DEVELOPMENT OF A REPLICABLE TRAINING STRATEGY FOR DEVELOPMENT OF ESSENTIAL COMPETENCIES AMONG PRIMARY TEACHERS

A DPEP PROJECT REPORT

PREPARED BY

VASANT D. BHAT
ACADEMIC COORDINATOR

PROJECT TEAM

P. R. LALITHA	MANJULA P. RAO
U. L. NARAYANA	D.N. NAGARAJ
JYOTI BAWANE	VIJAYA RAGHAVAN
M. A. JYOTHI	SUBITHA G.V.

**REGIONAL INSTITUTE OF EDUCATION, MYSORE
(NCERT)
2001**

ACKNOWLEDGEMENTS

SECTION I
ABOUT THE PROJECT

The most important and basic goal of educational development in India as mentioned in the National Policy of Education and the Programme of Action is the Universalisation of Primary Education. The District Primary Education Program, D.P.E.P was born with an aim of achieving this goal. The aspects addressed in NPE are Access, Retention, and Improvement of Quality of education.

DPEP is a homegrown idea to achieve UEE. It uses the district as the unit of planning and implementation of educational programmes. In order to meet the diverse needs of the country, DPEP emphasise contextuality, reduction of gender and social disparities in educational Access, provision of alternate schooling, comparable standards to disadvantaged groups, seeking genuine community involvement in the running of schools, empowerment and capacity building at the local level, addressing gender issues, devising appropriate fund flow mechanism from centre to state.

Enhancing teacher competency and motivation is one of the important steps taken by DPEP to improve pedagogy. Others in this direction include MLL based teaching –learning, improvement of textbooks, changing of teaching styles, strengthening of academic support to teachers, supporting of educational evaluation at district and school level, development of strategies for multi-grade school, promotion of educational research, joyful learning and child-centred learning.

The quality of teachers and teacher preparedness becomes a key-factor in implementing the educational policies framed by the policymakers in implementing the educational policies framed by the policy-makers in the government, and the high expectations of a society having changing value systems. To improve he quality and efficiency of school education, we need teachers who perform well in the classroom, in and out of school activities. UEE aiming at providing 'Quality education for All' requires a band of teachers who are lived and lied by children, appreciated by the community, and endeared by the peers who possess self-confidence and motivation. A teacher should therefore possess the competencies required for exemplary performance in these areas.

COMPETENCY BASED EDUCATION

The significance of the term competence emerged in the nineteenth century at U.K, when the skill practitioners realised that those practitioners who also used the same occupational title but did not have the required capability undermined the public status accorded to their profession. To prevent this encroachment a necessity was felt to enable the society to distinguish 'competent' from the 'not competent' practitioners. This resulted in the introduction of qualifying examinations in order to give the society some degree of assurance regarding the competence of the members of the associations/occupations.

However, due to the rapid changes in development and constant expansion, new areas and problems emerged. To encounter these demands, new expertise in the form of efficient and sufficient members was considered required to operate and maintain the status of the profession. But, obtaining competent members for the new section became difficult and this led towards merging or having co-operation with groups of profession. Ultimately, the new areas of competence were defined the way it was best suited for the profession concerned. Hence, from the historical developments it is evident that a profession's claim to competence has always been a contested issue and the issues rose about competence profiles of profession and their members were political as well as technical.

Professional competence as denoted by Carr-Saunders and Wilson (1933) refers to a performance-based distinction between qualified and unqualified practitioners. Competence when viewed from the professional side can be distinguished as special competence and specialized intellectual techniques. The former is acquired as a result of intellectual training while; the later is acquired through prolonged training. Here the examinations to test competence viewed professional competence as a specialized intellectual capability rather than a practical skill. In other words, during this period, it was accepted that intellectual capability as a criterion for professional status.

Competence especially in professions where the unqualified are not permitted to practice meant just a little more than being properly qualified. This also implied that satisfactory service is rendered from competent persons and no detrimental comments would be received from them. By and large this term carries some

performance referencing and it is regarded as a characteristic of the person rather than a statement about the range of their competence.

However, specific competence convey information about what a competent person can do without implying that he or she is competent beyond the area specifically mentioned.

WHAT IS A COMPETENCY?

As per the Oxford English Dictionary: ' competent' means ' sufficient amount, quality, or degree'. This from the positive side would imply as 'getting the job done' and the negative side may refer as 'adequate but less than excellent'. In other words, it is denotes as a stage in the professional development of expertise.

The term differs in connotation based on the nature of scale used for its judgement. On a binary scale, a person is judged to be either competent or not competent, while on a graduated scale competent is a position on a continuum from novice to expert. Or else, "If we can think of continuum ranging from just knowing how to do something at the one end to knowing how to do something very well at the other, knowing how to do something competently would fall somewhere along this continuum. (Pearson, 1984)

From the above discussions it also evident that the professional competence has two dimensions: scope and quality. The scope indicates what a person is competent in? Whereas, quality indicates judgements about the quality of that work i.e., from being novice to an expert.

According to DPEP Tamilnadu, (1996) teacher competence refers to "the right way of conveying units of Knowledge, application and skills to students. The right way here includes units of Knowledge of content, processes, methods and means of conveying content in an interesting way, involving the activities of students.

Concept of competence

Norris (1991) identified three distinct research traditions during this period. They are the behaviourist tradition, generic tradition and the cognitive tradition. The behaviourist tradition focussed more on training rather than on qualification. The training programme was developed keeping in view the contextual needs and was explicit and specific in nature. One of the programmes that gained popularity during

this period in America was the competency- based training (CBT), which derived the specific competencies through the procedure of task analysis based on observations.

DACUM (1983) advocated a two-stage process for deriving specific competencies: job analysis followed by skill analysis. Job analysis as mentioned by McMahon and Carter (1990), is an investigation into the current job (what is?) and the future job (what ought to be?). It breaks the job into a series of activities and analyses the relationship between each of the activities in the job. These activities are further broken down to duties and tasks and sub-tasks.

A skill analysis on the other hand is a second level analysis, which concerns with identifying the key competencies required to perform the duties and tasks determined earlier through job analysis. In other term it skill analysis enables to describe what skills an employee needs to acquire to be competent in a particular job. The competencies through these procedures provide primary guidelines in designing the training programme. Apart from this, it also stressed that there is need to link competencies to

- ➢ The goals and strategies of an enterprise;
- ➢ Current jobs, future jobs and the jobs redesign implications of technology and process changes; and
- ➢ Award restructuring (where appropriate) or the agenda for training

Secondly they emphasized that active involvement of various target groups such as the trainees, the job employers as well as the supervisors for consultation. Some of the techniques suggested for analysis were general questionnaires structured interviews and task analysis by observation. This would enable to determine the kind of expertise required to do a particular kind of job. This tradition being more organisation specific may not be applicable to professions requiring generic qualifications.

The profession that received more attention by the behaviourists was teacher education. A strong movement called Competency-Based Teacher Education (CBTE) that emerged in the 1970's, placed considerable emphasis on individualised and mastery-learning approaches.   The programme objectives being specific and behavioural in nature were derived from the competencies specifying the role requirements of teachers. Houston (1985) mentioned some of the methods to guide in the selection of competencies and formulation of more detailed objectives as:

- Tasks analysis;
- Perceptions of college of education faculty, school pupils, and teachers; and
- The conceptual models for teaching as the basis for using appropriate teaching strategies.

Among these methods, professional perception as the most common approaches and a combination and compiling of multiple views on the behaviours was believed to determine the characters of effective teachers (Houston, 1985). Other approaches recommended were reference to research literature on effective practice, needs of pupils; need of society and the local community and reformulation of the prevailing programmes in terms the new terminology.

Apart from the movement in America, a similar competency based system had emerged in U.K, which was based on the standards defined by the industry. The competency statements here were called as '*criterion-referenced*' standards while those I the U.S.A were termed as *'criterion-validated*'. In other words, the competencies in the former referred to the expectation of the employment/occupation whereas in the later they indicated the personal characteristics. Further, term '*competence*' is used in U.K while, in U.S.A; the term '*competencies*' is adopted.

Although CBTE programmes were justified in terms of the face validity of their competency statements and the instructional effectiveness, various criticisms were raised towards its representation of the teaching process and the practicality and validity of its assessment. Houston summarised as:

- The specification of the competencies atomised the teaching process. Further, in a teaching process, competencies are not utilised independently whereas, in an integrated manner.
- Limiting the programme objectives to only behavioural objectives would restrict the development of professional. Since, the personal characteristics of these professionals that also lead to effective teaching remains unnoticed.
- Lack of sufficient theoretical construct to prioritise the assessment of objectives and lack of proper attention due to the number of objectives to be assessed.

The second approach to competence was the generic competence, which, was contrast to the competency-based training approach. CBT ensures that all the workers are sufficiently competent to do what is required of them, whereas the

generic approach was more concerned on their personal qualities i.e., 'what enables them to do it'. Further, the former functions at a highly specific level and the later at a more abstract level. The focus in this approach is to distinguish between average and excellent workers, primarily adopted for the purpose of selection and appraisal rather than training. The profession that received maximum attention in this area has been management. A number of researchers had made an attempt to identify the list of competencies, which they claimed to differentiate average and superior managers (Boyatzis, 1982; Schroder,1989). The generic competences since are valid across different kinds of management, the competences specific to a particular job/service are eliminated. In other words, the competencies identified here are about 70 per cent generic and 30 per cent organisation-specific (Dulewicz, 1989).

A normative approach was used to obtain the characteristics from the job officials while, a behavioural approach was adopted to the two selected samples (job members).

