

**THE REFLECTIVE TEACHER**  
**ORGANISATION OF IN-SERVICE TRAINING**  
**FOR THE TEACHERS OF**  
**ELEMENTARY SCHOOLS**  
**UNDER SARVA SHIKSHA ABHIYAN**  
**(SSA)**

**GUIDELINES**  
**2006**

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**Department of Teacher Education and Extension**  
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## FOREWORD

NCERT is happy to present a new training design for in-service teachers at the elementary level. The training strategies outlined here focus on children's own ability to learn from their activities and experiences in day-to-day life. This perspective on learning marks our attempt to impart a child-centred character to the system of elementary education. The National Curriculum Framework, 2005 places the crucial responsibility of implementing this perspective on the teacher and recommends a renewal of our existing structure for in-service teacher training programmes.

All aspects of the *Sarva Shiksha Abhiyan* (SSA), including training, are expected to exemplify flexibility of approach and accommodation of local needs. The present document provides a model wherein the total duration of the programme can be split-up so that the trainees are allowed to return to their own setting to try out and reflect on new ideas before they complete the programme. Emphasis has been laid on meaningful integration of reading, exposure to hands-on activities and use of ICT. Apart from the basic subjects, areas such as art and heritage crafts, health and physical education, work education and education for peace have been covered with the help of an approach based on content-cum-methodology.

In our system of education, the teacher's potential to act as an organiser of the daily curriculum and as a mindful enquirer into his or her experience is yet to be fully appreciated. Pedagogic reforms continue to be hampered by rigidities inherent in institutional routines. Teachers have a central role in reforming the system for making it capable of pursuing goals like universal access and quality in the midst of socio-cultural diversity and disparities. This expectation from the teachers requires sustained nurturing of pre-service and in-service training. Only a positively inclined teacher who

is happy to see children healthy, active and engaged in the widest possible range of opportunities to learn can lead the process of long-awaited reforms.

The ideas related to contents/language, quotations, insertions, monitoring tools etc. are based on NCERT documents such as NCF-2005, Focus Group Report on Teacher Education (2005), monitoring formats for quality dimensions under SSA developed by Department of Elementary Education, NCERT and the draft Curriculum Framework for Teacher Education developed by NCERT and NCTE jointly.

We appreciate the initiative taken by Prof. D.K. Bhattacharjee, Head, Department of Teacher Education and Extension (DTEE) for developing this document with the help of his colleagues, especially Professor D.D. Yadav. We also wish to thank all the experts who participated in the discussion and review meetings.

New Delhi  
16 January 2007

*Director*  
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## **1. THE CONTEXT OF SARVA SHIKSHA ABHIYAN (SSA)**

Sarva Shiksha Abhiyan (SSA) is an initiative to universalise and improve the quality of elementary education in a mission mode within a clear time frame through decentralised context specific planning and implementation strategy. The programme envisages partnership between the central government, state governments, local bodies and the community. The programme aims at community involvement in school interventions through active participation of the Panchayati Raj institutions, school management committees, village and urban slum level education committees, parent-teacher associations, mother-teachers associations, tribal autonomous district councils and other grass root level structures engaged in the management of elementary schools. The programme aims to bridge the social, regional and gender gaps by focusing on retention and participation of children belonging to SC/ST, minority groups, urban deprived children, children belonging to other disadvantaged groups and children with special needs in primary and upper primary/middle schools. Universalisation of Elementary Education (UEE) implies universalisation of access, participation (enrolment and retention) and achievement of the children at prescribed essential levels of learning. The ultimate goal of all interventions is to improve quality in teaching-learning and management of school environment. Sarva Shiksha Abhiyan aims to provide quality elementary education to all children belonging to the age-group 6-14 years by 2010.

## **2. BROAD STRATEGIES OF SSA PROGRAMMES**

Under SSA both central and state governments will undertake institutional reforms in order to improve the efficiency of the delivery system of elementary education. The states are in a process of making objective assessment of various aspects of existing education system such as educational administration, achievement level in schools, financial issues, decentralisation and community ownership, review of State Education Acts, rationalisation of teacher deployment, recruitment of the teachers, status of education of girls, SC/ST and other disadvantaged groups; policy concerning private schools and ECCE. It allows states to formulate context specific guidelines within the overall

framework. Action plans at district level highlights local specificity and contextuality. SSA envisages community ownership of school-based interventions through active involvement of women groups, VEC members and members of Panchayati Raj institutions. It envisages roles for national, state and district level resource and training institutions like NCERT, NIEPA, SCERT, SIEMAT and DIET for capacity building in the area of teacher's training. Improvement of the quality of elementary education would require resource support from these institutions. The programme also aims at community-based monitoring. The Educational Management Information System (EMIS) will correlate school level data with community-based information obtained from micro level planning and surveys. The schools will be encouraged to share all information with the community. SSA envisages cooperation between teachers, parents and Panchayati Raj institutions and the accountability of the teachers towards the community. Education of girls particularly those belonging to scheduled castes, scheduled tribes and minorities is one of the principal concern of SSA. There is also a focus on education of children belonging to special groups.

### **3. FOCUS ON QUALITY**

Lack of basic infrastructural facilities in many schools run by state governments and local bodies does present a serious quality constraint. Management and community support, school and classroom environment, curriculum and teaching-learning materials, teacher and teacher preparation, classroom practices and process influence quality of teaching-learning process. The availability of qualified, motivated and trained teachers is a necessary pre-condition of quality. The quality of teachers greatly depends on the means deployed for selection, procedures used for training and the strategies adopted for ensuring accountability. Concern for quality of life in terms of cultivation of values like peace, protection of environment and human rights are linked to quality of school education. The child's performance needs to be treated as an indicator of systemic quality. Some of the suggestive indicators which may have direct or indirect effect



on improving the quality of the teaching-learning process in elementary schools are shown below:

Dimensions	Key Indicators
<p>1. Infrastructural facilities in the School</p>	<ul style="list-style-type: none"> <li>• Availability of classroom/space for learning</li> <li>• Availability of space for activities (individual and group)</li> <li>• Availability of storage facilities for drinking water</li> <li>• Availability of toilet facility separately for boys and girls</li> <li>• Playground and play material facilities</li> </ul>
<p>2. Management and Community Support</p>	<ul style="list-style-type: none"> <li>• Attendance of the children</li> <li>• Teacher's attendance</li> <li>• Academic support from the community</li> <li>• Financial support</li> <li>• TLM development support</li> <li>• Assessment of the children</li> <li>• Timely availability of books</li> </ul>
<p>3. School and Classroom Environment</p>	<ul style="list-style-type: none"> <li>• Physical environment                             <ul style="list-style-type: none"> <li>- <i>Proper lighting facility in the classroom/sunlight</i></li> </ul> </li> <li>• Social environment                             <ul style="list-style-type: none"> <li>- <i>Teacher-Child relationship</i></li> <li>- <i>Teacher-Teacher relationship</i></li> <li>- <i>Teacher-Administrator relationship</i></li> <li>- <i>Sensitive treatment of children from Special Focus Groups (SFGs)</i></li> </ul> </li> <li>• Participation of the community in school activities</li> <li>• Pre-school facilities</li> <li>• Facilities available for health check-up and follow-up measures</li> <li>• Incentive schemes                             <ul style="list-style-type: none"> <li>- <i>Mid-day meal</i></li> <li>- <i>Uniform</i></li> <li>- <i>Books</i></li> <li>- <i>Scholarship, etc.</i></li> </ul> </li> </ul>

Dimensions	Key Indicators
4. Curriculum and Teaching-learning Materials	<ul style="list-style-type: none"> <li>• Existing curriculum and its coverage</li> <li>• Curriculum revision exercise</li> <li>• Availability of Competency-based materials</li> <li>• Blackboard and its usage</li> <li>• Availability of textbooks to children</li> <li>• Textbook production</li> <li>• Distribution of textbooks</li> <li>• Availability of Teaching-learning materials</li> <li>• Libraries and their use</li> <li>• Laboratory/Kits and their use</li> </ul>
5. Teacher and Teacher Preparation	<ul style="list-style-type: none"> <li>• Teacher profile</li> <li>• Teacher position (class-wise)</li> <li>• Class teacher/subject teacher system</li> <li>• Pre-service experience</li> <li>• In-service experience</li> <li>• Difficulties faced during teaching (academic/administrative)</li> <li>• Ability to develop and use TLM</li> <li>• Motivation level of the teacher</li> <li>• Teacher-Community relationship</li> <li>• Support available to the teachers in the school</li> <li>• Role of BRC/CRC in teacher preparation</li> <li>• Monitoring classroom processes</li> </ul>
6. Classroom Practices and Processes	<ul style="list-style-type: none"> <li>• Classroom organisation               <ul style="list-style-type: none"> <li>- <i>Seating arrangement</i></li> <li>- <i>Classroom setting</i></li> </ul> </li> <li>• Display of materials in the classroom</li> <li>• Grouping of children</li> <li>• Pupil-teacher ratio (PTR)</li> <li>• Methods of introducing the topic</li> <li>• Teaching-learning process/ pedagogy</li> <li>• Use of Teaching-learning materials</li> </ul>

Dimensions	Key Indicators
7. Opportunity Time (Teaching-Learning Time)	<ul style="list-style-type: none"> <li>• Students initiative in teaching-learning process</li> <li>• Assessment procedure followed</li> <li>• Frequency of assessment</li> <li>• Number of days school remains open in a year</li> <li>• Actual number of days, teaching-learning occurs in a year</li> <li>• Number of teachers in a school</li> <li>• Number of sections of each class in a school</li> <li>• Number of classes that each teacher handles (Monograde/Multigrade)</li> <li>• Learners' attendance</li> <li>• Number of day's teachers are involved in non-teaching assignments in a year</li> </ul>
8. Learners' Assessment, Monitoring and Supervision	<ul style="list-style-type: none"> <li>• Policy adopted in the States for               <ul style="list-style-type: none"> <li>- <i>Non-detention</i></li> <li>- <i>Grade/Marks</i></li> <li>- <i>Internal/External examinations</i></li> <li>- <i>Periodicity of assessment (Quarterly, Half-yearly, Annual)</i></li> <li>- <i>Reward/Punishment</i></li> <li>- <i>Recording procedures in school</i></li> </ul> </li> <li>• Feedback mechanism used by the teachers</li> <li>• Involvement of parents in VEC</li> <li>• Procedure to give feedback to the parents</li> </ul>

#### 4. THE ROLE OF THE TEACHERS

Teaching in primary and upper primary/middle schools continues to be teacher centered, where teacher is the transmitter of knowledge and the students are passive receivers. Students are expected to memorise the knowledge provided by the teacher or presented in the textbooks and to reproduce the same in the examinations. At the end of the academic session, the achievement of students is certified in terms of grades/marks obtained in the examination. The

result of this kind of teaching-learning is that in many schools students are seen memorising questions and answers from guidebooks even in primary classes. Memorisation and recall of knowledge does not ensure that students have understood and will be able to use this knowledge in different life situations. Learners learn meaningfully when they construct their own knowledge.

