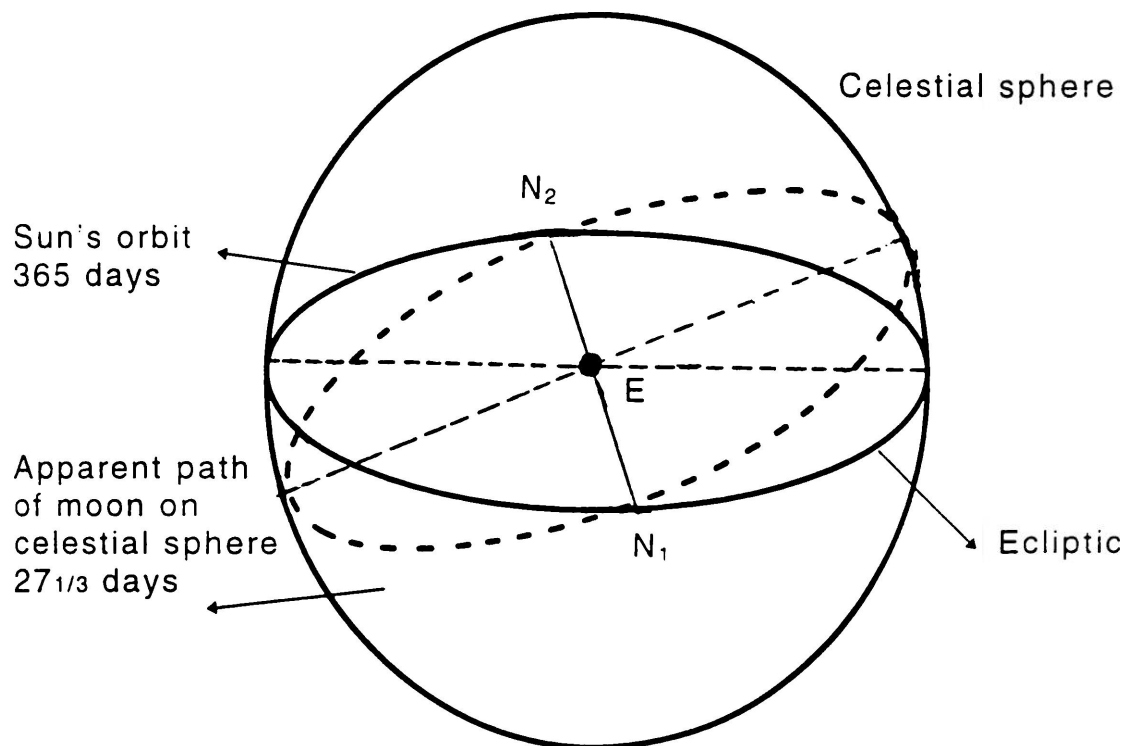
'Rahu' and 'Ketu' have no physical existence but have significance because the eclipses occur only when the sun and the

moon are at or near them. (Ecliptic - apparent annual path of the sun on the celestial sphere).

Mr. K.L.S. Perera gave vote of thanks.

Second Session

The topic for the second session was Methods and Techniques of Teaching. The speaker was Dr. Y.N. Sridhar, Reader, Department of Education. University of Mysore. Mysore. Dr. N.N. Prahallada introduced him to the participants.

The speaker started with explaining what is teaching ? What is it for ? and What are involved in it ? Teaching is for bringing about changes or modifying the behaviour in the learner, thereby improving his learning ability. Teaching should not be an indoctrination.

Teaching

(i) It is a system of action involving an agent, an end-in-view. and a situation including two sets of factors - human and material, learner and curriculum.

(ii) It is an activity designed and performed to produce change in students' behaviour at Cognitive, Affective and Psychometer levels - CAP.

(iii) It is a system of action intended to produce learning resulting in the development of the child.

Teaching is a social process and a scientific activity. The operations involved in teaching are

(i) CO → the clarifying operation

(ii) SHO → the show-how operation

(iii) SGO → the security-growing operation and

(iv) ECLO → the enriching community living operations
(school ⇔ community)

He listed the activities through which these operations are undertaken.

Teaching Transaction

He explained this aspect by the matrix given below.
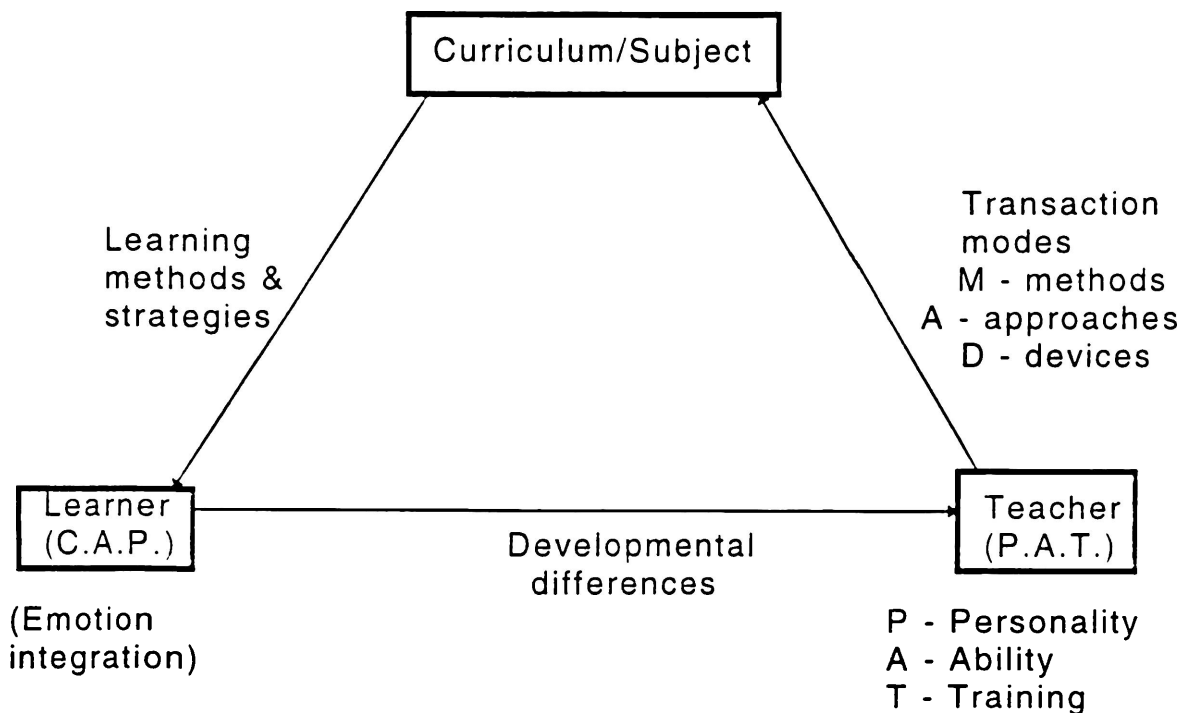
Methods of Teaching

He listed and explained the methods which is teacher dominated and pupil dominated and the shift in approach required at present for the reason that education should be for three Hs (Head. Heart and Hand).

Methods and Devices

Methods imply a systematic, organised and orderly way of performing the task, of teaching on the part of the teacher.

Devices represent somewhat an external mode/tool which are used by a teacher from time to time with teaching (devices - questioning, narration. demonstration, homework, drilling. etc.).

He concluded with a remark that it is the *nature of the problem* that determines the *method.*

In the discussion the participants sought clarifications regarding role-play and dramatisation, method selection and age of the child. the role of teacher in 21st century (shift to role of a facilitator - observing and guiding) relation between culture and method, etc.

One of the participants gave the vote of thanks.

Third Session

The topic assigned to Prof. A.V. Govinda Rao, Retired Principal. Institute of Education was on Population Education in Teacher Education. Mr. P.R. Rao, the facilitator introduced the speaker to the participants.

The speaker began his session by observing that the education should aim at preparing responsible citizens and in 1960s the education is restricted to school subjects such as Languages. Mathematics, Science. Social Studies, etc. Further, the fruits of

developmental programs are not reaching the beneficiaries. The reasons, found through surveys are:

(i) size of population

(ii) rate of growth of population, which is very high

(iii) agewise composition of people - 2/3 being unproductive (children and adolescents and old-age people)

To sustain developmental efforts the education which can bring about social changes has to respond to social changes. Thus the concept of population education came into existence.