One of the important contribution made by researches in this area was towards assessment of managers wherein, a range of off the technique such as test and simulation to assess the competencies as well as predict the future potential of managers. In spite of these techniques being used widely, they were not universally accepted.

Certain criticisms were also raised towards this approach especially regarding the validation process and limiting the characteristics of the performance. One issue still unresolved by the researchers was whether these generic competencies are learnt, inherited or both. Further, as in case of the CBTE, this approach also requires significant investment in time and resources for each individual competency.

Research in both CBT and generic competences tend to validate competences in terms of performances. Whereas, research in cognitive competence sought to distinguish competence from the performance i.e., they advocate that there exists a gap between competence and performance. As viewed by Messick (1984), " competence refers to what a person knows and can do under ideal circumstances, whereas performance refers to what is actually done under existing circumstances. Competence embraces the structure of knowledge and abilities, whereas performance subsumes as well the processes of accessing and utilising those structures and a

host of affective, motivational, attentional and stylistic factors that influence the ultimate responses."

To illustrate this, Noam Chomsky's based on his theory of linguistics had argued that human possesses linguistic competence in the form of a structural pattern and hence they express and understand new thoughts within the framework of an old language. Further, linguistic performance requires more than linguistic competence. The type of performance required in school language examinations requires more than linguistic competence, and poor performance in such examinations does not indicate lack of basic linguistic competence. This view that competence is distinct from performance was also many other researchers and they also expressed that performance settings reveal more of a person's underlying linguistic and cognitive competence.

Wood and Powers (1987) described competence has an integrated deep structure ('understanding') and on the general, ability to co-ordinate appropriate internal cognitive, affective and other resources necessary for successful adaptation. They also indicated that competence is distinct from competencies and a successful conceptualisation of competence would show how specific competencies are integrated at a higher level and would also accommodate changing patterns of salience among these skills and abilities at different ages and in different contexts.

Competence and competency

According to the American literature the term 'competence' is given a generic or holistic meaning and refers to a person's overall capacity while, the term competency refers to specific abilities. In other words, competency can also performance related, like being an element of vocational competence or a performance capability needed by workers in a specified occupational area or to describe any piece of knowledge or skill (Herman and Kenyon, 1987). A similar conception of competence was given by Short (1984), who describes it as 'the command of pertinent knowledge and/or skills,' This also implies that the competent person not only possesses the requisite competencies but is also able to use them.

The Australian researchers also made the usage of the word 'competence' in a holistic sense. They denoted that 'performance is what is directly observable, whereas

competence is not directly observable; rather it is inferred from performance (Gonzi et al., 1993).

They described that possession of a set of relevant attributes such as knowledge, skills and attitudes leads to competence. These attributes also referred to as competencies, when integrated with performance constitute competence. In other words, either attributes of individuals or mere performance of a series of tasks do not constitute competence; rather notion of competence integrates attributes with performance.

Based on the nature of competencies used in the CBTE and generic competence approaches, Elkin (1990), defines the competencies in the former system as 'micro-competencies' and those identified by the later as 'macro-competencies'. Further, Elkin also suggests that people continue to develop their competence, even after they have been appointed, by gaining a set of developmental competencies.

Klemp, (1980), defined a job competency as "an underlying characteristic of a person which results in effective and/or superior performance in a job." These characteristics may be unconscious aspects of the person, which may denote a motive, trait, skill, aspect of one's self-image or social role, or a body of knowledge used and also may be generic. A generic characteristic may be apparent either in the form of an action or behaviour. The action or behaviour is in turn the manifestation of a competency in the context of the needs and demands of particular job or organisational environment. In other words, a job competency represents an ability and a person's set of competencies reflects his or her capability in terms of what he/she does. Competencies are characteristics that are generally related to effective and /or superior performance in a job.

Further, in each job, different levels and types of competencies exist. These levels of competencies differ from the various types of competencies. The traits and skills that are involved in a job are considered as different levels of competencies. Example: traits - creative ability, skills- interpersonal skills. On the other hand those that involve different domains of human functioning are referred to as types of various types of competencies. For example: operating the audio-visual aids.

CHARECTERISTIC FEATURES OF A COMPETENCY

1. A competency consists of one or more skills, whose mastery would influence the attainment of the competency.

2. Even though the skilled performance of a teacher is closely associated with his competency, a performance would be knowledge and experience-based and a favourable attitude.

3. Competencies, due to their performance-dimension are observable and demonstrable.

4. Because they are observable, they are also measurable.

5. In this work, competencies that have a predominant part of skills have been considered. A reason being, such competencies are not devoid of Knowledge and attitudinal dimensions and that they are more closely linked to the performance assessment of a teacher or to his job analysis.

COMPETENCY TYPES AND CATEGORIES

In an article titled "Competency Based Teacher Training Programme", published by the DPEP, Tamil Nadu (1996), competencies of a teacher have been classified under

1. Classroom competencies,
2. Competencies related to administration and management,
3. Competencies in relation to school, society, co-workers and pupils,
4. Competencies in relation to content and curriculum,
5. Motivational and value based competencies.

Further, DPEP, Tamil Nadu (1996) states five categories (types) of competencies as:

1. Cognitive based competencies,
2. Performance based competencies,
3. Consequence based competencies,
4. Affective competencies, and
5. Exploratory competencies

NCTE, in its document "Competency Based and Commitment Oriented Teacher Education for Quality School Education" (1998) lists ten competency categories. They are:

1. Contextual competencies,

2. Conceptual competencies,

3. Content competencies,

4. Transactional competencies,

5. Competencies related to other educational activities,

6. Competencies to develop teaching learning material,

7. Evaluation competencies,

8. Management competencies,

9. Competencies related to working with parents, and

10. Competencies related to working with community and other agencies.

The above and other related efforts towards identification and categorisation of teacher competency reveal that there are several ways in which competencies can be classified and the number of categories under one classification differs from that of the other due to

(a) the difference in the perspective taken of a competency and

(b) the difference in the total number of functions of teacher for which competencies are being identified.

THE PRESENT EFFORT

Teacher retraining is a major component in the effort towards quality improvement in primary education under DPEP. A primary teacher who is competent is an essential factor in quality improvement. The NPE and DPEP have highlighted the need for systematic and rigorous teacher education to ensure teacher competence to meet enlarging demands on him. However in the absence of a valid understanding of the competencies essential for a primary teacher the programmes of teacher training have either been off-target, or lop-sided.

RATIONALE

Improvement in the quality of primary education, to a large extent, is linked with the quality of teachers and their education. Under the banners of DPEP, every state has ventured into a variety of teacher training programmes and a realization has emerged quite strongly that much can be desired from the in-service teacher

training programmes. As a result, concerns are being shown and efforts made in the direction of understanding and developing teacher competence.

The NCERT, through a DPEP project conducted in 1997-98, has come out with a list of essential competencies for primary teachers. In a National Workshop, held at RIE, Mysore to finalise the list, the expert group strongly felt the need to demonstrate the scope for competency development in teachers by designing a replicable training strategy as a sequential activity to identification of competencies essential for teachers.

The task of developing a replicable training strategy was accomplished in two further phases of *"Designing the Replicable Training Strategy"* and *"Field Validation of the Strategy"*.

It is for the sake of providing the *full perspective,* that this report has also included a brief description of the first phase, namely, *"Identification of Essential Competencies"*

OBJECTIVES

The project was undertaken with the following objectives under the three phases of activities:

Phase I: Identification of Competencies Essential for Primary Teachers

1. Identification of essential competencies for primary teachers
2. Validation of the list of essential competencies based on perception of teachers and teacher educators
3. Finalisation of the list of essential competencies based on the opinion of a group of experts

Phase II: Development of a Replicable Training Strategy

1. Analysis of the identified list of essential competencies for their regrouping from a training perspective
2. Identification of the characteristic features of a training program on competency development

3. Study of field realities for selection of a group of competencies on which training is essential for a specific group of teachers in a block

4. Designing a training strategy for in-service primary teacher training with a view to:

  i) development of the selected group of competencies

  ii) possibility of replicating the strategy by the training agencies

Phase III: Field Validation of the Training Strategy

1. Selection of the block, schools and teachers for field validation of the training strategy

2. Orientation of the trainers for field validation of the training strategy

3. Pre-training observation of teachers selected

4. Organisation of training for the selected teachers

5. Post-training observation of teachers and collection of feedback

6. Assessment of transfer potential of the replicable training strategy

The total project has been summarised in the following diagram.