### **Learners Learn Better When**

- They are actively involved in the learning process
- Learning is related to their daily life experiences
- Learning situations are drawn from their environment
- Pupil-teacher and pupil-pupil interactions are encouraged

The role of the teacher changes from transmitter of knowledge to facilitator in construction of child's knowledge.

### **The Role of the Teacher is to**

- Provide variety of learning situations to the learners
- Ensure that each child is engaged in learning actively
- Encourage learners to compare, debate, share and learn from each other
- Provide help (only when learner asks for it) in the form of 'scaffolds'

The in-service training programmes, therefore, must focus on making teachers as reflective practitioners.

### **Teachers Must be Provided Training in**

- Developing, designing and selecting learning situations suited to the context and needs of children
- Taking decision about management of learning and evaluation
- Organising collaborative learning
- Assessing pupils on the learning tasks

The teachers' role needs to be shifted from a source of knowledge to a facilitator in transforming information and

knowledge. The teacher is to create teaching-learning that facilitates the development of critical thinking within democratic environment of learning where all children – irrespective of caste, religion, region, community and gender could participate. The teachers should train student to integrate multiple sources of knowledge such as life experience of the children, local knowledge apart from knowledge from the textbook.

### **Teacher's Needs to**

- Care for children, and love to be with them
- Understand children within social, cultural and political contexts
- Be receptive, and constantly learning
- View learning as a search for meaning out of personal experience and knowledge generation as a continuously evolving process of reflective learning
- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience
- Own responsibility towards society, and work to build a better world.

## **5. WHAT IS WRONG WITH TODAY'S EDUCATION?**

If we look at the achievements of the school system during past several decades, perhaps we have much to be satisfied with. In our country nearly 55 lakh teachers spread over around 10 lakh schools are engaged in educating 2,025 lakh children. Today 82 per cent habitations have a primary school within a radius of one kilometer. 75 per cent of the habitations have an upper primary school within 3 kms. Products of the school system have made their marks in diverse areas of national and international life. In spite of these achievements, 47 per cent children are yet to enroll in elementary schools and more than 65 per cent of our rural schools are multi-grade. There is deep dissatisfaction about several aspects of our educational practices. These are— (a) the school system over the years has evolved as a rigid system which makes it resistant to change; (b) learning for the child seems to have become an abstract activity or experience having little relevance with the needs of life; (c) education has been perceived as a means to ensure the

future “well-being” of the child and thereby has neglected the present needs and capabilities of the child; (d) what is presented and transmitted in the name of learning ignores vital dimensions of human capacity to create new knowledge; (e) the school promotes stereotyped teaching which discourages creative thinking, problem solving, analytical skills and endeavours to find meaning.

## **6. WHAT ARE THE AIMS OF EDUCATION?**

An understanding of the educational aims, the nature of knowledge, the learners and the nature of school as a social space could help us to arrive at principles to guide classroom practices. The broad aims of education are—

- Child learns and gathers experience from multiple contexts and situations — home, school, community and peer group etc. The boundaries of these contexts need not create barriers rather they should facilitate creation of a vital link between the experiences of the child gathered in school, in community, in home and in the peer group.
- The aim of education simultaneously reflects the current needs and aspiration of society and the lasting values, immediate concerns of the community as well as broad human ideals.
- An educational aim helps the teacher connect his/her present classroom activity to a cherished future outcome. An aim is a foreseen end, it influences the steps taken to reach the end. An aim must provide foresight, which has three dimensions. First, it could identify the means available to identify an end and could discover hindrances in the way. This may require a careful study of children and an understanding of what they are capable of learning at different ages. Secondly, this foresight suggests the proper order or sequence that would be effective. Third, it makes the choice of alternatives possible.
- Education needs to be a continuous process of self-discovery i.e. learning the truth about oneself. Though education is a life long process; the school by imaginatively designing teaching-learning situations of various kinds and in multiple contexts could emphasise the great importance of this process.

- Education needs to nurture a number of social values highlighted in the constitution such as equality, justice freedom, concern for well being of others, secularism, respect for human dignity and human rights etc. Education should aim to build commitment to these values. Curriculum therefore, should provide adequate experience and space for dialogue and discourse in the school to build such a commitment in children.
- The love for truth and values could flourish only in the active presence of ahimsa. Values or virtues are internal to the whole process of education itself. Value education is not a separate bit of education — the entire education is based on value education.

So what shall we teach our children? What values and whose values? The values of upper caste Hindus? Of Christian missionaries? Of tribals? Of Islamic madrassas? They are all equally valid. Or shall we concentrate on grooming our children to be good human beings who will place above all, the value of living in harmony with others as the primary virtue and be devoted to truth and respectful behaviour towards others in their lives.

- Education needs to promote respect to cultural diversity and inter-cultural relationships.

Multilingual and multicultural classrooms need to be creatively used to generate awareness about linguistic and cultural diversity.

- Education needs to promote and nurture a wide range of capabilities and skills in children such as the arts, music, dance, drawing, painting etc. Also, one can think of some children's special capacity to bond with nature — with trees, birds and animals.

Stories, poetry, songs and drama link children to their cultural heritage and also give them an opportunity to understand their own experiences and to develop sensitivity to others. Used in a non-didactic fashion, children's literature could be a powerful means of value education.

- Education needs to emphasise the process of constructing knowledge.
- Education must be seen as a liberating process. The process of education must, therefore, address the problem of exploitations, coercions of all kinds and conditions (for example, poverty, gender discrimination, caste and community exclusions), which prevent our children from being part of the process.
- The school must proactively work against structures of exclusion and replace it by structures of inclusion and ensure participation of all children in school.
- Education should strengthen the process for democratisation in the school at all levels. A mechanism for sustaining such a process needs to be developed through systemic changes.
- There is a need to strengthen the school-community linkage through better participation of the PRIs in school improvement and empowering the teacher to perform his/her duties effectively.
- Education must develop the ability to work and participate in economic processes. This would necessitate integration of work with education. There is a need to ensure that work related experiences are sufficient and broad based in terms of acquisition of skills and attitudes.
- Education must provide the means and opportunities to enhance the child's creative expression and the capacity of aesthetic appreciation.

## **7. SYSTEMIC ISSUES: GUIDING PRINCIPLES**

We need to plan and pay attention to systemic issues, which will help us to implement many reform initiatives. The five guiding principles are—

- need to connect knowledge to life outside the school;
- ensuring that learning is shifted away from rote methods;
- enriching the curriculum to promote overall development of children rather than remain textbook centric;
- making examination more flexible and integrated into classroom life and;



- nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

## **8. THE EXISTING SITUATION IN PRIMARY SCHOOLS**

Teachers working in primary/upper primary schools have varied backgrounds so far as content knowledge and pedagogy are concerned. The minimum educational qualification for recruitment of the primary teachers varies from State to State. In north-eastern States a large number of teachers are under qualified. So far as level of training as essential qualification for recruitment is concerned, the situation varies from state to state. A large number of para teachers have been appointed in many States. Approximately 60 per cent of schools are working with single teachers or two teachers where multi-grade teaching is practiced. In large number of schools there is a lack of infrastructural facilities in terms of availability of classrooms, physical facilities and teaching-learning materials. In many primary schools the size of the class is very large. Keeping the State specific situation in view the teachers training needs to be designed.

## **9. EMERGING FOCUS OF TEACHER EDUCATION**

Recommendations of National Curriculum Framework (2005) concerning major shifts in Teacher Education Programmes are:

- Understanding the learner needs to be given priority. The learner needs to be seen as an active participant rather than a passive recipient in the process of learning and his/her capabilities and potentials are seen not as fixed but dynamic and could be developed through direct self experiences. Teaching-learning will be so designed as to provide opportunities to directly observe learner's questions and observations about natural and social phenomena; insights into children's thinking and opportunities to listen to children with attention, humour and empathy.
- Learning is to be appreciated as a participatory process taking place in a shared social context of learner's immediate peers as well as wider social community or nation as a whole. Learning is essentially a self-experience-based process in which the learner constructs his/her knowledge in his/her own ways through absorption, interaction, observation and reflection.

- Teacher's role needs to be shifted from a source of knowledge to a facilitator of transforming information into knowledge/wisdom through multiple exposures.
- Knowledge is to be taken as a continuum, as generated from experiences in actual field through observation, verification, and so on.
- Conceptual inputs in teachers training need to be articulated in such a manner that they are able to understand and explain an educational phenomena in terms of concepts, application – action points/tasks, learning processes and events.
- In teachers training adequate scope needs to be provided for viewing theoretical understanding and its practical applications in a more integrated manner rather than as two separate components. The teacher in the class needs to develop a critical sensitivity to the field approaches.
- Different contexts invite differences in learning. Learning in school is influenced and enhanced by the wider social context outside the school.
- The teacher-educators/resource persons should evaluate the teacher's ability to cooperate and collaborate, investigate and integrate and also evaluate competencies and originality in approach, presentation, so on and so forth.
- Several kinds of training appraisal take place in the form of self-appraisal, peer appraisal, teacher's positive feedback and formal evaluation at the end of the programme. All appraisals aim at improvement, understanding strength and weaknesses of the concerned programme.

## **10. HOW DOES THE CHILD LEARN?**

- Children learn in a variety of ways — through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking, reflecting and expressing oneself through speech, or movement or writing. Children require opportunities of all these kinds in the course of their development.
- All children are naturally motivated to learn and are capable of learning.

- Learning takes place both within the school and outside the school. Learning is enriched if the two arenas interact with each other.
- Making meaning, developing the capacity for abstract thinking, reflection and problem solving are the most important aspects of learning.
- Teaching something to the child before he is cognitively ready may lead to de-learning. Children remember many facts but they may not understand them or be able to relate them to the world around them.
- Learning must be paced so that it allows learners to engage with concepts with deep understanding, rather than remembering only to forget after examination. At the same time learning must provide variety and challenge, and be interesting and engaging. Mere repetition creates boredom.
- Learning takes place through interaction with the environment, nature, things, people, both through action and language.
- Learning to learn, willingness to unlearn and relearn is important for responding to new situations. Education and training needs to emphasise the process of constructing knowledge.
- Teaching-learning in schools needs to take place in aesthetically pleasing environment. There is a great value in children taking an active part in creating such environment.
- Learning is greatly influenced by the social environment and context from which learners and teachers hail. The social climate of the school and the classroom exert a deep impact on the process of learning and education as a whole.

## **11. LEARNING AS CONSTRUCTION OF KNOWLEDGE**

Learning is a process of construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them for example, use of text or a set of pictures/visuals on a phenomena/object followed by discussion or interaction in a group situation. Engagement of the learners in a relevant activity further helps structuring and restructuring of ideas. Collaborative learning provides opportunities for sharing of multiple views and negotiation of meaning. Each individual learner individually and collectively constructs meaning related to a phenomenon or an

object or an event as he/she learns. Learning is construction of meanings. The teacher should allow children to ask questions relating to what they are learning in schools, to things happening outside, encourage children to answer in their own words and from their own experiences. 'Intelligent Guessing' needs to be encouraged as a valid pedagogical tool. The teacher must provide opportunities to observe, question, enquire, debate, reflect and arrive at questions to create new ideas.

