

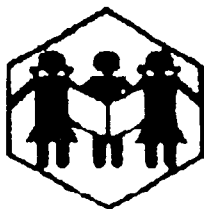
**UNIVERSALISING ELEMENTARY EDUCATION IN
DISTRICT HARDA**

**PROJECT PROPOSAL
DIAGNOSTIC STUDY**

NIEPA DC



D11634



ZILA SHIKSHA KENDRA

HARDA M.P.

**A PROJECT PROPOSAL FOR UNIVERSALISING
ELEMENTARY EDUCATION
DIAGNOSTIC STUDY**

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1 - INTRODUCTION

To fulfill the constitutional provision of free and compulsory elementary education to all children of 6-14 age group the present educational resources are not adequate. If the objectives of universalizing elementary education are to be achieved more efforts are required. One of such initiative that will take the district nearer to achieve the objectives of U.E.E. is the 'Sarva Shiksha Abhiyan' (S.S.A.) .

What is S.S.A. ?

' Sarva Shiksha Abhiyan' is a program with clear time frame for universal elementary education, a response to the demand for quality basic education. It is an expression of political will and commitment for U.E.E.

Objectives of Sarva Shiksha Abhiyan :-

- All children in school / Education Guarantee School / Alternate school- by organizing back to school camps by 2003 .
- All children should complete five years of primary schooling by 2007 .
- All children should complete eight years of elementary schooling by 2001 .
- Focus on quality elementary education with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 .
- Universal retention by 2010.

In order to achieve the objectives of U.E.E. it is imperative that the present status, needs the gaps at the elementary education level are determined and analyzed, so that effective planning for U.E.E. can be done. The process adopted for planning is participatory micro planning process . Diagnostic studies were also conducted to understand issues that have an impact on quality of education. .

2 - Diagnostic study

Diagnostic study is done as a critical approach to the elementary education system in order to understand the educational and administrative problems, so that the problems can be solved and remedial can be designed.

Needs for diagnostic study -

- 1 To understand the educational and administrative problems at the primary and upper primary level.
- 2 To understand the reasons for non achievements.
- 3 To device the way and means to achieve the targets . Such diagnostic studies when done by teachers are fact based very close to realities and they have wider applications for teachers and all those who are concerned with education .

Procedure adopted for diagnostic study -

In the process of diagnostic study 20 middle schools from the three block of the district were selected and then 20 teachers worked on diagnostic study in Hindi, Bal Vaigyanic (Hoshangabad science), Social science, and Mathematics.

They did the desk analysis of text books and gave their findings on Physical Aspect, Content, Presentation of Content, Exercises and Illustrations .

They also studied the curriculum gaps and analyzed the training need of teachers.

8 A
Physical Aspect Main Page
Class VI
Sub - Hindi

Cover			Size		Binding		Printing	
S. No.		Yes in %		Yes in %		Yes in %		Yes in %
1	Get up of Over page	100%	1-Is according to class	100%	Is strong enough	40%	Font size & fonts are appropriate	60%
2-	Relevance to subject	100%	2-Covenant in use	60%	Covenant in use	60%	clarity	60%
							legibility	40%
3-	Suitable for class	100%						
							clarity of pictures	40%
							Space between lines and words	60%

Code No.	Contents	Opinion in Yes
	Point of analysis	
1.1	Aptness & sufficiency	20 %
1-2	Appropriateness to children's standard	20 %
1-3	Inclusion of National core components. <ul style="list-style-type: none"> • Indian freedom movement. • Constitutional Responsibility • National Identity • Secularism, feudalism, Democracy • Equality of sex • Environmental conservation • Removal of social evils . • Standard of small families. • Inclusion of scientific out look 	20 % 20 % 20 % 20% 20 % 60% 40% 60% 60% 60%
1-4	Relevance to daily experiences of the students	20%
1-5	Contents are from simple to complex continuity is there and there is tint of intellectual humor.	60%
1-6	Inclusion of appropriate contents for the development of skills.	60%
1-7	Lessons are fact based.	100%
1-8	Includes Environmental awareness.	100%
1-9	Scope of logical thinking.	20%
1-10	Concept of small family and equality of sex.	80%
1-11	Adding of advance to basics.	100 %
1-12	Others.	

Code No.	Presentation	Opinion in Yes
	Points of analysis	
2-1	Language in simple and interesting	60%
2-2	Language is colloquial and figurative	20%
2-3	Develops creative expression	60%
2-4	Sufficient for self learning and groups learning	40%
2-5	Appropriate inclusion of activities practicals.	60%
2-6	Includes problems solving methods.	40%
2-7	Teaching aids are suggested.	40%
2-8	Meaning of new works are related to local atmosphere .	60%
2-9	Scope of logical thinking.	40%
2-10	lesson attain objectives.	
2-11	Others	

Class VI

Sub- Hindi

Code No.	Picture	Opinion Yes
	Points of analysis	
3-1	Pictures and contents are related	60 %
3-2	Aptness and sufficiency.	60%
3-3	Clarify the contents .	60%
3-4	Clear and interesting.	60%
3-5	Factually correct .	60%
3-6	Labeled properly .	60%
3-7	Pictures are aligned with the concepts or not.	60%
3-8	Others	

Code No.	4. Exercise	Opinion in Yes
	Points of analysis	
4-1	The exercises are having varieties to wards - <ul style="list-style-type: none"> • Knowledge. • Concept . • Application . 	60%
4-2	Concepts are reintegrated.	60%
4-3	Provides continuous evaluation.	60%
4-4	Project works are included .	60%
4-5	Questions develop the capacity to observe distinguish, group. Analyze, compare and experiment.	60%
4-6	Questions lead to logical and scientific thinking .	60%
4-7	Explanation of text is asked .	60%
4-8	Answers are given at the end of the book.	60%
4-9	Others.	