A SYSTEMS APPOACH TO COMPETENCY DEVELOPMENT

Task	purpose	Outcomes

PHASE I: NEED ASSESSMNT

JOB ANALYSIS	→ Identify Job Needs ⇒	Competencies required among primary school teachers
NEED	→ Identify Trainee Needs ⇒	Competencies that require training input
TRAINING	→ Identify Training Tasks ⇒	Selection of competencies for the training package
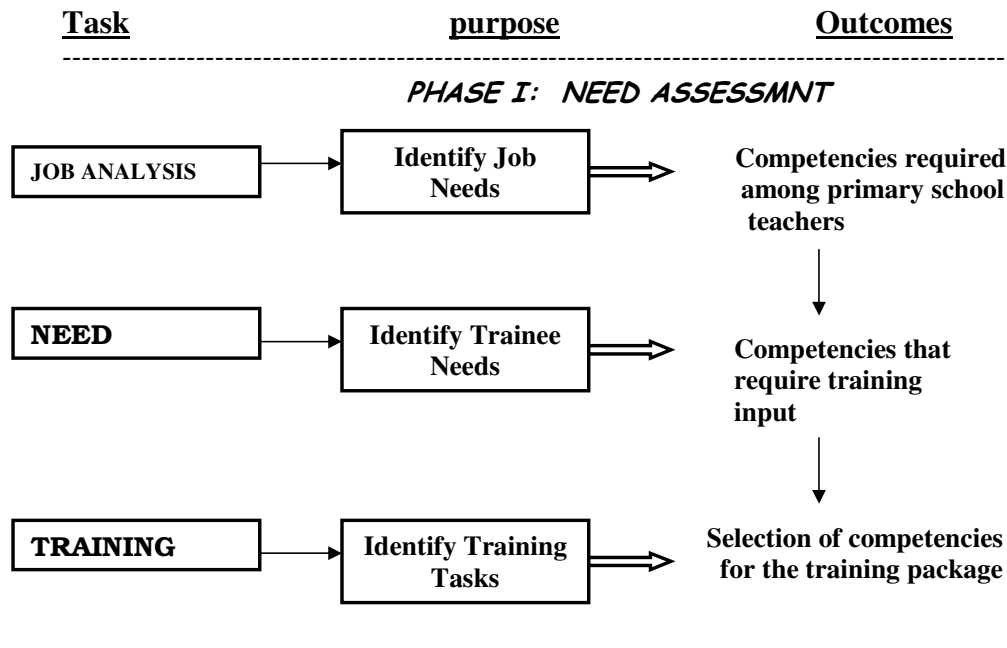
PHASE II: TRAINING DESIGN

| TRAINING ANALYSIS | → | Determine training approach | ⇒ | Principles and assumptions of the training programme |

| SPECIFY OBJECTIVES | → | Determine training objectives | ⇒ | List of outcomes of the training programme |

| TRAINING STRUCTURE | → | Develop training plan | ⇒ | Guidelines and framework of the training programme |
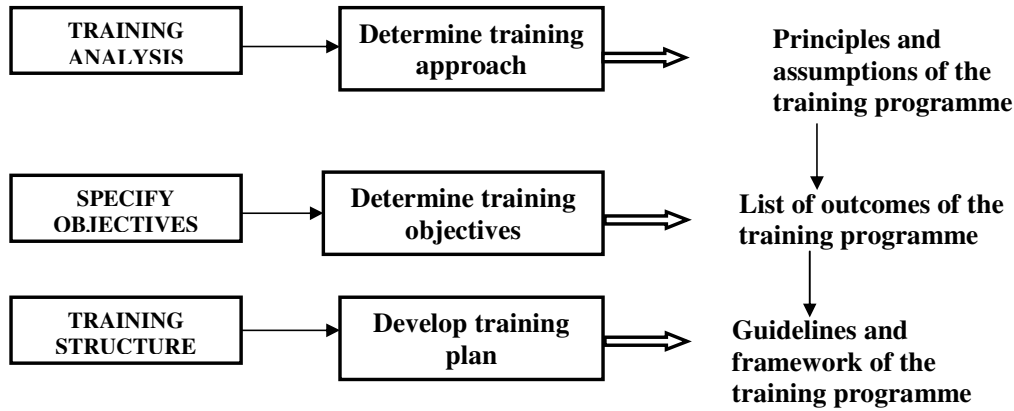
PHASE III: PROGRAMME DEVELOPMENT

Package I: Competency Specific

| COMPETENCY ANALYSIS | → | Develop Competency Profile | ⇒ | The knowledge and skill components for the selected competency |

| COMPETENCY ASSESSMENT | → | Assessment of Entry And Terminal behaviour | ⇒ | Activities to assess the competency among the teachers |

| COMPETENCY DEVELOPMENT | → | Develop Training Module | ⇒ | Instructional modules for competency development |
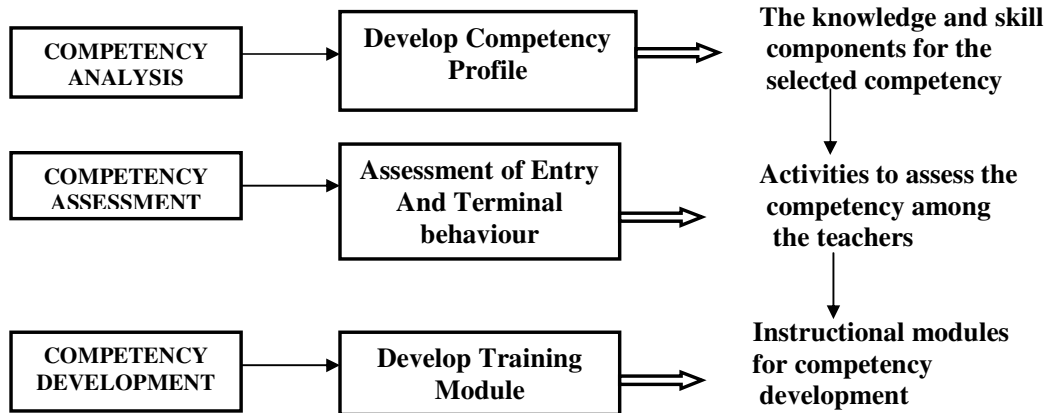
Package II: subject specific

| SUBJECT COMPETENCY DEVELOPMENT | → | Develop training modules based on specified M.L.L | ⇒ | Instructional modules to develop the competency to teach the subjects |
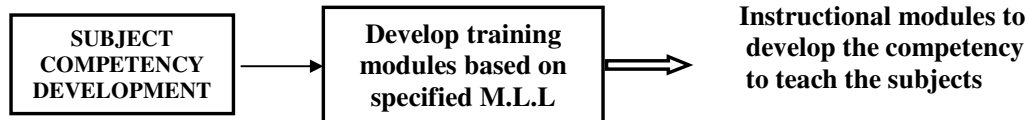
Phase IV: Programme Implementation

| IMPLEMENT TRAINING PROGRAMME Package -I Package -II | → | Provide training to the selected group | ⇒ | Developed the required competency among the trainees |

Phase VI: Evaluation

| PROGRAMME EVALUATION | → | Evaluate learning Outcomes | ⇒ | Extent of competency Development among the trainees |

| FEED BACK ANALYSIS | → | Obtain Trainees judgements | ⇒ | Trainees feed back on Improvements and Recommendations |

| FOLLOW-UP STUDY | → | Determine Programme Effectiveness | ⇒ | Evidence whether the trainee is competent or not yet competent |

SECTION II

IDENTIFICATION OF ESSENTIAL COMPETENCIES

Teacher competence can be identified from several sources using different approaches (Hall and Jones, 1976; Borich and Fenton, 1977 and Houstan, 1987). The most comprehensive list of sources has been provided by Hall and Jones (1976). According to them, competencies can be identified from

1. Study of existing lists

2. Translation of teacher education course

3. Taxonomic analysis

4. Responses of clients including pupils and community

5. Task analysis

6. Judgment of professionals/practitioners

7. Deduction from theoretical constructs

Borich and Fenton (1977) have added observation and experimental studies also as sources for identification of competencies.

Certain approaches for identification of competencies have the predominant task of analysis of accumulated literature. The accumulated literature might refer to the findings from research, research abstracts, courses on teacher education and theories and models proposed on teaching. Some researchers (Jones, 1985; Grymes, 1990; Shevelenko, 1992; Sale, 1995; Aydin, 1989 and Searles and Kudeki, 1986) have chosen the procedure of listing the competencies. From the objectives of teacher education courses, and the tastes performed by a teacher. Basically, this approach is one of identifying the competencies expected in a teacher in relation to teacher roles and functions as defined for teacher training.

Another common source for identifying competencies is the judgment of experts/professionals/practitioners. In one of the earliest attempts on determining the essential competencies of a teacher (Starr, 1974), the perception of a group of experts consisting of university professors, public school teachers and public school

principals were taken as the basis. Mishra (1991) had used the judgment of teacher educators and teachers apart from literature analysis for identifying expected performance from science teachers. Anjalwechi (1994), identified the characteristics of effective teachers from the judgments of secondary school teachers and principals.

Sources for Identification of Competencies in the Present Work

Keeping in view the sources/approaches mentioned by various educationists and the nature of sources selected by   researchers, it was considered essential to choose more than one source for the present effort. The reason being that this would enable to arrive at a comprehensive list of teacher competencies. The sources selected in the present work for identifying teacher competencies were:

- *Related literature*
- *Teacher education curriculum*
- *Teacher educators' perception*

The literature here consists of the research findings, abstracts and also the national documents. Among the national documents the National Policy of Education, 1986 and Plan of Action, 1992 were analysed. While among the teacher education curricula two were analysed. They are:

1. *Elementary Teacher Education Curriculum: Guidelines and Syllabi, NCERT, New Delhi, 1990.*
2. *Karnataka State Syllabus for Primary Teacher Education.*

The former is a national curriculum and the later is presently practiced in the State of Karnataka. To obtain the   perception of teacher educators, the staffs of the District Institute for Education and Training (DIET) were the respondents. The staff from four DIETs located at Mysore, Mandya, Bangalore (rural) and Bangalore (urban) was the sample to represent the perceptions of teacher educators in general.

Literature Analysis

A set of 36 competencies has been identified from the selected studies. In order to derive the competencies from the national documents, the procedure of task analysis was adopted. This procedure is considered to be one of the systematic

procedures, which have also been stated, by Hall and Jone (1976) and Houstan (1987), to determine the teacher competencies.

On the whole, the number of competencies identified from the source "related literature" was thirty-eight, after removing overlapping competencies.

Analysis of Teacher Education Curriculum

Task analysis procedure was used to determine the teacher competencies from the teacher education curriculum. This procedure with respect to the teacher education curriculum was adopted course wise. From the stated objectives of each course, the various tasks to be performed by a teacher were first listed. Each of these tasks was then broken into the competencies a teacher requires in order to perform that particular task. The number of tasks and competencies identified from the two curricula are:

1. *Elementary Teacher Education Curriculum: Guidelines and Syllabi, NCERT, 1990 - 22 tasks - 52 competencies.*

2. *Karnataka State Syllabus for Primary Teacher Education-15 tasks - 45 competencies.*

To arrive at a comprehensive list, from the two curricula, the overlapping competencies were removed and a final list of 54 competencies arrived at.