He then discussed the evolution of this concept starting from family education (1940) to the present sustainable development approach (ICPD 94) in which the areas of emerging concerns are identified.

Next, he discussed the major components of reconceptualised population education and listed the objectives.

The Population Education is not to be taught as a separate and examination subject, but to be integrated or fused with the existing subjects wherever possible and where it naturally fits in. The essence of this step is to prove the child to think and form its own conclusion (experienced learning). This requires the teachers of all subjects to be trained for such integration. The co-curricular activities can also be profitably employed to pass on the concerns of population education.

In the discussion that followed the presentation. one of the participants asked whether population education will raise conflicts in the multiracial country. The speaker replied that the religious leaders are opposed. still the educated members of that religion, in private, endorse the small family norms.

Mr. M.S.A. Cooray proposed vote of thanks.

For more details. refer to the appended write-up.

The last session was for collecting data for the assigned projects.

REPORT ON THE SEVENTEENTH DAY'S PROCEEDINGS
(31-10-2000)

First Session

Dr. S.N. Prasad, Former Principal, RIE, Mysore was the speaker on the topic 'Internship in Teaching'. Mr. P.R. Rao, facilitator, introduced him to the participants.

Dr. Prasad discussed the rationale behind the concept of 'Internship' (a term adopted from medical education) and contrasted it with 'practice teaching'. Next, he gave information regarding internship component in RIEM courses - (i) an eight-semester integrated B.Sc.Ed. course and (ii) an innovative four-semestered B.Ed. course. He then proceeded to discuss (a) pre-internship programme, (b) pre-internship conference of the heads of the schools and co-operating teachers from them and (c) the activities during internship and (d) post-internship activities.

For details refer to the appended write-up.

He also discussed the salient features of the student-teacher evalution profile in use at present.

During discussion participants sought a few clarifications and further information.

Mr. M.A.M. Jaleel proposed the vote of thanks.

Second Session

This session was for discussion on Quantitative Analysis by Dr. D. Basavayya, Reader in Mathematics and i/c of Computer Application Laboratory, RIE. Mysore. Mr. P.R. Rao welcomed and introduced him to the group.

Taking decisions based on collected data is a competency required in our daily life. The data can be collected through observation. interviewing, going through records, etc. The data are of two types: (i) qualitative (beautiful, tall, etc.) and (ii) quantitative (age. salary, etc.). The intermediate stage between data and taking decisions is known as data analysis.

The types of researches and the corresponding analyses are given below.

(i) Fact-finding → descriptive statistical analysis

(ii) *Comparative* → correlational analysis

(iii) Explorative → inferential statistical analysis

The speaker, with examples drawn from daily-life situations introduced the terms: frequency table (method of condensing a large number of data), measure of central-tendencies (mean, median and mode), and measures of variation (range, quartile deviation, decilas, percentage), standard deviation, coefficient of variation, skewness, coefficient of skewness, kurtosis (measure of peakedness of the

distribution (lepto- and platy-kurtic distribution)), correlation and coefficient of correlation. He gave interpretation of

(i) skewness, =, > and < zero

(ii) kurtosis >0 and <0

(iii) covariance = 0, <0 and >0

(iv) coefficient of correlation = 0, = 1 and = -1

He also mentioned about rank-correlation.

Mr. H.M.T.B. Herath proposed the vote of thanks.

Third Session

This session was held in computer application laboratory. The staff members were Dr. D. Basavayya and Dr. G. Viswanathappa. The topic was "Computer in Education".

Using computer as a slide-projector, Dr. D. Basavayya presented (with Dr. G. Viswanathappa working on the computer) the topic under eight heads.

(i) Educational Management - Attendance, grade reports, financial matters, scheduling of students' courses and classrooms (time table) and curriculum related tasks.

(ii) Instructional/learning tools - animation techniques.

(iii) Computer Managed Instruction (CMI) book-keeping (students' records) correlation of tests (scanning techniques with objective questions), generation of tests (preparation of question paper from question bank), item analysis for standardisation, keeping

track of scores and grades on individual students: valuable feedback to instructors regarding a student's progress, evaluating the effectiveness of tests and determining in which areas students are having most trouble: testing questions to be rewritten and suggesting the students to read which section, etc. by amplifying the topics.

(iv) Computer aided instruction (CAI) - drill or practice, tutorials, educational games, simulations, discovery, problem-solving, data—base. etc.

(v) Programming

(vi) Computer literacy

(vii) Networking (Internet facility) - information gathering, E-mail, entertainment, teleconference, on-line shopping, seeking experts' advice on programming, etc.

(viii) Multimedia system - playing and learning, multimedia classroom, educational encyclopedias, multimedia atlas, use of joypads or sticks, mice and trackballs, touch screen to teach disabled (blind), voice recognition, entertainment business through multimedia, multimedia -advertisement, -information. -distribution, -showroom and -authoring system, creating animation (virtual reality).

Next, he explained the computer assembly as having three important stages - input, processing and output. The processing unit

has CPU/processor for storing incoming signals, computing unit-artihmetico-logical unit, control unit for coordination. The assembly needs UPS mouse and keyboard, monitor VDU (Vidual Display Unit). He showed them the software such as floppy, compact-disc and briefly told how to start the computer for use.

Fourth Session

All the participants in groups of 2/3 had hands-on experiences of their liking for about 1½ hours.

At the end Mrs. Chandrasenarath proposed the vote of thanks.

-

REPORT ON THE EIGHTEENTH DAY'S PROCEEDINGS (01-11-2000)

First Session

The presenter for this session was Prof. Chandrakumar. Department of Physical Education, University of Mysore. Mysore.

The topic was of his choice - 'Olympic Games'. Mr. P.R. Rao introduced him to the participants. after briefing the participants about the importance of the day - Kannada Rajyothsava day.

Prof. Chandrakumar started with historical perspective of Olympics. its motto and the oath to be taken by participants.

Greek Olympics were the games in the ancient times and it was banned later. The games were revived in 1896 by a French Baron named Pierre de Coubertin. Since then Olympic Games are conducted in various disciplines at different venues selected by the International Olympic Committee. This is exclusively for Amateurs and held once in four years. Olympic motto: CITIUS, ALTIUS, FORTIUS (faster, higher, stronger) - French Monk - Father Didon. Olympic oath: "We promise that we will take part in the Olympic games respecting and abiding by rules, which govern them, in the true spirit of sportsmenship. for the glory of sport and honour of the country" - Barron de Coubertin.

As successive games were held, the degree of extravaganza had increased and each host country put up a better show than that by the previous country. The competitions have become very tough and every government wants its athletes to excel and acquire medals. In order to get the maximum out of the athletes the training sessions are planned in which the coaches, scientists and doctors start administering the performance enhancing substances, sometimes in the knowledge of the athlets and in other cases in the absence of it. Some of the atheletes offered themselves as guinea pigs (very much aware of the bad effects) - to enjoy the glory of medal winning performance, for one's country. The medal winning persons on return to the country receive a red carpet treatment and are also showered with gifts (money, fame and fans).

The speaker then presented a table showing different types of drugs, their effects and side effects explained the drug abuse in sports. He listed the drugs under the following categories.

(i) Stimulants for central nervous system

(ii) Narcotics (Analgesics)

(iii) Anabolic steroids

(iv) β-blockers

(v) Diuretics

(vi) Human growth harmone

(vii) Blood doping.

The death of an athelete during the Olympic performance. the journalist's discovery of hoarse voice of German lady atheletes and observation of facial hair in them made the Olympic organising officials to analyse and hence subjecting the athelets to severe dope tests thus came into existence. This requires very sophisticated instruments and laboratory and clinical facilities, costing really a fortune to the organising committee. He regretted that the cheaters are ahead of the detectors as some drugs to be detected require about 30 litres of blood.

