

**National Scheme For Inservice Training
of
School Teachers**

**(SPONSORED BY MINISTRY OF HUMAN RESOURCE DEVELOPMENT
AND NCERT, NEW DELHI)**

HARYANA CHAPTER

A Report

1986



**State Council of Educational Research and
Training, Haryana, Gurgaon.**

**National Scheme For Inservice Training
of
School Teachers**

**(SPONSORED BY MINISTRY OF HUMAN RESOURCE DEVELOPMENT
AND NCERT, NEW DELHI)**

**HARYANA CHAPTER
A Report
1986**

NIEPA DC



D03288



**State Council of Educational Research and
Training, Haryana, Gurgaon.**

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, S.I.A. Building Marg New Delhi-110016
DOC. No. 3288
Date 11/9/86

A Report of the Orientation Programme Organised During Summer Vacation 1986 in Haryana under National Scheme for Inservice Training of School Teachers

INTRODUCTION

To meet the futuristic needs of the Indian Society of the 21st Century as envisaged in the New Education Policy, Haryana State joined the National Scheme of Inservice Training of School Teachers, launched by the Department of Education, Ministry of Human Resource Development, Govt. of India, during the Summer Vacation of 1986, with full commitment, conviction and faith in the programme.

We have also been organising summer inservice teacher training courses since 1973. Under this programme we have been imparting orientation to primary and secondary teachers for the enrichment of content and methodology. Under our scheme almost every teacher was required to be oriented once in five years. We had completed one cycle and were on the verge of completing the second one when this new programme was received. As per plan outlined by the N.C.E.R.T., New Delhi we were asked to organise orientation programme for 2336 lower primary teachers, 1565 upper primary teachers and 5964 secondary school teachers i.e. for 9865 teachers in all, where as we actually oriented 4917 primary school teachers & 4997 secondary school teachers (total 9914 teachers). Thus we have been able to achieve 103% of the target assigned to us.

We had 61 centres with 197 cycles of 10 days duration each to

be operated by 61 Course Directors and 183 Resource Persons to cover the required number of Primary and Secondary Teachers.

We made advance planning in the selection of Key Persons, Resource Persons, identification of Training Centres and finally, in the selection of participant teachers. We, of course, deviated from the national pattern of dividing our teachers to be trained into Primary, Upper Primary and Secondary teachers and allocating Centres as such to them. Instead, we adopted the system which was more functional in nature, and suited our needs and requirements. We trifurcated our teachers to be oriented and centres into three categories namely, centres for Primary School Teachers, Centres for Secondary School Teachers in Social Sciences and Centres for Secondary School teachers in Science and Mathematics. We involved the Colleges of Education in this programme also so as to develop and promote linkage between preservice and inservice education, so crucial in the teachers training programme. We selected 11 Colleges of Education, which were allocated 3 cycles each for the orientation of secondary teachers alone. In addition, 50 Govt. Sr. Sec. and High Schools were selected to serve as Orientation Centres for Primary and Secondary Teachers. In short, we had 61 centres, out of which 37 had 4 cycles each, 12 centres had 3 cycles each, 11 Centres had one cycle each and one centre had only 2 cycles. In all, there were 197 cycles, out of which 97 cycles were meant for Primary School Teachers, 55 for Secondary Social Science teachers and 45 for Secondary Science & Maths teachers. 50 Participants were allocated to each cycle in every centre, exception being in the case of 9 single cycle centres, meant for Primary Teachers, which were allocated 60 participants each. In the selection of these centres, the District Education Officers were actively involved and it was ensured that these centres had the requisite minimum essential amenities for running these programmes smoothly, effectively and efficiently. Location of the centres as for

as possible was nearer to their stations of posting, involving minimum inconvenience to the participants.

Selection of teachers, both Primary and Secondary for participation in these programmes was left to the care of the District Education Officers. They were, however, desired to ensure the involvement of younger teachers in sufficient number, to the exclusion of those who were on the verge of superannuation, making the composition of the groups homogeneous to the extent possible.

Identification of 11 Key Persons, 61 Course Directors and 183 Resource Persons in their specialised subject areas was made at the level of the Directorate of School Education, in consultation with the SCERT according to the norms laid down for the purpose. Key persons were selected from different fields of Education which included Director SCERT, Deputy Director (Teacher Education), Head of the Inservice Wing, SCERT, two Principals, from the Colleges of Education, two Officers from the Directorate of School Education and four experts from the SCERT. With a view to mobilizing the material and human resource profitably and optimally, it was decided to designate the Head of the institution, where the Centre was located as its Course Director, exception having been made in one or two cases. Resource Persons were drawn from different groups and subject areas and they included faculty of SCERT, lecturers of Colleges of Education, School Lecturers, Heads of High Schools and superannuated educationists. As a matter of policy, lecturers from an Institution where the centre was located, were invariably involved and posted as Resource Persons at that centre. This resulted in financial economy since almost all the Course Directors and most of the Resource Persons were local persons. However, where we could not get the competent Resource Persons of the required calibre and qualification from the institutions organising the centres, The faculty of the SCERT and the Heads of the High Schools in the vicinity were utilised as Resource

Persons. The criterion of selection of Resource Persons for Primary Centres was one from EVS Social Sciences, one from EVS Science, one from Language and one from Mathematics, for Secondary teachers S.S. Centres—two in Social Sciences in different subjects, one in different language and one in General Education and for Secondary Teachers Science and Maths centres—One in Maths, two in Science (Physics, Chemistry/Life Science) and one in General Education. No one having less than postgraduate qualification in the subject concerned was appointed as resource person.

