

**Teacher and Student Behaviour  
in Primary Schools After the D.P.E.P.  
Phase II Teacher Training Inputs in  
Sidharth Nagar District  
in Uttar Pradesh**

**Part of the main investigation titled  
“A Feedback study on  
Teacher Training Inputs Under DPEP Phase II in U.P.”**

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# **Teacher and Student Behaviour in Primary Schools after the D.P.E.P. Phase II Teacher Training Inputs in Sidharth Nagar District in Uttar Pradesh**

- Kuldip Kumar \*

## **INTRODUCTION**

### **The Context**

The District Primary Education Programme (DPEP), Phase II, was taken up in eighteen selected districts of Uttar Pradesh (U.P.), including Sidharth Nagar district, in 1997 to improve quality of primary education. The Programme aimed at increasing student enrolment and retention, and improvement in learning achievements. As a part of the DPEP inputs, primary school teachers were provided pedagogical training in two rounds of training; the first round of 10-day training was motivational in nature to sensitize teachers to adopt new pedagogical practices (which are based on extensive studies) and the second round of 8-day training was focused on the specific pedagogical practices (based on the principles of child-centered learning). Special training packages were developed for these training programmes. The training of primary teachers was organized at the block level. The trainers included Co-ordinators of Block Resource Centres (BRCs) and Cluster Resource Centers (CRCs), and selected senior primary teachers who had characteristics of a trainer. The trainers were trained by the District Resource Persons who had been trained at the state level by the State Resource Group in the State Project Office.

A Feedback Study was undertaken in August 2000-February 2001 to find out (i) the strengths and limitations of the teacher training package, (ii) the implementation strategy followed to train the school teachers, and (iii) the extent to which the pedagogical inputs are reflected in the teacher and student behavior in the teaching-learning situation in the class in particular and in the school environment in general. The purpose of the study was to make mid –course changes, if necessary, before launching the DPEP Phase III in the state.

As a part of the main Feedback Study, an attempt was made to observe primary teacher and student behaviour in teaching – learning situations to find out the extent to which the intended objectives of the teacher training inputs have percolated down to teaching-learning related interactions between teachers and students in primary schools.

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## Objective

Specifically, the issues addressed by the study included observation of teacher and student behavioural characteristics which the teacher-training inputs under the DPEP Phase II were expected to reinforce. The student and teacher behaviour which was the target of observation in the study reported in this document included the following :

### *Teacher related behaviour*

1. Response to students' inquisitiveness (item 7)\*
2. Encouraging students to learn by doing (8)
3. Nurturing self-confidence in students (9)
4. Nature of teacher-assigned tasks to students (10)
5. Opportunity to students for oral expression (11)
6. Opportunity to students for written expression (12)
7. Ability-based assigning of tasks to students (13)
8. Nature of teacher's style of inviting students to answer questions (14)
9. Teacher's attitude towards female students (15)
10. Teacher's approach to nurture creativity (16)
11. Teacher's use of previous knowledge and experiences of students in the teaching-learning process (17 & 37)
12. Teacher's presentation of the lesson (19)
13. Nature of activity-based teaching (20)
14. Suitability of the language used by the teacher to enable students to comprehend the subject matter easily (21 & 23)
15. Teaching method of the teacher (22)
16. Use of teaching-learning materials by the teacher (24)
17. Use of environmental inputs in teaching (26)
18. Availability of teaching-learning materials for teaching (28)
19. Use of songs, poems, stories in teaching (29)
20. Approach of the teacher to manage multi-grade related teaching situations (30)
21. Nature of assessment of the lesson taught (31 & 38)
22. Teacher-student interaction in the class (32)
23. Teacher-behaviour during the assigned self-study to students (33)
24. Nature of teacher – behaviour during school hours (34)
25. Nature of reinforcement to students on their answering the questions asked by the teacher during the teaching process (35)
26. Nature of teacher-inputs to nurture character development of students during the teaching – learning process in the class (36)

### *Student-related behaviour*

1. Student involvement in the learning process in the class (5)
2. Student inquisitiveness (6)
3. Student-teacher relationship (3)

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\* Check list appended : Part III : Relevant item no. in the checklist is indicated in parenthesis.

4. Student-student relationship in the class (4)
5. Availability of textbooks (25)
6. Use of teaching-learning support materials by students (27)

Observations were also focused on school related (a) educational environment and (b) cleanliness. In addition, other issues which were looked into were related to (c) enrolment (d) drop-out, (e) attendance of students and teachers, (f) completion of five years of schooling, (g) concerns of community representatives related to schooling, (h) perceptions of trainers who were associated with the Teacher Training Programme (TTP) and supervisors involved in the follow-up activities regarding the potential of the TTP provided for expected change under prevailing conditions in primary schools, (i) teachers' perceptions of the TTP received and its relevance to the facilities available in their respective schools to incorporate the new pedagogical practices emphasized in the TTP, and (j) students' perceptions of change in teachers' teaching behaviour after they had attended the TTP.

This report is an account of the field study carried out in November 2000 in selected primary schools in Sidharth Nagar district, located in the eastern region of Uttar Pradesh, near the Nepal border, named after Lord Buddha and carved out of the erstwhile Basti district in 1988.

#### Characteristics of Sidharth Nagar

The Sidharth Nagar district is situated in the Gorakhpur division of U.P., surrounded by Nepal on its north, Maharajganj and Gorkahpur districts on the eastern side, Basti district on the southern side and Gonda district on the western and north-western sides. The distance between the eastern and western boundaries of the district is about 65 kms, and northern and southern boundaries is about 52 kms. Total geographical area of the district is about 2,990 sq. kms.

The district is flood prone due to its location at the foot-hills. Five rivers (Banganga, Budhi Rapti, Prasi, Rapti and Aami) pass through its territory. Agriculture is the main occupation. Rural infrastructure – roads and power- is weak.

The district has five tehsils (Naugarh, Dumariyaganj, Bansi, Soharatgarh and Itava) and fourteen blocks (Bansi, Barani, Bardpur, Bhanvapur, Dumariyaganj, Itava, Jogiya, Khesaraha, Khuniyanv, Mithaval, Naugar, Satha, Soharatgarh and Uska Bazar).

There are 1,256 government primary schools, 73 schools which are under private management and recognized by the government, and 454 un-recognized privately managed schools in the district. The Gross Enrolment Ratio (GER) was 84.42 in 1999-2000 and Net Enrolment Ratio (NER) 78.99. The Pupil-Teacher Ratio (PTR) was 80 and single-teacher schools were 37 per cent.

## METHODOLOGY

### *Selection of districts, blocks, clusters and schools*

Sidharth Nagar is one of the four districts, out of eighteen DPEP Phase II districts in U.P., selected for the Feedback Study. The selection of these four districts was based on the ratings of the State Project Office, Lucknow as the worst and the best districts in terms of administering teacher training inputs. Sidharth Nagar was one of the two districts. The other district was Lakhimpur Kheri, rated as the lowest amongst the eighteen districts in this context. Amongst the best districts were Lalitpur and Firozabad.

Out of a total of fourteen blocks in Sidharth Nagar, two blocks were selected following the simple random sampling procedure. The selected blocks included Dumariyaganj and Uska Bazar.

Out of each selected block, two clusters of schools were selected randomly. These included Bhadariya and Amauna Tiwari clusters in Dumariyaganj block, and Kesari and Rehara Bazar in Uska Bazar block.