6-A

S. No.	Details of Requirements	Opinion yes in %	S. No.	Details of Requirements	Opinion yes in %
1-	Educational Qualification of teachers Higher Secondary Graduate Post-graduate Else	20% 20% 60%	6	Difficulties in planning for teachers Understanding pre experiences of children Understanding difficulties of student In determining learning level In conceptualizing the text In designing activities based on concepts In selection of teaching aids In seating arrangements for activities Others -----	
2	Professional Qualification of teacher D. Ed. / B.T.C. B. Ed. M. Ed. Computer trained None Anything else	100%	7-	Difficulties to transact lessons in interesting way. In inspiring student for self learning. In improving the participation of students. In interaction with students. In organizing activities . In the use of teaching aids . In understanding students' need	
3-	If teachers have got any in service training then the training agency - DIET. Educational college . S.C.E.R.T. N.C.E.R.T. C.C.E.R.T. Else / others		8-	Difficulties in learner's evaluation. In designing questions. In evaluation of test papers. In understanding errors of the student . In making evaluation a continuous process . In reducing fear and tension of the students.	
4	If teachers have got in service training, then its duration		9	Difficulties in seating arrangement of children In making group of students	

	less than 5 days 5 to 10 days 10 to 20 days more than 20 days	100%	Defining group for a particular student. In deciding the group the teacher should join. How to teach a lesson in groups . In monitoring the activities of various groups . In keeping the students engaged . Others if any (name them)	
5	If any training is given then the subject in which they would like to be trained Language (Hindi) Mathematics Social Studies General Science Sanskrit Language (English) Any Other	20% 60%		

Format -6B
class VI
Sub- Hindi

S. No.	Points of Discussion.	% of teachers whose opinion is yes
1-	What should be done to increase commitment in teachers . <ul style="list-style-type: none"> • Timely payment of claims • To Complete the service records, G.P.F. records, leave records of the teachers • To write the C.R. of the teachers according to the achievements of the students. • To reward the best performing teacher . • Not to punish the teacher with out hearing them. • Inspection should be done by the academic people. • Timely fulfillment of educational requirements. • Administration should pay due respect to the teachers. • Others (if any) 	100 100 80 100 100 100 100 100

2	What should be done to increase confidence in teacher at upper primary level ?	
	<ul style="list-style-type: none"> • By providing training according to their needs . 	100
	<ul style="list-style-type: none"> • By providing self learning material based on difficult concepts . 	100
	<ul style="list-style-type: none"> • By organizing symposium of the experienced subject teachers . 	100
	<ul style="list-style-type: none"> • By demonstrations of model lessons by the experienced teachers . 	100
	<ul style="list-style-type: none"> • By providing opportunities to visit model schools. 	100
	<ul style="list-style-type: none"> • By providing good reference materials on different subjects . 	100
	<ul style="list-style-type: none"> • By providing supplementary reading material on various subjects. 	100
	<ul style="list-style-type: none"> • By making them use audio-visual aids. 	100
	<ul style="list-style-type: none"> • By providing autonomy in the selection of subject base teaching methods. 	100
	<ul style="list-style-type: none"> • By providing subsidy to buy books and magazines. 	100
	<ul style="list-style-type: none"> • By providing feed back after a fortnight valuation of teachers work . 	100
	<ul style="list-style-type: none"> • By organizing educational tours. 	100

8 A
Physical Aspect Cover Page
Class VI
Sub- Bal Vaigyanaiik (H'Bad Science)

Cover Page			Size		Binding		Printing	
S. No.		Yes in %		Yes in %		Yes in %		Yes in %
1	Get up of Over page	100 %	1-Is according to class	100%	Is strong enough	%	Font size & fonts are appropriate	100 %
2-	Relevance to subject	100 %	2- Covenant in use	100%	Covenant in use	100 %	clarity	100 %
							legibility	100 %
3-	Suitable for class	100 %		100 %		100 %		
							clarity of pictures	100 %
							Space between lines and words	100 %

Code No.	Contents	Opinion in Yes
	Points of analysis	
1.1	Aptness & sufficiency	100 %
1-2	Appropriateness to children's standard.	100 %
1-3	Inclusion of National core components. <ul style="list-style-type: none"> • Indian freedom movement. • Constitutional Responsibility . • National Identity . • Secularism, feudalism, Democracy. • Equality of sex . • Environmental conservation . • Removal of social evils . • Standard of small families. • Inclusion of scientific out look. 	100%
1-4	Relevance to daily experiences of the students .	100%
1-5	Contents are from simple to complex continuity is there, and there is tint of intellectual humor .	100%
1-6	Inclusion of appropriate contents for the development of skills.	100%
1-7	Lessons are fact based.	100%
1-8	Includes Environmental awareness.	100%
1-9	Scope of logical thinking.	100%
1-10	Concept of small family and equality of sex.	100%
1-11	Adding advance to basics.	100 %
1-12	Others.	

Code No.	Presentation	Opinion in Yes
	Points of analysis	
2-1	Language in simple and interesting.	100 %
2-2	Language is colloquial and figurative .	100 %
2-3	Develops creative expression .	100 %
2-4	sufficient for self learning and groups learning .	100 %
2-5	Appropriate inclusion of activities and practicals.	100 %
2-6	Includes problems solving methods .	100 %
2-7	Teaching aids are suggested .	100 %
2-8	Meaning of new works are related to local dialects .	100 %
2-9	Scope of logical thinking.	100 %
2-10	lesson attain objects	100 %
2-11	Others	

Class VI

Sub- Bal Vaigyanik (H'bad Science)

Code No.	Picture	Opinion in Yes
	Points of analysis	
3-1	Picture and contents are related	100 %
3-2	Aptness and sufficiency.	100 %
3-3	Clarify the contents .	100 %
3-4	Clear and interesting .	100 %
3-5	Factually correct .	100 %
3-6	labeled properly	100 %
3-7	Pictures are aligned with the concepts or not.	100 %
3-8	Others	

Code No.	Exercise Points of analysis	Opinion in Yes
4-1	The exercise are having varieties to wards <ul style="list-style-type: none"> • Knowledge. • Concept . • Application . 	100 %
4-2	Concepts are reintegrated	100 %
4-3	Provides continues evaluation	100 %
4-4	Projects works are included .	100 %
4-5	Questions develop the capacity to observe distinguish, group, Analyze, compare and experiment.	100 %
4-6	Questions lead to logical and scientific thinking .	100 %
4-7	Explanation of text is asked	100 %
4-8	Answers are given at the end of the book	100 %
4-9	Others.	