26 Point Action Plan for the guidance of the Course Directors including Resource Persons and a compendium of guidelines for all the functionaries involved in the programme, were formulated and mailed well in advance to all concerned and discussed with them minutely and exhaustively during their orientation. In the light of the suggestions offered during the interaction, guidelines were modified to meet the various situations. The Educationists, superannuated recently from the Department of Education as well as the local experts were involved as Guest Speakers. The Course Directors were given full liberty for extending invitation to the guest speakers as per their needs and requirements and as per norms laid down by the NCERT.

IMPLEMENTATION

All our Key persons were oriented at the NCERT in two batches from 9-4-86 to 11-4-86 and 12-4-86 to 14-4-86. They in turn oriented Course Directors and the Resource Persons in 4 batches, two in the SCERT at Gurgaon - one for Primary Teachers and the other for Secondary Teachers from 1-5-86 to 3-5-86, the remaining two, one for Primary and other for Secondary Teachers at S.L.D.A.V. College of Education, Ambala City from 5-5-86 to 7-5-86. During their training, a

cyclostyled training package of 428 pages bound in one volume including guidelines and 28 modules, developed specially for this programme by the NCERT, was supplied to each of the participating Resource Persons and discussed threadbare. All the managerial aspects for the smooth, effective and efficient running of the training centres were also interactively, lively and profitably debated. We supplied the training packages in Hindi though later on it was realised that English terminology of the set terms should also have been included in parenthesis for proper understanding and appreciation of the training packages. Modules procured from the NCERT to be discussed with the participant teachers at the training centres were divided into three categories - one set of 6 modules spread over 45 pages exclusively meant for Primary Teachers, other set of 10 modules comprising 92 pages meant exclusively for Secondary Teachers and the third set of 11 modules with 90 pages, common to both Primary and Secondary Teachers. Based on this classification, three different volumes - the first two with 5500 copies each and the last with 11000 copies, were got printed from the Controller of Printing and Stationery Haryana at a cost of Rs. 73340.15, well before the commencement of the programme. These learning packages alongwith the UNICEF publication titled 'Role of Teachers in the Development of the Child' were made available for every participant in the centres concerned through SCERT transportation net work, one day before the inauguration of the programme. Sufficient number of copies of the New Education Policy were procured from the Ministry of Human Resource Development at personal level and two copies were mailed to each centre for comprehensive discussion on it with the participants at the centres. Finances, were made available to the Course Directors at the different centres through Bank Drafts.

Through the Courtesy of Director Public Relations, Haryana, television sets were made available to all such centres at the subsidized rate of 50%. As a result, all the centres were equipped

with working T.V. sets & Electric-cum-Battery operated Radios. A few of the centres even arranged tape-recorders, video tapes and other hardware like the slide projectors 16mm film projector and overhead projector etc. which were fully utilised in these programmes. T.V. Reception at various centres was however, not clear, sound was also jarring. We had approached the State Electricity Board for continuous supply of the electricity to these centres during the National Telecast programme.

SUPERVISION, MONITORING AND EVALUATION

A comprehensive plan of supervision for all these centres was drawn up well in advance. Officers at various levels viz. Directorate, SCERT and from the field were involved to visit these centres and provide academic support to them. District Education Officers, Sub-Divisional Education Officers, Block Education Officers and District Science Supervisors were also involved in the supervision. It was ensured that at least every centre was visited on alternate days. Learning Packages supplied to the participants alongwith detailed guidelines on supervision were made available to all the supervisors for their consumption, well in time. Our State Minister of Education and Director School Education visited a number of centres to boost the morale of the training faculty and participants and to have the first hand assessment of the programme.

There was a provision for continuous and comprehensive inbuilt evaluation of the programme. Participants at each centre were made to assess the Orientation Programme, and suggest modification & improvements through the Questionnaire No. 3, developed for this purpose. Supervisors who visited the centres were also required to fill up an evaluatory proforma. The Course Directors also self-evaluated their programmes in every cycle through Questionnaire No. 2, developed by the NCERT which was revised

and modified to meet our requirements and mailed it to the SCERT after the close of every cycle. Sufficient number of cyclostyled copies of the different questionnaires were supplied well in advance to the centres and supervisors. NCERT teams visited our Centres and also made an assessment of the functioning of these Centres.

Timings, duration and dates of the four cycles, we organised, synchronised, with the pattern devised at the National level. Before the commencement of the programme and in between the cycles, every centre concerned held preview and review meetings on May 14 and 25 and June 5, 16 and 26. The Programme was wound up with the State level review meetings on 28-7-86 held at the SCERT, Gurgaon. It was made obligatory on the part of the field level supervisory officers to attend the review meetings at all centres with a view to assess the strengths and weaknesses of the Programme in every cycle and plug deficiencies and inadequacies in the subsequent courses. Questionnaire No. 1 summarised at the State Level and mailed to the NCERT, judged the entire programme in its totality. It was placed before the State level review committee held on 28-7-86 as referred heretofore, to perceive, review and evaluate the entire programme in its global perspective. Monitoring in accounts matters was secured through section Officers (Accounts) based in the offices of District Education Officers and the Central Accounts Cell located in the SCERT.