He then presented a table showing the comparative performance of some of Indian athelets during selection trials (for getting into the Olympic contingent) and Sydney Olympics. The latter is miserable. giving rise to a suspicion that they might have used stimulants, as India does not possess the means of detection. He made an appeal to teachers especially the physical education teachers to develop awareness about this unethical use of drugs among the students. He ended his discussion by quoting a message from Pope John Paul on 29-10-2000 on the occasion of Catholic Church's Holy Year Events at Rome's Olympic Stadium "Don't lose soul in search of glory. Human body has to be safeguarded from any lengths of attack against its integrity from every exploitation, from every idolatry".

About half an hour discussion followed. He suggested that games could be taught at higher classes. Girls are not encouraged to take part in sports and games because it is feared that girls may lose their 'femininity' and may face problems while delivering babies. He ruled out these beliefs. He then gave a brief account of the courses conducted in the university (one-year, B.P.Ed. for graduates and one year M.P.Ed. for B.P.Ed. degre holders). A two-year M.P.Ed. course is in the offing at the instance of NCTE. The job opportunities for these graduates and post-graduates are bleak.

Mr. R.P. Kulasiri proposed the vote of thanks.

Second Session

Prof. U.R. Achyutha Rao, Librarian, University of Mysore. Mysore was the speaker on Documentation and Dissemination of Information.   Mr. P.R. Rao, the facilitator, introduced him to the participants.

Documentation consists of accumulation/classification and dissmination of infomration, material thus collected. He narrated the history of documentation from papyrus to paperbags and then to 'internet' stages.

He also listed the various devices which are used to store information - books, microfilms, microfish, magnetic tapes, integrated chips, CD-roms. Digital video discs, internet, cyber space, e-shirts and so on. He discussed the role of computers in collecing,

storing and retrieving information. With the modern facilities. linking of various libraries has become possible and sitting in front of one's computer one can retrieve, the information, from a library in any part of the world quickly.

In the discussion the participants enquired whether reading habits have taken a back seat. The speaker agreed that it appears so. but the reading habit has its own benefits.

Mrs. Mahesha Poopoola proposed the vote of thanks.

Please refer to the write-up appended - Documentation/ Information Retrieval System.

Third Session

Information Technology in Teacher Education was the topic discussed by Dr. G. Viswanathappa, i/c Education Technology Cell, RIE, Mysore.

The speaker defined communication as an interaction between the sender and the receiver. There are channels - oral and audio visual. The channels are fast-changing - telephone, computer, etc. While sending signals there are various barriers - noise, invisibility, environmental barriers, ill-health, language (verbalism, symbols), psychological (prejudice, lack of attention), previous learning and physical barriers while teaching etc. To overcome physical barriers proper seating arrangements/physical comforts are to be provided. Psychological barriers could be overcome by providing motivation

like audio-visual materials gadgets like OHP. One such gadget that would be used in education is computer. He traced the development of computer from data processing unit for military applications to knowledge processing or information technology.

He then gave definitions of the term information technology (as given by Brida Vincent and Tom Vincent (1985) and the UNESCO) and its application to the whole range of production operation (in publishing and printing industries and in communication).

Some of the methods of storing and processing Information Technology are videotex, telesoftware, teleconferencing, networking in Information Technology. He then discribed

(i) networking applications

(ii) some important features of networking

(iii) kinds of network (star, ring and completely connected network) and

(iv) local and global networking.

Finally, he referred to Information Technology in Teacher Education (computer assisted learning) which has enhanced the effectiveness of the learning process and the human capability.

The types of approaches to Education are

(i) Resource Based Learning (RBL) - books, worksheets, laboratory equipment, video recorders, computers.

(ii) Resource Assisted Teaching (RAT) - chalkboard.

(iii) Remote Interactive Learning (RIL) - teleconferencing, net conferencing, video conferencing, tele-teaching, radio broadcasts, educational television.

(iv) Mediated Learning (ML) - television, video, personal computers.

(v) Management of Learning-Teaching Supports (MLTS) - learning materials, activities, resources,teaching resources and evaluation systems.

He concluded by listing the benefits of Information Technology in Teacher Education that it can make teacher education more productive, individualistic scientific based, powerful, immediate and equal.

For more details vide the appended write-up.

Mrs. M.L. Leticia proposed the vote of thanks.

Fourth Session

This session was the continuation of Mr. P.A. Char's first session on 20-10-2000.

Mr. Char recalled the summary of his previous session on fundamental movements and proceeded to dwell on awareness (body-, effort-, space-time-, kinaesthetic-, ontological-, callisthenic-, perceptual-awareness). He demonstrated how to walk without the waste of energy. He performed the activity to identify the different parts of the body - participants willingly taking part in the learning experiences. Effort awareness is taught by holding the string tied to

a balloon in hand and hitting the balloon to move to different directions and to different distances. He conducted another activity to relate time-, space- movement in which the participants were willing partners. He illustrated how sound (singing of selected songs followed by action) would enhance the perception of time and space.

Mr. D.A.R.C.K. Silva proposed the vote of thanks.

Later in the evening the delegates graced the Karnataka Rajyothsava Celebrations conducted by Kannada Balaga of the Institute by their presence, the venue being the technology quadrangle.

Appended the write-up by the speaker.

REPORT ON THE NINETEENTH DAY'S PROCEEDINGS
(02-11-2000)

First Session

The speaker invited for this session was Dr. K.S. Prema. Lecturer in Language Pathology, Department of Speech Pathology, All India Institute of Speech and Hearing, Mysore-570 006. The topic was Education of the Children with Hearing Impairment. Mr. P.R. Rao, the facilitator welcomed and introduced her to the participants. She had planned to restrict her discussion to an hour followed by playing a part of the video tape illustrating auditory training and pre-school language training - a crucial step in the education of the hearing impaired.

Dr. Prema started her discussion by referring to the earliest education for deaf the formal lessons in painting during 23-79 AD. The term education of children with hearing impairment should be viewed in a broader sense - Habilitation (in a pre-lingual child) and Rehabilitation (in a post-lingual child). Their education must be done under three areas - academic (scholastic), social (communication and behaviour) and vocational (technical and supervised).

She mentioned the different ways of schooling and their relative merits and drawbacks. (i) segregation, (ii) full integration, (iii) partial integration, (iv) reverse integration - not favoured by

parents of normal children and (v) open-school system. For children with mild to moderate hearing impairment integrated education with oral-aural approach is recommended whereas those with severe to profound impairment need segregated education, open-school system being currently recommended.

The successful education needs to conduct as pre-requisites the base-line studies with regard to the child, the family, the school and the teacher. Early identification followed by adequate compensation for the sensory loss with suitable hearing aids is a must. In addition, adequate language skills are to be provided by auditory training and pre-school language training. The speaker then listed the requirements needed to tutor the child at each and every stage. She gave the confidence that the challenge of educating the child with hearing impairment could be met provided adequate measures are taken at the pre-school level itself and parents put in extra effort at home.

The discussion was followed by screening a part of the video-tape providing pre-school language training. She mentioned that their Institute has prepared a kit for early language training which is available for Rs. 600/-

Mr. Empathowarajah proposed the vote of thanks.

Appended an abstract of lecture.

Second Session

The topic for discussion was Theory of Discourse in Social Sciences - New Trends in Teacher Education. The presenter was Dr. M.K. Chander,Deputy Director,Academic Staff College,University of Mysore, Mysore. Mr. P.R. Rao, the facilitator, welcomed and introduced the guest speaker to the participants.

The speaker began his discussion by observing that the Western Philosophy had put the cart in front of the horse in saying that the concept of the universe defines the concept of language. Whereas it has to be the other way - the concept of language defines and determines the concept of universe. As an example he cited the cases of the abilities of distinguishing number of colours - a person about nine, an artist some more colours than nine, an Eskimo can identify only two colours black and white, but he can distinguish more than 20 shades of white.

The period from 1920-1960/70 can be regarded as modern period during which the emphasis was the totality of vision and language was invariably independent of the writer. The period after 1960/70 is regarded as the modernist era in which totality of vision is disapproved of, the language tended to subvert - a period of 'deconstruction' or 'differance'. The value judgement that one can make now is not that used to be made earlier.