## **12. IN-SERVICE EDUCATION OF THE TEACHERS**

SSA envisages provision for trained and committed teachers in all schools. It intends to improve the quality of pre-service and in-service teacher education. Teachers working in primary/upper primary schools in different States/UTs of the country have varied backgrounds so far as content and pedagogy knowledge, motivational level, qualifications and level of training are concerned. In some States/UTs large number of teachers have not undergone pre-service training and are under qualified. There is a need to design a comprehensive training design for different category of teachers working in primary and upper primary schools such as in-service teachers, newly recruited teachers, under qualified teachers, head teachers and teachers working at BRCs and CRCs etc. While designing teachers training programmes various issues highlighted in previous sections needs to be kept in view.

### **Principles of Organising In-service Education**

While organising in-service education of teachers the following guiding principles needs to be followed-

- (a) In-service training programmes needs to be build on the basis of the felt needs and sharing of experiences of the teachers. There is a need to give teachers a space to develop and listen their own voices.
- (b) Teachers as adults already possess a working professional identity and already have experiences of teaching and beliefs about learners, about colleagues and about teaching-learning process. Any in-service programme, whether it attempts to alter practice or simply provide content knowledge, needs to acknowledge and respect the professional identity and knowledge of the teachers. As adults and professionals,

teachers are critical observers of the contents of in-service activities and the extent to which they learn from these training is a function of their assessment of its quality based on the extent to which the training programme relates to their needs.

- (c) In-service training programme needs to be designed with a clear sense of the aims and how the strategies of the programme are going to achieve these aims. This condition alone can ensure that programmes remain on track and 'alive' rather than be routine when they are implemented. This would also require that every group of trainers directly participates in the designing of the programme, keeping in mind a specific group of teachers, or adapts a given programme for a specific group of teachers.
- (d) In-service training programmes must establish and nurture the linkage with the academic disciplines of the teacher's interest.
- (e) In-service training programmes that seek to develop or alter basic practices need to be planned based on extensive interactions over time with the teachers as well as the trainers.
- (f) The content of in-service programmes must be such that teachers can relate to their own experience and also find opportunities to reflect on these experiences.
- (g) In-service training programmes that compromise on the professional identity of the teachers and their autonomy, will be unsustainable in the long run, providing very little psychological motivation for the teacher to internalise what they have been told about classroom practices.
- (h) The practice of a teacher cannot be developed through quick fix strategies and activities, without the development of an accompanying framework/theory based on the process of learning and the aims of education.
- (i) Interaction between the teachers must not be compromised on any account. The use of electronic media in place of human interaction is non-negotiable. However, electronic media should be used in a way that it supports teacher's interaction.

### **Types of In-service Programmes**

Keeping in mind the aims of in-service training programmes there is need to recognise the variety of in-service programmes and experiences that can contribute towards and sustain professional development. If it is for the development and strengthening of overall practice of the teacher, then there is need to recognise a variety of activities and interactions that could also contribute towards this.

However, the States/UTs may plan training design based on district specific or local needs.

### **13. CONTEXTUALITY AND LOCAL SPECIFICITY**

The training design should emphasise local contextuality and specificity of teaching-learning situation. Local specific history, local specific geography and local environment need to be emphasised. Children could be taken to study the local environment (physical, cultural and social). While teaching mathematics, language and environmental studies, local examples need to be given. In tribal areas in teaching-learning examples need to be drawn from tribal culture, economy and tribal situations. Before starting a lesson on living and non-living, if a teacher were to take the class out on a walk through the field near the school, and on returning each child were asked to write the names of ten living things and ten non-living objects that he/she saw, the results could be amazing. Children in Mahabalipuram in Tamil Nadu may include in their list of things, sea-shells, pebbles and fish and those in Chattisgarh near Dandakaranya forest may include nest, beehive and anklet. Children may be taken to polluted water and asked to observe and respond to critical questions. The 'local' is a natural learning resource. Local environment is not only the physical and natural world but also the socio-cultural world. Local stories, songs, jokes, riddles and art forms could enrich language and knowledge in schools.

There is a need to train teachers with local indigenous knowledge and practices in the local area and relate these to school knowledge wherever possible. In order to make generalised knowledge relevant and meaningful there is a need to connect school knowledge with the local knowledge.

### **Local Knowledge Traditions**

Many communities in India also have their local knowledge tradition: of naming and categorising plants, or ways of harvesting and storing water, or of practicing sustainable agriculture. Sometimes these may be different from the way in which school knowledge approaches the subject. At other times it may not be recognised as something important. In these situations, it could be possible that the teachers in a school recognise and help children develop projects of study based on local tradition, this may also involve comparing it with the school tradition. In some cases, as in the case of classifying plants, the two traditions may be simply parallel and based on different criteria considered as significant. In other cases, for example, in the classification and diagnosis of illness, it may also challenge and contradict local belief systems. It is also possible to consider that there are cases where the local belief system seems more ecologically valid than the textbook opinion (Teachers could provide a concrete example of this).

#### **14. IDENTIFICATION OF TRAINING NEEDS AND PRIORITISING THE NEEDS**

It is imperative that the State should develop the training design based on the contextual training needs of the teachers. Need identification, by its very nature, needs to be a decentralised exercise, and should therefore happen largely at Block Resource Centre (BRC) and Cluster Resource Centre (CRC) level. Needs identified in CRCs should be collated and prioritised at BRC level. The results of the studies and reviews conducted earlier by the State and district level institutions regarding teacher competencies, training needs etc. should also be utilised in this exercise. Programmes needs to be organised on the basis of sharing of experience of the teachers. There is a need to listen to the teachers own voices about the teaching-learning process. Interviews with the Head Teachers/Head Masters, Coordinators of BRC/CRC could also provide valuable information about the training need of the teachers. Focused group discussions with the stakeholders such as parents, community members and administrative functionaries could also be undertaken to identify the training needs of the teachers.

## **15. TARGET GROUPS**

In-service training of the teachers under SSA may cover the following target groups: (i) Primary school teachers (ii) Upper primary school teachers (iii) Heads of primary schools/upper primary teachers (iv) Teachers working in Block and Cluster Resource Centre (BRCs/CRCs).

Training designs need to be developed separately for each of the target groups.

## **16. DURATION**

It is neither desirable nor practical to impart the in-service training to elementary teachers at one stretch. It may be organised in different phases according to the local situation of the State/UT with appropriate duration. A split model could be followed while organising in-service training. For example, 6-8 days training at BRC level may be organised (Phase I). This may be followed by one or two days training organised in actual school situation (Phase II). After the training, the trainees may go back to their respective schools and field tests the concepts, interventions and strategies in real classroom situation for 2-3 months (Phase III). Thereafter, they may be invited to CRC for one or two days meeting for sharing of experiences and reflective discussion. (Phase IV) Needless to mention that school vacations should generally be utilised for training activity, so that all teachers are able to participate in training without dislocating the school work.

## **17. FORMULATION OF TRAINING OBJECTIVES**

Keeping the following broad objectives in view, the State/UTs/districts may formulate training objectives based on local needs. Specific training objectives could be formulated on the basis of identified training needs of the concerned target group by local level training institutions like DIETs/BRCs/CRCs. The general objectives of providing in-service training to the teachers of elementary schools are:

- To orient the teachers in the goal, philosophy and strategies of SSA with respect to formulation of strategies for—  
(a) Enhancement of enrolment, (b) Regular attendance and retention of all children in the school, (c) Minimising the social gap (girls, SC, ST, other socially disadvantaged groups)



- In-service training of teachers should have a special focus on training of teachers for Grades I and II as these grades are most important for building a strong foundation in basic reading and numeric competencies
- To facilitate the achievement of quality in learning by adopting content-cum-methodology approach wherein use of activity based strategies, reading materials, multi-media, demonstration, joyful learning methods (such as folk songs, folk dance etc.), innovations, experimentations, information and communication technology, local specific contextual strategies, peace and other values, remedial instructions, environmental issues, continuous and comprehensive evaluation etc. are meaningfully integrated
- To sensitise the teachers about the need of accountability to the community, to enable them to work in close collaboration with parents, community and VEC/PTA and to mobilise community support for the schools
- To orient the teachers in the methodology of developing habits, attitude, values and life-skills necessary for cultivating good citizenship among the children
- To help the teachers to undertake action research and reflect on suitability of interventions
- To orient the teachers to transact teaching-learning in multi-level, multi grades, large sized classes, and tribal contexts
- To help the teacher to act as a reflective professional who engages children in critical thinking, problem solving and meaning making
- To develop in the teachers needed counseling skills and competencies for performing effective facilitating roles in finding solutions to day-to-day problems related to educational, personal-social situations
- To provide an opportunity to the teacher to explore, reflect on and develop his/her own practice

## **18. TRAINING CONTENT**

Focus of training should be on Classes I and II. During teachers' training integrated subject content-cum-methodology approach needs to be followed and different inputs like material development, availability of reading materials, demonstrations, activity based approaches, information and communication

technology, multi-media, remedial instructions, continuous and comprehensive evaluation and joyful approaches like folk songs, folk dance etc. needs be integrated. There is a need to demonstrate before the teachers about how this integration takes place. In addition, a few general themes, which are not subject specific needs to be transacted during training.

### **18.1 Teaching-learning of Mother-tongue**

More emphasis needs to be given on teaching-learning of language in the time-table. In teaching-learning of mother tongue, emphasis is on development of listening, speaking, reading and writing skills. Teaching of mother -tongue must start with what the child already knows.

Primary education is essentially looked upon as language education. Even elementary knowledge about arithmetic, society and environment are best acquired through the mother -tongue.

The teacher's first effort should be to establish two-way communication with the child. Listening and speaking skills can further be developed through story -telling, reciting poems, debate and discussion etc. Teachers must develop interest in reading children's literature and folk tales. This would help teachers in selecting appropriate learning materials for the students. During the primary years writing abilities should be developed holistically in conjunction with sensibilities associated with talking, listening and reading.

#### **A Workable Approach to Beginning Reading**

- Writing down experiences narrated by children, and then having them read the written account.
- Reading of additional materials: stories, poems etc.
- Classroom needs to provide a print-rich environment, displaying signs, charts, work organising notices that promote 'iconic' recognition of the written symbols in addition to teaching letter-sound correspondences.
- First generation school goers must be given opportunities to construct their own texts and contribute self-selected texts to the classroom.

During training programmes, teachers from different schools should be able to share their experiences as well as resources such as rich collection of children's literature. Developing reading corner/library should also be encouraged. Teachers need to develop skills of:

- Communicating with the children
- Story-telling
- Poem recitation
- Correct pronunciation and reading
- Neat blackboard handwriting

Every possible effort should be made to build bridges between the languages of home, peer group and neighbourhood on the one hand, and the language of the school on the other.