INNOVATIONS

Based on our experience of summer inservice courses as referred heretofore and keeping in view the Educational needs of our teachers, we attempted to enrich the National programme in our State through certain modifications and innovations at the implementation level and some of them are :

- i) 40% of the time was allocated to content enrichment and in the improvement of teaching specific subjects. Work papers on various aspects of the different subjects for this purpose were developed in some of the Centres.
- ii) We made our programme residential in nature. Almost all the teachers, secondary, primary, male/female were required to stay at the campus for full 10 days. Only female local teachers were exempted from the compulsory stay. One Resource Person had to stay both in the evening and at night at the centre, in addition to his morning time. The remaining three Resource persons were required to be at the centres from 9-30 A.M. to 5-15 P.M. The participants co-operated actively with the training faculty in planning satisfactory boarding arrangements. The local community at many places also helped in making utensils and cots available free of cost to the participants.

It was ensured that the participants were served with nutritious and balanced food. Arrangements for medical aid were also made at the centres. As a result of compulsory boarding and lodging at the centres, no cash payment was made to the participants.

- iii) To promote community living among teachers, opportunities were provided through the activities like morning jerks, evening games and participation in cultural and recreational activities. Battery-cum-electric operated Radios and T.V. sets were provided to all the centres for educational purposes and leisure time entertainment.
- iv) Much emphasis was laid on inculcating study habits among the participants. Every centre was required to subscribe to a number of Newspapers, Magazines, and Periodicals etc. and school/college library of the centre was open to the

participants, A few books on Education on returnable basis and a few publications of the SCERT to be retained by them for permanent use were also made available to all the centres, free of cost, before the commencement of the programme. Every participant was required to read a book on Education and prepare and write up of its review. He/She was also required to give comments on a couple of articles.

- v) Every teacher was also required to submit a write-up specifying steps/action plan, he/she would like to take and adopt in his/her institution to improve teaching learning process, in the light of discussion on various aspects of NEP.
- vi) Every participant teacher was issued a certificate at the completion of the course under the signature of Director of School Education, Haryana, and Course Director.

Other Important Features of the Programme :

Health Department and Public Relations Department of the State Govt. were involved in these programmes at all the centres, Doctors under the directions of the Health Secretary, visited these centres, as per programme chalked out earlier with the Course Director and delivered lectures on various themes pertaining to immunization, physical fitness and health education.

In addition to availability of T.V. Sets at subsidised rates to a large number of centres, as referred heretofore, Public Relations Department helped in Staging Dramas and skits at a number of centres on social themes like family planning and other ongoing development programmes in the State and the Country. A number of documentaries were also screened.

Educational films from the Central Film Library of the CIET and State Audio-Visual Film Library were also made available to most of the centres for screening which were preceded and followed by preview and review sessions, Use of slides was also made at a number of centres.

Some of the centres arranged community surveys in different areas, participated in the local community development programme, organised "Jan Jagran" through Prabhat Pheries with a view to create mass awakening and made a number of field visits. In this way, school community rapport was established in the best possible way.

In these programmes, our main stress has been at bringing qualitative changes in the process of Education, enhancing and updating professional competence of teachers, laying stress on the development of skills, competencies and capabilities of learner to learn with renewed shift from teaching to learning and utilisation of media in effective curriculum transaction, laying emphasis on the teachers' new role for the implementation of NEP, and appreciation on their part of composite culture of India, including its struggle for freedom, participation in National Development programmes, Value Orientation in the changed context & stress on Creativity, Productivity and inculcation of Scientific Temper.

Essential desirable values & attitudes, National Integration, Conservation of Environment through curriculum transaction have been other significant elements which were given prominent place in our programme. Participatory and interactive learning strategy was adopted through out the programme, and this was achieved through Discussion, Group projects, Simulation, Role Playing, Discovery Learning, Problem solving, Creative thinking and so on. A free exchange of views and opinions based on their experiences

and the study of the supplied reading material through active participation and maximum involvement of participants were aimed at. Practical work including assignments was the other main methodology adopted in the programme.

Participant teachers were helped in preparing improvised low cost teaching aids at these centres. In SUPW, Experts from outside, particularly from the local community were invited by the Course Directors as per their needs to assist and guide the teachers in their areas. At the end of each course, the exhibits prepared under SUPW were displayed.

We have endeavoured to maximise the output with minimum expenditure, indicating the optimal utilization of the scarce financial resources in the management of these programmes.

PROBLEMS AND SUGGESTIONS

We would like to share a few of the problems that we faced :

- i) We could not intimate the teachers for their participation in the programme and provide them the learning packages atleast one month in advance so as to prepare them mentally and equip them adequately for participation in the programme.
- ii) The orientation for three days to Course Directors and Resource Persons was too short, particularly when in addition to sensitization of teachers, we had planned to enrich them in their subject areas too.
- iii) Procedural formalities at the NCERT level, delayed the transmission of finances.
- iv) Instructional hours from 9-30 A.M. to 5-15 P.M. during summer seems to be a bit harsh. The timings suggested are 7-30 A.M. to 1-30 P.M. with two short tea-breaks of 15 minutes each for

orientation programme & from 5-00 P.M. to 7-00 P.M. for games and recreational activities aimed at enriching community living.