In this sense, history cannot be viewed as a monolithic but as histories of various kinds. One has to consider a series of cause-effect relations. Contemporary situation is a result of previous history. Look at issues independent of past ideas. Discourse is the relationship that automatically gets established between social institution and language. Discourses change because social institution keep changing. The attempt is 'seeking newer meaning'.

Mr. K.L.S. Perera gave the vote of thanks.

Afternoon Session

The entire session was devoted to Performing Arts (Bharathanatya) by Smt. Uma Rao, DMS, RIE, Mysore. Mr. P.R. Rao welcomed and introduced the performer. She had planned for lecture-cum-demonstration, with the help of two of her senior disciples (Mr. Chethan K. Hebbar, MBA, Manager in a Bank, and Smt. Seema Shivanna) to the accompaniment of Mrudanga by Prof. Jayachandra Rao and of flute by Mr. Krishna Prasad. Mrs. Uma Rao introduced the members of her team.

Mrs. Uma Rao narrated in brief the historical aspects of performing arts. Besides providing entertainment they have a profound impact on mind and hence used as 'therapy' for hearing impaired, for old-age people (especially in Japan). etc.

There are seven schools of dance (Bharathanatya, Kathakali, Kathak, Odissi, Manipuri, Mohininatyam and Kuchupudi). The name

Bharathanatya is derived from Bha- (Bhava), ra- (raga) and tha- (thala). Though it was a temple art in earlier days a scientific foothold was given by sage Bharatha in second century. This dance mainly consists of three major aspects:

(i) nruta - Rhythm and pure abstract form of gestures

(ii) nrutya - expression and

(iii) natya - dramatisation

There are altogether 80 alphabets and her disciples demonstrated a few of them, individually and then in combination to the tune of 'slokas'.

Then the speaker herself demonstrated 'navarasas' - Preethi (love of mother to her child) Rathishringara (passion-love), Hasya (humour), Karuna (compassion, sorrow), Rudra (anger), Veera (valour), Bhaya (fear), Bheebatsya (hatred and disgust), Adbutha (wonder) and Shantha (peace, tranquility).

Finally, all three of them performed a natya - kidnapping of Sita by Ravana to Lanka. starting from magical deer enhanting Sita.

This performance was well enjoyed by the delegates and was appreciated.

Mrs. W. Chithra de Silva proposed the vote of thanks.

REPORT ON THE TWENTIETH DAY'S PROCEEDINGS
(03-11-2000)

First Session

Prof. H.A.B. Parpia, Retired Director of the Central Food Technological Research Institute was the invited guest to interact with the participants on the topic Health Education and Nutrition. Dr. N.N. Prahallada welcomed and introduced the guest to them.

Food is necessary for survival. It has initiated the concept of education (learning) and education is necessary for providing food. The interaction with nature and his struggle against natural challenges increased the momentum of learning.

He traced the problems in education to colonialism which has imposed on us so much irrelevance that it is difficult to remove them. He stated the data that 80% of the world live on 20% of GDP while 20% of the world live on 80% of GDP. Presenting the table of Human Development Index (1999) he compared India's position to be 132 (real GDP per capita being 1610) as against Srilanka's 90 (real GDP per capita - 2490).

He presented the tables titled

(i) Energy requirement for boys and girls of different age-groups.

(ii) Protein requirements of boys and girls of different age groups, and

(iii) Protein-Energy Ratio.

All data was prepared by Indian Council of Medical Research (ICMR).

He stressed the need to optimise nutritional levels through formulation development and consumption of improved food raw materials and mix them to prepare better balanced diets from the basic foods that mutually supplement each other with regard to their constituents such as proteins, vitamins, carbohydrates, fats, minerals and dietary fibres. **He emphasised that food is the preventive medicine.**

Some points that emerged during the discussion were:

(i) Copper is necessary for absorption of iron in the body.

(ii) One kilogram of animal food requires nine kilogram of plant food.

(iii) Seventy per cent of waterbodies is full of toxins.

(iv) Trace elements required are chromium, copper, manganese and zinc.

(v) Absorption of vitamins from natural sources is three times better than with synthetic ones.

(vi) Calcium and phosphorus are the other elements required.

(vii) In India faecal transit time earlier was 44 hours and now it has become 60 hours with the present craze for refined/processed and fast foods.

(viii) The number of water taps per thousand is a better indication of the health of the people than the number of hospitals.

(ix) Thirty-six per cent of irrigated land was damaged due to use of insecticides and chemical fertilisers.

(x) Post-harvest loss of foodgrains is around 30 to 35%.

The abstract of the discussion titled The Ascent of Humans through Better Health Education and Nutrition is appended.

Mrs. C. Senarath proposed the vote of thanks.

Second Session

The topic for discussion was General Framework of Adolescence Education and the Teacher. The speaker was Dr. Sudha V. Rao, Reader and i/c Population Education Cell, RIE, Mysore. Dr. N.N. Prahallada introduced the speaker.

She began her discussion by referring to the rationale for Adolescence Education and thus proceeded to define it with reference to age-group, to the period of physical, psychological and social maturing from childhood to adulthood extending from onset of puberty to the attainment of full reproductive maturity. Next she discussed the objectives of adolescent education, the factors that determine the content in tune with the existing syllabi and the components of adolescent education (Process of growing up, AIDS and Drug Abuse), the strategies and methods of curriculum transaction, including the role of teachers, administrators and

parents and finally teacher educator's role (in pre-service and in-service courses).

The full text of the discussion is appended herewith for fuller details

Mrs. R.M. Sirimathil Wijelatha proposed the vote of thanks.

Lunch

The Regional Institute of Education, Mysore hosted a 'Lunch' in honour of the Srilankan delegates at the Godavari Guest House at 1.00 pm.

Afternoon Session

A panel discussion on Elementary Education in India and Srilanka - Problems, Status and Interventions was arranged. The participants included the outgoing students of B.Sc.Ed., M.Ed. and B.Ed. courses. The panelists on Srilankan side were Mr. K.D.W.M.K. Diwaratne, Mr. D.A.R.C.K. Silva and Mrs. W. Chitra de Silva. On Indian side, Dr. N.N. Prahallada presented the Indian scenario of Elementary Education and interventions such as non-detention scheme. Operation Blackboard Scheme, Competency Based Teaching, SOPT and DPEP.

Mr. Diwaratne told that in their country Ministry of Education introduced in 1998 general education reforms. Children enter the school at 5+ years. First stage is primary grades I to V. second stage is junior grades VI to IX, third stage to senior-1 grades X and

XI (GCE -- 0 level) and senior-2 grades XII and XIII (GCE -- A level).
Those who qualify A level, will go for University course of three
years for Bachelor's Degree. They have 10,100 schools. Primary
education is compulsory to children upto 14 years (grade IX). The
goal of the primary education is to give a firm foundation (of
essential competencies so that they learn to learn) in order to
enable the child to face the life successfully. In the new curricula
that came into force in 1998, the shift is from quantity to quality. The
curriculum is competency based relating to communication.
environment, Mathematics, ethics and religion -- play and leisure.