## 18.2 Teaching-learning of Mathematics

In teaching-learning of Mathematics emphasis should be on developing logico-mathematical thinking. Sufficient number of learning tasks should be designed by the teachers to develop 'number concepts' among children. Children should be allowed to construct their own procedures for solving mathematical problems. Teachers must be provided training in designing learning tasks and organising teaching-learning using heuristics, analogies, problem solving and inductive-deductive reasoning. At the primary stage mathematical games, puzzles and stories help in developing a positive attitude and in making connections between mathematics and everyday life. Besides numbers and number operations, due importance must be given to shapes, spatial understanding, patterns, measurement and data handling.

### Problems of Mathematics Education in Schools

- A majority of children have a sense of fear and failure regarding mathematics.
- The curriculum is disappointing.
- Problems, exercises and methods of evaluation are mechanical and repetitive with too much emphasis on



computation. It also does not provide any challenge for children who have a talent for the subject. Areas of mathematics such as spatial thinking are not developed enough in the curriculum.

- Teachers lack professional preparation and support.

### **18.3 Teaching-learning of Environmental Studies**

In Classes I and II the natural and social environment will be explained as integral parts of language and mathematics. Children should be engaged in activities to understand the environment through illustrations from physical, biological, social and cultural spheres. Teaching method should be participative and be carried out through discussion oriented mode. In Classes III to V the subject EVS will be introduced. The content should reflect day-to-day experiences of children and their world. In environmental studies focus should be on developing observational and enquiry skills. Students should be encouraged to ask questions and to find answers to their questions. In the process of solving the problems, students will learn the skill of observation, experimentation, recording observations and drawing inferences. Teachers must learn to select and design learning activities which could be practiced by students in groups or individually. For this teachers must be creative to use the locally available materials and the local environment.

### **18.4 All-round Development of the Child**

All-round development of the child could be facilitated through development of values, attitudes and habits through teaching-learning of arts and heritage crafts, physical education, work education and education for peace.

#### **18.4.1 Teaching-learning of Arts and Heritage Crafts**

Art education includes a variety of folk and classical forms of music, dance, theatre, puppetry, clay work, visual arts and heritage crafts — which contribute to development of self, both cognitive and social.

Arts such as drama, dance, drawing, painting needs to be taught as medium of self-expression for the child. It should also

develop aesthetic sense among students. The teacher should also be able to use arts in teaching of other curricular subjects. Teachers must be provided training in this area which has not received much attention till now.

Craft as a productive process, a wonderful indigenous technology could be used as a part of art education. The raw materials are indigenously available and environment friendly. Living art skills, techniques, designs and products could form a rich core resource of art and work education. Craft needs to be taught as a creative and aesthetic activity and as work as well. Different craftsmen could act as both teachers and trainers. Craft could be taught as projects and not as classroom exercises. Craft fairs could be organised to expose children to crafts person and crafts traditions — where the children could also show their creative talents.

#### **18.4.2 Teaching-learning of Health and Physical Education**

In practice, this area is neglected to the extent that some schools do not have 'games' or 'sports' periods in their time-table. There is need for organising physical exercises in schools and regular medical check up for the students. Teachers must be provided training in organising well-tested exercises, games and sports, according to the age level of the students.

#### **18.4.3 Teaching-learning of Work Education**

Institutionalising 'work' in school activities would require creative and bold thinking. It needs to be examined how rich work knowledge base and skills of marginalised children could be turned into a source of their own dignity as well as a source of learning for other children. There is immense potential for utilising the knowledge base of the vast productive section of the society as a powerful means to transform the education system. Work could be used as a pedagogic medium of knowledge acquisition, developing values and multiple skill formation. A set of work related generic competencies (basic, inter-personal and systemic) could be identified. This includes critical thinking, transfer of learning, creativity, communication skill, aesthetics, work motivation and work ethics of collaborative functioning and work related values.

#### **18.4.4 Education for Peace**

Education for peace seems to nurture ethical development with values, attitudes and skills required for living in harmony within oneself and with others including nature. It encompasses respect for human rights, justice, tolerance, cooperation social responsibility, respect for cultural diversity, in addition to a firm commitment to democracy and resolving conflicts non-violently. Social justice is an important aspect of peace education. Peace education must be a concern that permeates the entire school life — curriculum, co-curriculum, classroom environment, school management, teacher-pupil relationship, teaching-learning processes and entire gamut of school activities. Strategies like stories, anecdotes, games, experiments, discussions, dialogues, value clarification, examples, analogies, metaphors, role-play and simulation are helpful in promoting peace through teaching-learning.

#### **18.5 General Themes**

In addition, a few general themes which are not subject specific needs to be highlighted/discussed during training. These are:

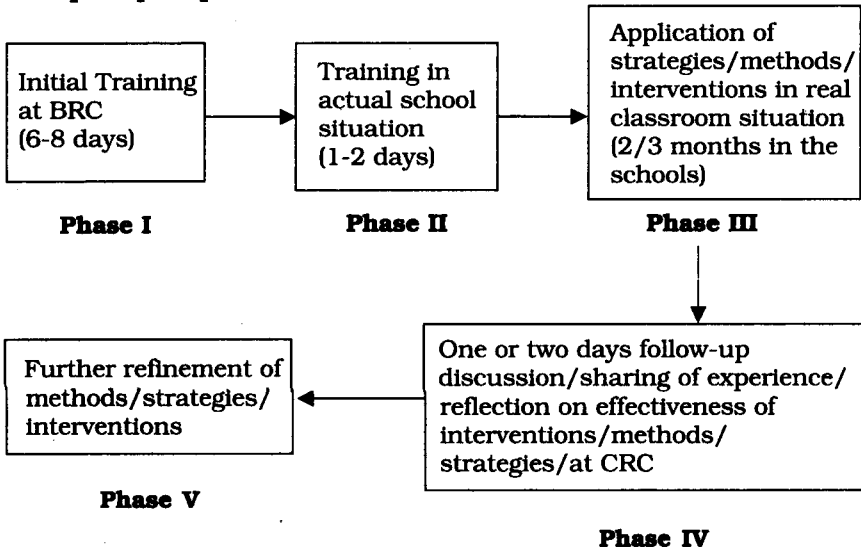
- Identification and enrolment of out-of-school children
- Strategies for minimising (i) drop-outs and (ii) irregular attendance
- Strategies for participation of community (VEC/PTA/SMS) in classroom teaching-learning and school improvement
- Organisation of mid-day meal and school health programmes
- Identification of first generation, slow and gifted learners – remedial instruction and enrichment lessons
- What is wrong with today's education?
- The aims of education
- Developing school readiness
- Inclusive classroom setting
- Measures to ensure safety and security of the children in the school
- Human rights and rights of the child
- What is the process through which the child learns?
- Diagnostic testing and remedial teaching

- Use of children's literature
- Activity based joyful learning approaches
- Multi-level and multi-grade teaching
- Teachers facilitating role in construction of knowledge by the child
- Linking education to life skills
- Process of democratisation of school activities
- Education in a multicultural classroom
- Contextual teaching and learning
- Accurate data reporting (data interpretation at the local level, related to enrolment, dropout, attendance)
- Commitment, dedication, professional ethics and accountability of the teachers
- Experimentation and innovations in school practices
- Action research
- Collaborative learning
- Peace education
- Implementation of continuous and comprehensive evaluation

## **18.6 Training Transaction Methodology**

### **18.6.1 Training Model**

In-service training programme for teachers of primary and upper-primary schools should not be organised at one stretch. Split-up models could be followed for organising in-service training of primary school teachers. The split-up model may consist of 6-8 days training (at BRC), one or two days training in actual school situation, followed by application of knowledge and skill gained during the training in their own school situation and a follow-up short training session(at CRC) wherein the teachers could share their experiences through reflective and open discussions. During reflective discussions integration of theory and practice, integration of content cum methodology, integration of different elements like learning materials, T.V. programmes, supplementary materials, reading materials, child-centered approaches, joyful learning approaches, remedial instructions, enrichment lessons, continuous comprehensive evaluation etc. to content-cum-methodology approach could be discussed.

**Exemplar Split-up Model:**

More models can be generated by changing the number of days/periods at the BRC/CRC and school, keeping in view the local needs. BRC needs to develop locally relevant need-based training design for each category of teachers. Exemplar split-up model of in-service training for the teachers under SSA has been shown in Appendix I. The list of educational T.V. programmes for teachers is shown in Appendix IV. The list of educational audio programmes for teachers is shown in Appendix VI and list of suggested reading for the trainees is shown in Appendix VIII.

### 18.6.2 Training Strategies

While developing the training strategies the following issues may be considered:

- Teachers/teacher-educators learn in variety of ways. These are:
  - by reflecting upon their own teaching practices (introspection)
  - by reading journals, books, magazines etc.
  - by observing children/learners



- by observing other professionals/peers at work
- by working with hands
- Participatory and interactive groups discussion on various issues
- Case studies : When the focus of attention is directed towards a single case, the process is personalised. The case study is concerned with everything that is significant in the history or development of the case. The unit of the case may be a child, a family, a group, a school etc. The case study probes deeply and intensively analyses the interaction between the factors that produce changes. It emphasises longitudinal approach showing development over a period of time
- Group training of teachers in using folk song, poems, games and performing art for facilitating activity-based joyful learning.
- Analysis of problems following Action Research Approach: Action research is concerned with the real problem faced by the practitioner, followed by attempts made to find solutions of the problem. Finding solution of the problem is an important process of action research. Action research enables teachers/practitioners to engage in critical reflection on specific aspects of their curriculum and pedagogy
- Social sensitivity training : There is a need to provide opportunity to reflect critically on issues in terms of their political, social, economic and moral aspects. It entails acceptance of multiple views on social issues and commitment to democratic forms of interaction. A critical framework helps the teachers to see social issues from different perspectives and how such issues are connected to their own lives
- Practical work on development of evaluation tools to assess school readiness, teacher made diagnostic tools etc.
- Development of materials such as teaching-aids, self-learning remedial activity sheets, instructions for group learning, teacher free activity sheets, materials for drill etc.
- Demonstration by teacher followed by audio-video demonstration and group discussion
- Presentation of innovative practices by the teachers
- Motivating teachers for selecting projects and problems for investigation

- Skills for organisation of quizzes and debates for students
- Field visits especially for working with the community
- Use of information and communication technology including multi-media
- Use of audio-video instructional inputs developed by institutions like NCERT (CIET), SIETs and SCERTs keeping in view specific training needs
- Use of video conferencing facilities available through EDUSAT wherever available

### **18.7 Evaluation of Training**

Impact of teacher training needs to be assessed by linking it to changes in classroom transactions and learning outcomes of the students. There is a need to observe and evaluate the changes in the classroom transaction, which may take place in the following form:

- Methods/approach of teaching
- Type of activities organised during teaching-learning
- Provides opportunities to observe, question, enquire, reflect and arrive at new ideas
- Teacher uses experiences from outside the school to supplement the knowledge of textbooks/discussion in the classroom
- Use of TLM during classroom transaction
- Use of blackboard in classroom teaching-learning
- Level of student-teacher interaction
- Teacher critically reflects on his/her own practices through peer evaluation, demonstration, responses by peer groups, video presentation followed by feedback etc.
- Teacher develops observation ability in students
- Teacher organises collaborative learning
- Teacher's role shifted as a facilitator of learning who engages learners to reflect, analyse and interpret in the process of knowledge construction.
- The teacher does not depend on textbook only – he/she uses local environment and locally available resources in teaching-learning.