Perception of Teacher Educators

The perception of teacher educators regarding what they expect as outcomes of the teacher education curriculum could also be the basis for identification of teacher competencies. It was thought that the teacher educators who are actually transacting the curriculum would not only be in a better position to respond but also their perception could be more valid than those who are not transacting.]

The staffs involved in pre-service teacher education at DIETs Mysore, Mandya, Bangalore (rural) and Bangalore (urban) were interviewed individually in an open-ended format. The course they transacted was kept in focus while conducting the interview. The staff listed competency outcomes of the courses taught by them under the teacher education curriculum. By removing the overlapping competencies, a

comprehensive list consisting of 49 competencies was arrived at which was based on the perception of teacher educators.

Validation

Before validation, the list of competencies obtained from the three sources a single list comprising of 62 competencies was derived. These competencies were to be validated in terms of the criteria selected to define the term competency. To validate them, the judgment from 14 inputs was obtained. The experts, who were teacher educators and university faculty, verified whether each of the competencies fulfilled the three criteria. From the responses made, it as noticed that all the 62 competencies were found to fulfill the three criteria. Further, certain suggestions regarding the statement of competencies were also made by the experts, which were taken into consideration in restating the competencies.

Field Validation Of The Provisional List

The list of competencies provisionally arrived at, were on the basis of analysis of documents, curriculum and perceptions of teacher educators needed to be rationalized. A group of experienced teachers and DIET staff were selected for this task. Further refining the competencies were possible by the interaction with the respondents. These respondents were selected from the districts of DPEP I phase and II phase. The sample for the field validation was drawn from the four DPEP districts of Karnataka, viz. Mysore, Mandya, Dharwad and Belgaum. While Mandya and Belgaum belonged to the I phase Mysore and Dharwad belonged to II phase of DPEP in Karnataka.

The Respondents

The field validation was based on the responses from the people in the field. These respondents were from two categories, viz.

      i. *The primary teachers*

      ii. *The DIET staff*

The group of primary teachers represented various categories. Gender wise there were 42 male teachers and 49 female teachers. Considering the location of the schools 30 teachers belonged to urban area while 63 of them were from rural area.

With respect to classroom teaching 39 of the respondent teachers were teaching in multigrade schools whereas 54 of them belonged to the monograde group. The respondent teachers were teaching various classes, 38 teachers taught I standard, 44 taught II standard, 49 teachers taught III and 47 taught IV standard. Some of the teacher taught more than one class. The teachers belonged to four categories in terms of their teaching experience. There were 23 who had less than 2 years of experience, 19 with 2-5 years, 10 with 5-10 years of experience. 39 teachers had more than 10 years of teaching experience. In all 41 DIET faculty from the 4 districts represented the teacher educators group. 25 of them were male and 16 were female. Wing wise representation from DIETs showed that 11 respondents were from PSTE, 6 were from IFIC, 8 were belonging to DRU and 5 each form ET, P&M and WE. The representation came from CDE. Among the respondents from DIETs only four of them had experience in Elementary school teaching and 37 of them did not have the teaching experience at elementary school level.

The Tools

The reaction of teachers and teacher educators were collected on the provisional list in two ways:

1. *Rating the essentiality of competencies*
2. *Focus group discussion questionnaire on the rating of competencies.*

The team members visited the four DIETs to conduct a one-day workshop in each center. In this one-day workshop, the team members administered the tools and collected their responses. The Principals of each DIET with DIETs as centre conducted this one-day workshop.

Analysis and preparation of the list

The responses of the teachers and teacher educators on the 62 teacher competencies were analyzed to know the essentialities of these competencies.

After analyzing the responses from the respondents of the four centers, the list of competencies was prepared. This list incorporated the suggestions of the respondents, and additional competencies were included in the provisional list. While considering the changes, weightage was given to those responses, which had the

backing of all the respondents from four centers. The next was the preference of any there centers.

It may be said in conclusion from the field validation that:

1. All competencies listed in the provisional list were essential and could be increased by adding a couple of more competencies.
2. There was no need for developing separate lists for rural-urban, male-female, or multigrade-monograde contexts since the competencies were largely the same.

A comprehensive list of teaching competencies was prepared. This list consisted of 62 competencies identified in the four workshops held at different DPEP districts. In order to give a final shape to these 62 identified teaching competencies, a national level workshop was organized at Regional Institute of Education, Mysore. The list of teaching competencies was placed before the expert group.

The Expert Group

The expert group consists of experts in the field of Education besides the task team. Twenty experts were invited for the national workshop, out of which seventeen could attend. The expert group consists of representation from Regional Institute of Education, Bhubaneswar and Bhopal; Professors from Department of Education, University of Mysore; Bangalore University, Gulbarga University, Kakhatheeya University, Karnatak University, Bharathidasan University, S.V. University, Madurai Kamaraj University, Karnatak State Open University, Sri. Padmavathi Mahila Viswavidyala and Sanskrit Mahavidyalaya; Teacher Educators from DIETs of Dharwad and Mysore; and teacher educators from colleges of Education. List of experts is provided in the appendix.

In the process of delibration some competencies are either dropped or relabelled. Expert group also added some other important and relevant competencies that have not been included in the draft list of competencies.Based on the deliberations, a final list is prepared.In the last two sessions expert group made an attempt to classify the final list of competencies. In this first classification all the competencies were categorised as essential and desired competencies for a primary

teacher.Further, the expert group was of the opinion that the desirable and essential competencies be presented under twelve task related areas.

1. Development, Preparation and Utilization of

Instructional Material

2. Motivation of Children

3. Communication in Classroom

4. Methods of Instruction

5. Evaluation of Learning

6. Diagnoses and Remediation

7. Classroom Management

8. Co-curricular Activities

9. Community Participation

10. Special Education

11. Institutional Planning

12. Classroom Instruction

All the competencies, depending on their nature, were classified by the experts under these twelve areas.

The Suggestions from the Expert Group

During workshop many suggestions emerged. For the convenience of presentation the suggestion from the expert group are classified as follows.

1. Meaning of competency
2. List and classification of competencies
3. Implications for training

Meaning of Competency:

1. Competency is three dimensional, namely, knowledge, attitude and skill.
2. Competencies are at different levels, such as, 1   knowledge level, performance level and proficiency level.
3. Competency is an outcome from a teacher education curriculum.
4. Competencies are hierarchical with super ordinate and subordinate relationships.
5. A competency would consist of skills.

6. Competency in teaching can be assessed in terms of the level of proficiency in performance.
7. Competency is observable, measurable and it consists of skills. The word competency is complete only when the level of proficiency is attached or specified.
8. Competencies should be understood from individual teacher angle and external angle in terms of outcomes, performance and proficiency.
9. Competency varies from situation to situation and subject to subject.

List and Classification of Competencies:
1. Since many competencies are listed, there is a need to classify them into essential and desirable.
2. It was suggested to incorporate competencies with respect to the following:
    - Core curriculum
    - Affective dimension
    - Making the class more attractive
    - Communicate in multicultural and multilingual contexts
    - Development of national integration

Implications for training:
Following suggestions were given for teacher training.
    - the preservice teacher education curriculum should make attempts to incorporate these competencies among preservice teachers.
    - essential competencies are to be immediately incorporated in teacher training.
    - the cognitive competencies and performance competencies are to be separated for the training.
    - training programmes may be through preservice, in-service (face-to-face) and in-service (distance) modes.
    - it is necessary to prepare training design and modalities for development of the competencies identified.
    - competencies should be the base for selection for pre-service and in-service courses, and for the appointment of teachers.

- it is necessary to orient head masters, educational administration, trainers, community, VECs, etc. on teacher competencies since they also influence teaching.
- a competency based monitoring system needs to be evolved for quality improvement.

The Final List

The major outcome of the national workshop was a final list of sixty-seven competencies classified under the following twelve task related areas.

CATEGORY I: PREPARATION FOR INSTRUCTION
Essential Competencies
1 Plan a lesson
2 Identify student learning needs and interests
3 Prepare summary of the lesson
4 Plan and assign home work/home activity

CATEGORY II: DEVELOPMENT, PREPARATION AND UTILISATION OF
INSTRUCTIONAL MATERIAL
Essential Competencies
1. Prepare teaching aids
2. Utilise textbook and manual
3. Utilise the blackboard
4. Utilise the teaching aids
5. Demonstrate experiments
6. Utilise the community resources
7. Develop learning activities on competencies in each subject
Desirable Competencies
1. Operate the hardware (TV, Radio, etc.)
2. Analyse a textbook

CATEGORY III: MOTIVATION OF CHILDREN
Essential Competencies
1. Motivate the students
2. Establish rapport with students
3. Promote student participation
4. Manage the classroom discipline
5. Create and maintain the learning environment

CATEGORY IV: COMMUNICATION IN CLASSROOM
Essential Competencies
1. Utilise the techniques of questioning
2. Communicate effectively
3. Conduct dramatization
Desirable Competencies
1. Recite a poem
2. Narrate a story