Format 10 A
Information about curriculum analysis
Class - VI
Subject- Bal Vaigyanik (Hoshangabad Science)

S.No. Title of Lesson	Content not relevant to skills/ Syllabus	Content above the standard of children	Content not interrelated	Content differ from to care Components.	Concepts for the development of which activities are not given/ sufficient	Content to be added/ deleted	
						Add	Delete
1-Fun-N-Games	None	None	None	None	Sufficient	None	None
2-Sorting things in to Groups.	None	None	None	None		None	None
3-Grouping leaves .	None	None	None	None		None	---"---
4-Magnets.	None	None	None	None		None	---"---
5- Our Crops .	None	None	None	None		None	---"---
6- Set Within A set Subject .	None	None	None	None		None	---"---
7- Force and weight.	None	None	None	None		None	---"---
8- Nutrition .	None	None	None	None		None	---"---
9- Seeds and their germination .	None	None	None	None		None	---"---
10-Electricity .	None	None	None	None		None	---"---
11- Roots a	None	None	None	None		None	---"---

leaves .							
12- Games with an Abacus .	None	None	None	None		None	---
13- Measuring distances .	None	None	None	None		None	---
14-Variation and Approximation .	None	None	None	None		None	---
15- Separation .	None	None	None	None		None	---
16- Our Crops .	None	None	None	None		None	---
17- Nutrition .	None	None	None	None		None	---
18- Diversity in The living world .	None	None	None	None		None	---
19- Sensitivity .	None	None	None	None		None	

Format 10 B
Exercise Analysis
Class VI
Sub- Bal Vaigyanic (Hoshangabad Science)

S.No. Title of Lesson	Exercises not helpful M strengthening skills and development	Exercise not helpful in developing understanding of content	Exercises can be given as project	Exercises to be added			Exercise to be deleted
				For all the development of logical thinking	For strengthening of skill	For Evaluation	
1-Fun-N-Games	None	None	—	None	None	None	None
2-Sorting things in to Groups.	None	None	—	None	None	None	None
3-Grouping leaves .	None	None	Herbarium 100%	None	None	None	None
4-Magnets.	None	None	Magnetic needle	None	None	None	None
5- Our Crops .	None	None	—	None	None	None	None
6- Set Within A set Subject	None	None	—	None	None	None	None
7- Force and weight.	None	None	—	None	None	None	None
8- Nutrition .	None	None	—	None	None	None	None

9- Seeds and their germination .	None	None	–	None	None	None	None
10-Electricity	None	None		None	None	None	None
11 Roots and leaves.			Exhibition of Roots				
12- Games with an Abacus .	None	None	Different least counts project	None	None	None	None
13-Measuring distances .	None	None	–	None	None	None	None
14-Variation and Approximation .	None	None	–	None	None	None	None
15- Separation.	None	None	–	None	None	None	None
16- Our Crops .	None	None	–	None	None	None	None
17- Nutrition .	None	None	–	None	None	None	None
18- Diversity in The living world .	None	None	–	None	None	None	None
19 Sensitivity	None	None	-	None	None	None	None

Format 10.C.
 Information about qualitative improvement for diagram analysis at upper primary level
 Class VI
 Sub- Bal Vaigyanik (Hoshangabad Science)

S.No. Title of Lesson	Diagrams irrelevant to Lesson	Diagrams you want to be improved	improvement Suggested	Neerary diagrams	Diagrams with Errors			Diagrams must be included
					Diagrams	Errors	Improve ment suggested	
1-Fun-N-Games.	Yes 100%	Page one micro voucher 100%	Is not clear 75%	Yes 100%	None 100%	None 100%	None 100%	None 100%
2-Sorting things in to Groups.	Yes 100%	None 100%	None 100%	None 100%	None 100%	None 100%	None 100%	None 100%
3 Grouping leaves .	Yes 100%	None 100%	None 100%	None 100%	None 100%	None 100%	None 100%	None 100%
4-Magnets	Yes 100%	None 100%	None 100%	None 100%	None 100%	None 100%	None 100%	None 100%
5-OurCrops	Yes 100%	None 100%	None 100%	None 100%	None 100%	None 100%	None 100%	None 100%
6-Set With inA set Sub.	Yes 100%	None 100%	None 100%	None 100%	None 100%	None 100%	None 100%	None 100%
7- Force and weight.	Yes 100%	Elementary canal Page no.60	Should be Magnified 25%	Yes 100%	-	Small	Should also include rat's elementary canal .	elementary canal of Rat

8- Nutrition .	Yes 100%	None 100%	None 100%	Yes 100%	None 100%	None 100%	None 100%	None 100%
9- Seeds and their germination .	Yes 100%	None 100%	None 100%	Yes 100%	None 100%	None 100%	None 100%	None 100%
10- Electricity	Yes 100%	None 100%	None 100%	Yes 100%	None 100%	None 100%	None 100%	None 100%
11- Roots and leaves.	Yes 100%	None 100%	None 100%	Yes 100%	None 100%	None 100%	None 100%	None 100%
12- Games with an Abacus .	Yes 100%	None 100%	None 100%	Yes 100%	None 100%	None 100%	None 100%	None 100%
15- Separation	Yes 100%	None 100%	None 100%	Yes 100%	None 100%	None 100%	None 100%	None 100%
16- Our Crops .	Yes 100%	None 100%	None 100%	Yes 100%	None 100%	None 100%	None 100%	None 100%
17- Nutrition	Yes 100%	None 100%	None 100%	Yes 100%	None 100%	None 100%	None 100%	None 100%
18- Diversity in The living world .	Yes 100%	None 100%	None 100%	Yes 100%	None 100%	None 100%	None 100%	None 100%
19 Sensitivity	Yes 100%	None 100%	None 100%	Yes 100%	None 100%	None 100%	None 100%	None 100%

Note- All the diagrams should be colored

Format 10 D
About Errors
Class VI
Sub. : Bal Vaigyanaik [H'bad Science]

S.No.	Title of the lesson	Page No.	Line No.	Errors	What should be the correction
1-	Fun-N-Games				
2-	Sorting things in to Groups				
3-	Grouping leaves				
4-	Magnets				
5-	Our Crops				
6-	Set Within A set Subject				
7-	Force and weight				
8-	Nutrition	There is no error and correction			
9-	Seeds and their germination				
10-	Electricity				
11-	Root and leaves				
12-	Games with an Abacus				
13-	Measuring distances				
14-	Variation and Approximation				
15-	Separation				
16-	Our Crops				
17-	Nutrition				
18-	Diversity in the living world				
19-	Sensitivity				