Learners' achievement is to be evaluated in the subject areas of language, mathematics and EVs. The performance of the students in co-scholastic areas such as drawing, painting, music/dance/drama, cultural activities, social service activities, beautification of school campus, scouts and guides and health check-up needs to be also evaluated. Feedback of the teachers could be obtained at the end of the training programme about various aspects of training transaction. A tool for evaluation of the transaction of in-service training of the teachers of primary/upper primary schools has been given in the Appendix V.

### **18.8 Development of Training Materials**

Training materials should be developed after review of the materials already available in the State. The training designs, training modules and training practices followed in the past developed by SCERTs, DIETs, IASEs, CTEs at the state level could be collected and analysed. These should be made available to the authors and team members responsible for development of the training materials/modules.

Quality study materials/self-instructional modules need to be developed for teachers of both primary and upper primary stage and teacher-educators on the following themes:

- The process through which the child learns
- The needs of the learners
- New role of the teachers
- New kind of classroom environment
- How to use local environment and locally available resources in teaching-learning?
- How experiences from outside the school could supplement the knowledge of textbooks/discussion in the classroom?
- How the teacher could critically reflect on his own practices?
- How to develop critical thinking, problem solving and self-reflective abilities?
- How to create constructivist-learning situation — observation, contextualisation, collaboration, multiple interpretation, multiple manifestations?
- How to organise collaborative learning?
- Critical pedagogy

- How to move beyond textbooks?
- How to develop observation ability in children?
- How to engage learners to reflect, analyse and interpret in the process of knowledge construction?

For teachers of Grades I and II training module needs to be developed for enhancing listening, reading, writing, speaking and numeric competencies.

For teachers of upper primary stage training modules need to be developed on the following themes—

- Integrated subject content cum methodology approach in the areas of:
  - *Teaching-learning of mother-tongue*
  - *Teaching-learning of Mathematics*
  - *Teaching-learning of EVS*
  - *Teaching-learning of Arts and Heritage Crafts*
  - *Teaching-learning of Health and Physical Education*
  - *Teaching-learning of Work Education*
- Education for peace
- Action research
- Diagnostic testing and remedial teaching
- Multi-level and multi-grade teaching
- Continuous and comprehensive evaluation

The training-learning materials in modular form may be self – instructional and interactive. Time frame for developing training materials needs to be worked out realistically, making provision for its tryout and validation. Materials should be written in simple and teacher-friendly language and updated incorporating the latest developments in a particular theme. All modules should integrate the gender issues and inclusive approach to classroom practices. Same modules should be used for teachers and trainers.

The training modules/materials should contain activities, exercises and reference of supplementary reading materials. The comprehensibility of language used in the modules/materials needs to be ensured; otherwise a majority of teachers may find it difficult to internalise the subject matter. SCERTs and SPDs are expected to supervise the development of the training materials/modules. Non-print materials like audio, video, multi-media needs to be developed/selected to support the print materials.

## **19. LOGISTICS**

### **19.1 Training of Trainers**

The purpose of the training will be defeated if the trainers are not selected properly. The success of training depends to a large extent on the quality of trainers, their academic and professional standing, mastery over the subject matter, level of motivation, commitment and conviction that teachers' in-service training leads to improvement in children's performance. The trainers must be familiar with the content of the curriculum and the pedagogy. The trainers should possess awareness about the problems of school education and be sensitive to issues highlighted in the Indian Constitution. The trainers are expected to be familiar and if not, they need to be exposed to basic documents like recommendations of Kothari Commission, report of Chattopadhyaya Commission, experimentations of great educators like Tagore, Gandhi, Shri Aurobindo etc., and National Policy of Education (1986). They should be capable of using new technology and Internet.

It is expected that SCERTs and SPDs, would undertake responsibility of training of master trainers drawn from DIETs, CTEs, IASEs, retired professionals and NGOs located in a district. The master trainers will train block level trainers, who will in turn conduct the training of elementary teachers at Block level. At least 3 day's training needs to be arranged for master trainers. The master trainers need to be very clear about integrated subject content and methodology approach and further integration of various inputs. In addition, they need to be well acquainted with general themes, which are not subject specific. The suggestion of master trainers needs to be obtained about the daily schedule of teachers training. The master trainers need to be acquainted with a few general themes such as what is wrong with today's education, what are the aims of education, five guiding principles for planning and paying attention to systemic issues, emerging focus of teacher education, what is the process through which the child learns and how to arrange teaching-learning for construction of knowledge by the child. These issues have been briefly discussed in the document. Block-level trainers may be drawn from DIETs, Secondary/Higher secondary schools, retired teacher-educators and NGOs depending on availability. The block level trainers must be familiar with the training design.

The BRCs should maintain a database of block level trainers in each district indicating their academic and professional background, their level of training and the extent of the utilisation of their services in training of teachers. Adequate number of block level resource persons needs to be trained in order to avoid any shortages at the eleventh hour.

### **19.2 Venue**

Venue for training of teachers would generally be the Block Resource Centre (BRC). However, depending on local circumstances the in-service training programme could also be organised at CRCs, or in a good primary or in a middle school. The training venue should have adequate physical facilities in terms of availability of rooms, drinking water, furniture, electricity, toilet, training-aids like TV, OHP, Slide Projector, etc.

### **19.3 Numbers of Teachers to be Trained**

25 to 30 teachers should be trained at a time in one cycle.

### **19.4 Organisational Responsibility**

Over-all responsibility for organising in-service training of teachers under SSA needs to be assigned to a three-tier resource group such as State Resource Group (SRG), District Resource Group (DRG) and Block Resource Groups (BRG) as envisaged in SSA Framework Document. Suggested composition as SRG, DRG and BRG has been shown in Appendix II.

State Resource Group (SRG) is expected to finalise the training design, logistic arrangements and allocation of responsibility to various agencies/groups with adequate flexibility for modification at local level around January every year for all types of training—whether of Master trainers or for Block-level trainers.

### **19.5 Calendar of Activities**

Keeping in view the local specific situation at district and sub-district level, each State/UT is expected to organise teacher training activities according to a well-planned calendar developed at SRG/DRG Level. Cycles of training of teachers for the whole year may be developed in advance so that teachers are aware of their turn. List of teachers to be deputed for training should reach the organisers well in advance. Repetition in deputation needs to

be avoided. An illustrative calendar for a typical academic year has been shown in Appendix III.

### **19.6 Academic Roles and Responsibilities of different Structures/Institutions**

#### **1. CRC**

- Regular visits to schools and sharing the success stories
- Identification of training needs
- Providing resource materials and supports for TLM development by the teacher
- Arranging locally relevant and contextual demonstration in real classroom situations, as part of training
- Making yearly calendars
- Setting goals and performance targets in consultation with teachers, head teachers and inputs from BRC/DIETs
- Organising monthly meeting

#### **2. BRC**

- Collation of training needs
- Prioritising of training needs
- Making the training materials relevant to local needs and contextualising the pedagogy
- Preparing and maintaining the data base of the teachers and trainers
- Organisation of the training of teachers
- Setting vision/targets in collaboration with all key stakeholders in the light of local contextuality

#### **3. DIET**

- To train the functionaries of CRC and BRC for identification and prioritising the training needs.
- Providing leadership in finalising the training content. While finalising the training content the DIET should highlight content cum methodology approach as well as general themes suited to the context which are not subject specific
- Developing and reviewing of training materials

- Formulating training model/design suited to the needs of the district
- Helping the BRC for preparation of the calendar of activities
- Providing resource support to BRC for development of locally relevant training materials and development of contextual pedagogy
- Undertaking need assessment of the district involving CRC, BRC and other stakeholders
- Developing appropriate data base and data collection tools.

#### **4. DRG**

- Preparing and maintaining the data base of teacher-educators and their training
- Planning the contextual objectives, content (weightage to general and curricular areas, making the training material contextual and monitoring the teacher training.
- Involving all district level institutions such as DIETs, CTE, IASE (if any).

#### **5. SRG**

- Preparing State level plan taking into cognizance the plan prepared by DRG involving all around institutions such as SCERT, CTE, IASE.
- Development/Selection of training materials
- Organisation of training for DRG
- Planning monitoring and evaluation of training.

#### **6. NCERT**

- Development of guidelines
- Evaluation of training

#### **7. RIE/SCERTs/SIEs**

- Providing resource support to SRG in planning, material development for the training of teachers and training of master trainers.



### 19.7 Training Plan as an Integral Part of AWP&B under SSA

A complete Plan giving state-specific details of training design and logistics should form an integral part of the State's AWP&B which is required to be submitted to the Government of India each year for approval and release of central assistance. However, it should reflect the local priorities and local thinking.

### 19.8 Monitoring

The principal objective of monitoring is to develop an effective mechanism for assessing the progress of implementation. The main purpose is to oversee the effectiveness of decision-making during implementation process and to record the achievements in terms of objectives. There is a need to document the experiences at the implementation stage highlighting problems encountered which could provide useful data for planning during the next phase.

Mechanism needs to be developed for monitoring of activities at each level such as state level, district level and block level, cluster and school level.

The teacher needs to be well acquainted with the guidelines for school level/habitation level proformas for monitoring quality dimensions.

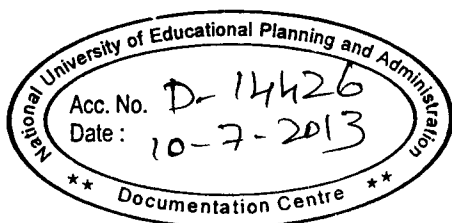
At the school/habitation level the following three formats needs to be discussed during the training:

1. Student attendance at Elementary Level (Reporting Proforma)
2. Community Perception - Community Leader/ VEC Members (Record Proforma)
3. Learners' Assessment (Reporting Proforma)

The detailed formats are given in Appendix VII.

SPD/SRG will coordinate the monitoring to be conducted by SCERTs/CTEs/IASEs/DIETs/BRCs at the district and sub-district level.

NCERT and its RIEs will monitor the teachers training programme under SSA, and provide feedback to MHRD and the State/UT governments at state level.