4. Conduct role play
5. Communicate in multicultural and multilingual contexts

CATEGORY V: METHODS OF INSTRUCTION
Essential Competencies
1. Provide Experience based teaching
2. Conduct Oral drill exercises
3. Adopt 'Play way Method'
4. Adopt 'Concept Attainment Approach'
5. Adopt 'Project Method'
6. Adopt 'Guided Discovery Method'
7. Adopt 'Inductive-Deductive Method'
8. Adopt 'Problem-Solving Method'
9. Adopt 'Methods to Develop Creativity'
10. Adopt 'Self Instructional Technique'
11. Adopt 'Group Discussion Method'
12. Implement New Educational Ideas
13. Organise Competency Based Teaching
14. Organise Activity-Based Teaching
15. Device and Adopt Innovative Ideas in Teaching
16. Adopt Suitable Strategies to incorporate core curriculum in teaching
17. Adopt methods to develop attitudes and values
18. Undertake Multigrade Teaching

CATEGORY VI: EVALUATION OF LEARNING
Essential Competencies
1. Construct Appropriate Evaluation Tools
2. Conduct Continuous and Comprehensive Evaluation
3. Assess Student Performances
4. Provide Effective Feedbacks
5. Diagnose Student Learning Difficulties
6. Organise Remedial Instructions

CATEGORY VII: DIAGNOSIS AND REMEDIATION
Essential Competencies
1. Identify student learning needs and interests
2. Diagnose student-learning difficulties
3. Organise remedial instruction
4. Ensure health and hygiene among children
Desirable Competencies
1. Organise and Conduct Guidance Activities
. Conduct Follow-up Activities

CATEGORY VIII: CLASSROOM MANAGEMENT
Essential Competencies
1. Manage the classroom discipline
2. Create and maintain the learning environment
3. Adopt 'Group Discussion Method'
4. Undertake Multigrade Teaching
5. Organise Activity-Based Teaching
1. Involve students in cultural activities
7. Promote Student Participation

CATEGORY IX: COCURRICULAR ACTIVITIES
Essential Competencies
1. Arrange Outdoor activities (Visits/Trips)
2. Conduct Sports and Games
3. Promote National Integration

CATEGORY X: COMMUNITY PARTICIPATION
Essential Competencies
1. Utilise the community resources
2. Organise and conduct guidance activities
3. Establish Rapport with Parents and Community
4. Participate in Social Service activities

CATEGORY XI: SPECIAL EDUCATION
Desirable Competencies
1. Provide Educational Assistance for Children with Special needs
2. Cater to Mixed Ability Groups

CATEGORY XII: INSTITUTIONAL PLANNING
Essential Competencies
1. Develop Institutional Plans
2. Maintaining Records
3. Work in a Team of Colleagues
4. Undertake Self-Evaluation
5. Assist in Conducting Surveys

Desirable Competencies
1. Establish Rapport with the staff
2. Conduct Action Research

SECTION III

DEVELOPMENT OF THE TRAINING STRATEGY

Identification of the Characteristic Features of a Training Programme on Competency Development

Competency Based Training is not a new concept in teacher education. The present project on development of a training strategy, it was felt, should address itself to the development of competencies among primary school teachers. In order to fulfil this broad objective, it was necessary to make a detailed study of the nature and characteristics of a competency based programme. It was also necessary to review the training programmes recently undertaken by the states for the purpose of competency development. The project team undertook a review of literature available on the subject in the libraries. It was after such a study that the details about competency based programmes and the systems chart of a competency based programme given in the earlier section was arrived at.

Teacher education is not the only field where efforts at development of competency have been made. The review undertaken also included the approach to competency based training in allied fields such as drama, music and handwriting, which are highly performance oriented as is the case with teaching. Evaluation is an integral part of any programme of education. It was considered important to think simultaneously about the way in which competencies are evaluated.

The teacher training programmes reviewed in this project were: the Special Orientation of Primary Teachers, the Natural Learning Experience Programme of Andhra Pradesh and the FEEL programme designed by an NGO in the district of South Kanara in Karnataka, which was offered under the DPEP in Karnataka and which was rated well by the trainers who underwent the programme.

Study of field realities for selection of a group of competencies on which training is essential for a specific group of teachers in a block

The present project was undertaken in the states of Andhra Pradesh and Tamil Nadu. As shown in the diagram in section I on "systems approach to competency development", the first phase of the project was that of Need Assessment. The need

assessment was to also provide a clarity as to which competencies or cluster of competencies was appropriate for development of the training strategy. More over, the training strategy was to address to the training needs of a selected block in a selected DPEP district.

The project team, divided in two groups, visited the DPEP State Project Offices in Andhra Pradesh and Tamil Nadu and held discussions with the concerned officials regarding the district to be selected for the project. As per the suggestions made by the two SPOs, the districts of Vizianagaram and Dharmapuri were selected.

The project team undertook observation of classroom teaching on an observation schedule in a few schools in the two districts, collected the felt needs of teachers regarding training on a rating scale consisting of all the competencies identified in the earlier phase of the project, and also collected the views of trainers in the DPEP structure. A summary of the findings of this exercise is presented below.

Observations:

1. Most schools had a multigrade teaching situation. The teachers did seem competent to handle multigrade classes in so far as their organisation is concerned. However, the schools lacked space and materials for multigrade teaching.
2. Most schools had teaching aids provided to them by the DPEP while some teachers opined that they were preparing the teaching aids required for their classes.
3. Activity based approach was followed in most schools with fairly high degree of pupil participation.
4. The teachers mostly used narration and questioning skills.
5. The pupils lacked in writing skills and the teachers felt a need for training in the approach to transaction and lesson planning in the teaching of English.
6. It is expected that the teachers modify the textual material to suit the local needs. Most of the teachers were unable to contextualise the textual material to suit the local needs.

7. The teachers were not able to shift from the conventional textbook based teaching to the competency based teaching for the attainment of the minimum levels of learning.

8. The teachers did not seem competent enough to make continuous and comprehensive evaluation. A lot of confusion still existed with respect to the MLL based evaluation.

9. Teachers have received the SOPT training and have also trained on the Minimum Levels of Learning, Joyful Learning and Booster Training Programme.

10. Communication skills in a multicultural and multilingual context were not appropriate. Students with the mother tongue Telugu were not fully adjusted to learning in a Tamil medium school, in so far as the Dharmapuri district was concerned.

11. For the utilisation of hardware like radio and tape recorder, some schools have procured cassettes of rhymes and songs whereas, in some other schools, the sets were out of order.

12. Most teachers said that the BRCs give them training and that they do not feel they lack in competence in certain areas.

The following table provides a summary of the training needs as expressed by the teachers. The table contains teacher perceptions with respect to the questions "Whether a competency listed is essential for the teachers", "Whether they possess the competence" and "Whether they need training on the competency". Further, three lists have been arrived at which contain the findings about the essential competencies, competencies not present in teachers, and the competencies on which training was needed.

Teacher Perception of Training Need

Competencies	Is it Essential				Are you Competent			Is Training Needed	
	Very Much	Fairly	Occass-ionally	No	Yes	Don't Know	No	Yes	No
Prepare Teaching Aids	17	4	-	-	9	2	9	14	3

Utilise Text/Manual	15	6	-	-	14	1	4	4	7
Use Black Board	14	4	1	-	16	-	3	2	13
Use Techniques of Questioning	17	2	1	-	13	1	5	10	3
Communicate Effectively	17	1	1	-	11	1	5	11	7
Recite a Poem	15	2	1	-	13	3	5	10	8
Narrate a Story	13	5	1	1	13	1	4	10	9
Conduct Dramatisation	12	5	1	-	12	1	6	10	7
Conduct Role Play	14	2	2	-	11	3	5	11	6
Utilise Teaching Aids	17	1	-	-	10	2	6	12	4
Operate Hardware	14	-	2	1	11	2	5	5	13
Demonstrate Experiments	14	2	1	1	11	3	4	13	5
Utilise Community Resources	14	-	1	2	10	3	4	7	10
Provide Effective Feedback	19	-	-	2	12	1	1	10	10
Organise Guidance Activities.	15	1	3	2	13	2	4	11	10
Analyse Textbook	14	1	-	1	12	-	2	8	6
Establish Rapport	15	1	1	-	13	1	4	8	9
Develop Learning Activities	18	1	-	-	12	1	5	14	5

I. The Competencies Perceived as Very Essential:

    a. Developing learning activities on competencies in each subject

    b. Provide effective feedback

    c. Communicate effectively

    d. Use techniques of questioning

    e. Prepare teaching aids

    f. Utilise teaching aids

II. Competencies Stated as Not Present

    a. Prepare teaching aids

b. Utilise teaching aids

c. Conduct dramatisation

d. Utilise techniques of questioning

e. Communicate effectively

f. Recite a Poem

g. Conduct role play

h. Operate hardware

i. Develop learning activities on competencies in each subject

III. Perceived Need for Training in:

a. Develop learning activities on competencies in each subject

b. Prepare teaching aids

c. Utilise teaching aids

d. Demonstrate experiments

e. Provide effective feedback

f. Conduct role play

g. Conduct dramatisation

h. Utilise techniques of questioning

i. Communicate effectively

j. Narrate stories

k. Recite a Poem

Designing a training strategy for in-service primary teacher training:

The effort at designing the training strategy was governed by two main considerations. One, it is unrealistic for an in-service training programme to be of an omnibus type, inclusive of all the competencies identified as needed by the teachers. Hence, the training programme to be developed would address to those competencies, which are highly related to one another in their operation. Two, the strategy developed should be replicable in terms of its content and organisation since teacher training programmes undertaken in DPEP are of a recurrent type.

The training strategy and the inputs were developed in a workshop mode in two workshops held in the month of February and March 1999. Details about the two workshops and the deliberations and decisions made there in are presented below.