6-A

S. No.	Detail of requirements	Opinion in yes	S. No.	Detail of requirements	Opinion in yes
1-	Educational Qualification of teachers - Higher Secondary. Graduate . Post-graduate. Else .	25 % 25 % 50 %	6	Difficulties in planning for teachers . Understanding pre experiences of children . Understanding difficulties of students . In determining learning level . In conceptualizing the text . In designing activities based on concepts . In selection of teaching aids . In seating arrangements for activities. Others -----	0 % 0 % 0 % 25 % 50 % 25 % 0 %
2	Professional Qualification of teacher D. Ed. / B.T.C. B. Ed. M.Ed. Computer trained None Anything else	75 % 25 % - - -	7	Difficulties to transact lessons in interesting way. In inspiring students for self learning. In improving the participation of students. In interactions with student. In organizing activities. In the use of teaching aids. In understanding student needs .	0 % 0 % - 0 % 0 % 0 %
3-	If teachers have got any in service training then the training agency DIET Educational college S.C.E.R.T. R.G.S. Mission N.C.E.R.T. C.C.E.R.T. Else / others	100% 25 % 100% 75 % - - -	8	Difficulties in learner's evaluation In designing questions. In evaluation of test papers. In understanding errors of the students . In making evaluation a continuous process . In reducing fear and tension of evaluation. In the assessment of progress.	50 % 25 % 0 % 0 % 0 % 0 %

4	<p>If teachers have got in service training the its duration</p> <p>less than 5 days</p> <p>5 to 10 days</p> <p>10 to 20 days</p> <p>more than 20 days</p>	100%	9	<p>Difficulties in seating arrangement of children</p> <p>In making group of students</p> <p>Defining group for a particular student.</p> <p>In deciding group, the teacher should join.</p> <p>How to teach a lesson in groups .</p> <p>In monitoring the activities of various groups .</p> <p>In keeping the student engaged .</p> <p>Others if any (name them)</p>	<p>0 %</p> <p>0 %</p> <p>0 %</p> <p>0 %</p> <p>0 %</p> <p>0 %</p>
5	<p>If any training is given then the subject in which they would like to be trained -</p> <p>Language (Hindi)</p> <p>Mathematics.</p> <p>Social studies.</p> <p>General science.</p> <p>Sanskrit .</p> <p>Language (English)</p> <p>Any Other (computer)</p>	<p>75 %</p> <p>25 %</p> <p>25 %</p> <p>0 %</p> <p>50 %</p> <p>-</p> <p>100 %</p>			
6	<p>What weakness student generally face at Upper primary level after clearing fifth standard ?</p> <ul style="list-style-type: none"> • Can't read fluently and with correct pronunciation • Spelling mistakes • Poor comprehension 	100% All			

	<ul style="list-style-type: none">• Don't understand Punctuation.• Can not describe unknown situations .• Can not answer in complete sentences.• Can not describe the sequence of events by looking picture .				
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Format - 6B
class VI
Sub- Bal Vaigyanik (Hoshabgabad Science)

S. No.	Points of Discussion	% of teachers who opine yes
1-	What should be done to increase commitment in teachers .	
	• Timely payment of claims	100
	• To Complete the service records, G.P.F. records, leave records of the teachers	100
	• To write the C.R. of the teachers according to the achievements of the students	75
	• To reward the best performing teachers .	100
	• Not to punish the teacher with out hearing them.	100
	• Inspection should be done by the academic people.	100
	• Timely fulfillment of educational requirements.	100
	• Administration should pay due respect to the teachers.	100
	• teachers should not be involved in non teaching assignments.	100

2	<p>What should be done to increase confidence in teacher at upper primary level ?</p>	100
	<ul style="list-style-type: none"> • By providing training according to their needs . 	100
	<ul style="list-style-type: none"> • By providing self learning material on difficult concepts . 	100
	<ul style="list-style-type: none"> • By organizing symposium of the experienced subject teachers . 	100
	<ul style="list-style-type: none"> • By demonstrations of model lessons by the experienced teachers . 	100
	<ul style="list-style-type: none"> • By providing opportunities to visit model schools. 	100
	<ul style="list-style-type: none"> • By providing good reference materials on different subjects . 	100
	<ul style="list-style-type: none"> • By providing supplementary reading material on various subjects. 	100
	<ul style="list-style-type: none"> • By making them use audio-visual aids. 	100
	<ul style="list-style-type: none"> • By providing autonomy in the selection of subject base teaching methods. 	100
	<ul style="list-style-type: none"> • By providing subsidies to buy books and magazines. 	75
	<ul style="list-style-type: none"> • By providing feed back after a fortnight assessment of teachers' work . 	75
	<ul style="list-style-type: none"> • By arranging educational tours. 	100
3	<p>What are the Concepts which are difficult to understand while teaching</p>	

	<p>states of matter .</p> <ul style="list-style-type: none"> • Matter can be changed from one state to an other . • Classification of matter is done on the basis of qualities. • The particles of compound are different from the constituents elements of which it is made . • The constituents of mixture don't loose their qualities. • Elements are metals and non metals. • Element is made up of similar atoms . • Particles in solid are dense while that of liquids are rare there are blank spaces in between them particles in gases are very rare . • Others (if any) 	<p>25%</p> <p>25%</p> <p>75%</p>
4	<ul style="list-style-type: none"> • There are certain precautions which should be observed while measuring with a scale . • The area of irregular objects can be measured with the help of graph. • The volume of an object is equal to the space occupied by it . • The capacity of a vessel is equal to its internal volume . • Others (if any) 	<p>0%</p> <p>0%</p> <p>0%</p> <p>0%</p>
5	<p>What are the points related to acid base and salt which are difficult to understand .</p> <ul style="list-style-type: none"> • Element generally form oxides when they burn in Oxygen . • Metals form metallic oxides or basic oxides . • Metallic oxides form acids when 	<p>0%</p>

	<p>dissolved in water .</p> <ul style="list-style-type: none">• Many metals form salts when they are treated with acid and also release Hydrogen gas .• Others (If any)	
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8 A
Physical Aspect Cover Page
Class VI
Subject - Social Science

Cover			Size		Binding		Printing	
S. No		Yes in %		Yes in %		Yes in %		Yes in %
1	Get up of Over page	100%	1-Is according to class	75 %	Is strong enough	75%	Font size & fonts are appropriate	100%
2-	Relevance to subject	100%	2- Convenient in use	100%	Convenient in use	100%	clarity	100%
							legibility	100%
3-	Suitable for class	75%						
							clarity of pictures	100%
							Space between lines and words	100%

Class VI
Sub- Social Science)

Code no.	Contents	in Opinion Yes
	Points of analysis	
1.1	Aptness & sufficiency	90%
1-2	Appropriateness to children standard	100%
1-3	Inclusion of National care component. <ul style="list-style-type: none"> • Indian freedom movement. • Constitutional Responsibility • National Identity • Secularism, feudalism, Democracy • Equality of sex • Environmental conservation • Removal of social evils . • Standard of small families. • Inclusion of scientific out look 	70%
1-4	Relevance to daily experiences of the students	75%
1-5	Contents are from simple to complex, there is continuity and there is tint of intellectual humor	50%
1-6	Inclusion of appropriate contents for the development of skills.	75%
1-7	Lessons are fact based.	90%
1-8	Includes Environmental awareness.	80%
1-9	Scope of logical thinking.	100%
1-10	Concept of small family and equality of sex.	80%
1-11	Adding advance to basics.	100 %
1-12	Others	

Environment , Water Conservation, Importance of Water, Population Education and Literacy Should be included in the curriculum.