## APPENDIX I

### EXEMPLAR SPLIT-UP MODEL OF IN-SERVICE TRAINING FOR THE TEACHERS UNDER SSA

#### Note:

1. This is only an exemplar, The State has to design the training and fix the duration as per the needs and requirements of the concerned state/district.
2. Daily schedule is only tentative and suggestive.
3. DIETs/BRCs/CRCs needs to develop daily schedules based on local needs and availability of resource faculty.
4. Audio-Video, film/ICT, remedial instructions, enrichment lessons, CCE, activity based joyful learning approaches, reading materials are to be used to support content-cum-methodology approach in a subject area.

#### Phase I Training at BRC Level (6-8 days)

DAY	SESSION I	SESSION II	SESSION III	SESSION IV
1.	- Inauguration - Participatory and Interactive discussion on what and why of SSA	Group discussion and formulation of local level SSA interventions	Presentation of local level SSA interventions and critical feedback	Panel discussions on new roles of the teacher
2.	Narration of episodes/ critical appraisal of situations leading to discussion on (i) drop outs (ii) irregular attendance (iii) involving the community for inclusive education and school improvement	Group discussion on formulation of specific strategies on (i) Minimising drop outs (ii) Minimising Irregular attendance (iii) Involving the community for inclusive education and school improvement	Panel discussion on (i) What is wrong with today's education? (ii) What are the aims of education?	Panel discussion on (i) What is the process through which the child learns?
3.	Demonstration of content-cum-	Group discussion on identification of	Panel discussion on a constructivist	Group discussion on relevance of the

	<p>methodology integration in mother-tongue i.e. listening/ speaking/ writing skill by the teacher supported by audio/video/ film, activity based joyful learning approaches, CCE, remedial activity</p>	<p>problems in Teaching-learning of mother-tongue (Listening)</p>	<p>classroom in Language</p>	<p>methods/ strategies for solving the problems of teaching-learning in Mother-tongue, such as remedial instructions/ enrichment lessons, development of CCE work sheets, self-learning remedial activity sheets, material for drill and instruction for group learning, use of audio-video modes, film and ICT.</p>
4.	<p>Demonstration of content-cum-methodology integration in mathematics by the teacher supported by audio/video/ ICT/ film activity based joyful-learning approaches</p>	<p>Group discussion on identification of problems in teaching-learning of mathematics</p>	<p>Panel discussion on constructivist classroom in mathematics</p>	<p>Group discussion on relevance of the methods/ strategies for solving the problems of teaching-learning in mathematics such as remedial instructions/ enrichment lesson and development of CCE work sheets, self learning remedial activity sheets, material for drill and instruction for group learning, use of audio-video modes, films and ICT</p>
5.	<p>Demonstration of content-cum-methodology integration in</p>	<p>Group discussion on identification of problems in</p>	<p>Group discussion on identification of problems in</p>	<p>Group discussion on strategies for solving the problems of</p>

	EVS by the teacher supported by audio/video/ICT/film/activity based joyful learning approaches	Teaching-learning of EVS	Teaching-learning of EVS	teaching-learning in EVS e.g., remedial instructions/enrichment lesson and development of CCE work sheets, self learning remedial activity sheets, material for drill and instruction for group learning use of audio-video modes, film and ICT
6.	Critical appraisal of problems of teaching-learning in Art Education	Demonstration of teaching-learning in Art Education	Panel discussion on how teachers-and teacher educators learn	Group discussion on teaching-learning in tribal context
7.	Critical appraisal of problems of teaching-learning in Health and Physical Education	Demonstration of teaching-learning in Health and Physical Education	Group discussion on school readiness	Presentation and discussion on design and conduct of action research
8.	Critical appraisal of problems associated with organisation of co-curricular activities	Panel discussion on development of values, attitude and life skills.	Group discussion on issues about collaboration with the community	Interactive discussion on use of ICT, multi-media and audio-visual instructional inputs

**Phase II:** The training for one or two days will be organised in actual school situation where the interventions/strategies learnt under Phase I will be demonstrated and the experiences are shared.

**Phase III:** The trainees will go back to their respective schools and will apply the concepts, strategies/interventions in real classroom situation during 2 or 3 months.

**Phase IV:** Training of two days at CRC Level.

1. Sharing of experiences/open house discussion.
2. Reflection on difficulties faced and effectiveness of strategies and interventions applied in schools in all subject areas.
3. Further refinement of interventions/strategies.

**Phase V:** Further refinement of methods/strategies/interventions.

## APPENDIX II

## SUGGESTED COMPOSITION OF SRG, DRG AND BRG

SRG	DRG	BRG
1. Principal Secretary School Education	1. District Education Officer	1. Block Education Officer
2. Director, SCERT	2. Principal, DIET	2. BRC Coordinator
3. Education Commissioner/ Director, School Education/ Elementary Education	—	—
4. SPD (SSA)	3. DPC (SSA)	—
5. Representative of State Open University	4. Representatives of IGNOU/State Open University	—
6. Faculty members of IASEs/CTEs.	Faculty members of IASEs/CTEs	—
7. Representative of national level resource/ institutions i.e. NCERT, RIE, NCTE, NIEPA, IGNOU etc.	Representative of state level resource and training institutions i.e. SCERT, SIEMAT, IASE, CTE etc.	3. Representative of district level resource Institutions (DIET, etc.)
8. Experts in Elementary Education/ Teacher Education	6. Experts in EE/TE	4. BRC Staff, Master Trainers
9. Eminent teachers	7. Eminent teachers	5. Eminent teachers
10. Representative of NGOs, working in the area of Elementary Education/ Teacher Education	8. Representative of NGOs working in the area of EE/TE	6. Representative of NGOs, working in EE/TE 7. Experts at Local level in the areas of Art, Craft and Music.

## APPENDIX III

**AN ILLUSTRATIVE CALENDAR OF ACTIVITIES**

(To be adapted depending on the district specific need of a state)

<b>Activity</b>	<b>Responsibility</b>	<b>Month</b>
1. Identification of training needs for next academic year	CRC	October
2. Identification prioritisation of training needs identified as above	BRG DRG SRG	November- December
3. Development of training Design i.e. identification of training needs, formulation of training objectives and logistical arrangement	SRG/SPD in collaboration with DRG/DPC	January
4. Development and field testing trial of training materials and evaluation tools	SCERT/SPD with the help of IASE/CTE/DIET	February
5. Orientation of District-level Master Trainers	SPD/SCERT with the help of ASE/CTE/DIET	March
6. Submission of detailed training plan to Government of India as part of AWP&B	SPD	March-end or early-April
7. Finalisation of training logistics at district level	DRG/DPC	March-end or early-April
8. Development and trial of district-specific training modules and materials	DRG/DPC	March-end or early-April
9. Orientation of block-level teacher trainers	DIET, DPC & Distt-level master trainers	April
10. Training of teachers at block and other appropriate levels	BRC and Block-level teacher trainers	May-April
11. Follow up of training at Cluster level	CRC	May-June

## APPENDIX IV

## LIST OF EDUCATIONAL T.V. PROGRAMMES FOR TEACHERS

S.No.	Title of the Programme	Source of Availability	Duration in Minutes	Cost
1.	Ek Ek Kadam Aage (1 to 4) (inspired by Shri Giju Bhai Badheka's "Diwaswapana")	NCERT	80	One CD haveing a programme for one hour will cost Rs. 45/-
2.	Creative and Aesthetic Development	-do-	23	
3.	Bahukaksha Shikshan-Vidhi Mein Nidhi	-do-	21	
4.	School Ke Liye Taiyari	-do-	22	
5.	Kahani Ke Madhayam Se Jeevan Mulyon Ka Vikas	-do-	24	
6.	Mulya Shikshan Nukkad Natak Dwara	-do-	15	
7.	Nature Walk (Prakriti Chakra)	-do-	23	
8.	Music Rhythm Movement	-do-	20	
9.	Teaching Skills	-do-	4	

**Note:** The above stated T.V. programmes are expected to facilitate reflective critical discussion on different aspects of school curricula.



**APPENDIX V**

**A TOOL FOR EVALUATION OF THE TRANSACTION OF IN-SERVICE TRAINING OF THE TEACHERS OF PRIMARY AND UPPER PRIMARY SCHOOLS**

Instructions—

1. The purpose of this information check-list is to obtain the opinion of the participant teachers of primary/upper primary schools about various aspects of the training transaction.
2. Kindly feel free to reply questions/supply information. Your responses will be kept strictly confidential.
3. Additional information/comments/remarks concerning improvement of the programme may be given at the end of this information check-list.
4. Please put tick (√) mark against only one appropriate response. However, in case of some items tick (√) mark is to be put against a number of responses you feel appropriate.

**Section A: Personal Data**

1. Name of the participant: Shri/Ms./Mr./Shrimati \_\_\_\_\_
2. Age \_\_\_\_\_
3. Sex: M/F \_\_\_\_\_
4. Full Postal Address \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Teaching Experience

6. Pre-service Training

Trained/Un-trained

7. Titles of In-service Training attended during last five years

S.No.	Title	Organised by
(i)		
(ii)		
(iii)		
(iv)		

**Section B: Evaluation of Programme Transaction**

1. The split-up model of training was:
  - (a) Useful
  - (b) Useful to some extent
  - (c) Not so useful.
2. The resource persons:
  - (a) Encouraged open discussion
  - (b) Answered questions only
  - (c) Created proper motivation in the subject matter.
3. The presentation of the topics/themes by the resource persons was:
  - (a) Clear, definite and useful
  - (b) Sometimes clear and sometimes confusing
  - (c) Mechanical and monotonous.
4. The quality of training materials distributed was:
  - (a) Excellent
  - (b) Good
  - (c) Average
5. After initial training when we went back to schools:
  - (a) We faced difficulty in practicing concepts/theories/methods taught during training
  - (b) Faced no difficulty in practicing concepts/methods and strategies in actual classroom
  - (c) We developed an insight into how to apply the methods/strategies in the school situation.
6. The strategies/methods/interventions taught during training could be applied to school situation:
  - (a) Very effectively
  - (b) Effectively
  - (c) Not effectively
7. Real learning takes place:
  - (a) Mostly inside the school
  - (b) In family, peer group and in society
  - (c) In all the above
8. Education needs to emphasise:
  - (a) Acquisition of knowledge by the child
  - (b) Process of constructing knowledge by the child.
  - (c) Both

9. Course Transaction methodology followed during first phase of training (Please put tick (√) mark if more than one applicable):
- (a) Demonstration of content cum methodology
  - (b) Demonstration of content cum methodology supported by joyful learning approaches, remedial instruction, enrichment lessons, CCE, materials for reading, TV ICT, film
  - (c) Group discussion on identification of problems of teaching- learning
  - (d) Group discussion on relevance of strategies for solving the problems of teaching-learning
  - (e) All the above.
10. The duration of training was:
- (a) Adequate
  - (b) Moderately adequate
  - (c) Inadequate
11. Level of interaction between resource faculty and participants were:
- (a) High
  - (b) Average
  - (c) Poor
12. Level of competence of the resource persons as rated by you:
- (a) High
  - (b) Average
  - (c) Poor
13. Level of involvement of the resource persons in training transaction was:
- (a) High
  - (b) Average
  - (c) Poor
14. During Phase II of the training i.e. application of the strategies/ interventions in real classroom situation (2/3 months in schools) some of the problems faced by me are:
- (a) The methods/strategies cannot be applied in the classroom due to their vagueness
  - (b) The cooperation of the headmaster and other colleagues was not available
  - (c) The facilities available in the school are not sufficient to support the strategies.