DEVELOPING A REPLICABLE TRAINING STRATEGY FOR PRIMARY SCHOOL TEACHERS

PROGRAM SCHEDULE

17-02-1999   FORENOON SESSION
- Registration and Inauguration
- SOPT: An Evaluation (Manjula Rao)
- Competency Training in Music (M.A. Jyothi)

AFTERNOON SESSION
- Competency Training in Drama (H.S. Umesha)
- NLE Training of A.P. (G. Viswanathappa)
- Discussion and review

18-02-1999   FORENOON SESSION
- CBT of English Teachers (H.Kumaraswamy)
- CBTE –A Review of Characteristic Features (V.D. Bhat)
- The FEEL Program: An Evaluation (P.R.Rao)

AFTERNOON SESSION
- Asssessment in a CBT Programme (H.L.Sateesh)
- Report on Need Assessment - Tamilnadu (Manjula Rao, D.N.Nagaraj,and G.V.Subita)
- Report on Need Assessment –Andhra pradesh (V.D.Bhat, U.L.Narayana, and M.A.Jyothi)
- Group work: Selection of Competencies for Training
- Specification of Objectives
- Nature of Training, Duration and Number of Participants – A discussion and Finalisation
- Guidelines for organising a CBTE

19-02-999   FORENOON SESSION
- The inputs for a CBT
- Discussion and Planning for Inputs
- Guidelines for Each Input

AFTERNOON SESSION
- Group work on Assessment Techniques
- Presentation and Discussion
- Valediction

Report on the first Workshop held from 17th to19th February 1999.

The first Workshop included the members of the Task Team and several experts from the field. Several papers were presented according to the agenda given above. The Presentation of papers was followed by a discussion wherein the *Selection of competencies* was done after looking into the report of *Need Assessment*. The areas that require training as voiced by the teachers were: *Communication, Community Participation, Preparation and utilisation of teaching Aids.* The competency area selected was COMMUNICATION.

The *Need Assessment* also indicated that the transferability of the various training programs was quite low. The teachers were found to be executing the ideas (games and activities) verbatim without really trying to adapt them to the needs of the classroom. A look at the NLE and FEEL program suggested that while the games themselves were interesting and ensured active participation, they were not found to have much *learning value.* A look at the SOPT program showed that there was a gap between the training provided and the actual classroom realities. Training was not given keeping the field experiences in mind. Training time was not sufficient to acquire the expected objectives. These had a strong implication for the training strategy and the duration of the training program. The *Nature of training, the duration and number of participants* were worked out in groups and the *guidelines for organising the CBTE* was arrived at through discussion. In developing this training strategy a few *assumptions* were made and a few *constraints* identified before stating the goals and Objectives. The material developed for different sessions of the workshop are given in the Appendix.

ASSUMPTIONS:
- Every teacher possesses *some* competency to *some* extent.
- All the competencies cannot be addressed in a single training program.
- Training is not transferred to the classroom or is transferred only to a limited extent because of improper training approach, system constraints or teacher constraints.

GOAL: To enhance communication ability.

OBJECTIVE: To enhance the competency of communication in the classroom in the primary school teachers.

CONSTRAINTS:
- Time- Due to practical reasons, the teachers cannot be away from school for a very long time.
- Money- Any training program has constraints of finance.
- Facilities – Facilities may be a limitation at the place of training.
- Selection of teachers- Trainer may not have the freedom to select the teachers for a training programme.

The outline of the Training strategy and the inputs arrived at is as follows.

The Training Strategy For Developing Communication competencies

Part I. Modes of Communicating in Classroom

- Communication: visual and oral communication

- Visual communication

- Communicating through graphics

    1.Writing
    2.Lettering
    3.Drawing
- Communicating through body language
- Communicating through visual aids

    Oral communication: would consist of
    1.Reading (aloud)
    2.Asking questioning
    3.Narrating
    4.Explaining
    5.Conversing
    6.Discussion

Part II. Designing a Communication Strategy for Achieving a Task
- What is a task?
- Task Analysis
- Deciding learning experiences for each sub-task
- Deciding communication mode
- Develop learning inputs

Part III. Trying out in Real Context

Part IV. Sharing of Experiences and Refining

APPROACHES
- Demonstration
- Group work
- Individual work

The first phase of the training program addresses *Modes of communication.* In *Modes of communication,* the participants will have a theoretical input of the types of communication viz. visual and oral communication and will also have an opportunity to practise these various modes as skills independent of classroom /textbook content. The first phase will be of two days in duration. The two–day session will comprise of *activities sequenced to test entry behaviour, for practice, and for assessment of attained competency.* The number of participants was decided as thirty. The activities will be observed and monitored by the DIET faculty who would have received some training /briefing earlier. The Trainer could be one of the DIET staff, or an expert from that field of communication .The details of the input into this session was worked out in the second workshop held in March.

The *next phase* addresses *Designing a Communication Strategy for Achieving a Task.* This phase will comprise of three days wherein the participants can identify and analyse the classroom tasks (MLLs) and decide the best way to communicate the learning input while framing the learning experiences.

The first two phases will be conducted at the place of training (DIETS of Dharmapuri and Vizianagaram). They will be separated by a period of 2-4 weeks. These sessions will be observed and monitored by the DIET faculty. The inputs into this session will be worked out in the subsequent workshops.

The *third phase* will involve *Trying out in the real context.* This will mean that the teacher is now applying the newly learned competency in the real situation of a classroom. This will be accompanied by assessment. The *transferability of training* will be tested here.

The *final phase* of the training program will involve *Sharing of experiences and refining.* This will again take place at the place of training. The duration of this phase will be for a period of one day.

By including the last two phases of the training, this programme hopes to correct the drawbacks of the earlier programs where transferability to the classroom (field) was not present or not evaluated. By sharing the experiences and refining, not

only the validation of the training programme will be possible but also making it into a replicable one.

APPROACH FOLLOWED IN DESIGNING THE TRAINING PROGRAM

PRE-TRAINING PERIOD

> Learners acquire experience in normal day-to-day activities.

> Designer provides an experience, which will tap learner's values and ideas.

IN-TRAINING PERIOD

> Learners experience new situations; match new experience with previous learning.

> Learners distil new values and new learning.

POST-TRAINING PERIOD

> Learners try out new behaviour s and acquire new experiences in both the simulated and 'real

> Learners apply new behaviours in 'real world' environment.

Report on the Second Workshop ON TRAINING STRATEGY
(19-22 March 1999)

SCHEDULE OF ACTIVITIES

19-3-1999 MORNING SESSION
Objectives and Attainments
The competencies selected –A discussion

AFTERNOON SESSION
Scope of content and content flow: group work
Presentation and Discussion

20 -3-1999 MORNING SESSION
Specification of Objectives: briefing
Specification of Objectives: Group work
Presentation and discussion

AFTERNOON SESSION
Evaluation: Briefing
Evaluation: group work
Evaluation Presentation

21-3-1999 MORNING SESSION
Content Presentation Mode &
Demonstration on each competency discussion
Content & Demonstration on competency: Group work

AFTERNOON SESSION
Activities for practice: discussion
Activities for practice: group work

22-3-1999 MORNING SESSION
Activities for practice: Group Work
Activities for practice: Presentation and Discussion

AFTERNOON SESSION
Finalisation of Activities
Finalisation of attainments and Tasks for Developing Inputs

In the earlier Workshop that was held in February, two ways of looking at Communication emerged. One was to look at the rhythm of communication that is so general that if improved the communication could be made more effective. However, there is another way of looking at Communication, which is more analytical and breaks the process into many components and addresses each one separately.

Some of the issues raised were:

1. *Drawing skill* must include drawing on the blackboard. It was emphasised that free –hand drawing however has its own place.

2. For independent writing, the area involved is THINKING and since that is not in the purview of this programme, we should stop at the stage of " Guided Writing ".

3. A suggestion was that a certain amount of practice be given on preparing visual aid. Modelling was also recommended.

4. The area of *Body Language* was also discussed and the questions raised were, how does one evaluate body language objectively? How can "unlearning " be done in the use of gestures, facial expressions? Stereotyping of gestures makes communication less effective. Body language is a skill, which goes along with all the other skills; therefore it need not be dealt with separately.

5. The teacher must be trained in handling the responses, timing of a question and the process of asking questions.

6. There is a need to explain the semantic differences between narration, explanation, and discussion to the trainees.

7. The skill of reading aloud varies according to the language. The stress and intonation for Telugu, Kannada and Tamil would be quite different from English.

8. An exercise on abridging and enlarging a given written material would help the teachers in developing the art of Explaining.

The next task was to frame activities on MODES OF COMMUNICATION. Initially, the idea was to have a 4-day programme in which the first day's activities would be tailored to test the *entry behaviour*, the next two days would be activities for practice, and the last day would be designed to test the *exit behaviour* of the trainees. With this in mind, a detailed schedule of activities, the entry and Exit behaviours/competencies and criteria for testing them were worked out. The inputs designed are presented in the Appendix.

Report on the Workshop held from 31st March to 3rd April 1999

Having developed a package on the theoretical aspects of *Communication*, the present workshop dealt with *designing a communication strategy for achieving a task*. This package had direct implication to the classroom situation. The actual MLLs were taken and a Task Analysis was performed. If we look into the Strategy suggested in the first workshop, it was decided to break up the process into

1. Identification of the Task
2. Task Analysis
3. Deciding Learning Experiences for each sub-task
4. Deciding Communication Mode
5. Develop Learning Inputs

If a task can be identified as an MLL for a particular class and for a particular subject then *Task Analysis* would mean identifying the sub-competencies for each competency and also identifying the related competencies for each competency. The underlying assumptions for the above approach being followed were:

- It is neither appropriate nor feasible to treat each competency specified under the MLL for a class as separate from another for providing learning experiences/activities.
- There is a relationship among competencies specified within and across subjects for any class. A teacher not only needs to know how the competencies are related, but also should be able to design learning experiences/activities for a set of competencies.
- Empowering a teacher essentially involves empowerment in curriculum analysis and activity design since the textbook cannot be exhaustive in providing direction to classroom transaction.
- A greater clarity in analysis of competencies and activity design would result in a greater clarity about the approach to evaluation.

