

REPORT FOR THE UNION TERRITORY OF
GOA, DAMAN & DIU

1986

- 54799

370

GOD R

GOA, DAMAN & DIU

REPORT FOR

THE UNION TERRITORY OF GOA, DAMAN & DIU

I Planning

At the invitation of the Director NCERT, the Government of this Territory nominated Shri V.M. Dessai, Assistant Director of Education, to represent this Territory at the meeting held in the NCERT in February, 1986.

In March 1986, the State Institute of Education for this Territory received the information sent by the Jt. Director NCERT to the Education Secretary, giving details about the massive programme of orientation of School Teachers and Educational Administrators.

We learnt that the programme was to be held in the summer vacation of 1986. We were informed of the total number of teachers for the programme representing different levels of school education, of the number of Training Centres to be identified, of the number of Resource Persons, and of Key Persons to be identified.

We were also informed that the Course Directors and Resource Persons were to attend a 3-day orientation programme in the context of the massive programme. We were required to submit a list of State Level Resource Centres, a list of Key Resource Persons, and a list of training centres, and the schedules for the NCERT and the State activity were indicated.

In March, '86, the Government nominated the Director, S.I.E. as the Coordinating Officer for this Territory, and six persons were deputed to R.C.E. Bhopal in April '86, to be oriented as Key Resource Persons, on the basis of information received at different times. The information required on Training Centres was also sent to NCERT, though later we held camps at taluka centres because there could be more than 5 camps at a centre, and it would minimise expenditure on TA/DA to the teacher participants.

The 3 day Orientation Programme for Resource Persons was held in April, '86. The Key Resource Persons and the Resource Persons were selected bearing in mind their ability to train in English and/or in Marathi, as that would be necessary for Primary and for Secondary School teachers.

II Implementation

a) We received some of the Modules just about the time the Key Resource Persons had to go for training to R.C.E. Bhopal. Hence arrangements for printing/cyclostyling modules could be considered only after 13th April, '86. However, from R.C.E., Bhopal, the Director, SCERT, Maharashtra was approached to print for our use 750 copies in Marathi, of each module.

Before the training programme for Resource Persons, an attempt was made to separate Modules for Teachers and those for Resource Persons. The modules in English, for teachers were printed, and those for Resource Persons, were cyclostyled.

Since Maharashtra gave us a few cyclostyled copies, and was unable to give us printed copies of Modules Nos. 7, 10 and 11, they were cyclostyled and distributed to teachers as and when possible. We had problems in distributing modules because some of the English Modules for teachers were delayed in Printing, and those modules sent in cyclostyled form by Maharashtra, were delayed as they had to be cyclostyled.

**Sub. National Systems Unit,
National Institute of Educational
Planning and Administration**

17-B, Safdarjung Marg, New Delhi-110017

DOC. No. 328H

NIEPA DC



D03284

.2/-.....

b) The Orientation Programme for Resource Persons was held from 28th to 30th April, from 10.00 a.m. to 5.00 p.m. each day, with adequate breaks for refreshments and mid-day meals. The number of Resource Persons invited for Orientation was up to that laid down by NCERT (viz. 32) as funds were also calculated accordingly. The Resource Persons included Assistant District Education Inspectors, Dy. Education Officers, and Heads of Government and non-Government Higher Secondary and Secondary Schools, as well as a non-Government High School Teacher. Only 24 persons turned up for the Orientation Programme and were oriented. Modules Nos. 1 to 12 and 21 were used. The other Modules pertaining to subject content, were not used for various reasons, one among them being that the Resource Persons invited could not be representative in expertise in all subjects and to deliver in both the media.

c) The Modules received from NCERT were in separate instalments and at different times. The S.I.E. of this Territory received Modules Nos. 1, to 6, 8, 9, 13, 16, 19(P & S) 20(A,B,C,D), 21, 22(S) and 23 on 31st of March; Nos. 12(P, UP, S) 14, 15, 17 and 18(UP,S) on 11th April; and nos. 7, 10, 11 and 24, on 28th April.

For the courses held from 12th to 17th June Modules Nos. 10, 11 and 21 (in English), and modules nos. 7, 10 and 11 (Marathi) could not be sent. For courses held from 19th to 24th June, modules Nos. 10 & 11 (Marathi) and modules Nos. 10, 11 and 21 (English) could not be sent. For one course held from 24th to 28th June, modules nos. 10 & 11 (Marathi), could not be sent.

For the courses held after 28th June, all modules used were supplied in time. For the courses at Panaji and Margao held during 24th to 28th June, Modules No. 21 could not be sent, and for the course at Ponda during the same time module Nos. 10 and 11 could not be sent.

Most of the modules were distributed to the Directors of the camps before the beginning of the camps by sending a messenger (by Government vehicle). Some modules were sent through officers of the S.I.E. who were going to the camps.

Funds were sent through officers of the S.I.E. at least on the first day of the camp. Sometimes the camp directors collected the funds from the S.I.E. before the beginning of the camps. However, the camp Directors had been informed about the heads and ceilings of expenditure, and each camp director was given B.2000/-.

d) A circular was issued pointing out the dates when T.V. Programmes could be availed of. It was also suggested that a T.V. set could be hired. The telecasts receivable in Goa were only in Marathi. Hence they could not be used with effect at camps for teachers of English medium schools.

e) The dates of camps at different places, the names of all Resource Persons as well as of those available to each camp, the schools wherefrom teachers were invited at a camp, a specimen time-table, the information regarding TA/DIA to participants, and guidelines about expenditure at a camp—all of it was communicated in good time to the Directors of the Camps.