The mode of transaction has three components -- guided play.
activity and desk work from grade 1 to grade 5. As the child goes up
the grades, the guided play decreases and the other two aspects
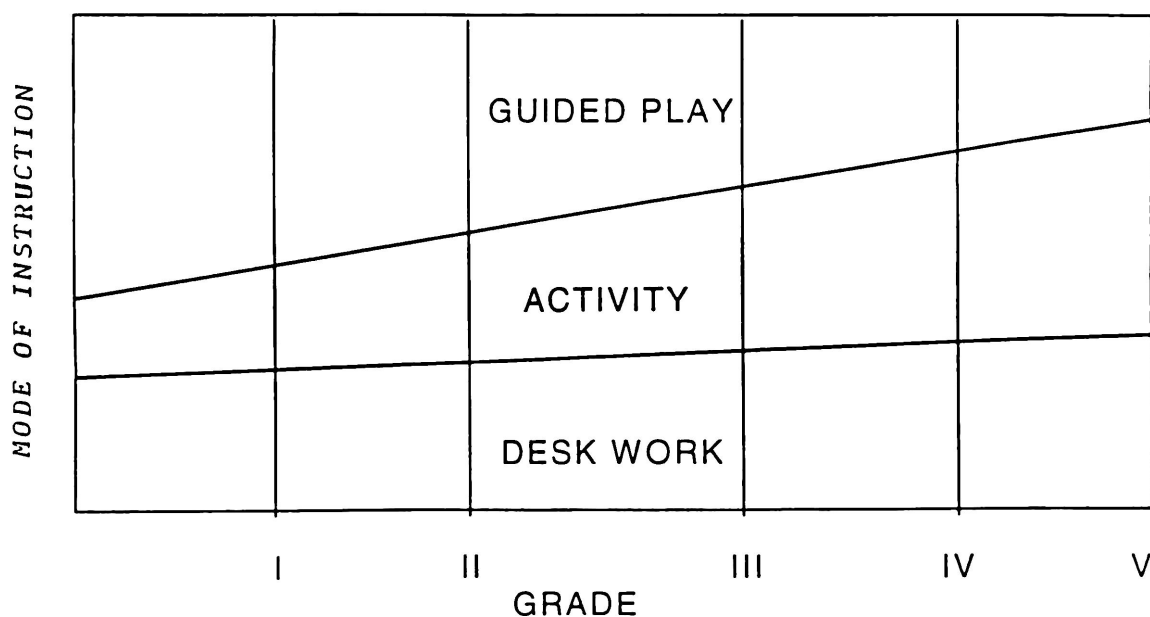increase as shown in Fig. 1.

FIG. 1

Mrs. W. Chitra de Silva then presented primary curriculum framework 1998. The details are given in Table 1 appended.

Table 1: Primary Curriculum Framework 1998

1999 → → → → → 2003

Key stage 1		Key stage 2		Key stage 3			
Grades I & II 20 hrs/week 8 am - 12 noon with ¼ hour interval.		Grades III & IV 27.30 hrs/week 8 am - 1.30 pm with ½ hour interval.		Grades V 30.00 hrs/week 8 am - 2 pm with ½ hour interval.			
First Lang (5 hr)

Maths (3½ hr)

Religion (1¼ hr)

ERA 6 hr

X

Y | M E C | First Lang (5 hr) English (3 hr) Second Lang (National) (1 hr) Maths (5 hr) Religion (2 hr)

X

ERA 7½hr | M E C | First Lang (5 hr) English (3½ hr) Second Lang (National) (1 hr) Maths (5 hr) Religion (2 hr)

X

ERA 7½hr

◊ ½ hr | M E C | L e a r n t o L e a r n |
| Co-curricular (½ hr) Assembly & Religious Practice (1¼ hr) Physical and Health Education (1¼ hr) | | Co-curricular (½ hr) Assembly & Religious Practice (1¼ hr) Physical and Health Education (1¼ hr) | | Co-curricular (½ hr) Assembly & Religious Practice (1¼ hr) Physical and Health Education (1¼ hr) | | | |

- E.R.A → Environmental Related Activities (Integrated and Coordinated - aesthetic, creative activities, science, health and nutrition).
- Optional subject to cater to learner's interest and needs.

X - Activity Based Oral English
Y - Interaction with Grade VI
MEC - Masters in Essential Competencies

In 2003, the first batch of students will come out of grade V with essential competencies mastered to enable them to learn to learn. Mrs. de Silva later briefed about school based assessment in order to identify the strengths, weaknesses and difficulties of students. The processes of gathering information are informal (observation and oral test) and formal (written test). The performance of students are systematically recorded and decision taken. Comparing achievements is avoided. Criterion referenced assessment is in practice.

Mr. D.A.R.S.K. Silva referred to the national objectives such as

(i) national unity
(ii) justice, equality and equity
(iii) sustainable lifestyle
(iv) adaptable to change or face changes

The panelists gave clarifications sought by the students regarding the scope of religious education, terminal grade, etc.

Tree-Planting

To commemorate their visit to RIE, Mysore the leader of the team and a few members jointly planted a sapling of the plant '*Muscanda pilipica*' in front of Ganga Hostel, RIE, Mysore.

All Faculty Meeting

There was a get together of Srilankan delegates and the staff of RIE, Mysore in the A.V. room. Tea and biscuits were served. Dr. G. Ravindra, Principal, referred to the commonality in culture and education and expressed his happiness over their successful

completion of the course. Prof. K. Dorasami thanked the Director. Prof. Poornachand and Prof. K.K. Vasistha for having given the programme to RIE, Mysore. He enquired whether they were benefited by their stay over here.

The leader of the team Mr. Diwaratne conveyed thanks for the excellent boarding and lodging arrangements. Mrs. Chitra de Silva opined that they all had a remarkable experience. Mr. D.A.R.C.K. Silva expressed that the delegates felt 'at home' as the situation here is more or less the same as in their country. He thanked for kindness and cooperation by the hosts.

They answered a few questions raised by the staff regarding the status of English language teaching, regarding special education scheme, dropout rate (40%), literacy (96%), upto what grade free education (grade XIII) and what percentage of government schools (95%). They said that there are schools of international standard (English medium) and some parents send their awards abroad for education.

Cultural Programme

In honour of the delegates a cultural programme was arranged from 6.00 pm. The students of D.M.S. and R.I.E. presented various programmes (solo song, group songs, dances, skit, mime, etc.) - numbering fourteen items. The participants also participated by presenting group songs, solo songs - numbering five items. The programme came to end by singing national anthem of Srilanka and India.

REPORT ON THE TWENTY-FIRST DAY'S PROCEEDINGS
(04-11-2000)

The last day's programme included the valedictory session and travel to Bangalore airport for onward journey to New Delhi by air.

IN the valedictory session besides the delegates and the facilitator the following persons from RIE, Mysore were present.

Dr. G. Ravindra, Principal

Dr. K. Dorasami, Head, DE and Dean of Instruction

Dr. A.L.N. Sarma, Head, DESM

Dr. N.N. Prahallada, Head, DEE and the Coordinator

Dr. Madha Suresh, the Co-coordinator

The session began with Dr. N.N. Prahallada welcoming the persons present. Mr. P.R. Rao, the facilitator read the summary of the programme(appended herewith). The comments and suggestions for improvements were given by four participants.

(1) D.A.R.C.K. Silva referred to the vast coverage of education related content, first-hand experiences, field trips and visits and expressed the happiness of the group that their requirements have been met and they are satisfied with their achievement.

The strong points listed by him were:

(i) maintainance punctuality

(ii) coverage of many aspects of education

(iii) provision of first hand experiences

(iv) exposure to Indian culture

(v) free atmosphere for interaction

(vi) resource persons' maturity and their putting up with their weaknesses. etc.

The weak points that he has listed are:

(i) duration of the programme was short and

(ii) first hand experiences were limited.

(2) Mrs. Chitra de Silva expressed her thanks for treating them well academically and socially. Indian scenery is beautiful.

(3) Mr. K.L.S. Perera expressed the groups' happiness of living in India as an Indian without suffering from any sickness due to food and water. He thanked for the supply of pure and safe drinking water in abundance as well as the choice of varieties of food. The field trips arranged had an everlasting impression of India's country side. They had no problem with boarding and lodging facilities provided. They enjoyed and appreciated the Bharathanatyam display and an evening of cultural programme.

(4) K.D.W.M.K. Diwaratne, the leader of the group made a few observations:

(a) During the last 21 days, they lived not only as friends but also as relatives.
(b) They had heard of unity in diversity in India. Here they experienced the meaning of it.
(c) He considered the invitation extended to them to the all-faculty meeting and arranging cultural evening as a great honour done to them.
(d) Though the programme was strenuous and tight, they were fully benefited.

He thanked the Principal, Prof. G. Ravindra, Dr. N.N. Prahallada, Mr. P.R. Rao, Dr. Madha Suresh and Godavari Guest House staff for their roles in making the programme rewarding and their stay a memorable one and wished all **'All the Best'**.