The participants were divided into three groups and each group took up one subject each namely Math, EVS, and Language. The List containing the names of experts in each group is given in the appendix.

Each group worked on the lines mentioned above and came out with illustrative material on task analysis and designing instructional inputs. This was to serve as an example for the teachers to carry out *Task Analysis* in the classroom, Frame activities, Integrate the MLLs of different subjects, Plan strategy for Communicating the Focussed Competency and develop Inputs for the Activities to incorporate an activity based approach to teaching. If this is done systematically, it was thought, a teacher would become more effective in communicating and achieving the MLLS.

After each group presented the material developed by them along with the time schedule, they developed Hints to the Trainers for conducting the training effectively. The criteria for selecting the focus competency and the related competencies for each subject were also developed. The training material developed was subsequently edited by the project team to fill-in the gaps and bring them to a common format. The material is presented in the Appendix.

SECTION IV

FIELD VALIDATION OF THE TRAINING STRATEGY

The details regarding identification of competencies essential for primary teachers and development of a training strategy and inputs for training have been discussed in the previous sections. Discussed in this section are the details regarding field validation of the training strategy. This has been done in sub-sections arranged in the very same order in which the activities were undertaken.

Selection of the block, schools and teachers for field validation of the training strategy

As stated in the previous section, the districts of Dharmapuri in Tamil Nadu and Vizianagaram in Andhra Pradesh were selected for the project, in consultation with the DPEP in the respective states. However, a request was received from the DPEP, Chittoor to undertake the field validation in that district. The project team discussed the request and decided to continue the project in Chittoor, mainly due to the fact that the district was much nearer than Vizianagaram.

The project team visited the two districts and selected thirty schools from each district in consultation with the DPEP officials at the district level. From each of the selected schools, one teacher was chosen for undertaking the field validation of the strategy. While selecting the teachers, care was taken to represent both male and female teachers, teachers from urban and rural area and the teachers teaching at different grades. The list of schools and teachers is provided in the Appendix.

Orientation of the trainers for field validation of the training strategy

The field validation of the training strategy involved mainly testing the replicability of the training design, the effectiveness of the inputs developed and the appropriateness of the stances taken in the strategy. Replicability was to be established in terms of replication of the training inputs by the trainers who would be trained by the project team and the replication of the teaching or curriculum transaction strategy by the teachers who would be trained by the trainers. The

indicators of effectiveness were the perceptions and statement s on effectiveness made by the trainers and teachers. The overall attainment of the project objectives was considered as the criteria to judge the appropriateness of the stances taken in the strategy.

One of the stances taken in the strategy was to provide the training through the DIET, which was the training institution at the district level. However, since the training was being undertaken with the goals of DPEP in focus, it was decided that there must be one or two persons who are working at the district/block level under DPEP should also be providing support in the training and follow-up activities. In essence, the training was to be provided by a team of trainers drawn both from the DPEP and the DIET. As a strategic stance, it was essential to reach convergence in the efforts at training at the district level. Further, for any training to be effective, all available resources had to be pooled and training was not to be left as the responsibility of one single trainer, be it from the DPEP or the DIET.

In so far as selection of the trainers to be in the training team was concerned, the project team was of the opinion that there should be at least one trainer each who is known in the respective DIET as a specialist in Maths, Regional Language, and Environmental Studies. The others could be from any of the other wings viz., Educational Technology, Work Experience, or PSTE. It was with this in mind, the discussion at the district level functionaries was held to decide the trainer team. Accordingly, the following persons were identified for providing orientation to the strategy.

Dharmapuri District	*Chittor District*
M.D.Murali, MDO, DPEP	Chandraiah, AMO, DPEP
B. Kumaresan, BRC, DPEP	P.S. Geetanath, DIET, Karvetinagar
S.Shanthi, DIET, Krishnagiri	C. Vijaya Kuamri, DIET, K`Nagar
G.Virutha Sarani, DIET, Krishnagiri	R. Nirmala, DIET, K`Nagar
G. Anbumani, DIET, Krishnagiri	K. Shankaraiah,DIET, K`Nagar
A. Subramaniam, DIET, Krishnagiri	V. Ranaga Reddy, DIET, K`Nagar
D. Mohan, DIET, Krishnagiri	

As a requirement of the training strategy, the selected trainers were to undertake observation of teaching of the identified teachers in their respective

classrooms. Observation was to be done on an observation schedule, which was designed in the workshop on development of the strategy. The schedule is given along with the training inputs in the Appendix. The observation was primarily to identify the entry level of competencies of teachers who are to undergo the training strategy. The data was also to be used for assessing the effectiveness of the training strategy in terms of changes in the competence of teachers. In other words, the strategy of training had in it the requirement of pre and post training observation of teachers in their respective schools. Hence, it was necessary that the trainers who observed a teacher before training had also to observe the same teacher after training. It was for this purpose, that the trainers were tagged with a given number of teachers even before they were oriented on the strategy. The list of schools and teachers, given in the Appendix, also provides information as to which trainer observed which teacher and in which school.

Essence of the 4-day Orientation Workshop for Trainers held from 10ᵗʰ to 13ᵗʰ January 2001.

The day began with an inaugural session in which Prof. Ravindra, Principal and Prof. K. Dorasamy, Dean of instruction, RIE, Mysore shared their views about and expectations from the project.

Dr Dorasamy stressed on the following points:

- *Individual differences among trainer, teachers (both in-service and pre-service), and children need to be accounted for in training.*
- *Time required to acquire the necessary competencies/skills, being different, the duration, of the training programme should suitably be devised and planned.*

Prof.Ravindra spoke on the following points:

- *Unique path to be created between the teacher and learner to facilitate learning.*
- *Replication is possible only when the teacher becomes a learner.*
- *Teacher should always be a learner.*

He wanted that after a series of try out and correction, the module needs to be replicated. Minimum of the minimum should be kept in mind. He emphasized on the term `memory', and said that it is a pre-requisite for thinking, even for critical thinking. He wanted the DIET members to be a part of the training programme. He wanted them to go to the classrooms and experience the training programme being

imparted to the teachers, get sufficient feedback and then provide further training to other teachers.

The Task Leader of the project gave a brief background of the training programme, laying emphasis on the following points:

- *The basic requirements for curriculum development*
- *Identification of essential competencies*
- *Competency development in teachers in terms of actual classroom transaction.*

Then the background of the project was read and the assumptions of the training programme were explained to the trainees. The following were the main items of discussion.

- *Classroom communication is a part of general ability of a person to communicate. Classroom communication is a subset of general communication in a person.*
- *Hence the training programme will contain inputs in general communication, forgetting how it will be used in classroom, assuming that the participants are human beings who do communicate things in their day to day life.*
- *Since all teachers handle all subjects in primary schools, the demarcation made between competencies in different subjects contributes to the artificiality and difficulty in competency-based teaching at the school level.*
- *At present through the DPEP, teachers have a whole range of activities with them. But when additional inputs are required by the teachers, they are not able to cope because they have had limited training. Hence, if the teachers are not taught how to develop new activities on their own, if they are not taught how to apply these activities in real classroom situation, then the training programme is a mere waste of time, resources and energy. One needs to think of the teacher as a curriculum designer. Can she design further activities if required?*
- *The teachers can use the large pool of materials normally developed in a training programme as a reference material for further designing.*
- *If 30 teachers attending training think individually, they can contribute to the existing pool of activities.*
- *The teacher should not wait for the material to be supplied; can she do it on her own? must be addressed*
- *The teacher must be able to articulate on the competencies.*

- *For a trainer feedback is necessary for the training to be replicable. If mistakes are made they can be corrected the next time. Each training then becomes a try out.*
- *We can't afford to make the training highly individualized. The teachers can be grouped according to the kind of communication in which they require training.*
- *Activity will be followed by the general conceptual inputs as most successful training programmes have had this criterion.*

The project team then went on to explain the following stances taken in the project

Why 30 members for the training strategy?

- Each of the five members will handle 6 teachers.
- Time will be appropriate for individual practice by 6 teachers
- There is scope for sufficient modelling in the above case. Two members will lead to less variety and 10 will have no time available for practice.
- This number is also a replication requirement.

Why a person from DPEP:

- Vital link between the DIET and DPEP.
- Familiar with current situation.
- The annual work plan is prepared by the DPEP.
- Acts as an organic link between a project like DPEP and a structure like DIET.

How the teacher is expected to go about teaching competencies:

- Any learning experience does not cater to just one competency.
- One competency has also other related competency. If the teacher takes one competency at a time, the whole year will not suffice to achieve the competencies expected to be developed in a class.
- We should train teachers to integrate the competencies subject wise.
- One competency can be a basis for other competencies.

The following activities were done and they were followed by discussions regarding why the activity and how to organise them in training?

ACTIVITY: INTONATION (10 MIN)

The following issues came up following the activity:

- What is the role of the trainer during the activity?
- Is the duration enough?

- The words involved needs to be selected in the beginning.

- Rise and fall in tone, is it required?

- Some emotions are not easy for manifestation by some trainees.

  He /She needs to be trained in emoting that emotion.

- One needs to mark the emotion as in the example given in producing the order '*ATTENTION*'

The following three steps are to be followed during this activity:

- No intervention from the trainer. Participants to do on their own.

- Demonstration by the trainer.

- Special training to be rendered to the participants as the need may be.