- v) Some of the modules are more of theoretical nature and need to be revised keeping in view the actual class room situation. The learning package pertained mostly to the conceptual level in relation to the issues raised in the NEP whereas the participants expected pragmatic approach in the field of content and its transaction in view of the National core curriculum.
- vi) Provision of Rs. 15 per participant per day for boarding and lodging was meagre. It needs to be enhanced to atleast Rs. 20/- per participant per day. Provision of Rs. 5/- per day for a class IV official should also be enhanced to Rs. 10/-. Guest Speakers should have atleast been provided with conveyance allowance and their honorarium should also be atleast Rs. 50/- per talk
- vii) Engagment of Course Directors and Resource Persons, continuously for 4 cycles at a centre without any break covered too long a period. It is proposed that not more than two cycles be run at one centre. Number of centres and resource persons need to be suitably and adequately enhanced.
- viii) The orientation and training of the supervisors right from the Head of the Institution to the upper levels and that of school teachers at +2 stage is essential for implementing NEP effectively. This has not been done in the present programme. It is proposed that they should also be covered in next year's programme and they should not be denied of this opportunity.
- ix) As Inservice education programme for effective implementation of NEP is to be a continuing programme, it is suggested that a separate cell be set up in each SCERT/SIERT/SIE which should be wholly financed by the Human Resource Development Ministry, Govt. of India.

List of Annexures Attached

- | S. No. | Contents |
|---------------|---|
| I | Draft Time Table of Ten Days Training course For Primary School Teachers (Summer Vacation 1986). |
| II | Draft Time Table of Ten Days Orientation programme for Sec. Teachers (Summer Vacation 1986). |
| III | Action points for Course Directors/Resource persons in Haryana. |
| IV | List of Educational Films screened in some of the Training Centres in Haryana. |
| V | Inspection Proforma For the Use Of Education Officers Under Massive Teacher Orientation Programme In SUMMER VACATION-1986 |
| VI | List of SCERT Publications supplied to each Training Centre during 1986. |
| VII | Depicting the Programme at a glance. |
| VIII | List of Training Centres For Teacher Orientation Programme To Be Organised for Ten Thousand Teachers During Summer Vacation of 1986. |
| IX | Plan of Supervision for Training Centres of Massive Programme of Teacher Orientation in Haryana |

Annexure-1

Draft Time Table of Ten Days Training Course For Primary School Teachers (Summer Vacation 1986)

Days	9-30 to 10-30	10-30 to 11-30	11-30 to 11-45	11-45 to 12-45	12-45 to 2-00	2-00 to 3-00	3-00 to 4-00	4-00 to 4-15	4-15 to 5-15
1	2	3	4	5	6	7	8	9	10
First Day	I Inauguration.	II Salient features of new education policy.	Tea Break	III National Curriculum frame work for primary education.	Lunch Break.	IV Objectives primary stage value oriented education.	V Use of Mass Media	Tea Break	VI Learners centred education.
Second Day	Continuous comprehensive evaluation.	Teaching of Hindi.	-do-	Teaching of Mathematics.	-do-	Meeting educational needs for children with learning problems.	Teaching of EVS Part-I	-do-	T
Third Day	Institutional planning & management.	-do-	-do-	-do-	-do-	Community participation for educational development.	Teaching of EVS Part-II	-do-	T.V.
Fourth Day	Facilitating enrolment retention and improvement of quality of education	T.V.	-do-	-do-	-do-	Multigrade teaching.	Teaching of EVS Part-I	-do-	S.U.P.W.

Fifth day	National Integration.	TV	Tea Break	Creative and Cultural activities	Lunch Break	Inquiry training.	Teaching/learning EVS of Part-II	Tea Break	S U P.W
Sixth day	Low cost Educational material for effective learning	TV	-do-	Creative and cultural activities.	-do-	Plan of a School complex	Teaching/learning EVS of Part-I.	-do-	S U.P.W.
Seventh day	Population Education.	TV	-do-	Teaching of Hindi.	-do-	Radio Broadcasting	Teaching/learning of EVS Part-II.	-do-	S.U.P.W.
Eighth day	Art Education.	Teaching of mathematics.	-do-	-do-	-do-	TV	Art Education	-do-	Physical Education & Health.
Ninth day	Teaching of Hindi	-do-	-do-	Art Education.	-do-	TV	Radio Broadcasting	-do-	-do-
Tenth day	-do-	-do-	-do-	Elimination of sex bias in curriculum transaction.	-do-	TV	-do-	-do-	Valedictory.

Annexure-II

Draft time table of ten Days' Orientation programme for Sec. teachers (Summer Vacation 1986)

Days	9-30 to 10-30 AM	10-30 to 11-30 AM	11-30 to 11-45 A.M.	11-45 to 12-45	12-45 to 2-00 P.m.	2-00 to 3-00 P.M.	3-00 to 4-00 P.M.	4-00 to 4-15 P.M.	4-15 to 5-15 P.M.
First day	Inauguration	Salient features of Edu. Policy	Tea Break	National curriculum framework for secondary edu.	Lunch Break	Objectives of value oriented Education.	Use of Mass Media	Tea Break	Learners centred education.
Second day	Institutional planning and Management.	T.V.	-do-	Community participation for Education development.	-do-	Continuous comprehensive evaluation.	Individually guided system of instruction.	-do-	Teaching/ learning of Sc./S.Sc
Third day	Meeting Educational needs of children with learning problems	T.V.	-do-	Teaching/learning of Science/Social science.	-do-	Educational Broadcast.	Teaching/learning maths./English.	-do-	S U. P.W.
Fourth day	Planning & Management of School complexes.	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-
Fifth day	Population Education	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-
Sixth day	Teaching learning of Hindi.	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-
Seventh day	T/L of Mathematics/English	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-
Eighth day	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-	Org of creative & cult. activities
Ninth day	Teaching learning of science/social science.	-do-	-do-	Teaching / learning Mathematics/English.	-do-	Inquiry training.	-do-	-do-	-do-
Tenth day	-do-	-do-	-do-	T/L of Mathematics/English.	-do-	Elimination of sex bias in curriculum transaction.	T.V./Radio Broadcasting	-do-	Valedictory.