From each selected cluster, three Parishad primary schools were selected randomly for the study. Block-wise and Cluster-wise information about the selected schools for the study is presented in Table 1.

Table 1  
Schools selected for the Feedback Study

<b>District</b>	<b>Block</b>	<b>Cluster</b>	<b>School</b>
Sidharth Nagar	Dumariyaganj	Bhadariaya	Rathanian
			Dhawrahara
			Gauhaniya Taj
		Amauna Tiwari	Turkoulia
			Kaithwallia
			Badar Pur
	Uska Bazar	Kesari	Belauha
			Phulwaria
			Patkhauli
		Rehari Bazar	Karma
			Rehra Bazar
			Ajagara
Total			
1	2	4	12

The district level school distribution in terms of Parishad (government), private recognized and private un-recognized schools in 1997-98 and 1999-2000 is given in Table 2

Table 2  
Number of Government, Private Recognized and Private Un-recognized Schools

<b>Year</b>	<b>Govt.</b>	<b>Pvt. Recgd.</b>	<b>Pvt. Un-recgd.</b>
1997-98	914	42	364
1999-2000	1,256	73	454
<i>Per cent increase</i>	<i>37.41%</i>	<i>73.80%</i>	<i>11.54%</i>

The share of private schools in enrolment at the district level is reflected in Table 3

Table 3

<b>Year</b>	<b>Govt.</b>	<b>Pvt. Recgd.</b>	<b>Pvt. Un-recgd.</b>	<b>Total</b>
1997-1998	1,78,237	7,135	40,726	2,26,098
1999-2000	1,86,077	13,562	52,878	2,52,517

The average annual growth of enrolment during the period 1997-98 to 1999-2000 in various types of schools is given in Table 4

Table 4

<b>Govt.</b>	<b>Pvt. Recgd.</b>	<b>Pvt. Un-recgd.</b>
4.39 %	90.07 %	29.83 %

### *Data Collection Techniques*

For observing teaching-learning related aspects of interactions between teachers and students, and overall school environment, a specially designed check-list was used. The check-list included 38 items on pedagogical practices, 12 items on physical aspects of school and classroom, and 10 items related to number of teachers, student enrolment, training received by teachers, and related information. A copy of the check-list is appended.

For understanding student enrolment patterns over the years, especially during 1996-2000, information was obtained from school records.

Interactions were held with students, teachers, teacher-trainers, Basic Shiksha Adhikari, Block Resource Centre and Cluster Resource Centre Co-ordinators and community representatives including parents of students attending village school and other residents of the village where the selected school was located.



Field Investigators engaged for data collection were trained in a 3-day hands-on training programme. The intent of each item in the check-list and the mode of recording observations and informations were discussed and the methodology was practiced in a school situation under the guidance of the Principal Investigator.

Required information was collected in November 2000 by visiting sampled schools and observing targeted behaviours from the time of School Assembly in the morning up to mid-day recess in the afternoon.

Mainly descriptive and qualitative analysis of data was carried out to achieve the stated objective of the study.

#### *Analysis of Data*

Observations of field investigator on each of the items in the check-list were tabulated under different response categories for respective items.

Percentages of frequencies in each response category were worked out for quantitative comparisons.

For qualitative analysis, notes kept during focused group discussions and interactions with respondents were analyzed to have an overall view.

### FINDINGS

#### *Teachers Posted and Present in School*

The study reveals that in the sampled 12 primary schools, a total of 21 teachers were posted (an average of 1.75 teachers per school). Of the posted teachers 90.48% (N=19) were male teachers and the remaining were female teachers. On the day the study team visited the schools, 85.71% teachers were present in the morning assembly (i.e. 18 out of 21) Percentage of male teachers present was 84.21 compared to 100% female teachers.

It may be mentioned that the teachers were informed by the local education authority about the visit of the study team.

#### *Teachers Trained in First and Second Round of DPEP II Training*

As reported by the teachers, 87.47% male teachers and 100 % female teachers had attended the first round of DPEP II Training, 94.74% male teachers and 100% female teachers had attended the second round of training, and the percentage of teachers who had attended the first as well as the second round of training was limited to 89.47 for male teachers, whereas all female teachers, that is 100 %, had attended the first and second round of training.

### *School Enrolment and Attendance*

Total number of students enrolled in the 12 selected schools, as shown in the school register, was 1889 in the year 2000 (November). The percentage of students actually present, on the day the schools were visited by the study team, was 73.21% only.

Out of the selected 12 schools only 9 schools existed in 1997 when the DPEP phase II was launched in the district. For comparing school enrolment in 1997 and 2000, to see the possible effect of DPEP intervention, therefore, only these 9 schools were taken into account. Table 5 presents the enrolment picture in 1997 and 2000.

Table 5  
Scholl enrolment in 1997 and 2000

1997	2000	Percent increase (+) or decrease (-)
1,742	1,335	-22.21%

Figures in Table 5 suggest that the enrolment dropped from 1,742 in the year 1997 to 1,355 in the year 2000 which works out to a reduction in enrolment by 22.21%.

The teachers who were present in the School Morning Assembly continued to remain in the school up to the end of the school day. The same was, however, not the case with some of the students.

Average attendance of students at the time of School Morning Assembly was limited to 73.21% , with a maximum of 90.32% and a minimum of 45.36%.

Two schools in a block did not have any teacher for more than a year as per the information made available. It was reported by a Block Resource Centre Coordinator that the number of no-teacher schools in the district was 19 in the previous year.

With base year 1996, the cohort analysis suggests that the rate of retention for boys and girls in class 2 is 73.38%, in class 3 it is reduced to 54.55%, in class 4 it is further reduced to 40.10% and in class 5 it is limited to 33.77% only.

For girls the rate of retention in class 2 is 80.98%, in class 3 it is 49.87% in class 4 it is 34.15% and in class 5 it is 30.74% only.

### *School Cleanliness*

The observation check-list included two items on general cleanliness of the school premises and classrooms. It was observed that one of the 12 schools observed in this context was under construction. The responses were,

therefore, classified for 11 schools only under the following five categories for cleanliness of the school compound :

- a. decorated attractively
- b. Cleaned properly
- c. no cleaning done at the school opening time
- d. no sign of cleaning done for quite sometime
- e. not applicable

It was observed that 50% schools were in category (a), followed by 33.33% in category (b) and 8.33% in categories (c) and (e).

#### *Observations on Actual School Opening Time*

The official school opening time in the district was reported to be 9.30 a.m. It was observed that in practice the school started functioning, that is, the Morning Assembly was held at 10.00 a.m.

#### *Student and Teacher Attendance Before and After School mid-day Recess*

Table 6 reflects the attendance position in respect of students and teachers at the time of Morning Assembly, before and after the recess period.

Table 6  
Students and Teacher Attendance (School Average)

	<i>Morning Assembly</i>			<i>Before Recess</i>			<i>After Recess</i>		
	M	F	Total	M	F	Total	M	F	Total
<i>Students</i>	73	42	115	69	41	110	69	40	109
<i>Teachers</i>	16	2	18	16	2	18	16	2	18

Table 6 shows that some boys who are present in the morning school assembly leave school even before recess and the rest continue even after recess. In the case of girls, however, some come late and some do not return to school after recess. Number of such students is, however, negligible.

In schools observed in the study, teachers who were present in the Morning School Assembly continued to be present throughout the school hours.