Class VI Sub- Social Science

Code no.	2- Presentation	Opinion in Yes
	Points of analysis	
2-1	Language is simple and interesting .	100%
2-2	Language is colloquial and figurative.	0 %
2-3	Develops creative expression .	75 %
2-4	Sufficient for self learning and groups learning .	75 %
2-5	Appropriate inclusion of activities and practicals.	50 %
2-6	Includes problems solving methods.	50 %
2-7	Teaching aids are suggested .	50 %
2-8	Meaning of new words are related to local atmosphere .	20 %
2-9	Scope of logical thinking .	100 %
2-10	lessons attain objectives .	35 %
2-11	Others	Clarify the lesson Rights of Children.

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Code no.	3- Picture	Opinion in Yes
	Points of analysis	
3-1	Picture and contents are related.	100%
3-2	Aptness and sufficiency.	90%
3-3	Clarify the contents .	85%
3-4	Clear and interesting .	50%
3-5	Factually correct .	100%
3-6	Labeled properly .	50%
3-7	Pictures are aligned with the concepts or not.	100%
3-8	Others .	Channel picture should be included .

Class VI
Sub - Social Science

Code No.	4 - Exercise	Opinion in Yes
	Points of analysis	
4-1	The exercises are having varieties to wards . <ul style="list-style-type: none"> • Knowledge . • Concept . • Application. 	100%
4-2	Concepts are reintegrated .	100%
4-3	Provides continuous evaluation .	100%
4-4	Projects works are included.	25%
4-5	Questions develop the capacity to observe distinguish, group, Analyze, compare and experiment.	80%
4-6	Questions lead to logical and scientific thinking .	75%
4-7	Explanation of text is asked.	70%
4-8	Answers are given at the end of the book.	0 %
4-9	Others .	-

Format 10 D
About Errors
Class VI
Sub. : Social Science

S.No.	Title of the lesson	Page No.	Line No.	Errors	What should be the correction
	Lesson 9 District Administration	67	Write Your Address	It should be deleted from text	It should be included in the exercise

6-A

S. N o.	Detail of requirements	Opinion in yes	S. N o.	Detail of requirements	Opinion in yes
1-	Educational Qualification of teachers . Higher Secondary. Graduate . Post-graduate. Else .	05% 20% 50% 25%	6	Difficulties in planning for teachers Understanding pre experiences of children Understanding difficulties of students In determining learning level In conceptualizing the text In designing activities based on concepts In selection of teaching aids In seating arrangements for activities Others -----	50% 33% 50% 80% 66% 66% 33%
2	Professional Qualification of teacher D. Ed. / B.T.C. B. Ed. M.Ed. Computer trained . None . Anything else.	67% 23% - - 10 % -	7	Difficulties to transact lessons in interesting way. In inspiring students for self learning. In improving the participation of students. In interactions with student. In organizing activities. In the use of teaching aids. In understanding student needs .	80% 50% - 15% 33% 50%
3-	If teachers have got any in service training then the training agency - DIET. Educational college . S.C.E.R.T. R.G.S. Mission . N.C.E.R.T.	60% 23% - -	8	Difficulties in learner's evaluation In designing questions. In evaluation of test papers. In understanding errors of the students . In making evacuation a continuous process . In reducing fear and tension of evaluation.	- - 33 % 33 % 15 %

	C.C.E.R.T. Else / others	- -		In the assessment of progress.	50 %
4	If teachers have got in service training the its duration - less than 5 days. 5 to 10 days . 10 to 20 days. more than 20 days .	80% 80% 90%	9	Difficulties in seating arrangement of children In making group of students Defining group for a particular student. In deciding group, the teacher should join. How to teach a lesson in groups In monitoring the activities of various groups In keeping the students engaged . Others if any (name them)	33% 15% 66% 66% 66% 15%
5	If any training is given then the subject in which they would like to be trained - Language (Hindi) Mathematics Social studies General science Sanskrit Language (English) Any Other (computer)	100% - -			
6	What weakness student generally face at Upper primary level after clearing fifth standard ? • Can't read fluently and with correct pronunciation • Spelling mistakes • Poor comprehension • Don't under stand Punctuation.	95 % all of 22 points			

<ul style="list-style-type: none"> • Can not describe unknown situations . • Can not answer in complete sentences. • Can not describe the sequence of events by looking picture. • Unable to under stand and use prefix, suffix genders, antonyms, Synonyms. • Can't write dictation with proper punctuation. • Can't write dictated numbers . • Can't understand ones, tens, & hundreds place. • Can't solve problems. • Can't add or subtract by carry. • Cant distinguish multiples and factors . • In solving problems of division & multiplication. • Errors in adding and subtracting fractional numbers. • In Converting fractional numbers in decimals and vice versa . • Can't write the measurements of length, weight and capacity in decimal system . 				
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	<ul style="list-style-type: none">• Can't distinguish Square, rectangle & circle .• Others if any .				
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Format - 6B
class VII
Sub- Social Science

S. No.	Points of Discussion	% of teachers who opine yes
1-	What should be done to increase commitment in teachers? <ul style="list-style-type: none"> • Timely payment of claims • To Complete the service records, G.P.F. records, leave records of the teachers • To write the C.R. of the teachers according to the achievements of the students • To reward the best performing teachers . • Not to punish the teacher with out hearing them. • Inspection should be done by the academic people. • Timely fulfillment of educational requirements. • Administration should pay due respect to the teachers. • teachers should not be involved in non teaching assignments. 	100 100 Not Agree 100 100 100 100 100

8 A
Physical Aspect Cover Page
Class VI
Subject - Maths

Cover			Size		Binding		Printing	
s. n. o		Yes in %		Yes in %		Yes in %		Yes in %
1	Get up of Over page	100 %	1-Is according to class	100 %	Is strong enough	50 %	Font size & fonts are appropriate.	100 %
2-	Relevance to subject	66 %	2- Covenant in use	100 %	Covenant in use	80 %	clarity . legibility.	100 % 100 %
3-	Suitable for class	100 %					clarity of pictures. Space between lines and words .	100 % 80 %