III. Monitoring and Evaluation.

a) The Director S.I.E. made it a point to visit as many camps as he could, to get a feel of how the camps were being conducted, as a method of general supervision. He was able to visit 20 of the 26 camps scheduled.

Two camps for Primary Teachers and two camps for Secondary Teachers were selected so that teacher participants may give their reactions in Questionnaire-3. Of course, every camp director had to fill in Questionnaire-II. The latter questionnaire was also used by the three panels of visitors to the selected camps. These camps were not the same as those selected for reactions of teacher-participants. Although each panel was of 2 persons, at one camp only one visitor could go as the Mandovi Bridge had collapsed and the other designated visitor could not cross the bridge to proceed to the camp.

b) Use of Feedback

Since even the Key Resource Persons had to be involved as Resource Persons, there was no time for seeking feedback.

4. Outcomes and future plans.

It was realised at the outset that of those invited for the training as Resource Persons, some were reluctant possibly from fear that they would be tied down in May, or because they were diffident in facing the participants who could be primary teachers as well high school teachers and heads.

The modules given were not distinct for teachers and for Resource Persons. Some of them were inordinately long-winded and repetitive. Some modules which were primarily for Primary teachers e.g. Facilitating Enrolment and Retention at Primary Level, Multigrade Teaching, were also foisted on High School Teachers. On the other hand, those which were more suitable for Secondary School Teachers were to be presented to Primary School Teachers, e.g. Inquiry Training, Institutional Planning and Management. This point need not be beaten. It is too conspicuous if we read No.10 of questionnaire-3. Modules Nos. 10 and 11 and 21 did not need an elaborate presentation. They could very well be passed on to teachers for their reading.

The focal and crucial objective i.e. sensitising the teachers to certain problems, and motivating them to find reasonable solutions, could be achieved with a few modules. Modules Nos. 1,2,6,8,13 and 14 would have more than sufficed.

When the National Policy on Education was not out, and based thereon a Curriculum and Syllabi were not evolved, the modules on subjects were redundant. Item No.3 of questionnaire-3 was anticipatory, recalling that booklets on N.E.P. had to be airlifted in June, '86 (the camps were to be held in May, '86 !!) much after some courses were over.

It is to the credit of the Course Directors and Resource Persons that they were able to obtain attention and participation of the course participants.

At some of the camps, as usual, there were participants who fuelled the motivation and interest of other participants when certain modules were presented.

Now, it's history and there's no need to carp. Let there be a frank discussion on the desirability and utility of each module.

We do not know the effects of integrating 'children with learning problems', with other children. We are not aware of the use made, if at all, of comprehensive evaluation, and of the administrative difficulties, if any.

Let the modules for teachers of primary and those of secondary be identified, at least in terms of weightage in presentation, and have incisive precision in the write-up of the modules.

Let the identification of the number of teachers, centres, camps, etc., be made on the basis of data supplied and plans submitted by the State Agency. Let us be clear as to how many phases of such training there will be, if all teachers are to sensitised and motivated.

Let us assess realistically the time required to present and discuss a module, and as a consequence the duration of a camp or a course.

Above all, let us have all guidelines, specially financial, in good time before the camps begin.

To try and achieve targets given, we had asked for a teacher from each primary and each middle school. However, we had to ask a Secondary School (Stds. VIII to X) to depute 4 teachers, what the schools resented, and deputed them grudgingly.

The following will give us targets and achievements and also indicate probable reasons for under achievement:-

TEACHERS

	Targeted	Expected	Oriented	No. of Schools		Total
				Govt.	Non Govt.	
Primary	405	405	456	972	12	984 (Mar)**
Middle	203	203	114	120	269	389 (Eng)
Secondary	635	606	369	50	243	273 (Eng)
	1323	1294	939	1142	524	1646

N.B.:- ** Medium of Schools.

We shall have to orient not less than a number of teachers as at follows:-

Mediunwise No.of teachers	School level	No.of teachers planned for training	No.of teachers not trained
Mar. 2775	Primary (4439)	2290	2319
Eng. 1312		1312	1312
Others* 402		402	402
Mar. 183	Middle (2514)	183	183
Eng. 2169		1763	1352
Others 162		162	162
Mar. 137	Secondary (2722)	137	137
Eng. 2463		1862	2099
Others 117		117	117

N.B.:- * 'Others' are Gujarati, Konkani, Urdu, Kannada, Hindi, Malayalam, Telugu for Primary; and Gujarati and Urdu for Middle and Highh School.

School level	Medium-wise No. of teachers	Approximate No. of camps
Primary	Marathi 2319	46
	English 1312	26
	Others 402	8
Middle	Marathi 183	4
	English 1852	37
	Others 162	3/4
Secondary	Marathi 137	3
	English 2099	42
	Others 117	2/3

If a massive programme for orienting the teachers with each camp of 10 days duration from Oct. '86, is planned then all the teachers may be covered by July '87. In this plan it has been assumed that the months available for Training will be June to November, January and February, and that there would be two sets of camps, each set of 5 camps.

B. I. H.

(B. da Cruz)
Director
S. I. E.