#### *Availability of Teaching Space*

Seven out of twelve schools observed in the study (i.e. 58.33%) had two classrooms and a varandah. In such schools, classes 4 and 5 were seated together in one classroom, classes 2 and 3 in the other classroom and class 1 was accommodated in the varandah.

In schools where varandah was not there, classes 1,2 and 3 were put together in one classroom and classes 4 and 5 in the other classroom.

It may be stated that, generally, classes were held outside the school building, under the sun, possibly due to winter season.

### *Reflections of Training Inputs in Teacher Behaviour*

As already mentioned under Methodology, a check-list with possible response categories was used to observe teacher and student behaviours which were likely to be influenced by the teacher training inputs in classroom situations. The field investigators who observed the behaviours were provided necessary hands on orientation about the observation procedure for three days.

The findings are as follows :

#### *Teacher Behaviour*

##### Teacher's response to students' inquisitiveness :

Observations were classified under the following categories :

- a. encouraging
- b. answering the question asked
- c. behaving as if the question is not heard
- d. asking students to keep quiet
- e. students did not ask any question

Findings indicate that 75% of observations were under (d). followed by 8.33% under (c) and 16.66% under (e).

##### Encouraging students to learn by doing :

- a. Providing such opportunities in a planned manner
- b. giving such opportunities frequently
- c. giving such opportunities sometimes only
- d. giving such opportunities rarely
- e. no such situation observed

Results suggest that 91.66% observations were under (d) and only 8.33% under (b).

##### Teacher initiative to developing self-confidence in students :

- a. appreciating activities performed by students
- b. giving importance to question asked by students
- c. prompting students who generally remain quiet in class to talk
- d. no such initiative

100% observations were under category (d)

##### Nature of tasks assigned to students :

- a. assigning study related tasks according to students interest areas.
- b. assigning the class to do the exercises given at the end of the lesson in the text book
- c. asking students to study their respective books
- d. making students do odd jobs

Analysis of observations point out that 91.66% observation were under (c) followed by 8.33% under (b).

Opportunities provided for oral expression :

- a. liberally
- b. normally
- c. rarely
- d. no such opportunity

83.33% observations were categorized under (a), followed by 8.33% under (b) and the remaining 8.33% under (c).

Ability-based assignments to students

- a. ability-based grouping of students and assigning tasks accordingly.
- b. same level of task to every student
- c. assigning task to each student according to his/her ability
- d. no assignments at all

66.66% observations were classified under (b) and the remaining 33.33% under (d).

Approach in asking questions

- a. asking question to a selected few students
- b. asking those students who generally do not respond to questions
- c. asking questions to bright students only
- d. no such discretion

Results indicate that 100% observation belonged to (d) category.

Attitude toward girls

- a. seating them separately
- b. paying no attention to them
- c. giving no role to girls in various activities
- d. showing no discrimination toward girls

Findings indicate that 66.66% observations were classified under (d), followed by 33.33% under (a).

Approach to nurture creativity

- a. giving special tasks to all students
- b. nurturing only a few students
- c. giving every student the same task
- d. no such initiative

Results indicate that 91.66% observations belonged to (d), followed by 8.33% under (c).

Use of previous knowledge of students in the teaching-learning process

- a. adequately
- b. often
- c. rarely
- d. no such initiative

Results indicate that 91.66% observations belonged to (d), followed by 8.33% under (c).

Use of previous knowledge of students in the teaching – learning process

- a. adequately
- b. often
- c. rarely
- d. did not do even once

75% observations were under (b), followed by 25% under (a).

Application of recapitulation technique in teaching

- a. frequently
- b. sometime only
- c. not applied
- d. not related

83.33% observations were under (c), followed by 16.66% under (b).

Presentation of subject matter

- a. making it interesting for students
- b. reading from the text book
- c. by giving examples
- d. no special effort

It was found that that 58.33% observations were under (d), followed by 33.33% under (b) and 8.33% under (c).

Teaching technique adopted

- a. mainly activity-based
- b. using activity in between
- c. very little use of activity
- d. without any activity

83.33% observations accounted under (d) and remaining 16.66% under (b).

Appropriateness of teacher's language to facilitate student comprehension

- a. appropriate for students to comprehend easily
- b. somewhat difficult for students to comprehend
- c. difficult for students to understand
- d. totally different from the local language

100% observations were under (a)

### Teaching methods followed by the teacher

- a. lecture method
- b. reading from the text
- c. question – answer / using activity
- d. a mix of methods under a,b,c above

100% observations were under (b)

### Availability of teaching-learning-materials (TLMs)

- a. arranged class-wise
- b. arranged subject-wise
- c. just dumped
- d. no TLMs available

58.33% observation were under (d), followed by 25% under (c) and 16.66% under (b).

### Appropriateness of teaching – learning materials used

- a. related to the subject being taught
- b. not related to the subject
- c. no TLMs used

83.33% of observations were under (c) and the remaining 16.66% under (a).

### Use of environmental inputs in teaching

- a. adequately
- b. sometimes
- c. rarely
- d. never

91.66% observations were under (d) and the remaining 8.33% under (b).

### Managing multi-grade teaching

- a. by teacher alone
- b. with the help of senior students
- c. with the help of bright students from the same class
- d. no management

It was found that 41.66% observations were under (a), followed by 33.33% under (b) and the remaining 25% under (d).

### Assessment of subject matter taught

- a. at the end of every unit taught
- b. once in a month

- c. once in three months
- d. once a year
- e. no assessment

41.66% observations were under (e), 16.66% under (b), (c) and (d), and the remaining 8.33% under (a).

Checking of assigned tasks to students during the teaching process

- a. checked regularly
- b. sometimes checked by asking students whether they have completed the assigned task.
- c. checked when students on their own showed the completed task to the teacher.
- d. no checking done

75% observation were found to be under (d), followed by 16.66 under (b) and the remaining 8.33% under (c).

Major part of teacher-students interactions in class related to

- a. teaching-learning
- b. disciplinary students
- c. making students read their respective books on their own
- d. teacher talking all the time

75% observations were under (c), followed by 16.66% under (b) and 8.33% under (a)

When students are asked to do self-study

- a. teacher goes near students to see their progress
- b. teacher keeps sitting on the chair and awaits students showing their work
- c. teacher moves to another class
- d. teacher talks with another teacher

41.66% observations were classified under (b), 33.33% under (d) and the remaining 25% under (c).

Use of school time by teacher

- a. teaching activities all the time
- b. fifty per cent time in teaching
- c. have to do administrative work during school time
- d. remain involved in personal work

75% observations were under (b) and the remaining 25% under (a).



Nature of reinforcement given by teacher on students answering questions asked by the teacher

- a. confirms the correctness of the answer
- b. corrects a wrong answer
- c. attempts to get the correct answer from among the students
- d. does not show any concern whether students are understanding or not.

75% observations were under (a) and the remaining 25% under (b).

Teacher inputs related to students character development during teaching

- a. reprimanded students all the time
- b. scolded students most of the time
- c. talked about good habits in a loving manner
- d. no such input provided

58.33% observations were found to be under (b), 33.33% under (d) and the remaining 8.33% under (a).

*Student Behaviour*

Distributions of observations on Students Behaviour, under various categories in the observation check-list was as follows:

Students' involvement in the teaching-learning process conducted by the teacher

- a. attentive throughout
- b. some time not attentive
- c. often found talking to one another
- d. quite a few dozing off

58.33% observations were found to be under (b), 33.33% under (d) and the remaining 8.33% under (a).