Code No.	Contents	Opinion in Yes
	Points of analysis	
1-1	Aptness & sufficiency .	100 %
1-2	Appropriateness to children standard.	100 %
1-3	Inclusion of National core components. <ul style="list-style-type: none"> • Indian freedom movement. • Constitutional Responsibility . • National Identity . • Secularism, feudalism, Democracy. • Equality of sex . • Environmental conservation. • Removal of social evils . • Standard of small families. • Inclusion of scientific out look. 	100%
1-4	Relevance to daily experiences of the students .	35 %
1-5	Contents are from simple to complex continuity is there and is full of intellectual humor .	50 %
1-6	Inclusion of appropriate contents for the development of skills.	50 %
1-7	Lesson are fact based.	50 %
1-8	Includes Environmental awareness.	50 %
1-9	Scope of logical thinking.	65 %
1-10	Concept of small family and equality of sex.	50 %
1-11	Adding advance to basics.	65 %
1-12	Others.	

Code no.	Presentation	Opinion in Yes
	Points of analysis	
2-1	Language is simple and interesting .	60 %
2-2	Language is colloquial and figurative.	20 %
2-3	Develops creative expression .	35 %
2-4	Sufficient for self learning and groups learning .	65 %
2-5	Appropriate inclusion of activities and practicals.	66 %
2-6	Includes problems solving methods.	66 %
2-7	Teaching aids are suggested .	66 %
2-8	Meaning of new words are related to local atmosphere .	33 %
2-9	Scope of logical thinking .	66 %
2-10	lessons attain objectives .	33 %
2-11	Others	

Code no.	Picture	Opinion Yes
	Points of analysis	
3-1	Picture and contents are related.	80 %
3-2	Aptness and sufficiency.	80 %
3-3	Clarity of the contents .	80 %
3-4	Clear and interesting .	50 %
3-5	Factually correct .	50 %
3-6	labeled properly .	33 %
3-7	Picture are aligned with the concepts or not.	50 %
3-8	Others .	

Code no.	Exercise	Opinion Yes
	Points of analysis	
4-1	The exercises are having varieties to wards . <ul style="list-style-type: none"> • Knowledge . • Concept . • Application. 	66 % 80 % 50 %
4-2	Concepts are reintegrated .	50 %
4-3	Provides continuous evaluation .	100%
4-4	Projects works are included.	0 %
4-5	Questions develop the capacity to observe distinguish, group, Analyze, compare and experiment.	66 %
4-6	Questions lead to logical and scientific thinking .	66 %
4-7	Explanation of text is asked.	100 %
4-8	Answers are given at the end of the book.	80 %
4-9	Others.	

Format 10 D
About Errors
Class VI
Sub. : Maths

S.No.	Title of the lesson	Page No.	Line No.	Errors	What should be the correction?
1. 2	Natural number and whole numbers.	06	01	Square	
2 . 10.	Basic Geometrical Concepts.	76	08	Diagrams of Ellipses are not interrelated	Joining Points in a straight line.

Format 12A
To be filled by the students
Class VI
Sub- Maths

Sr. No.	Title of the Lesson	Language of the Lesson Difficult /Simple	Ideas Which are difficult to understand	Lesson are interesting or not	Which diagrams are helpful to understand the lesson	Activities of the lesson which are good	Questions / Exercises of the lesson which are difficult to answer	The diagrams which are difficult to comprehend
1	Review of work done in Earlier classes	Difficult	Problems	Not-interesting	-	-	Problems	-
2	Natural Numbers & whole number	Simple	-	interesting	Diagrams 2.3	-	-	Diagrams 2.3
3	Operations on whole Numbers	Simple	Operations on Sign	interesting	-	-	-	-
4	Factors and Multiples	Simple	-	interesting	-	-	-	-
5	Integers	Simple	Operations on Integers with sign	interesting	-	-	-	-
6	Algebraic Expressions	Simple	-	interesting	-	-	Operations on Algebraic Expression with sign	-
7	Introduction Linear Equations	Difficult	Trial and Error method	-	-	-	Equations of Trial and Error	-
8	Ratio Proportion and Unitary	Simple	-	interesting	-	-	-	-

Format 8-B
To be filled after the analysis of curriculum
Format for the Qualitative improvement of curriculum analysis by diagnostic study
at upper primary level
Class VI
Sub- Maths

Part of curriculum which are not helpful in attaining specific aims	Part of curriculum which are above the standard of students	Part of curriculum lacking relevance	Typical parts of curriculum where training is necessary	Form of training for typical parts			Suggestion for evaluation
				Self learning %	C.D.	Tele Conferencing	
Exercise 3.4	Operations on whole Numbers	Sums of Exercise 3.4	Solving sums by commutative Associative distributive laws	100			Use of commutative ,associative & distributive method
Exercise 6	Algebraic Expressions	Sums of Exercise 6		100			new method operations on algebraic expressions
Exercise 7	Introductions of Linear Equations	Equations by trial and error	Equations by Trial and Error	100			Trial and Error should be deleted

Exercise 13	Parallel Lines	Sums of Exercise 13.4	Angles made by transversal line				A brief knowledge of parallel lines will be sufficient
		Sums of Exercise 13.5	Formation of angles by transversal on two parallel				
		Exercise 13.6	Construction of parallel lines by set square and scale .				