Annexure-III

Action Points for Course Directors/Resource Persons in Haryana

It must be ensured that

1. The number of participants does not fall short of the prescribed norm of 50 per Centre per Course
2. The participants, except local persons, stay compulsorily at the training Camp.
3. Proper arrangement is made for their boarding and lodging so as to ensure co-operative living.
4. The resource persons attend to their assignments punctually and regularly with full preparation
5. Atleast one of the local resource persons or the Course Director himself/herself must stay at night at the centre.
6. The entire training faculty remains present upto the last session every day.
7. Sundays and other holidays falling during the period of training of 10 days are observed as full working days.
8. Each training Centre has one T. V. Set Radio Set (Battery)/ transistor in working order to make use of the various programmes specially designed for these training Courses
9. Proper use is made of audio visual equipment such as Film Projector, Public Address System (Loudspeaker), musical instruments available with the Centre, if any.

10. Evenings be kept busy by organising games and sports, creative and cultural activities and other activities such as symposia, debates, group discussions etc.
11. The library of the institution, where centre is located, is thrown open to the participants for optimum use during the training period.
12. The schools continue subscribing to newspapers, educational Journals, periodicals etc. so as to make them available to the participants during the training period.
13. Every participant gives a write up mentioning therein the names of books, educational Journals, periodicals, articles read by them during the course with a brief summary in respect of one book and three articles.
14. Every participant prepares a write up of one or two pages enlisting steps he or she would be taking with a view to improving teaching-learning process concerning his or her subject/subjects and presents it on the last day of the course.
15. A substitute of any of the resource persons is immediately appointed from the list of the additional resource persons being supplied to the Course Director, in case of absence of any of the resource persons and the absence is reported immediately to the Directorate for taking suitable action.
16. If any of the participant teacher absents himself/herself from the Course even for a day the matter must be reported to the District Education Officer concerned under intimation to the Directorate.
17. The amount of Rs 400/- provided per course for material for practical educational activities including the activities of S. U. P. W. is utilised with the help of knowledgeable person (Art & Craft Teacher & other expert) available locally. The exhibit prepared

by the participants may be displayed on the concluding day of the Training Course and proper entries of the material prepared by the teacher trainees be made in the stock Register of A. V. F. Fund maintained in the Institution where the Training centre is located. The teacher trainees, however, may be allowed to take teaching aids, maps/charts etc. for use in their teaching. At the end of each course, the Course Director should send a list of all the activities/exhibits taken/prepared by the trainees to the Director, SCERT, Haryana Gurgaon with the copy to the concerned District Education Officer.

18. Arrangement for cold drinking water is made available for which some funds are being placed at the disposal of the Course Director.
19. Proper care is taken for providing the services of one sweeper and two peons at each centre to look after the comforts of the teacher participants for which a sum of Rs. 15 /- per course has been provided.
20. Proper account of the amount spent by the Course Director is maintained, for which a sum of Rs. .00/- has been provided for clerical assistance.
21. Every participant be informed that boarding and lodging will be provided at the training Camp and no cash payment will be made to any of the participants.
22. A sum of Rs. 200/- provided for giving honorarium to guest speakers @ Rs 20/- per talk is properly utilised by inviting experts/educationists, keeping in view the subject. The Course Director may please identify such persons preferably before the commencement of the training course.
23. The funds are utilised strictly in accordance with the financial guidelines, which will be provided by the Director, SCERT, Gurgaon and a proper account is maintained. The accounts audited by the S. O. of the concerned District along with the vouchers be submitted to the Director S. C. E. R. T., Haryana, Gurgaon, latest by 0th June, 1986. Separate account for each course be prepared and sent.

24. A proper record of attendance of the participants is kept.
25. A sum of Rs. 5/- per participant per course is spent for providing writing material.
26. The training faculty/resource group holds preview and review meetings on the following dates, with a view to ensuring the proper organisation of the training camps.

Preview meeting	14-5-86
1st Review meeting	25-5-86
2nd Review meeting	5-5-86
rd Review meeting	16-6-86

In these meetings the Course Directors in consultation with the other members of the training faculty will work out a strategy for running the Course successfully and will also allot topics to the resource persons.

The Strategy to be adopted in these Training Programmes should be different from the one usually followed in such courses. There should be a complete departure from the traditional lecture method. The training faculty at each centre should encourage participatory and interactive approach and maximum involvement and participation of the teacher participants need to be ensured, so as to give them ample opportunities of expressing their views frankly. Needless to say that the teacher participants are to be treated as equals. A free exchange of views and opinions based on their experiences and the study of the supplied reading material could go a long way in deriving the maximum benefit from these courses. The Course Directors as well as the other members of the Resource Group are advised to ensure maximum participation and involvement of the participants. They should at the most initiate the topics included in the 'ten days' programme and throw them open for further discussion. It goes without saying that the Resource Group will come well prepared with the topics assigned to them.