Students' inquisitiveness

- a. students initiated asking questions
- b. asked questions when the teacher prompted
- c. did not ask any question even after teacher's prompting
- d. keep silent

Findings indicate that 91.66% observations were under (d) and the remaining 8.33% under (b).

Student-teacher relationship

- a. loving
- b. formal

- c. fearful
- d. dejected

83.33% observations were found to be under (b) and the remaining 16.66% under (c).

Student-student relationship during class hours

- a. involved in their respective work
- b. helping one another
- c. helping friends only
- d. complaining about one another

It may be noted that 33.33% observations were under (a) another 33.33% under (d), 25% under (b) and the remaining 8.33% under (c).

Availability of textbooks related to lessons being taught, with students

- a. available with every student
- b. available with majority of students
- c. available with a few students only
- d. not available with any student

100% observations were under (b).

Use of TLMs by students

- a. as and when students feel like using them
- b. use with teacher permission
- c. encounter difficulty
- d. no use made of the TLMs

91.66% observations were found to be under (d) and the remaining 8.33% under (b).

Table 7 presents a summary of the above mentioned results

Table 7  
Summary of Observations on Teacher and Student Behaviour in Class (N=12).

<b>Teacher Behaviour</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
Response to students questions			08.33 %	75.00 %	16.66 %
Encouraging learning by doing		8.33%		91.66%	
Developing self confidence				100.00%	
Tasks assigned		8.33%	91.66%		
Opportunities for		8.33%		91.66%	

oral expression					
Opportunities for written expression		8.33%	8.33%	83.33%	
Ability based assignments		66.66%		33.33%	
Asking questions				100.00%	
Attitude toward girls	33.33%			66.66%	
Nurturing creativity			8.33%	91.66%	
Use of prev. knowledge	25.00%	75.00%			
Recapitulation technique		16.66%	83.33%		
Presentation of subject matter		33.33%	8.33%	58.33%	
Activity based t.ing		16.66%		88.33%	
Teachers language	100.00%				
Teaching method		100.00%			
Availability of TLMs		16.66%	25.00%	58.33%	
Appropriateness of TLMs	16.66%		83.33%		
Environmental inputs		08.33%		91.66%	
Use of songs/games/stories etc.			8.33%	91.66%	
Multi-grade teaching	41.66%	33.33%		25.00%	
Freq. Of assessment	8.33%	16.33%	16.33%	16.33%	41.66%
Checking of assignments in class		16.66%	8.33%	75.00%	
Teacher student interaction in class	8.33%	16.66%	75.00%		
Checking students self-study		41.66%	25.00%	33.33%	
Teacher time on teaching	25.00%	75.00%			
Reinforcement on students answer		25.00%		75.00%	
Inputs to character development	8.33%	58.33%		33.33%	

<b>Student Behaviour</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
Involvement in learning in class		58.33%	33.33%	8.33%	
Inquisitiveness		8.33%		91.66%	
Student teacher relationship		83.33%	16.66%		
Student- student	33.33%	25.00%	8.33%	33.33%	

interaction in class					
Textbooks with students		100.00%			
Use of TLMs		8.33%		91.66%	

The above mentioned findings provide some evidence that a small percentage of observations do reflect that some teachers use the pedagogical strategies which were advocated in the teacher training under the DPEP II programme in the selected district in Uttar Pradesh. However, in the absence of any base-line data on teacher and student behaviour before the training was imparted, it is rather difficult to attribute the observed behaviour to the DPEP teacher training inputs alone. Intensive interactions with teachers, teacher trainers and the supervisory personnel involved in the teacher training programme and its follow up substantiate that many other factors could also be responsible for the prevailing state of affairs in this context.

Findings based on interactions with the District Institute of Education and Training (DIET) faculty, school teachers, BRC and CRC coordinators and community representatives on issues related to training inputs provided so far are reflected in the following section.

#### *Qualitative Analysis of Interactions with Trainers and Beneficiaries.*

The cascade model of training was adopted; the State Technical Group (STG) training the trainers at the district level which in turn training school teachers. The DIET provided the required infrastructural and organizational support. The training of school teachers was imparted at the block level. The trainers included coordinators of BRCs and NPRCs and selected Primary School Teachers who were designated as TOTs. The BSA was the in-charge of the training programme. The training packages were developed by DEVNET, an NGO based in Patna, Bihar.

Interactions with teachers at the initial stage revealed that the training package and the training programme were conducted effectively. A little probing brought out that the programme followed a fixed schedule which did not provide adequate opportunities to teachers to sort out their problems related to implementation of training in their respective situations which are basically characterized by inadequate teacher strength in relation to school enrollment. The district level average number of teachers per school was 1.75 only. Involvement of teachers in non-teaching tasks by the district administration was perceived as a deterrent by the teachers in the application of training inputs received by them. Absence of action on follow-up of visits of supervisory personnel was another major factor pointed out by practically every teacher. Lack of incentives to teachers who perform well and disincentives to teachers who do not discharge their responsibilities as expected was also voiced as a serious concern by the teachers.

The community representatives were quite vocal about the inefficiency of the Parishad schools and full of praise for the so called "Montessori Schools" in

villages which charge substantial tuition fee and the teachers in these schools "teach".

The DIET faculty expressed the problem of inadequate staff which was perceived to be a major factor in the required follow-up of the teacher training programme and to attend to the problems being faced by the school teachers.

The BSA too expressed the difficulty of providing required academic guidance to school teachers due to lack of staff and multi-faceted non-academic functions that are expected to be carried out by the BSA Office. It was also observed during the field visits that a selected group of schools, BRCs and CRCs in the district have been developed to show to any Visitor that the DPEP related inputs are in position and functioning as expected. Otherwise, by and large the conditions in schools are rarely as expected and formally reflected in official reports.

## RECCOMENDATIONS

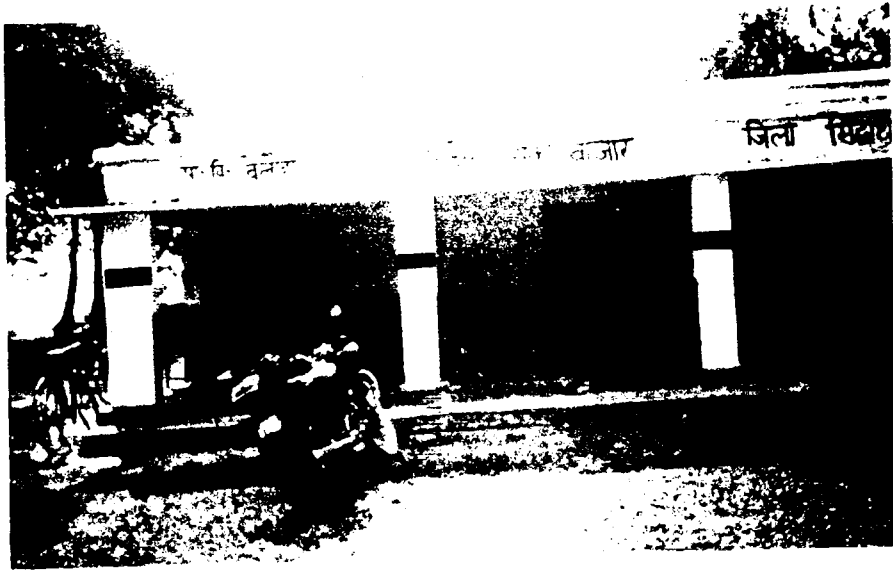
- The Training packages, the training of trainers and the training of primary teachers should be reviewed and made more realistic and related to prevailing ground realities in primary schools.
- One-time training of primary teachers needs continuous follow-up and on – the – spot academic guidance and remedial action. The follow-up programme in practice is inadequate and needs immediate review.
- Availability of all text books to all students need to be ensured.
- Assigning non-teaching duties to primary teachers beyond certain limits needs looking into.
- Over-emphasis on developing selected schools, BRCs and CRCs and DIETs as model centers for "Supervision Missions" and leaving others to their fate needs a serious debate, especially in a democratic set-up.
- Malpractice of double enrollment of students in Parishad and private schools calls for immediate disciplinary action against involved officials.
- Malpractice of writing correct answers of question paper on the blackboard by the teacher and making students copy the answers in the final examination at the end of class five should be corrected suitably.
- Curriculum for EVS I and II should be related to the district in which the primary school is located.
- It is advisable to priorities the curriculum content, concentrating on basics of language and arithmetic learning in the initial two years.
- Objective performance criteria should be developed and the high achievers should be suitably recognized and the low achievers should be provided required remedial services.