- (d) I have not been taught how to restructure the methods/ strategies suited to my school condition.
15. During Phase III of the training (one or two days training at training center) the nature of activity were:
- (a) Open discussion/sharing of experience
  - (b) Open discussion/sharing of experience followed by reflections on effectiveness of the interventions
  - (c) Open discussion/sharing of experience, reflections on effectiveness of interventions/methods and their further refinement.

**Section C: Evaluation of Programme Input**

16. Quality of materials/modules developed for the training was:
- (a) Excellent
  - (b) Good
  - (c) Average
17. Availability of teaching-aids in training (Please put tick (√) mark if more than one are applicable.):
- (a) Blackboard
  - (b) Audio-aids
  - (c) Video-aids
  - (d) Multi-media
18. Availability of space for group work was:
- (a) Adequate
  - (b) Moderately adequate
  - (c) Inadequate
19. Availability of space for seating arrangement was:
- (a) Adequate
  - (b) Moderately adequate
  - (c) Inadequate
20. Availability of modules/materials to each teacher during training:
- (a) Adequate
  - (b) Moderately adequate
  - (c) Inadequate
21. Distribution of module/materials was:
- (a) Timely
  - (b) Delayed

22. Adequacy of the modules/materials supplied:
- (a) Adequate
  - (b) Adequate to a considerable extent
  - (c) Adequate to some extent
  - (d) Inadequate
23. The comprehensibility of the modules/materials prepared and supplied:
- (a) Comprehensive
  - (b) Comprehensive to some extent
  - (c) Marginally comprehensive

**Section D: Visualisation of roles of the teacher after training (Please put a tick (✓) mark on the response you feel the most appropriate).**

24. Teachers role should be perceived as a:
- (a) Source of knowledge
  - (b) Facilitator of transforming information and knowledge
25. Knowledge should be constructed by the:
- (a) Teachers
  - (b) Learners in his/her own ways through absorption, interaction, observation and reflection.
26. Please indicate the strong and weak points of the programme.

Strong Points (in order of importance):

- (i)
- (ii)
- (iii)
- (iv)
- (v)

Weak Points (in order of importance):

- (i)
- (ii)
- (iii)
- (iv)
- (v)

## APPENDIX VI

## LIST OF AUDIO PROGRAMME

S.No.	Title of the Programme	Source of Availability	Duration in Minutes	Cost
TEEB-1	Shikshan Aur Kuchh Naye Aayam	CIET, NCERT	15.00	One CD having a programme for one hour will cost Rs. 45/-
TEEB-2	Leela Saaf Saaf Bolo	-do-	14.00	
TEEB-3	Har Balak Anokha	-do-	14.45	
TEEB-4	Lata Kyon Nahin Bolti	-do-	14.45	
TEEB-5	Shikshak Ho Jab Saath	-do-	22.00	
TEEB-6	Sanchar Ka Mahatva	-do-	14.25	
TEEB-7	Shikshak Ho To Aisa	-do-	14.00	
TEEB-8	Khelein Khel	-do-	14.00	
TEEC-1	Prarambhik Balya Kal Ki Shiksha	-do-	26.00	
TEEC-2	Karyakram Ki Yojna	-do-	26.00	
TEEC-3	Gatyatakam Vikas Aur Uske Kriyakalap	-do-	26.00	
TEEC-4	Bachhon Mein Bhasha Vikas	-do-	26.00	
TEEC-5	Teen Se Chheh Varsh Ke Bachhon Mein Boudhik Vikas	-do-	15.00	
TEEC-6	Shri Arvind Ka Shaikshik Darshan	-do-	20.00	
EPFG-1	Srijanatamakata Kyon Aur Kaise	-do-	30.00	
EPFG-2	Srijanatamakata Ki Pahchan	-do-	30.00	
EPFG-3	Srijanatamakata Ka Vatavaran Banana	-do-	30.00	
EPFG-4	Srijanatamakata Ke Liye Adhyapan	-do-	30.00	
EPFH-1	Swayam Ki Pahchan	-do-	30.00	
EPFH-2	Swayam Ki Khoj Ki Tayari	-do-	30.00	
EPFH-3	Vyaktitava Ki Khoj Mein	-do-	30.00	
EPFH-4	Prabhavi Sampreshan Mein Sahayata	-do-	30.00	

**Note:** The above audio programmes are expected to facilitate reflective critical discussion on different aspects of school curricula.

**MONITORING TOOLS****PROFORMA NO. 1****Status of Attendance and Enrolment of Students  
(Grade I-VIII) in the School (SLF 1)**

This proforma covers attendance of children at the elementary level. The proforma captures two types of information: attendance of students as per school register and the actual attendance of children in the classroom at the time of visit of the reporting officer. The reporting officer may be the member of *Village Education Committee (VEC)/Mother Teacher Association (MTA) or any other community level group notified by State Govt./UT administration as per the field situation*. This information needs to be recorded quarterly and reported to CRC by the reporting officer. If there is a consistent (more than 3 times in a year) wide gap i.e. the difference is more than 12-15 per cent in the attendance of children between school record data (Enrolment) and actual attendance of students in the classrooms, the problem may be solved at the community level by VEC/MTA/or any other local group. It should also be observed whether the same children are found to be absent during every visit. If it is so, then the problem needs to be discussed in the village level meetings.

**PROFORMA NO. 2****Community Perception: Record Proforms for Community  
Leader/Village Education Committee Members (SLF II)**

This proforma includes two types of information:

1. General Information.
2. Opinion of Community Leaders/VEC Members.

The section on general information captures the basic data such as—

- Name of the school/village, VEC/members, frequency of VEC meetings, number of members who attended the meetings, major problems identified and solutions discussed.
- Section II pertains to gathering opinion of community leaders and community members/VEC member(s) about the functioning of the school. It has items related to school functioning. The opinion may be taken individually (on separate proforma) or

one format may be filled by the members after discussing issues in the VEC meetings. The major problems identified by the VECs/ community leaders may be discussed in monthly meetings and joint action may be taken for improvement of the school.

### PROFORMA No. 3

## Learners' Assessment (Elementary Levels) Reporting Proforma to CRC (SLF III)

### **Concept of Continuous and Comprehensive Assessment**

Continuous refers to regularity in assessment. Since the growth of a child is a continuous phenomenon, the performance of the child should be assessed continuously which means that the assessment has to be integrated with teaching and learning process.

The other term is 'comprehensive'. It covers the whole range of the student's experience in the context of school activities. It includes physical, intellectual, emotional and social growth of the child comprising of social and personal qualities, interest, attitude and values. Variety of techniques needs to be adopted to carry out comprehensive assessment of the learner.

This proforma is to be filled by the head-teacher/teachers quarterly and reported to CRC. The proforma has four sections. These are—

Section A: General Information

Section B: Class-wise, details of learners' achievement

Section C: Co-scholastic activities undertaken in the school

Section D: Category-wise remedial measures

- Class-wise performance of children may be expressed in grades (Grades A, B, C, D, E) based on data compiled from the school records by the class teacher concerned.
- Through this exercise, it would be easy to locate the low achievement areas, which need to be addressed with appropriate remedial measures.
- In order to ensure quality elementary education, it is necessary to include activities, which cover affective and psychomotor domains as well.



- The filled-in reporting proforma may be forwarded to the CRC head quarterly for necessary compilation, analysis, corrective action and upward transmission.

### School Level Formats at a Glance

S.No.	Format Code	Frequency	Dimension/ Area	To be filled by	Sent to
1.	SLF-I	Quarterly	Attendance	VEC/Community member/MTA	CRC
2.	SLF-II	Annually	Community perception	VEC member/Community Leader	Not to be sent
3.	SLF-III	Quarterly	Learners' assessment	Head teacher/teachers	CRC

One copy of each format duly filled in should also be kept at the school level.

**EDUCATIONAL STATUS OF CHILDREN**  
**Reporting Proforma to CRC**  
**Status of Attendance and Enrolment of Students**  
**(Grade I-VIII) in the School**  
**(SLF-1)**

To be filled by VEC/Community Member/ MTA  
 To be filled quarterly and sent to CRC

Quarter under Report  Year

**A. Elementary Level**

Name of the School/EGS/AIE Centre .....School code.....

Cluster .....Block.....

District.....

Class	Category	Total Enrolment*			Actual Attendance**		
		Boys	Girls	Total	Boys	Girls	Total
I							
	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS)***						
	<i>Total</i>						
II							
	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS)***						
	<i>Total</i>						
III							
	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS)***						
	<i>Total</i>						
IV							
	General						
	Scheduled Caste (SC)						

Class	Category	Total Enrolment*			Actual Attendance**		
		Boys	Girls	Total	Boys	Girls	Total
	Scheduled Tribe (ST)						
	State Specific (SS)***						
	Total						
V		Boys	Girls	Total	Boys	Girls	Total
	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS)***						
	Total						
VI		Boys	Girls	Total	Boys	Girls	Total
	General						
	Schedule Caste (SC)						
	Schedule Tribe (ST)						
	State Specific (SS)***						
	Total						
VII		Boys	Girls	Total	Boys	Girls	Total
	General						
	Scheduled Caste (SC)						
	Scheduled Tribe (ST)						
	State Specific (SS)***						
	Total						
VIII		Boys	Girls	Total	Boys	Girls	Total
	General						
	Schedule Caste (SC)						
	Schedule Tribe (ST)						
	State Specific (SS)***						
	Total						

\*Enrolment refers to numbers of children admitted in the class as shown in the register.

\*\*Actual attendance refers to numbers of children at the time of visit.

\*\*\*State specific category, if any would be incorporated.

**Note:** The proforma may be changed as per State School Structure (I-VII/ I-VIII)

Place:

Name and Signature  
of VEC/SMC/SMDC/MTA/PTA/

Date:

any other local community body member

**COMMUNITY PERCEPTION**  
**Record Proforma for Community-leader/ VEC Members**  
**(SLF-II)**  
**(As per State Pattern)**

To be filled annually by VEC member/Community leader\*  
*One copy to be kept in school, and one copy to be  
discussed in VEC meeting*

Name of the School/EGS/AIE Centre .....

Code

Year

**Note:** *If the village/school has other than VEC such as School Management Committee, School Development Committee, PTA/MTA, Ward Education Committee etc, the same can be used in place of VEC.*

**I. General Information**

1. Name of the School/EGS/AIE/Village

.....