Annexure-IV

List of Educational Films screened in some of the Training Centres in Haryana

S.No.	Index No.	Title
1.	612	Human Body
2.	778-5	Common mistakes & their corrections
3.	371-73	Teaching material
4.	370	Learning by Doing part-I & II
5.	179	How to learn
6.	35	Toys from odds & ends
7.	C-3	Eskimo Artist
8.	171	Science is doing
9.	32	Human body.
10.	185/86	Rights of man
11.	C-1	Climates of North America
12.	43	Indian Art through Ages
13.	17	Wonder Engine of the Body
14.	143	An Essay of Science
15.	132	Ravinder Nath Tagore Part-I & II
16.	140	America on the Moon
17.	37	Clay Pottery
18.	168	Teaching of Science through Environments
19.	192	Flannel Boards & How to use them
20.	203	The Peoples' Charter
21.	185	Are you a good citizen
22.	39	Making learning more meaningful
23.	177	Croup Discussion
24.	125	South East Asia—The land and the People.
25.	2	Parivar

26.	239	Water & life.
27.	25	Basic Telephony
28.	247	Human Hair
29.	245	Know the Animals
30.	3	Bapu di Amar Kahani
31.	C-6	Lawa from Region
32.	38	Motivating the class
33.	28	Honey bee-A Social Insect
34.	27	Understanding Our Earth
35.	40	Facing Reality
36.	199	Space Science—Planets
37.	198	Sets & Numbers
38.	248	Nine Basic Functional System & Human Body
39.	177	Choosing your occupation
40.	173	Teaching of Science through Environment
41.	187	Our Forests to-day
42.	C-2	Romance of Transportation
43.	A-7 21	Art for Every body
44.	108	Digestive system
45.	128	Colour Keying in Art & Living
46.	240	Energy from sun
47.	18	Andh Vishwash
48.	372	Basic Education
49.	372	Education for life
50.	612-2	How the respiratory system functions
51.	612-39	Food & Nutrition
52.	371-355	Bulletin Board for Effective Teaching

Annexure-V

Inspection Proforma For the Use Of Education Officers Under Massive Teacher Orientation Programme In SUMMER VACATION-1986

A. GENERAL INFORMATION

1. Date of Inspection :
2. Name of the course P.T./Sc. Masters/
Maths Masters/S.S. Masters :
3. Name of the Centre with District :
4. Name, Designation and Official
address of the Officer who
visited the Centre :
5. Name of the Course Director
with official address :
6. Names of the Resource persons
with their official addresses :-
 - 1.
 - 2.
 - 3.

B. PHYSICAL FACILITIES

1. Is the building adequate :
2. Is the arrangement of drinking
water, kitchen, toilet and Bathrooms
satisfactory ?
3. Is the building Electrified ?
4. Is there arrangement for the
following facilities :-
 - a) Fans & Light
 - b) T.V. Set/Radio Set
 - c) Play grounds
 - d) Cleanliness
 - e) Reading Room & Library

C. PARTICIPANTS

1. Have all the resource persons turned up :
2. No. of Participants :
 - a) Local
 - b) Non Local
 - c) Male
 - d) Female
3. No. of Absentees :
4. Is the arrangement of Boarding & Lodging satisfactory :
(The Inspection Officer is requested to see the arrangement himself and suggest improvement if needed).

D. INSTRUCTIONAL

1. Is the Orientation programme going on per schedule :
2. Do the participants take keen interest :
3. How many guest speakers have delivered their talks (with their names & topics)
4. Any other point that the Inspection Officer would like to bring to the notice of the department.

Dated :

Signature

Please send one copy to Sh. S.S. Kaushal, Dy. Director of School Education, Chandigarh and one copy to Sh. R.K. Sharma (HES-I) Officer Incharge, Inservice Wing, SCERT Haryana, Gurgaon by name.

Annexure-VI

List of SCERT Publications supplied to
each Training Centre during 1986

एस.सी.ई.आर.टी. द्वारा प्रकाशित पुस्तकों की सूची

1. प्राथमिक अध्यापक 3 प्रतियाँ
2. शिक्षा और खिलौने 2 प्रतियाँ
3. आओ ग्लोब देखें
4. प्राथमिक स्तर पर कला शिक्षण
5. निदानात्मक परीक्षण तथा उपचारात्मक अभ्यास मालाएँ कक्षा-5 (5 प्रतियाँ)
6. वार्षिक कैलेण्डर
7. पी.ई.सी.आर.
8. प्राथमिक शिक्षा पाठ्यचर्या नवीकरण
9. प्राथमिक अध्यापक सेवाकालीन प्रशिक्षण कार्यपत्र मंजूषा 5 प्रतियाँ
10. जनसंख्या शिक्षा पूरक पठन सामग्री
11. जनसंख्या शिक्षा परीक्षण-पत्र (अध्यापकों के लिए)
12. जनसंख्या शिक्षा प्रश्नोत्तरी
13. जनसंख्या शिक्षा पत्रिका 5 प्रतियाँ
14. जनसंख्या शिक्षा पाठ्यक्रम
15. जनसंख्या शिक्षा परीक्षण-पत्र (विद्यार्थियों के लिए)

Annexure-VII

Depicting the Programme at a glance

Tabulated general information about the teachers training programme in Haryana, in summer vacation 1986 under National Scheme for In-service Trg. of school teachers.