## Acknowledgments

- *The Principal Investigator was assisted by Shri Sachchidananda Tripathi and Shri Mishra in data collection and tabulation activities. Their dedicated services are gratefully acknowledged.*
- *The directions and guidance provided by Prof. A. K. Sharma, the Chief Consultant, and the support provided by the officials of the State Project Office, the SIEMAT and the local authorities deserve a special mention.*
- *The study would not have been possible without the cooperation received from teachers and students of primary schools and the local community.*

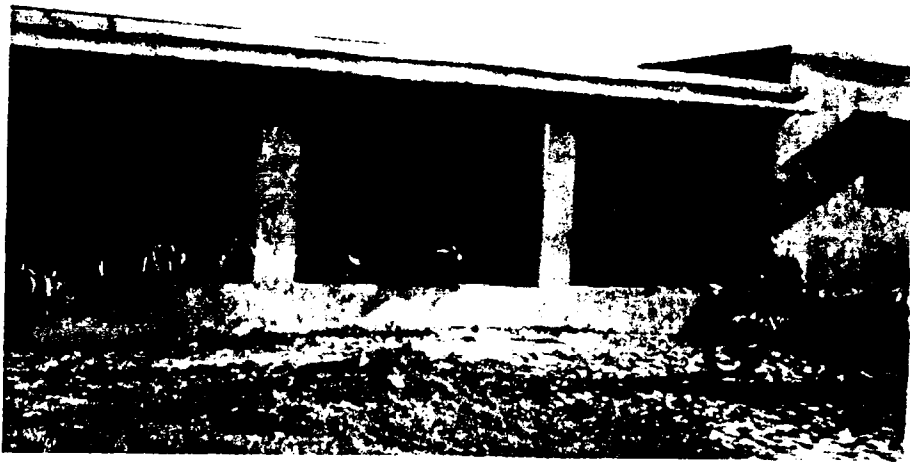
Appendix 1

Photographs of sampled schools visited





*Danapur*





*Phulwara*

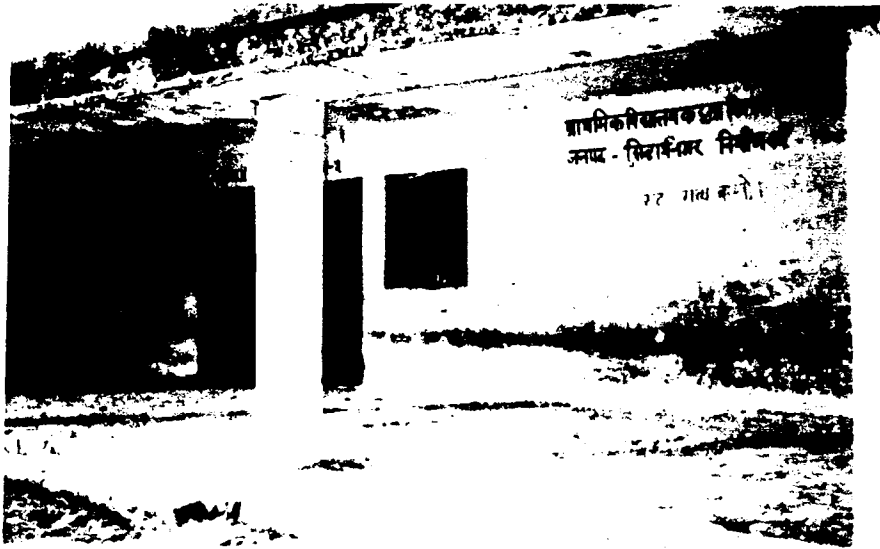


*Fulkuchi*



*Rahra Bazar*





Kurahi



Gauhania Taj



Agya-a

## **Appendix 2**

***Check-list of teacher and student behaviour to be observed and other information to be collected by Field Investigators.***

# A Feedback Study of Teacher Training Inputs in DPEP-II in U.P.

## भाग-1 - विद्यालय संबंधी सामान्य जानकारी

1. (अ) विद्यालय का नाम ..... प्राथमिक विद्यालय - रठेना .....

(ब) कोड संख्या (EMIS)

2. जनपद का नाम सिद्धार्थनगर   संकुल का नाम भड़रिया

ब्लॉक का नाम डुमरियागंज   न्याय पंचायत का नाम भड़रिया

3. विद्यालय के कार्यरत अध्यापकों की संख्या

(क) महिला अध्यापक	प्रशिक्षणों की संख्या		(ख) पुरुष अध्यापक	प्रशिक्षणों की संख्या	
	नाम	प्रथम चक्र द्वितीय चक्र हों(1) नहीं (2)		नाम	प्रथम चक्र द्वितीय चक्र हों(1) नहीं (2)

(i) .....	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>	दुखहरन प्रसाद	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>
-----------	-----------------------------------	-----------------------------------	---------------	-----------------------------------	-----------------------------------

(ii) .....	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>	अष्ट भुजा प्रसाद	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>
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(iii) .....	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>	.....	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>
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(iv) .....	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>	.....	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>
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(v) .....	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>	.....	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>
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कुल संख्या <input type="text"/>	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>	कुल संख्या <input type="text"/>	हों/नहीं <input type="checkbox"/>	हों/नहीं <input type="checkbox"/>
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4. उपस्थित अध्यापकों की संख्या (क) महिला  (ख) पुरुष  (ग) कुल योग

5. कक्षावार बालक/बालिकाओं की संख्या

कक्षा	छात्र नामांकन (1997)		छात्र नामांकन (2000)			वास्तविक उपस्थिति (2000)		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
	बालक	बालिका	कक्षा	बालक	बालिका	कक्षा	बालक	बालिका
1	49	20		30	17		24	15
2	45	26		29	11		20	11
3	32	18		15	11		13	09
4	40	13		24	16		21	12
5	14	02		20	04		13	04
योग	180	79		118	59		91	51

राज्य शैक्षिक प्रबन्धन एवं प्रशिक्षण संस्थान (सीमैट), इलाहाबाद  
द्वारा डी.पी.ई.पी.-II शोध अध्ययन हेतु