Dr. K. Dorasami spoke next. He observed that all of us, being teacher educators should play role-models to our prospective teachers keeping ourselves upto-date with the relevant knowledge in the area of Teacher Education being internalised. He therefore appealed that we should learn from learners and do our jobs with commitment. He told the delegates that the problems in our primary education scenario in our two countries may be common, but the magnitudes may be different. They should try to study the kinds of interventions that are undertaken in our country to solve the problems. Speaking next Prof. A.L.N. Sharma congratulated them for having successfully completed their assignment in this Institution and wished them goodbye and good luck.

Certificates were distributed to the participants for having actively participated in the programme.

Dr. G. Ravindra referred to the fleeing of time, but said that, time is not a constraint. Twenty-one days ago we met (to part) and now we part (to meet). In education we should take care of heart (which takes care of human values) and mind (which quantifies). Education is nothing but discovering 'truth'. Therefore a teacher should know the truths. he should believe in truth and practice truth. The ultimate goal of education is to live happily, to live together and to live harmoniously and peacefully. We seek truths (human values) through learning various subjects. whereas Lord Buddha sought it 'straight'. Dr. G. Ravindra proposed a theorem - Education is non-empty (i.e. there is always an example). Mutual receptiveness 's the order of the day and the cultural programme is an index of our unity. He placed on record the good work done by the Coordinators (Dr. N.N. Prahallada and Dr. Madha Suresh) and the programme observer/facilitator/rapporteur (Mr. P.R. Rao).

Finally, Dr. N.N. Prahallada thanked Dr. Rajput, Director, NCERT, Prof. Purnachand and Dr. Vasistha for offering three weeks programme to RIE, Mysore.

The Srilankan team left for Bangalore around 10.00 am to board the Delhi flight at 16.30 hours.

Appended the summary of the report by Mr. P.R. Rao.

REGIONAL INSTITUTE OF EDUCATION, MYSORE-570 006

PROFESSIONAL DEVELOPMENT PROGRAMME FOR SENIOR TEACHER EDUCATORS OF SRILANKA

Duration: 15-10-2000 to 04-11-2000
(Three Weeks)

SUMMARY OF THE REPORT

Introduction

We belong to the profession of teaching. We are the educators of teachers who are responsible for the 'products' (children who come out of our schools). The quality of the product is determined by the 'quality' that we fix for our 'products', namely the prospective teachers to whom we provide pre-service education and the teachers in the field to whom we give in-service education. To do these jobs successfully we need to 'grow' in our profession and have to be 'accountable' in our dealings. We need to acquire knowledge (in the areas that concern teacher education) and internalise the same. It is all the more important to update ourselves with regard to the developments taking place in the education scenario all over the world, especially nearer to one's country because of similarities in culture,social value system,etc. What are the problems ? their magnitude? and what are the interventions provided ? are some of

the areas of interest. Your current tour in India is a step in this direction and we in RIE, Mysore are a small part of that exercise.

The programme was inaugurated on 16-10-2000 by Prof. G. Ravindra, Principal, RIE, Mysore. A panel of staff members briefed the delegates about the facilities available in the institution and the programmes being conducted.

This programme was organised under three broad areas:

(A) classroom interactions,
(B) visits to educational institutions. and
(C) field visits.

(A) Classroom Interactions

The areas and the topics selected for interaction could be classified into following categories:

Topic	Presenter
(a) Pedagogy	
(i) An Integrated Approach for Developing Competence in Interacting Skills	Prof. K. Dorasami
(ii) Teacher Motivation	Dr. S. Dandapani
(iii) Methods and Techniques of Teaching	Dr. Y.N. Sridhar
(iv) Continuous and Comprehensive Evaluation in Teacher Education	Dr. A. Sreenivasan
(v) Development of Logical Thinking	Prof. G. Ravindra
(vi) Teacher Education Through Distance Mode	Mr. M.K. Sachidanandan
(vii) Elementary Education in India and Srilanka - Problems, Status and Interventions	A Panel Discussion: Moderator Dr. N.N. Prahallada

(viii) Internship in Teaching	Dr. S.N. Prasad
(ix) Inservice Programmes in RIE, Mysore	Dr. N.N. Prahallada
(b) Research Area	
(i) Qualitative Research	Prof. N. Venkataiah
(ii) Quantitative Analysis	Dr. D. Basavayya
(iii) Quantitative/Qualitative Analysis	Prof. K. Dorasami
(iv) Action Research	Dr. U.L. Lakshminarayana
(v) Innovative Experiments in Testing	Dr. S. Dandapani
(c) Subject Area	
(i) Environmental Education	Prof. A.L.N. Sharma
(ii) Is Astrology a Science ?	Dr. G.T. Narayana Rao
(iii) Theory of Discourses in Social Sciences - New Trends in Teacher Education	Dr. M.K. Chander
(d) Educational Technology	
(i) Information Technology in Teacher Education	Dr. G. Viswanathappa
(ii) Computers in Education	Dr. D. Basavayya Dr. G. Viswanathappa
(e) Physical and Health Education	
(i) The Ascent of Humans Through Better Health Education and Nutrition	Dr. H.A.B. Parpia
(ii) Implementation Strategy for Whole some Development of Children's Personality in Physical Education Part I	Mr. P.A. Char
(iii) Implementation Strategy for Whole-some Development of Children's Personality in Physical Education Part II	Mr. P.A. Char

(iv) An Analysis of Olympic Games Since Reinception.	Prof. Chandrakumar
(f) Vocation Education in India	
(i) Concept and Need for Vocationalisation of higher Secondary Education	Mr. Y.K. Gupta
(ii) Effective Strategies of Implementation of Vocationalisation of Education	Mr. Y.K. Gupta
(g) Arts Education	
Performing Arts (Bharathanatya)	Smt. Uma Rao
(h) Special Education	
(i) Education of Children with Mental Retardation	Dr. T. Padmini
(ii) Education of Children with Hearing Impairment	Dr. K.S. Prema
(i) Population Education	
(i) Population Education in Teacher Education	Prof. A.V. Govinda Rao
(ii) Adolescence Education	Dr. Sudha V. Rao
(j) General	
(i) Role of Academic Staff Colleges in Professional Development	Prof. H.M. Rajashekara
(ii) Documentation and Dissemination of Information	Prof. U.R. Achyutha Rao

(B) Visit to Educational Institutions

(i) Regional Institute of Education, Mysore

(ii) Demonstration School, RIE, Mysore

(iii) Ramakrishna Institute of Moral and Spiritual Education, Mysore

(iv) Central Institute of Indian Languages, Mysore

(v) Vivekananda Girijana Kalyana Kendra, Biligiriranga Hills

(vi) Block Resource Centre, Malavalli, Mandya District - to observe SOPT - Chaitanya Inservice Training Programme

(vii) Higher Primary School, Muthanahalli, B.G. Pura, Malvalli Taluk, Mandya District - to witness Nali-Kali (play-learn; joyful learning) classroom

(viii) Home of a silkworm rearer

(ix) District Institute of Education and Training, Mysore

(C) Field Trips

(i) Cauvery Falls - Shivanasamudra (First Hydro-Electric Power Generating Station in India)

(ii) Talakad - Temples under sand-dumes

(iii) Shravana Belagola - Huge monolithic statute of Bahubali

(iv) Belur - Temple known for delicate granite stone carvings

(v) Halebedu - Archeological Centre a temple known for stone carvings

(vi) Mysore Palace - Museum

(vii) Art Gallery (Jaganmohan Palace, Mysore)

(viii) Chamundi Hills

(ix) Krishnaraja Sagar Dam, Brindavan Gardens and Musical Fountain

(x) Jayachamarajendra Zoological Garden. Mysore

(xi) Srirangapatna (Tippu's Lalbagh Palace. Dungeon where Tippu held captured British Officers. Gul-gombaz and Sangam.

(xii) Talakaveri (Coorg District) - the source of Cauvery river

(xiii) Padmasambhava Buddhist Vihara (Tibetan Monastry) at Bylakuppe

(D) Other Engagements

(i) Observing micro-teaching sessions of Vth semester B.Sc.Ed. students.

(ii) RIE Library - for collection of data for the projects assigned to them.

(iii) Seeing video film - Kishan and the Magic Chariot.