A

1. No. of Centres	61
2. No. of Course Directors	61
3. No. of Resource Persons	183
4. No. of Courses	197
5. No. of Primary Courses	97
6. No. of Social Science Courses	55
7. No. of Sc. & Maths Courses	45

B

1. 1st Course organised from	15-5-86	to	24-5-86
2. 2nd -do-	26-5-86	to	4-6-86
3. 3rd -do-	6-6-86	to	15-6-86
4. 4th -do-	17-6-86	to	26-6-86

C

	Primary	S.S.	Sc. & Maths	Total
1. 1st Round	31	10	9	50
2. 2nd Round	22	16	12	50
3. 3rd Round	22	15	12	49
4. 4th Round	22	14	12	48
Total :	97	55	45	197

D

Categories of Educational institutions involved :-

a) Colleges of Education	11
b) Sr. Sec. Schools	40
c) High Schools	10

Total :	61

E

1. No. of Centres with one course	11
2. No. of Centres with two courses	01
3. No. of Centres with three courses	12
4. No. of Centers with four courses	37

Total Centres :	61

Total Courses :	197

F

1. No. of Primary School teachers trained including lower primary & upper primary school teachers.	4917
2. No. of Secondary school teachers trained :	
a) Social Science teachers	2750)
b) Sc. & Maths teachers	2247)
	4997
Grand Total :	9914

G

- | | |
|---|------|
| 1. Total Target fixed by the NCERT
New Delhi for Haryana | 9865 |
| 2. Total teachers trained in Haryana
Achievement = 103% | 9914 |

H

Sexwise distribution of teachers trained :

Pry. : Male	3747
Female	1170

Science & Maths (Secondary)	= Male	1862
	Female	385

Social Science (Secondary)	= Male	2077
	Female	673

Total of male teachers trained	7686
--------------------------------	------

Total of female teachers trained	2228
----------------------------------	------

Total :	9914
---------	------

Male/Female percentage :

Male	77.5% of the total teachers trained
------	-------------------------------------

Female	22.5% -do-
--------	------------

Annexure-VIII

List of Training Centres For Teacher Orientation Programme To Be Organised for Ten Thousand Teachers During Summer Vacation of 1986

S.N.	Name of the Institution	No. of Courses Or- ganised (Categoriwise)
Karnal District		
1.	Govt. Sr. Sec. School, Karnal	All Courses (Pry.)
2.	Govt. Girls Sr. Sec. School, Karnal	All Courses (Sc. Maths.)
3.	Govt. Sr. Sec. School, Nilokheri	All Courses (Pry.)
4.	Govt. Girls Sr. Sec. School, Panipat	All Courses (S.S.)
Ambala District		
5.	Govt. Girls Sr. Sec. School, Ambala City	All Courses (Sc. Maths)
6.	Govt. Sr. Sec. School, Jagadhari	All Courses (Pry.)
7.	Govt. Sr. Sec. School, Naraingarh	All Courses (Pry.)
8.	Govt. Girls Sr. Sec. School, Yamuna Nagar	All Courses (Pry.)
Faridabad District		
9.	Govt. Girls Sr. Sec. School, Faridabad NIT	All Courses (Sc. Maths.)
10.	Govt. High School, Hathin	Ist, 2nd (S.S.)
11.	Govt. High School, Hodel	All Courses (Pry.)
Bhiwani District		
12.	Govt. Sr. Sec. School, Siwani Mandi	Ist Course (S.S.)
13.	Govt. Girls Sr. Sec. School, Charkhi Dadri	All Courses (Pry.)

- | | |
|--|--------------------|
| 14. Govt. Girls Sr. Sec. School, Bhiwani | All Courses (Pry.) |
| 15. Govt. Sr. Sec. School, Bhiwani | All Courses (Pry.) |
| 16. Govt. Sr. Sec. School, Charkhi Dadri | Ist Course (S.S.) |

Mohindergarh District

- | | |
|---|-------------------------|
| 17. Govt. Sr. Sec. School, Narnaul | All Courses (Sc. Maths) |
| 18. Govt. High School, Ateli | Ist Course (Pry.) |
| 19. Govt. Sr. Sec. School, Mohindergarh | All Courses (Pry.) |
| 20. Govt. Girls Sr. Sec. School, Rewari | All Courses (Pry.) |
| 21. Govt. High School, Kanwali | Ist Course (Pry.) |

Hissar District

- | | |
|---|-------------------------|
| 22. Govt. Girls Sr. Sec. School, Hansi | All Courses (Pry.) |
| 23. Govt. Sr. Sec. School, Fatehabad | All Courses (S.S.) |
| 24. Govt. Sr. Sec. School, Narnaund | Ist Course (Pry.) |
| 25. Govt. Sr. Sec. School, Uklana Mandi | Ist Course (Pry.) |
| 26. Govt. Girls Sr. Sec. School, Hissar | All Courses (Sc. Maths) |

Sonepat District

- | | |
|-------------------------------------|--------------------|
| 27. Govt. Girls Sr. School, Sonepat | All Courses (Pry.) |
| 28. Govt. High School, Kharkhoda | Ist Course (Pry.) |
| 29. Govt. Sr. Sec. School, Ganaur | All Courses (Pry.) |
| 30. Govt. High School, Gohana | Ist Course (Pry.) |

Gurgaon District

- | | |
|--|-------------------------|
| 31. Govt. Sr. Sec. School, Guagaon | All Courses (Sc. Maths) |
| 32. Govt. Girls Sr. Sec. School, Gurgaon | All Courses (Pry.) |
| 33. Govt. Sr. Sec. School, Hassanpur Taoru | Ist, 2nd, 3rd (S.S.) |
| 34. Govt. Sr. Sec. School, Punhana | All Courses (Pry.) |
| 35. Govt. High School, Sohna | Ist Course (Pry.) |

Jind District

- | | |
|------------------------------------|---------------------------|
| 36. Govt. Sr. Sec. School, Jind | All Courses (Sc. & Maths) |
| 37. Govt. Sr. Sec. School, Safidon | All Courses (S.S.) |
| 38. Govt. Sr. Sec. School, Kalayat | All Courses (Pry.) |
| 39. Govt. High School, Narwana | Ist Course (Pry.) |