2. Village Education Committee:

	<i>Name</i>	<i>Status in the Committee and Qualification</i>
(i)	.....	.....
(ii)	.....	.....
(iii)	.....	.....
(iv)	.....	.....
(v)	.....	.....
(vi)	.....	.....

*\* Format to be filled individually by VEC members or only one format may be jointly filled by members after having discussion in VEC meeting. The major problems or issues identified by the VEC member/community leaders may be discussed in monthly meetings and joint action be taken by VEC and school. In academic issues CRC help may be sought.*

- (vii) .....
- (viii) .....
- (ix) .....
- (x) .....

3. Frequency of VEC meetings (Please Tick)
- (a) Monthly
  - (b) Quarterly
  - (c) Half-yearly
  - (d) Annually

4. Number of members attended the meetings
- | <i>Dates of the meeting</i> | <i>Number of members attended the meetings</i> |
|-----------------------------|--|
| (i) .....                   | .....  |
| (ii) .....                  | .....  |
| (iii) .....                 | .....  |
| (iv) .....                  | .....  |
| (v) .....                   | .....  |
| (vi) .....                  | .....  |

5. Major Problems identified. Please put tick (√) Mark in the box.

S.No.	Nature of Issues	Type of problem	Steps taken
1.	Financial <input type="checkbox"/>	_____	_____
2.	School Management <input type="checkbox"/>	_____	_____
3.	Community Support <input type="checkbox"/>	_____	_____
4.	Infrastructure Facilities <input type="checkbox"/>	_____	_____
5.	Attendance of children <input type="checkbox"/>	_____	_____

6.	Teacher presence	<input type="checkbox"/>	_____	_____
7.	Teaching-learning process	<input type="checkbox"/>	_____	_____
8.	Achievement of children	<input type="checkbox"/>	_____	_____
9.	Timely availability of textbooks to children	<input type="checkbox"/>	_____	_____
10.	Teaching-learning material	<input type="checkbox"/>	_____	_____
11.	Any other (Please specify)	<input type="checkbox"/>	_____	_____

6. Free distribution of textbooks (Tick and describe the status)

- (i) General: Girls : \_\_\_\_\_  
 Boys : \_\_\_\_\_
- (ii) SC: Girls : \_\_\_\_\_  
 Boys : \_\_\_\_\_
- (iii) ST: Girls : \_\_\_\_\_  
 Boys : \_\_\_\_\_

II. Opinion of Community Members. Please Put (✓) Mark in the box.

1. (i) Does the school run regularly. Yes  No

(ii) If not, reasons for that (1) \_\_\_\_\_ (2) \_\_\_\_\_

Not at all Always Sometimes




(iii) Do you think the teachers are regular/punctual

(iv) If not, reasons for that (1) \_\_\_\_\_ (2) \_\_\_\_\_

(3) \_\_\_\_\_ (4) \_\_\_\_\_

(v) Do you think the teachers are sincere about their work

Very Sincere

Reasonably Sincere

Sincere

Indifferent

(vi) If indifferent, reasons for that

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) Your opinion about the progress of the children

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Help provided by the community to the teachers (Please put (√) Mark in the box).

(i) Academic Support

Specify \_\_\_\_\_

(ii) Resources Support

Specify \_\_\_\_\_

(iii) Financial Support

Specify \_\_\_\_\_

(iv) Any other

Specify \_\_\_\_\_

3. What support do teachers need to become more effective: (Please tick)

(i) Teaching-learning material (TLM)

(ii) Academic support from the community

(iii) Effective teacher training

(iv) On the spot support by CRC/BRC

(v) Availability of textbooks to children

(vi) Any other aspect

Specify \_\_\_\_\_

4. In which of the following you could play a role. Specify

(i) Enrolment

\_\_\_\_\_

(ii) Retention

\_\_\_\_\_

(iii) Monitoring

\_\_\_\_\_

(iv) Quality Improvement in school

\_\_\_\_\_

(v) Providing Community Teacher

\_\_\_\_\_

(vi) Arranging Anganwadi/Balwadi centre

\_\_\_\_\_

(vii) For out of school children

\_\_\_\_\_

*(Mention Number of out of school children between 6-14 age group if any in the village)*

5. How is the VEC utilising the funds for improvement in school functioning? Utilisation of funds in performing tasks

(i) School Grant

\_\_\_\_\_

(ii) Maintenance Grant

\_\_\_\_\_



6. Identify strengths and weaknesses of your school

*Strengths  
Suggestions\**

*Weaknesses*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*\*Head-teacher/teachers may jointly implement the suggestions given by VEC member/Community-leaders to evolve action plan in consultation with CRC personnel in the monthly meeting.*

Place:

Date :

Name and Signature of  
VEC/PTA/MTA/SMC/SMDC/  
any other local body

**MONITORING TOOL FOR QUALITY DIMENSIONS  
Learnings' Assessment (Elementary levels (SLF-III)  
Reporting Proforma to CRC (Quarterly)**

To be filled by VEC/Community Member/ MTA

*To be filled quarterly and sent to CRC*

Quarter under report    Year

**A. General information**

Name of the School/EGS/AIE Centre .....School code

Cluster .....Block.....

District.....

**B. Class-wise details of learners' achievement**

Class	No. of children appear in the exams	Subject*	Boys		Girls		SC		ST		CWSN**		Total		
			No.	%	No.	%	No.	%	No.	%	No.	%			
		Language	No.	%	No.	%	No.	%	No.	%	No.	%			
		A													
		B													
		C													
		D													
		E													
		Total													
		Mathematics													
		A													
		B													
		C													
		D													
		E													
		Total													
		EVS													
		A													
		B													
		C													
		D													
		E													
		Total													

\*For elementary Classes (I-VIII) subjects may be added accordingly alongwith per cent, number is also to be given. \*\*Children With Special Needs (CWSN)

NB: Grade 'A' represents 80 per cent marks and above. Grade 'B' represents in between 65 per cent to 79 per cent marks. Grade 'C' represents in between 50 per cent to 64 per cent marks, Grade 'D' represents in between 35 per cent to 49 per cent marks and Grade 'E' represents below 35 per cent marks.

Required information to be collected from school records. Assessment will be continuous (simultaneous with teaching) besides being periodical (through unit test, term tests), homework/assignments done by students may also be assessed.

**C. Co-scholastic activities undertaken in the school. All the teachers can fill this proforma jointly once in a quarter. Give a description of activities organised for all these. What were the objectives? How far have they been met? Justify with examples.**

1. Drawing/painting

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2. Music/dance/Drama

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3. Sports and Games

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4. Cultural Activities

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5. Social Service Activities

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6. Learning Corners/Activity Corners

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7. Beautification/Cleaning of school

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## 8. Scouts and Guides

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## 9. Observation of healthy habits (Nails, teeth, washing hands before meal)

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## 10. Health checkup (Once in a year)

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## 11. Any other (Please write)

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**D. Details of remedial measures required for improvements of low achievers:**

Class/ Std.	Subject/Topic	Remedial practices suggested in each subject/area*	
		Required at School level	Required at CRC level
I		1.	1.
II		2.	1.

\* Separate sheets may be used for different subject areas and can be extended for all elementary classes.

Place:

Date:

Name and Signature  
of the Head Teacher

**SUGGESTED READINGS**

Suggested list of following reading materials may be made available for display at the Training Center. The State/district is expected to develop its own list of suggested readings in local language depending on the availability of the readings.

1993. Exploring a Tree, *Teachers Manual*, Center for Environment Education, Thaltej Tekra, Ahmedabad.
1994. Puzzling out Pollution, Center for Environment Education, Thaltej Tekra, Ahmedabad.
1997. The Great Action Guide, Center for Environment Education, Thaltej Tekra, Ahmedabad.
1999. Garbage to Garden, Center for Environment Education, Thaltej Tekra, Ahmedabad.
1999. Nature Scope, Center for Environment Education, Thaltej Tekra, Ahmedabad,
2003. Awareness Package for Upper Primary Teachers, NCERT, New Delhi, (Code No.3174), Rs.80/-.
2003. Sarva Shiksha Abhiyan, *Framework for Implementation*, Department of Elementary Education and Literacy, MHRD, New Delhi.
2003. Self-Instructional Package in Social Sciences for Upper Primary Teachers, NCERT, New Delhi, (Code No. 3175), Rs.85/-.
2003. Teaching Science and Technology (Self-learning Material for Upper Primary Stage Teachers), NCERT, New Delhi-16. (Code No.3173), Rs.80/-.
- Fly Grasshopper, Seizo Tashima, New Delhi, National Book Trust, India, pp.32, Rs.16/-.
- AUNGAR, Geete /Sharma, Pradeep. 1996. Chatur Kaun, National Book Trust, India, Rs.18/-.
- GLJUBHAI Badeka/Kashinath Trivedi. 1991. Divya Swapn, National Book Trust, India, Rs.25/-.
- HOLT, John, Gupta, Arvind. How Children Fail, C-17/167, SDA, New Delhi 110 016, Rs.30/-.

HALVI, Ganesh/Shukla, Subir.1999. Mendak aur Saanp, National Book Trust, India, Rs.9/-.

HARLEN & ELSTGEEST. 2000. UNESCO Sourcebook for Science in the Primary School, National Book Trust, New Delhi 110 016.

Joy of Learning, *Handbook of Environmental Activities*, Center for Environment Education, Thaltej Tekra, Ahmedabad, -54, Rs.20/-.

KHANNA, Sudarshan. 2005. The Joy of Making Indian Toys, (English/Hindi), National Book Trust, New Delhi 110 016.

KUMAR, Krishna. 2000. The Child's Language and the Teacher, (English/Hindi), National Book Trust, New Delhi 110 016,

KUMAR, Krishna.1996. Bachche Ki Bhasa aur Shikshak, National Book Trust, India, , Rs.25/-.

LIEBECK, Pamela.1990. How Children Learn Mathematics, Penguin Books, The Bookworm 29 B, Cannought Place, New Delhi.

MARGRET, K.T.1999. Open Classroom, Orient Longman, Delhi, Rs. 50/-.

NARAYAN, R.K. / Kapoor, Mastram.1995. Swami aur Uske Dost, National Book Trust, India, Rs.25/-.

PRASAD, Devi, 1998. Art the Basis of Education, National Book Trust, India.

SRINIVASAN, R.K.1992. How to Promote Creativity in Mathematics, Laksmhi Ganapathy Educational Charitable Trust, 6<sup>th</sup> Street 25, Nandana Extension, Madras 600 035, Rs.20/-.

Learning without Burden, MHRD, New Delhi, First Print- 1993, Reprint- 2004.

National Curriculum Framework-2005, NCERT, New Delhi 110 016.

**Note:** For detail, please contact the following website and email address.

- [www.ncert.nic.in](http://www.ncert.nic.in)
- E-mail: [dtee1999@hotmail.com](mailto:dtee1999@hotmail.com)
- E-mail: [nbtindia@ndb.vsnj.net.in](mailto:nbtindia@ndb.vsnj.net.in)

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