S. N o.	Detail of requirements	Opinion in yes	S. N o.	Detail of requirements	Opinion in yes
1-	Educational Qualification of teachers . Higher Secondary. Graduate . Post-graduate. Else .	00% 33% 33% 33%	6	Difficulties in planning for teachers Understanding pre experiences of children Understanding difficulties of students In determining learning level In conceptualizing the text In designing activities based on concepts In selection of teaching aids In seating arrangements for activities Others -----	50% 33% 50% 80% 66% 66% 33%
2	Professional Qualification of teacher D. Ed. / B.T.C. B. Ed. M.Ed. Computer trained . None . Anything else.	66% 33% - - -	7	Difficulties to transact lessons in interesting way. In inspiring students for self learning. In improving the participation of students. In interactions with student. In organizing activities. In the use of teaching aids. In understanding student needs .	80% 50% - 15% 33% 50%
3-	If teachers have got any in service training then the training agency - DIET. Educational college . S.C.E.R.T. R.G.S. Mission . N.C.E.R.T.	50% 15% - -	8	Difficulties in learner's evaluation In designing questions. In evaluation of test papers. In understanding errors of the students . In making evaluation a continuous process . In reducing fear and tension of evaluation.	- - 33 % 33 % 15 %

	C.C.E.R.T. Else / others	- -		In the assessment of progress.	50 %
4	If teachers have got in service training the its duration - less than 5 days. 5 to 10 days . 10 to 20 days. more than 20 days .	 15% 15% 33%	9	Difficulties in seating arrangement of children In making group of students Defining group for a particular student. In deciding group, the teacher should join. How to teach a lesson in groups In monitoring the activities of various groups In keeping the students engaged . Others if any (name them)	33% 15% 66% 66% 66% 15%
5	If any training is given then the subject in which they would like to be trained - Language (Hindi) Mathematics Social studies General science Sanskrit Language (English) Any Other (Computer)	 15% 66% - - 33% 50%			
6	What weakness student generally face at Upper primary level after clearing fifth standard ? • Can't read fluently and with correct pronunciation • Spelling mistakes • Poor comprehension • Don't under stand Punctuation.	 100% 100% 80% 80%			

• Can not describe unknown situations .	100%	
• Can not answer in complete sentences.	100%	
• Can not describe the sequence of events by looking picture.	50%	
• Unable to under stand and use prefix, suffix genders, antonyms, Synonyms.	50%	
• Can't write dictation with proper punctuation.	66%	
• Can't write dictated numbers .	100%	
• Can't understand ones, tens. & hundreds place.	50%	
• Can't solve problems.	80%	
• Can't add or subtract by carry.	50%	
• Cant distinguish multiples and factors .	66%	
• In solving problems of division & ~ multiplication.	66%	
• Errors in adding and subtracting fractional numbers.	100%	
• In Converting fractional numbers in decimals and vice versa .	66%	
• Can't write the measurements of length, weight and capacity in decimal system .	80%	
	80%	
	50%	

	<ul style="list-style-type: none">• Can't distinguish Square, rectangle & circle .• Others if any .	15%			
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What should be done to increase confidence in teacher at upper primary level ?

- By providing training according to their needs . 100
- By providing self learning material on difficult concepts . 80
- By organizing symposium of the experienced subject teachers . 100
- By demonstrations of model lessons by the experienced teachers . 100
- By providing opportunities to visit model schools. 80
- By providing good reference materials on different subjects . 100
- By providing supplementary reading material on various subjects. 80
- By providing training according to their needs . 80
- By providing self learning material based on difficult concepts . 100
- By providing self learning material on difficult concepts .
- By organizing symposium of the experienced subject teachers .
- By demonstrations of model lessons by the experienced teachers .
- By providing opportunities to visit model schools.
- By providing good reference materials on different subjects .
- By providing supplementary reading material on various subjects.
- By making them use audio-visual aids.
- By providing autonomy in the selection of subject based teaching methods.
- By providing subsidies to buy books and magazines.

3	<p>What are the problems in understanding Number system ?</p> <ul style="list-style-type: none"> • Distinguish Natural Numbers, whole number and Integers . • To give Examples of whole numbers and Integers. • To arrange negative Integers in increasing and decreasing order. • Others (if any) 	<p>15 75 50</p>
4	<p>What are the problem in the representation of Integers on number line</p> <ul style="list-style-type: none"> • On which side Integers increase and decrease from zero ? • On which side should Positive and Negative Integers should be represented. • What should be the distance between two Integers on Number line. 	<p>15 00 50</p>
5	<p>What are the problems in understanding the place value ?</p> <ul style="list-style-type: none"> • In the case of repetition of digits in a number. • In the case if there is a zero in a number. • If they don't understand the place of digit in a big number . • Others if any 	<p>15 33</p>
6	<p>What are the problems in applying Addison, multiplication & Distribution law on Integers?</p> <ul style="list-style-type: none"> • In distinguishing the process of distribution and association . • In using appropriate sign after addition or subtraction. • In using appropriate sign with the product after multiplication & division • others if any 	<p>33 33 33</p>
7	<p>What are the problems in solving the sums of powers of Integers ?</p> <ul style="list-style-type: none"> • In writing base and powers clearly . • In distinguishing base and powers clearly. 	<p>15</p>

	<ul style="list-style-type: none"> In determining the value of a number with zero power .Others if any . 	00 33
8	<p>What are the problems in determining H.C.F. and L.C.M. ?</p> <ul style="list-style-type: none"> In distinguishing L.C.M. and H.C.F. Not to get it clearly by reading the problems whether they have to determine H.C.F. or L.C.M. Rule of divisibility . Others if any 	15 % 33 % 15 %
9	<p>Where do they feel difficulty in solving the sum by unitary method ?</p> <ul style="list-style-type: none"> In determining a value by one to many and many to one method . In distinguishing between what is given and what is to be determined . When to multiply/divide in solving sum by unitary method. Others if any. 	33 % 15 % 15 %
10	<p>What problems do they face in solving equation ?</p> <ul style="list-style-type: none"> In recognizing and transposing unknown values. In making an equations in a given problem . Following the wrong steps they don't get the right answer. Others if any 	00 % 33 % 33 %
11	<p>What problems do they face in expanding algebraic expressions ?</p> <ul style="list-style-type: none"> $(x+y)^2$ is written as x^2+y^2 $(x+y)^3$ is written as $3x+3y$ x^3-y^3 is written as $(x+y)(x^2-xy-y^2)$ Others if any 	50 % 50 % 33 %
12	<p>What problems do they face in solving Algebraic expressions with brackets ?</p> <ul style="list-style-type: none"> Which bracket should be removed first. Order of operations . Sign after the multiplication of integers 	15 % 15 %

	• Others if any	50 %
13	What are the errors in the construction and recognition of angles ?	
	• Do not understand angles .	66 %
	• Do not distinguish supplementary & complimentary angles.	33 %
	• Do not understand corresponding angles interior angles and alternate angles.	50 %
	• Others if any	

4- Findings of Diagnostic Study

Diagnostic study is used as tool for the qualitative improvement of education a multi layered approach is used for this purpose and the following aspects were covered under it –

4. Text Book analysis
5. Curriculum analysis
6. Training needs of teachers

(2) Textbook Analysis-

The Hindi, Mathematics, Social science and Science text books of class (published by Text Book Corporation were analyzed the Hindi version of these textbooks were chosen as majority of schools are using them (It was a sample analysis. in which ten teachers from every block participated the tools used for this work were designed by Rajya Shiksha Kendra) (Format 8A and 12A)