6. (क) विद्यालय आरम्भ होने का समय (क) निर्धारित समय  
(ख) वास्तविक समय

0	9	30
1	00	0

बालक बालिकाएँ

7. (क) विद्यालय आरंभ होने के समय उपस्थित छात्रों की संख्या

0	9	1
---	---	---

0	5	1
---	---	---

- (ख) विद्यालय के मध्यांत में उपस्थित छात्रों की संख्या

0	8	6
---	---	---

0	4	6
---	---	---

- (ग) विद्यालय बन्द होने के समय उपस्थित छात्रों की संख्या

0	8	6
---	---	---

0	4	1
---	---	---

महिला पुरुष

8. (क) विद्यालय आरम्भ होने के समय उपस्थित अध्यापकों की संख्या

	1
--	---

- (ख) विद्यालय के मध्यांत में उपस्थित अध्यापकों की संख्या

	1
--	---

- (ग) विद्यालय के बन्द होने के समय उपस्थित अध्यापकों की संख्या

	1
--	---

9. विद्यालय में कक्षा-कक्ष एवं कक्षाएँ

कक्ष	बैठने वाली कक्षाएँ												
	1	1,2	1,2,3	2	2,3	2,3,4	3	3,4	3,4,5	4	4,5	5	
कक्ष-1												✓	
कक्ष-2					✓			✓					
कक्ष-3													
बरामदा	✓												
यदि अन्य तो स्पष्ट कीजिए													

10. अवलोकनकर्ता का नाम

सुत्थिदानन्द त्रिपाठी

- (क) विद्यालय पहुँचने का समय

0	9	0	5
---	---	---	---

- (ख) विद्यालय छोड़ने का समय

0	4	1	5
---	---	---	---

- (ग) अवलोकन की तिथि

2	7
---	---

- माह

1	1
---	---

- वर्ष

2	0	0	0
---	---	---	---

## भाग-2 - भौतिक पक्ष

नीचे विद्यालय संबंधी 12 परिस्थितियों दी गई हैं। प्रत्येक परिस्थिति के नीचे संभावित वास्तविकताएँ भी लिखी हुई हैं। अवलोकन के बाद अवलोकनकर्ता प्रत्येक परिस्थिति के नीचे लिखी केवल उस वास्तविकता के सामने लिखे अंक को परिस्थिति के सामने बने कोष्ठक के अन्दर लिखें जिसे वह वास्तविक स्थिति से मिलती जुलती मानता है। ध्यान रहे केवल एक ही अंक कोष्ठक में लिखना है।

### 1. विद्यालय प्रॉगण की सफाई

2

- आकर्षक ढंग से सजा हुआ (1)
- साफ सुथरा (2)
- आज अभी सफाई नहीं हुई (3)
- बहुत दिनों से सफाई नहीं हुई (4)

### 2. कक्षाओं की सफाई

2

- आकर्षक ढंग से सजे हुए (1)
- साफ सुथरे (2)
- आज सफाई नहीं हुई (3)
- शायद बहुत दिनों से सफाई नहीं हुई (4)

### 3. विद्यालय परिसर का रखरखाव

1

- कोई टूट-फूट नहीं (1)
- टूट-फूट की मरम्मत के लिए प्रयास जारी, एक महीने से कोई कार्यवाही नहीं (2)
- छः महीने से कोई कार्यवाही नहीं (3)
- एक वर्ष से ऊपर से कोई कार्यवाही नहीं (4)

### 4. श्यामपट की व्यवस्था

1

- हर कक्षा में उपयोग लायक उपलब्ध (1)
- कुछ कक्षाओं में उपयोग लायक उपलब्ध (2)
- उपलब्ध परन्तु टूटी-फूटी हालत में (3)
- उपलब्ध नहीं (4)

5. चाक की उपलब्धता - 1
- उपलब्ध है (1)
  - उपलब्ध नहीं है (2)
6. शिक्षकों का निर्धारित समय पर विद्यालय पहुँचना 2
- सभी शिक्षक उपस्थित (1)
  - आधे से अधिक शिक्षक उपस्थित (2)
  - आधे या उससे कम शिक्षक उपस्थित (3)
  - एक भी शिक्षक उपस्थित नहीं (4)
7. शिक्षकों का विद्यालय निर्धारित समय पर छोड़ना 1
- विद्यालय बन्द होने के निर्धारित समय तक सभी शिक्षक उपस्थित (1)
  - आधे से अधिक उपस्थित (2)
  - आधे या उससे कम उपस्थित (3)
  - एक भी उपस्थित नहीं (4)
8. बच्चों का समय पर विद्यालय पहुँचना 2
- 80% से अधिक निर्धारित समय पर उपस्थित (1)
  - 50% से 80% उपस्थित (2)
  - 50% से कम और 25% से ऊपर उपस्थित (3)
  - 25% से कम उपस्थित (4)
9. बच्चों का समय पर विद्यालय छोड़ना 1
- निर्धारित समय तक 80% या उससे ऊपर उपस्थित (1)
  - 50% से अधिक उपस्थित (2)
  - 25% से अधिक उपस्थित (3)
  - 25% से कम उपस्थित (4)
10. बच्चों की सफाई 2
- 80% या अधिक बच्चे साफ-सुथरे (1)
  - 50% से अधिक साफ सुथरे (2)
  - 25% से अधिक साफ सुथरे (3)
  - 25% से कम साफ सुथरे (4)

11. ग्राम शिक्षा समिति की बैठक का आयोजन

2

- पिछली बैठक एक माह से कम समय से पूर्व (1)
- एक से छः माह पूर्व (2)
- एक वर्ष पूर्व (3)
- एक वर्ष से अधिक समय से पूर्व (4)

12. कक्षाओं में पोस्टर-चार्ट

1

- आकर्षक ढंग से लगे हुए (1)
- जहाँ-तहाँ टंगे हुए (2)
- फटे-पुराने टंगे हुए (3)
- कोई पोस्टर नहीं (4)

## भाग-3 - अकादमिक पक्ष

नीचे 38 परिस्थितियों दी गई हैं जिनका संबंध पाँचवी कक्षा के बच्चों अथवा उनके अध्यापकों के व्यवहार से है। दिनभर के अवलोकन के पश्चात अवलोकनकर्ता प्रत्येक परिस्थिति के नीचे संभावित वास्तविक परिस्थितियों में से केवल एक स्थिति का चयन करे जिसे वह वास्तविक स्थिति से मिलती जुलती मानता है। उस स्थिति के सामने लिखे अंक को परिस्थिति के सामने बने कोष्ठक में लिखें।

1. स्कूल में बच्चों के बैठने की व्यवस्था

2

- कक्षा-वार अलग-अलग (1)
- दो या तीन कक्षाएँ इकट्ठी (2)
- सभी कक्षाएँ इकट्ठी (3)
- कोई व्यवस्था नहीं (4)

2. कक्षा में बच्चों के बैठने का कौन सा ढंग देखा ?