Rohtak District

- | | |
|---|--------------------|
| 40. Govt. Girls Sr. Sec. School, Rohtak | All Courses (Pry.) |
| 41. Govt. High School, Kalanaur | Ist Course (Pry.) |
| 42. Govt. Sr. Sec. School, Jhajjar | All Courses (S.S.) |
| 43. Govt. Sr. Sec. School, Bahadurgarh | All Courses (Pry.) |

Sirsa District

- | | |
|------------------------------------|---------------------------|
| 44. Govt. Sr. Sec. School, Sirsa | All Courses (Sc. & Maths) |
| 45. Govt. Sr. Sec. School, Dabwali | All Courses (Pry.) |
| 46. Govt. Girls High School, Sirsa | All Courses (S.S.) |

Kurukshetra District

- | | |
|--|---------------------------|
| 47. Govt. Girls Sr. Sec. School, Kaithal | All Courses (Sc. & Maths) |
| 48. Govt. Sr. Sec. School, Kaithal | All Courses (Pry.) |
| 49. Govt. Sr. Sec. School, Kurukshetra | All Courses (S.S.) |
| 50. Govt. Sr. Sec. School, Ismailabad | All Courses (Pry.) |

COLLEGES OF EDUCATION

- | | |
|---|------------------------------|
| 51. DAV College of Edu. for Women, Karnal | 2nd, 3rd, 4th Courses (S.S.) |
| 52. C.R. College of Edu., Hissar | do (S.S.) |
| 53. Gaur Brahman College of Edu., Rohtak | 2nd, 3rd, 4th (Sc. & Maths) |
| 54. S.L. DAV College of Edu., Ambala City | 2nd, 3rd, 4th (S.S.) |
| 55. Hindu College of Edu., Sonapat | 2nd, 3rd, 4th (Sc. & Maths) |

56.	Sarawati College of Edu., Charkhi Dadri	2nd, 3rd, 4th (Sc. & Maths)
57.	Tika Ram College of Edu. Sonapat	-do- (S.S.)
58.	Govt. College of Edu., Bhiwani	-do- (S.S.)
59.	C. R. College of Edu., Rohtak	-do- (S.S.)
60.	Rao Lal Singh College of Edu., Sidhrawli (Gurgaon)	-do- (S.S.)
61.	R.B.S. College of Edu., Rewari	-do- (S.S.)

Total (Institutions) Centres	61
Total No. of Courses	197
Primary Courses	97
Social Science Courses	55
Sc. & Maths Courses	45

Ist Course	15-5-86 to 24-5-86
2nd Course	26-5-86 to 4-6-86
3rd Course	6-6-86 to 15-6-86
4th Course	17-6-86 to 26-6-86

Round	Primary	Sc. & Maths	Social Sciences	Total
Ist	31 Courses	9 Courses	10 Courses	50
2nd	22 Courses	12 Courses	16 Courses	50
3rd	22 Courses	12 Courses	15 Courses	49
4th	22 Courses	12 Courses	14 Courses	48
Total	97 Courses	45 Courses	55 Courses	197
				Courses

Annexure-IX

Plan of Supervision for Training Centres of Massive Programme of Teacher Orientation in Haryana

Every District Education Officer will ensure that each of the training centres located in schools in his/her district is visited by him/her or his/her nominee (who could be either S.D.E.O./Dy. D.E.O./B.E.O.s) on the 1st day of each of the 10 day Orientation courses, so that he is aware of the names and number of the absentees, if any and takes immediate action to provide substitutes by the evening on that very day. It may be relevant to add here that every Distt. Education Officer has already been requested to keep a list of additional teachers ready with him so that in case of emergency, they could be asked to attend the ten day course in place of absentees. Needless to say that action will have to be taken against the defaulters, for which instructions have already been issued to them.

2. Every Distt. Education Officer will plan and coordinate the programme in such a way that each of the ten day orientation is visited five times. He is advised to have his S.D.E.O./Dy.D.E.O./B.E.Os on the supervisory panel, keeping in view the number of training centres located in his/her District.

3. District Science Supervisors who have attended the three day orientation course, meant for Course Directors and Resource persons could also be asked to visit the training centres, earmarked for Science and Maths. masters/mistresses, provide academic support in the areas of Science and Mathematics. They could also visit other centres depending upon the availability of time.

4. The officers who are to be put on supervisory duty may

HIGHLIGHTS OF THE PROGRAMME

1. Attendance was cent percent at each training centre.
2. Almost all the participants stayed at their respective centres and enjoyed camp life.
3. Proper Boarding and lodging arrangements were made at the camp and no cash payment was made to the participants.
4. Community involvement was most contributive.
5. The trainees participated in sports, games, cultural and recreative activities of the teachers and Yogic Exercises.
6. Other departments and agencies such as Public Relations Department, Health Department, Mewat Development Agency etc. gave desired Co-operation in the programme.
7. Educational films were screened for content enrichment.
8. Every participant was required to submit an Action Plan for better and effective classroom teaching.
9. Library facilities-cum-reading material was provided and every participant was required to read & give review of atleast one of the books read on Education.
10. S.U.P.W. material prepared by the participant was exhibited at the close of the course.
11. Supervision of the centres was most effective.
12. T.V., Radio and other audiovisual equipments were best utilised.
13. Services of colleges of Education as Centres were also utilised.
14. There was provision for continuous comprehensive inbuilt evaluation of the programme.