Summary of textbook analysis- The following aspects were considered in the analysis

- | | |
|-----------------------------------|----------------------------------------------------------------------------------|
| (6) Physical aspect of text books | – Getup, relevance to subject and print quality |
| (7) Contents of the text books | - Aptness, standard and inclusion of core component. |
| (8) Presentation of contents | – Language, creativity, learning opportunities, teaching & use of new words etc. |
| (9) Pictures and diagrams- | |
| (10) Exercises | |

The following inferences were point out in the textbook analysis

9. Objectionable parts in text books
10. Errors in the text books.
11. Parts to be added in the text books.
12. Contents above the mental level of students.
13. Use less exercises in the text books .
14. Exercises to be added in text books .
15. Diagrams /Pictures, to be added or deleted in text books .
16. Entertaining lessons in the text books.

II. Curriculum Analysis – included Hindi, Mathematics, Social Science and Hoshangabad Science. It was a sample analysis in which ten teachers from every block participated . The tools used for this purpose were designed by Rajya Shiksha Kendra.

The following inferences were point out in the curriculum analysis.

5. The weakness of students entering upper primary level .
6. Contents which are above the level of students of standard VI.
7. Contents which are not interrelated to standards V and VI.

8. Difficult parts of curriculum which require Special training of teachers

III. Training Needs of teachers –

100 teachers of the three blocks teaching, Science and Mathematics were considered for the assessment of training needs of teachers. The tools (Format 6a and 6b, designed by Rajya Shiksha Kendra) were used for this sample analysis.

The following aspects were covered in this sample analysis -

13. Educational Qualification of teachers.
14. Professional Qualification of teachers.
15. In Service training and its duration.
16. Subjects of training.
17. Difficulties in planing for teaching.
18. Difficulties in transacting lessons in an interesting way.
19. Difficulties in learners evaluation.
20. Difficulties in planing seating arrangement of children.
21. Weakness of students at the time, when they enter upper primary level.
22. Promoting commitment in teachers.
23. Methods of boosting confidence in the teachers at the pre secondary level.
24. Concepts of Mathematics and Science which are difficult to understand.

Physical aspects of the text books (class –VI)

No		Hindi	H.Bad Sc.	Social Sc.	Maths
1-	Cover page(size binding & printing)	Found o.k.	Found o.k.	Found o.k.	Found o.k.
2-	Contents	Pads &Dohes are not apt to the standard of student	Found o.k.	Lesson 10 is above the standard of students	Contents irrelevant in lesson- 1,6,7&13
3-	Presentation of contents	Found o.k.	Found o.k.	Found o.k.	Found o.k.
4-	Pictures & Diagrams	Found o.k.	Found o.k.	Stripes of sequence pictures and diagrams; correction of map of M.P.	Diagrams explaining place value and colinearity Are to be improved.
5.	Exercises	Found OK	Found OK	Exercise of lesson 10 are above the standard of students	Problem / Algebraic Expressions / Trial and error / need improvement

Curriculum Analysis of the Text Books Class VI

S. No.	Points of analysis	Subjects.			
		Hindi	H.Bad Sc.	Social Sc.	Maths
1-	Parts which are not helpful in attaining specific aims	20 'Pad and Dohe' are not helpful in attaining specific aims	Found o.k.	Found o.k.	Exercise 3,4,6,7&13
2-	Parts which are above the standard of students.	'Pad and dohe' are above the standard of students	Found o.k.	Found o.k.	Algebraic expressions and introduction of linear equations and parallel lines are above the standard of students.
3-	Parts of curriculum lacking relevance	Comprise difficult words	Found o.k.	Found o.k.	Exercise 6,13.4,13.5 and 13.6
4-	Typical Parts where training is essential	Training is essential for Kabir's dohe	Found o.k.	Found o.k.	Modern Algebra
5-	Suggestion for evaluation	Simple words should be used	There should be monthly evaluation in practical.	Found o.k.	Trial and error method should be deleted

Assessments of Training Needs

	Hindi	H'bad Sc.	Social Sc.	Maths
Some Teachers need training		They are all trained	Training is required	A majority of them need training in Maths and Computer

5- Qualitative Improvement in Education

1-Curriculum Reform - After the analysis of the text books of standard VI the defects and difficulties were determined so a new curriculum is to be designed for which feed back will be given to state .

2- Text Book Development - In the first phase new text books will be designed or the existing text books will be revised so as to suit the requirements as per the findings of curriculum analysis for standard I to V comprising integrated learning material

In the second phase new text books will be designed or the existing text books will be revised so as to suit the requirements as per the findings of curriculum analysis for standard VI to VIII comprising integrated learning material .

3-Trailing - After the new text books are designed they will be used in 20 schools of the district on trial basis again feed back will be given to the state on the basis of the experiences of teachers and students, and again the text books will be revised and the finally approved text books will be prescribed for whole of the district .

Strategy for revision / improvement of text books

Class	I Year	II Year	III Year	IV Year	V Year
VI	Trailing of revised text books in 20 schools	Revision of text books and final approval .	-	-	-
VII	-	Trailing of revised text books in 20 schools	Revision of text books and final approval .	-	-
VIII	-	-	Trailing of revised text books in 20 schools	Revision of text books and final approval .	prescription of text books in whole of the district .

Teachers' Training - Teachers' training induction and refresher courses are to be held, in all there are 305 teachers to be trained.

Total No. of teachers	2000-01	2001-02	2002-03	2003-04	2004-05
305	65	60	60	60	60

Training Schedule -

- 6- For evaluation - 5 days .
- 7- For methodology - 10 days.
- 8- For upgraded curriculum - 20 days .
- 9- For hard spots - 2 days.
- 10- For English teaching - 2 Days

Mode of Training -

- 3- face to face.
- 4- Tele conferencing .

Evaluation -

There will be three steps of evaluations .- Quarterly, Half yearly, Annual .

Academic support and monitoring system -

The following agencies are involved in the academic support and monitoring system. VEC, JSK, JPSK, ZSK, DIET and RSR + SCRT. DIET and RSR + SCRT will be specially responsible for academic support .

Research Works and Studies

Research Works and Studies in the district will go on under the guidance of DIET, and the results will serve as feed back to ZSK, JPSK and RGSM .

NIEPA DC



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18-12-2002.