1

- पंक्तिवार, एक के पीछे एक (1)
- गोलाकार (2)
- छोटे-छोटे समूहों में (3)
- ऊपर दिए हुए सभी ढंगों का समय-समय पर प्रयोग (4)

3. शिक्षक तथा बच्चों के बीच सम्बन्ध

2

- स्नेहपूर्ण (1)
- औपचारिक (2)
- भयपूर्ण (3)
- उदासीन (4)

4. अधिकतर समझ बच्चे देखे गये -

2

- अपने-अपने काम में व्यस्त (1)
- एक दूसरे की सहायता करते हुए (2)
- केवल मित्रों की सहायता करते हुए (3)
- एक दूसरे की शिकायत करते हुए (4)



5. बच्चे देखे गये

3

- एकाग्रचित्त (1)
- बीच में इधर-उधर देखते हुए (2)
- एक दूसरे से बातें करते हुए (3)
- झपकी लेते हुए (4)

6. बच्चे

2

- स्वयं प्रश्न पूछते हैं (1)
- शिक्षक के कहने पर प्रश्न पूछते हैं (2)
- शिक्षक के कहने पर भी प्रश्न नहीं पूछते हैं (3)
- चुपचाप बैठे रहते हैं (4)

7. बच्चों की जिज्ञासा के प्रति शिक्षक का रवैया

1

- प्रोत्साहन पूर्ण हैं (1)
- पूछे गए प्रश्न का उत्तर देते हैं (2)
- प्रश्न सुना अनसुना कर देते हैं (3)
- चुप बैठे रहने को कहते हैं (4)

8. शिक्षक द्वारा बच्चों को स्वयं कर के सीखने के अवसर देना

4

- योजनाबद्ध अवसर देना (1)
- अक्सर अवसर देना (2)
- इक्का दुक्का अवसर देना (3)
- न के बराबर (4)

9. शिक्षक द्वारा बच्चों में आत्मविश्वास जागृत करने के प्रयास

4

- बच्चों द्वारा किए गए कार्यों को सराहना (1)
- बच्चों द्वारा पूछे गए प्रश्न को महत्व देना (2)
- अक्सर चुपचाप रहने वाले बच्चों को बोलने के लिए प्रेरित करना (3)
- ऐसा कोई प्रयास न करना (4)

110. शिक्षक द्वारा बच्चों से रूचिकर सार्थक कार्य कराना -

3

- बच्चों से रूचि के अनुसार उन्हें पढ़ाए जाने वाले विषय संबंधी कार्य कराना (1)
- बच्चों से पाठ के अन्त में दिए गए प्रश्नों को हल करने को कहना (2)
- बच्चों को अपनी-अपनी पुस्तक पढ़ने को कहना (3)
- बच्चों से इधर-उधर के काम कराना (4)

111. बच्चों को कक्षा में मौखिक अभिव्यक्ति के अवसर -

2

- खूब अवसर देना (1)
- सामान्य अवसर देना (2)
- एक-आध वार अवसर देना (3)
- बिल्कुल अवसर न देना (4)

12.. बच्चों को कक्षा में लिखित अभिव्यक्ति के लिए -

2

- खूब अवसर देना (1)
- सामान्य अवसर देना (2)
- एक-आध वार अवसर देना (3)
- अवसर बिल्कुल न देना (4)

13. विभिन्न योग्यता स्तरों के बच्चों के लिए -

2

- स्तर आधारित समूह बनाकर काम देना (1)
- सबको एक ही काम देना (2)
- प्रत्येक बच्चे को उसके स्तर अनुसार काम देना (3)
- काम ही न देना (4)

14. कक्षा में बच्चों के प्रति भेदभाव -

4

- कुछ ही छात्रों से बार-बार प्रश्न पूछना (1)
- चुप रहने वाले शर्मीले बच्चों से प्रश्न पूछना (2)
- होशियार बच्चों से ही प्रश्न पूछना (3)
- कोई भेदभाव न करना (4)

15. शिक्षक का लड़कियों के प्रति व्यवहार -

21

- अलग बैठाना (1)
- लड़कियों की ओर ध्यान न देना (2)
- विभिन्न गतिविधियों में हिस्सेदारी न देना (3)
- लड़कियों के प्रति कोई भेदभाव न करना (4)

16. बच्चों की रचनात्मकता/सृजनात्मकता बढ़ाने के लिए शिक्षक -

22

- सभी बच्चों से विशेष क्रियाएँ कराते हैं (1)
- गिने-चुने बच्चों को अवसर देते हैं (2)
- सभी बच्चों से एक सा काम कराते हैं (3)
- कोई भी कार्य नहीं कराते हैं (4)

17. पढ़ाए जा रहे विषय संबंधी शिक्षक का ज्ञान -

23

- पर्याप्त है (1)
- सामान्य है (2)
- बहुत कम है (3)
- विल्कुल नहीं है (4)

18. शिक्षण में बच्चों के पूर्व ज्ञान का प्रयोग -

24

- पर्याप्त सीमा तक किया जाता है (1)
- सामान्य रूप से किया जाता है (2)
- कभी-कभी किया जाता है (3)
- कभी नहीं किया जाता है (4)

19. विषयवस्तु की प्रस्तुति -

25

- बच्चों के लिए रुचिकर बनाकर की गयी (1)
- केवल पुस्तक से पढ़कर की गयी (2)
- उदाहरण देकर की गयी (3)
- कोई विशेष प्रयास नहीं किया गया (4)

20. शिक्षण प्रक्रिया -

2

- मुख्यतः गतिविधि आधारित (1)
- बीच-बीच में गतिविधि का प्रयोग (2)
- गतिविधि बहुत कम (3)
- बिना गतिविधि के (4)

21. शिक्षक की भाषा -

1

- बच्चों के अनुकूल (1)
- बच्चों के लिए आंशिक रूप से कठिन (2)
- बच्चों द्वारा समझने में कठिनाई (3)
- बच्चों की स्थानीय भाषा से बिल्कुल भिन्न (4)

22. शिक्षक पढ़ते समय क्या तरीके अपनाते हैं ?

2

- व्याख्यान विधि (1)
- पाठ्य-पुस्तक से वाचन (2)
- प्रश्नोत्तर विधि तथा सामग्री/गतिविधि का उपयोग (3)
- इनमें से कई का संयोजन (4)

23. पठन-पाठन में भाषा का प्रयोग -

1

- बच्चों की स्थानीय भाषा (1)
- बच्चों के परिवेश से जुड़े शब्दों का प्रयोग (2)
- पुस्तकीय भाषा (3)
- बच्चों की समझ से बाहर (4)

24. सहायक सामग्री -

1

- विषय से सम्बन्धित है (1)
- विषय से सम्बन्धित नहीं है (2)
- कोई सामग्री प्रयोग नहीं की गई (3)
- अस्पष्ट (4)

25. कक्षा में पढ़ाये जा रहे विषय की पाठ्य-पुस्तकों की उपलब्धता -

2

- सभी के पास थी (1)
- अधिकांश के पास थी (2)
- कुछ के पास थी (3)
- किसी के पास नहीं थी (4)

26. कक्षा शिक्षण में किस सीमा तक परिवेशीय सामग्री का उपयोग किया गया -

2

- पर्याप्त (1)
- कभी-कभी (2)
- बहुत कम (3)
- कभी नहीं (4)

27. बच्चों द्वारा सहायक शिक्षण सामग्री का उपयोग किया गया -

2

- स्वेच्छा पूर्वक (1)
- शिक्षक की अनुमति से किया गया (2)
- कटिनाई पूर्वक (3)
- कोई उपयोग नहीं करते (4)

28. सहायक शिक्षण सामग्री की उपलब्धता -

2

- कक्षा-वार (1)
- कक्षावार या विषय-वार (2)
- अव्यवस्थित ढंग से (3)
- सामग्री है ही नहीं (4)

29. क्या शिक्षण में निम्नांकित गतिविधियाँ दिखी ?