(iv) Attending the 'Oath taking' ceremony of the office-bearers of the student council of RIE. Mysore and the inauguration of its activities for the year.

(v) Attending the Karnataka Rajyothsava Celebrations conducted by the Kannada Balaga. RIE. Mysore

(vi) Celebrating 'Deepavali' as guests of Mrs. R. Mythili and Mr. L. Shivanna, A/C Section, RIE, Mysore.

(vii) Planting of a Sapling of plant *Muscanda pilipica* in front of the Ganga Hostel. RIE. Mysore.

(viii) Participating in an all-faculty meeting of the RIE. Mysore.

The host institution arranged a 'Lunch' and an cultural evening, in their honour on 03-11-2000. The participants rendered group and solo songs. In the cultural programme there were 14 items (solo songs, group songs, dances, skits, etc.) presented by students of DMS and RIE and 5 items (solo and group songs by the Srilankan delegates).

(E) Modes of Transaction

Many of the topics were presented by lecture (pausing now and then for questions, elaborations and doubts to be clarified) followed by discussion. Some presenters, knowing the importance of visual stimuli in communication made use of transparencies over OHP. The sessions on Physical Education by ex-RIE staff involved actual demonstration by the presenter and participants responding to the soft instructions from the participants. The session on the performing arts (Bharathanatyam) was a lecture cum demonstration with the two senior disciples of the presenter to the accompaniment of Mrudanga, Flute and Tala. Playing of video tape, depicting the auditory training and pre-school language training (crucial steps in the education of the children with hearing impairment) followed the presentation.

The participants' participation was very good when the topics/visits to institutions had direct relevance to them such as on lesson-planning, evaluation of student-teachers, assignments given to student-teachers during internship, observing lessons of teachers in DMS (which invariably followed by interaction with students and teachers), seeking information regarding the functioning, staff pattern and administration of the school/ institution, pre-service and inservice training progarmmes for primary and secondary teachers and so on.

On the whole, considering the composition of the group and their expertise. the participation in the process was good.

During field trips the group was very active and eager to observe the country-side. collect information about the places and people, the flora and fauna of the region, the types of crops being grown and so on.

Every member of the group is musically oriented and they gave demonstration of their abilities in singing songs of different types during the return journeys, the leader leading the group.

(F) Materials Supplied

(1) "Scientific Temper" by G.T. Narayana Rao.

(2) Write-up/Abstract of the Lectures.

(3) Training Package on Adolescence Education. RIE. Mysore.

REGIONAL INSTITUTE OF EDUCATION (NCERT), MYSORE 570 006
PROFESSIONAL DEVELOPMENT PROGRAMME FOR SENIOR TEACHER EDUCATORS OF SRILANKA

PROGRAMME SCHEDULE   (FIRST WEEK)
15th to 22nd October 2000

Day and Date	Time	Lecture Theme/Activity/Visit	Resource Person(s)
15.10.2000 Sunday	9.30 am 10.30 am to 7.30 pm	Receiving the Srilankan Team in Bangalore airport Visit to various important places in Bangalore city & arrival in RIE Mysore	Dr N N Prahallada Programme Coordinator Dr Mada V Suresh Programme Co-Coordinator
16.10.2000 Monday	9.30 am to 11.00 am 11.30 am to 1.00 pm 2.30 pm to 4.00 pm & 4.15 pm to 5.30 pm	Inauguration About the facilities & programmes of RIE Mysore Visit to different Departments /Sections in RIE Mysore	Prof G Ravindra Principal, RIEM Dr G Ravindra, Dr K Dorasami, Dr A L N Sharma, Mr K P Sankaran & Dr N N Prahallada Dr Madha V Suresh & Dr N N Prahallada
17.10.2000 Tuesday	9.00 am to 10.30 am 11.00 am to 12.30 pm 2.15 pm to 4.00 pm 4.15 pm to 5.30 pm	Conducting Action Research Experiences of Awardee Teachers of Innovative Experiments & Practices in School Education Visit to Demonstration School	Dr U L Lakshminarayana Dr S Dandapani Retd Professor of NCERT Mr Sahajwani, I/c HM, DMS

18.10.2000 Wednesday	9.00 am to 10.30 am & 11.00 am to 12.30 pm	Qualitative Research – Ethnography	Prof N Venkataiah University of Mysore
	2.15 pm to 4.00 pm & 4.15 pm to 5.30 pm	Visit to Ramakrishna Institute of Moral & Spiritual Education followed by a lecture on Teacher Education Course on Value Education – Experiences of Sri Ramakrishna Mission	Dr A R Seetharam, Principal, RIMSE
19.10.2000 Thursday	8.00 am to 6.00 pm	Visit to SOPT Training Centres (Chaitanya of Karnataka) at Mandya and Malavalli	DSERT & RIE faculty
20.10.2000 Friday	9.00 am to 10.30 am	Teacher Motivation	Dr S Dandapani
	11.00 am to 12.30 pm	Physical Education – Implementation Strategy for wholesome development of children's personality	Mr P A Char Retired faculty of NCERT
	2.15 pm to 4.00 pm & 4.15 pm to 5.30 pm	Visit to Central Institute of Indian Languages followed by lecture on Language Teaching	CIIL faculty
21.10.2000 Saturday	7.00 am to 9.00 pm	Visit to Shravanabelagola, Belur & Halebid	Dr Madha V Suresh & Mr P R Rao
22.10 2000 Sunday	8.00 am to 8.00 pm	Visit to Vivekananda Girijana Kalyana Kendra, Biligirirangana Hills	Mr S Balakrishnaiah Mr P R Rao

II

REGIONAL INSTITUTE OF EDUCATION (NCERT), MYSORE 570 006
PROFESSIONAL DEVELOPMENT PROGRAMME FOR SENIOR TEACHER EDUCATORS OF SRILANKA

PROGRAMME SCHEDULE   (SECOND WEEK)
23-29 October 2000

III

Day and Date	Time	Lecture Theme/Activity/Visit	Resource Person(s)
23.10.2000 Monday	9 00 am to 10 30 am	Teaching skills	Prof K Dorasami
	11 00 am to 12 30 pm	Concept and Need for Vocationalisation of Secondary Education Indian Scenario	Mr Y K Gupta
	2 15 pm to 4 00 pm	Continuous Comprehensive Evaluation in Teacher Education	Dr A Sreenivasan, St Joseph's College of Education, Mysore
	4 15 pm to 5 30 pm	Project Work/Library Visit	Mr S Nagaraj, RIEM Librarian
24.10.2000 Tuesday	9 00 am to 10 30 am	Teacher Education Through Distance Education Mode in India	Mr M K Sachidananda KSOU, Mysore
	11 00 am to 12 30 pm	Effective Strategies of Implementing of Vocationalisation of Education	Mr Y K Gupta
	2 00 pm to 3 30 pm	Formulation of Inservice Education programmes of RIE Mysore	Dr N N Prahallada
	3 45 pm to 5 30 pm	Participation in Micro Teaching Sessions of B Sc Ed students	**Biological Group** 1. Dr (Mrs) Manjula P Rao & Dr G V Gopal 2. Dr C Jangaiah & Dr V V Anand 3. Dr G Anwar & Dr L Srikantappa **Phy Sc & Maths Group** 1 Dr G Viswanathappa & Dr B S Raghavendra 2 Dr A S N Rao Sindhe & Dr B S Upadhyaya

25.10.2000 Wednesday	9.00 am to 10.30 am	Environmental Education	Prof A L N Sharma, Head, DESM
	11.00 am to 12.30 pm	Education of Mentally Retarded Children	Dr T Padmini, University of Mysore
	2.15 pm to 4.00 pm & 1.15 pm to 5.30 pm	Visit to District Institute of Education & Training (DIET) Vasantha Mahal, Mysore	Dr N N Prahallada, Mr P R Rao & Dr Madha Suresh
26.10.2000 Thursday	9.00 am to 10.30 am	Quantitative Data Analysis	Dr D Basavayya
	11.00 am to 8.30 pm	Visit to Mysore Palace, Art Gallary, Garden, Chamundi Hills & KRS	Mr P R Rao & Dr Madha Suresh
27.10.2000 Friday	9.00 am to 10.30 pm	Development of Logical Thinking	Prof G Ravindra
	11.00 am to 12.30 pm	Role of Academic Staff College in Professional Development	Prof H M Rajashekara, Director, Academic Staff College University of Mysore
	2.15 pm to 4.00 pm	Qualitative Data Analysis	Prof K Dorasami
	4.15 pm to 5.30 pm	Educational Video Films	Dr G Viswanathappa
28.10.2000 Saturday	9.30 am 11.30 am	Visit to Demonstration School (Primary Section), Visit to Silk Factor & Zoo	Dr Madha V Suresh Mr P R Rao
29.10.2000 (Sunday)	8.00 am to 8 pm	Visit to Kaveri Nisargadhama, Bylukuppe Buddhist Centre & Madiheri	Dr Madha V Suresh Mr P R Rao

REGIONAL INSTITUTE OF EDUCATION (NCERT), MYSORE 570 006
PROFESSIONAL DEVELOPMENT PROGRAMME FOR SENIOR TEACHER EDUCATORS OF SRILANKA

PROGRAMME SCHEDULE   (THIRD WEEK)
30 Oct to 4 Nov 2000

Day and Date	Time	Lecture Theme/Activity/Visit	Resource Person(s)
30.10.2000 Monday	9.00 am to 10.30 am	Is Astrology a science?	Dr G T Narayana Rao, Mysore
	11.00 am to 12 30 pm	Methods and Techniques of Teaching	Dr Y N Sridhar, Reader, Dept of Edn, UOM, Mysore
	2.15 pm to 3 45 pm	Population Education in Teacher Education	Prof A V Govinda Rao, Retd Principal of Inst of Edn, Mysore
	4.00 pm to 5 30 pm	Library work	
31.10.2000 Tuesday	9.00 am to 10.30 am	Practice Teaching/Internship in Teaching	Prof S N Prasad, former Principal, RIEM
	11.00 am to 12 30 pm	Teaching of Mother Tongue	Mr K P Sankaran, Head, DESSH RIEM
	2.15 pm to 4.00 pm & 4.15 pm to 5.30 pm	Computer Education	Dr D Basavayya & Dr G Viswanathappa, RIEM
1.11.2000 Wednesday	9.00 am to 10.30 am	Sports Official Preparation	Prof Chandrakumar, Dept of Phy Edn, UOM, Mysore
	11.00 am to 12 30 pm	Documentation and Dissemination of Information	Prof U R Achyutha Rao Librarian, University of Mysore
	2.15 pm to 3 45 pm	Information Technology in Teacher Education	Dr G Viswanathappa, I/c ET cell, RIEM
	4.00 pm to 5 30 pm	Physical Education – Implementation Strategy for wholesome development of children's personality – II	Mr P A Char, Retd faculty of NCERT, Mysore

A

2.11.2000 Thursday	9.00 am to 10.30 am	Education of Hearing Impaired Children	Dr Prema, AIISH, Mysore
	11.00 am to 12.30 pm	Theory of Discourse in Social Sciences New Trends in Teacher Education	Dr M K Chander, Dy Director, Academic Staff College, University of Mysore, Mysore
	2.15 pm to 4.00 pm & 4.15 pm to 5.30 pm	Performing Arts	Smt Uma Rao, DMS, RIEM, Mysore
3.11.2000 Friday	9.00 am to 10.30 pm	Health Education and Nutrition	Prof H A B Parpia., Retd Director, CFTRI Mysore
	11.00 am to 12.30 pm	Adolescence Education	Dr Sudha V Rao, RIEM, Mysore
	2.15 pm to 4.00 pm & 4.15 pm to 5.30 pm	Elementary Education in India and Srilanka Problems, Status and Interventions (Panel presentation)	**India** N N Prahallada, K Dorasami V D Bhat **Srilanka** K D W M K Diwaratne Team Leader D A R C K Silva, W Chitra de Silva
	6.00 pm to 8.00 pm	Cultural Evening by students of DM School and RIE	Mr B C Basti & Dr C Jangaiah RIEM
4.11.2000 Saturday	9.00 am to 10.00 am	Valedictory Session	Prof G Ravindra, Principal
	10.30 am	Departure from Mysore to Bangalore	Dr N N Prahallada & Dr Madha Suresh will accompany the team
	4.30 pm	Departure from Bangalore to New Delhi at 16.30 hrs by flight	

VI

**Dr N N Prahallada, Head, DEE &
Programme Coordinator for Srilankan Team**

LIST OF RESOURCE PERSONS

Dr. N.N. Prahallada

Dr. Madha V. Suresh

Prof. G. Ravindra

Dr. K. Dorasami

Dr. A.L.N. Sharma

Mr. K.P. Sankaran

Dr. U.L. Lakshminarayana

Dr. S. Dandapani

Mr. Sahajwani

Prof. N. Venkataiah

Dr. A.R. Seetharam

Mr. P.A. Char

Mr. P.R. Rao

Mr. S. Balakrishnaiah

Mr. Y.K. Gupta

Dr. A. Sreenivasan

Mr. M.K. Sachidananda

Mr. Y.K. Gupta

Dr. (Mrs) Manjula P. Rao

Dr. G.V. Gopal

Dr. C. Jangaiah

Dr. V.V. Anand

Dr. G. Anwar

Dr. L. Srikantappa

Dr. A.S.N. Rao Sindhe

Dr. B.S. Upadhyaya

Dr. T. Padmini

Dr. D. Basavayya

Prof. H.M. Rajashekara

Dr. G. Viswanathappa

Dr. G.T. Narayana Rao

Dr. Y.N. Sridhar

Prof. A.V. Govinda Rao

Prof. S.N. Prasad

Mr. K.P. Sankaran

Dr. G. Viswanathappa

Prof. Chandrakumar

Prof. U.R. Achyutha Rao

Dr. Prema

Dr. M.K. Chander

Smt. Uma Rao

Prof. A.B. Parpia

Dr. Sudha V. Rao

Mr. B.C. Basti

Dr. C. Jangaiah

LIST OF SRILANKAN TEACHERS
who attended a 21-day Professional Development Programmes
at RIE, Mysore from 15-10-2000 to 04-11-2000

Sl. No.	Name	Mailing Address
1	Mr. K.D.W.M.K. Diwaratne	Pulathisipura, NCOE, Polonnaruwa
2	Mr. R.M.U.M.B. Ratnayake	Uva, NCOE, Bandarawela
3	Mrs. W. Chitra de Silva	Stipada, NCOE, Patana
4	Miss. D.M.I.S. Dharmadasa	Mahaweli, NCOE, Polgolla
5	Mr. D.A.R.C.K. Silva	Ruwanapura, NCOE, Ratnapura
6	Mr. K.L.S. Perera	Siyane, NCOE, Veyangoda
7	Mrs. R.M. Sirimathee Wijelatha	Hapitigama, NCOE, Mirigama
8	Mr. T. Inpathevarajah	Vavuniya, NCOE, Vavuniya
9	Mrs. M.W. Leticia	Ruhuna, NCOE, Galle
10	Rev. D. Thilakasiri	Pasdunrata, NCOE, Kalutara
11	Mrs. M.S. Pelpola	Hapiligama, NCOE, Mirigama
12	Mr. R.P. Kulasiri	Ruwanapura, NCOE, Ratnapura
13	Mr. M.A.M. Jaleel	Addalaehehnei, NCOE, Addalaehehnei
14	Rev. W. Jinarathana	Saripuththa, NCOE, Nittambuwa
15	Mr. H.M.T.B. Herath	Ruwanapura, NCOE, Ratnapura
16	Mr. A. Manatunga	Nilwala, NCOE, Akuressa
17	Mr. R. Rasarathnam	Batticaloa, NCOE, Batticaloa
18	Mr. P. Gnanasiri Peiris	Siyane, NCOE, Veyanagoda
19	Mr. C. Senarath	Nilwala, NCOE, Akuressa
20	Mr. M.S.A. Cooray	Pasadunrat, NCOE, Kalutara

PHOTOGRAPH OF SRILANKAN TEAM