3

- गीत और कविता के आधार पर (1)
- खेल के आधार पर (2)
- कहानी के आधार पर (3)
- कोई गतिविधि नहीं हुई (4)

30. बहुकक्षा शिक्षण प्रबन्धन -

?

- केवल शिक्षक द्वारा (1)
- बड़े बच्चों के सहयोग से (2)
- उसी कक्षा के होशियार बच्चों के सहयोग से (3)
- कोई प्रबन्ध नहीं (4)

31. शिक्षक द्वारा सिखाई जा रही विषय-वस्तु का मूल्यांकन -

2

- प्रत्येक यूनिट की समाप्ति पर किया जाता है (1)
- महीने में एक बार (2)
- तीन महीने में एक बार (3)
- साल में एक बार (4)

32. कक्षा में अध्यापक ज्यादातर समय -

3

- बच्चों से सीखने-सिखाने के सम्बन्ध में बातचीत करते हैं (1)
- बच्चों को शांत और अनुशासित कराने में बितते हैं (2)
- बच्चों को किताब से अपने आप पढ़ने के लिए कहते हैं (3)
- स्वयं बोलते रहते हैं (4)

33. जब बच्चे खुद काम कर रहे होते हैं तब -

2

- शिक्षक उनके पास जाकर उनका काम देखते हैं (1)
- कुर्सी पर बैठकर बच्चों द्वारा काम दिखाने का इंतजार करते हैं (2)
- दूसरी कक्षा में चले जाते हैं (3)
- अन्य शिक्षकों से बात करते हैं (4)

34. शिक्षण समय का उपयोग -

1

- अध्यापक पूरे समय शिक्षण कार्य करते रहे (1)
- अध्यापक आधे समय शिक्षण कार्य करते रहे (2)
- शिक्षण समय में अध्यापक प्रशासनिक कार्य करते रहे (3)
- अध्यापक अपने व्यक्तिगत कार्य में लगे रहे (4)

35. पाठ-पढ़ते समय प्रश्न पूछने के दौरान बच्चों के उत्तर देने पर शिक्षक -

2

- सही उत्तर की पुष्टि करते हैं (1)
- गलत उत्तर को ठीक करते हैं (2)
- बच्चों से ही सही उत्तर निकलवाने का प्रयास करते हैं (3)
- बच्चे समझ रहे हैं या नहीं, यह जानने का प्रयास ही नहीं करते (4)

36. शिक्षण प्रक्रिया के दौरान शिक्षक अच्छे आचरण के बारे में छात्रों को -

2

- बराबर निर्देशित करता रहा (1)
- डॉट-फटकार लगाता रहा (2)
- प्यार से अच्छी आदतों के बारे में शिक्षक द्वारा बताया गया (3)
- कुछ नहीं किया गया (4)

37. पढ़ते समय अध्यापक द्वारा -

2

- पिछले पाठों में से अधिकतर पूछा गया (1)
- कहीं-कहीं पूछा गया (2)
- बिल्कुल नहीं पूछा गया (3)
- अस्पष्ट लगा (4)

38. पढ़ते समय शिक्षक द्वारा दिए गए कार्य का मूल्यांकन -

2

- बराबर किया जाता रहा (1)
- कभी-कभी केवल पूछकर ही किया गया (2)
- बच्चों के स्वयं दिखाने पर किया गया (3)
- बिल्कुल नहीं किया गया (4)

## कोहार्ट स्टडी तालिका

स्कूल का पूरा नाम	: प्राथमिक विद्यालय - २४गा
स्कूल कोड सं.	: .....
अवलोकनकर्ता का नाम	: सच्चिदा नन्द त्रिपाठी

वर्ष 2000 में पाँचवी कक्षा में बच्चों की संख्या :

बालक	बालिकाएँ	कुल योग	
20	04	24	

वर्ष 1999 में चौथी कक्षा में बच्चों की संख्या :

बालक	बालिकाएँ	कुल योग	कितने पास होकर पाँचवी कक्षा में गए
28	08	36	

वर्ष 1998 में तीसरी कक्षा में बच्चों की संख्या :

बालक	बालिकाएँ	कुल योग	कितने पास होकर चौथी कक्षा में गए
35	16	51	

वर्ष 1997 में दूसरी कक्षा में बच्चों की संख्या :

बालक	बालिकाएँ	कुल योग	कितने पास होकर तीसरी कक्षा में गए
45	26	71	

वर्ष 1996 में पहली कक्षा में बच्चों की संख्या :

बालक	बालिकाएँ	कुल योग	कितने पास होकर दूसरी कक्षा में गए
51	25	76	



निर्देश :- नीचे विद्यालय, शिक्षक और शिक्षण सम्बन्धित 10 मूल तत्वों की रेखा द्वारा दर्शाया गया है। प्रत्येक तत्व के नीचे खिंची रेखा को दाईं ओर उच्चतम स्तर और बाईं ओर न्यूनतम स्तर लिखी है। अवलोकनकर्ता अपने अनुभव के आधार पर हर तत्व से सम्बन्धित रेखा पर यथोचित स्थान पर एक छोटी छड़ी रेखा खींचकर अपना मूल्यांकन दर्शित करेगा।

उच्चतम स्तर	1. विद्यालय की सफाई	न्यूनतम स्तर	2.0
	2. शैक्षिक वातावरण		2.0
	3. बच्चों द्वारा विषयवस्तु को सरलता से ग्रहण करने में शिक्षक की भाषा की अनुकूलता		1.3
	4. शिक्षण-अधिगम प्रक्रिया की बाल-केन्द्रितता		1.1
	5. विषयवस्तु को रोचक बनाने के लिए स्तरानुकूल शिक्षण सामग्रियों का प्रयोग		0.7
	6. बच्चों को स्वयं चिन्तन करने के लिए प्रेरित करने हेतु पर्याप्त अवसर देना		0.5
	7. बच्चों को छोटे-छोटे समूहों में विभक्त कर क्रियाकलाप के अवसर देना		0.3
	8. पाठ प्रारम्भ करने के पूर्व विषय से सम्बन्धित क्विज़ करवाना		0.5
	9. पाठ की ओर ध्यान केन्द्रित करने के लिए गीत, कहानी, कविता, उदाहरण आदि का समवेश करना		1.3
	10. पाठ पढ़ा लेने के बाद अध्यापक द्वारा प्रश्नोत्तर विधि से बच्चों में अपेक्षित दक्षताओं के विकास का मूल्यांकन करना		1.2

मूल्यांकनकर्ता का पूरा नाम : सचिन्दा दानन्द त्रिपाठी  
 स्कूल का नाम : प्राथमिक विद्यालय - रतैना  
 कोड संख्या :

### Appendix 3

#### *Abbreviations used in the report*

BRC	Block Resource Centre
CRC	Cluster Resource Centre
DEVNET	Development Network
DIET	District Institute of Education and Training
DPEP	District Primary Education Programme
GER	Gross Enrolment Ratio
IBPS	Institute of Banking Personnel Selection
IGNOU	Indira Gandhi National Open University
NCERT	National Council of Educational Research and Training
NCTE	National Council of Teacher Education
NER	Net Enrolment Ratio
NIEPA	National Institute of Educational Planning and Administration
R & D	Research and Development
SARED	Society of Applied Research in Education and Development
SECMOL	Students Educational & Cultural Movement of Ladakh.
SIEMAT	State Institute of Educational Management and Training
UP-BEP	Uttar Pradesh Basic Education Project

NIEPA DC



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