ACTIVITY: HELEN PUZZLE/CRAZY T:

Discussion:

- Trainers were asked to observe where the instructor was going wrong.

- Where the instructed is using his brain.

- Write how exactly otherwise the instruction can be given.

- The instructions were written again re-read and re-instructed.

  Consolidation of the activity has to communicate the following.

  -Instruction giving is not a easy job.

  -Teacher needs to articulate the instruction.

  -All teachers will have to do it in pairs during the training, as it is a fundamental skill in teaching

The group introduced two other activities with the same objective during the programme:

- Of making a funnel.
- Drawing a diagram following instructions.
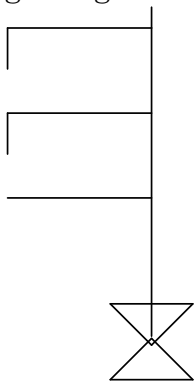
ACTIVITY: VISUAL COMMUNICATION

Steps involved:

*Write a six-sentence story for standard 1

*Pick appropriate drawings from those provided in the booklet.

*Sequence the diagrams

*Draw them on flip charts.

The participants have to narrate the story in story telling mode.

Home assignment given for the trainers were:

1.The story needs to be illustrated on flash cards.

2.the instruction to the earlier activity needs to be finalized.

3.Leaders to decide the schedule for the training programme.

4.decision to be made to make the training programme a day camp.

DAY TWO:

- Characteristics of a good visual aid were presented.

- Transparencies were shown of colours, colour combinations. Trainees were introduced to the use of watercolours, the colour wheel harmony.

- Difference between charts and posters were mentioned.

- Layouts based on configuration of pictures were shown in relation to poster making.

- Lettering: how to use/write letters (using grid for–size, height, width and constancy of letters)

- Types and classifications of visuals, audiovisuals and print were mentioned.

- Asked teachers to look into the scope for improvement in visual aid.

- Trainees were asked to modify their visual aids based on the above criteria and present them to the group.

- The modified visual aids were then evaluated again and discussed.

Observations and decisions made for teacher training:

- The criterion of "ix sentences only" should be adhered to

- One visual should have only one content item

- Posture of the teacher while displaying the flash card is to be noted.

- Communication needs to be related to the needs of the learner.

- Regarding proportions of the drawings, balance need not be a criterion for drawing, as children don't perceive as adults do.
- Tentative lines need to be made in the drawings to make them bold.
- The display time should be sufficient for children.
- Teacher needs to make use of the maximum space available in the cards.
- The card numbers need not be mentioned.
- For teacher's verification of the sequence of the cards, the notes can be written at the back of the card.
- The narration of the story can also involve questioning.
- The emotions can be portrayed in the drawings.

ACTIVITY: JUST A MINUTE

Chits were provided to the trainees and they were to speak for a minute without a pause or without repeating words.

Aim: To improve the fluency in speaking.

Important points for trainers:

1. Fluency was to be noted.

2. Reflects the vocabulary one has at ones disposal.

3. Good content ability required so that one is able to speak.

4. Select ones speed so as to speak without a pause. Fill pause with some other word. While speaking think of what to say next or rather think ahead of ones speech.

5. Convergent thinking was noticed. One need not restrict oneself to the topic provided.

ACTIVITY: NEGATIVES

Each participant was asked to pose 5 sentences to the other who in turn will give its negative and vice versa.

Important points for trainers:

1. Either use antonyms or use two negatives.

2. Use only past, present or future tense. Do not use continuous or perfect tense.

3. The given sentence *has to be* positive.

ACTIVITY: MIRRORING

A situation was provided to the participants and they were asked to enact, the other participant in the pair should be miming.

Aim: To enhance the observation and miming skill.

ACTIVITY: MIND YOUR POSTURE

In a group of two, one participant was asked to vary his posture in accordance with the dialogue provided by the other.

Observation: the participants did not adequately vary the postures used. The resource person demonstrated the whole range of postures that can possibly be used.

ACTIVITY: FACE STRETCH

A face stretching activity was conducted for the participants. It was further decided that the training programme would begin with this activity every day.

ACTIVITY: READ A STORY

The intonations, speed, pause, high and low pitch were demonstrated to the participants.

ACTIVITY: TRUST FALL

Aim: to break physical inhibitions

ACTIVITY: BARRIER GAME

Points to be noted:

- The degree of communication varies when the barrier is of high volume and when the barriers are of low volume.
- The importance of non-verbal communication to support verbal communication is to be brought out.
- Use of voice while moving towards and away from the target to be illustrated.
- Sound as a source of distraction to be used.

DAY THREE:

It was decided that the remaining two days would focus on inputs in the following five areas:

STEP 1:Description and analysis of the task (MLL)

STEP 2:identification of related tasks (MLL's)

STEP 3:Planning competencies related activities as learning experience.

STEP 4:Deciding communication mode.

STEP 5:Deciding learning input in the form of teaching-learning materials

On the third day the following decisions were also made:

1. The beginning of any day can be through exercises.

2. Ice breaking exercises can be done.

3. The input for the first two days during the training programme will be the same as how it happened in this workshop during the previous two days. The objective will be on the effective use of communication skills.

4. The concern will not be on whether it is being used for Language/EVS/Mathematics.

5. The remaining three days of the training will focus on how and where communication skills can be integrated into the classroom processes.

6. The constraints of time in a syllabus can be compensated by integrating the competencies (major objective of the first part of the input).

The proceedings involved taking up each of the five tasks one by one:

STEP-1: DESCRIPTION AND ANALYSIS OF THE TASK:

- Task refers to MLL statements.
- Task needs to be learned by learners.
- Analysis of the task gives clarity of the scope of that task.
- Teacher must be able to analyse all the competencies given to them on their own because a training programme cannot provide all.

Subsequently examples from language, mathematics and EVS were read out and the group was asked to do the assignment of identifying a task and describing it.

Discussion questions:

Is it required that the above task needs to be done by a teacher in classroom. Teachers already have textbooks issued by the state government, which they use to achieve the MLL's; teachers also have evaluation based on MLL's, then why do they have to analyse a task? Doing a task analysis by herself helps a teacher to be flexible with respect to the context and the children they are teaching. Textbooks cannot provide for all the experiences, which the children need. Teachers hence must know how to create activities. This is where she is empowered. This is where she has to do her role as a curriculum designer.

Decisions made for the training programme:

- 30 teachers can take 30 different competencies each
- One teacher can select any one competency either from language, mathematics or EVS, do the task analysis and present to the respective group.
- Discussion of the presentation will be done in their respective groups.

- After this is done each person can shift to the next discipline.

STEP 2:IDENTIFICATION OF RELATED TASKS:

The trainers were asked to identify the related competencies to the focus competency and presented to the entire group. This was done following the reading out of examples already developed in the previous workshop.

STEP 3:PLANNING COMPETENCY RELATED ACTIVITIES AS LEARNING EXPERIENCES:

The already developed activities were read out for the benefit of the trainers. They were then asked to write down the activities for the competency they had selected.

STEP 4 and STEP 5 were given as assignments to be done individually and presented in the respective groups.

DAY FOUR:

The last day's deliberations included Dr.G.Ravindra the Principal, and Dr K.Dorasami, Dean of Instruction, RIEM.

One of the main emphases of Dr.Dorasamy's speech was regarding the rating scale being used. He said that instead of using a rating scale to measure the skills one could resort to a observation schedule. An observation schedule can help record the frequency of the desired behaviour (skills). He said one could use a coding system to record the observations. The leaders of the two groups Mr.Kumaresan and Mr.Geethanath also spoke. The participants were asked to finalise their write up of the five step task assigned to them which was to be Xeroxed and distributed to them.

TRAINING SCHEDULE AND ROLES

The training schedule would consist of two parts:

TRAINING ON GENERAL COMMUNICATION (2 DAYS)	COMPETENCY BASED LEARNING EXPERIENCES DEVELOPMENT TRAINING. (3 DAYS)
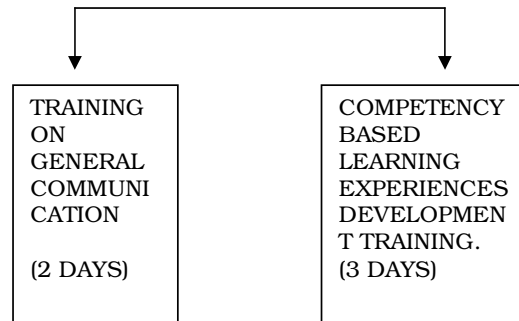
FIRST PART: FOUR SESSIONS:

DAY-1:

SESSION-1: Registration

      Inauguration (30 min)

      Ice breaking exercises (30 min)

      Objectives of training.

SESSION-2: Session on general communication

      Oral

      Written

      Visual

      Body language

     Clay modelling

DAY-2:

FOUR SESSIONS:

SESSION-1 AND SESSION-2 will comprise of the continuation of the general input on communication. Remaining sessions will be on activities for practice.

DAY-3: FOUR SESSIONS:

SESSION-1:

- Teachers to analyse and describe the competence.
- What is a competence? (Theory, 5-6 min)
- Modelling in different subjects (Language, EVS, Mathematics)
- Individual work in groups of describing one competency.
- Presentation with feedback.

SESSION-2: IDENTIFICATION OF RELATED COMPETENCIES.

DAY4: PLANNING LEARNING ACTIVITIES, DECIDING COMMUNICATION MODE AND DESIGNING LEARNING INPUTS

DAY FIVE: ANALYSIS OF TEXTBOOK:

Sufficiency, appropriateness of the activities in the textbook in the light of the competencies they are supposed to meet.

Pre-Training Observation Of Teachers Selected

As mentioned earlier, the teachers selected for training from the two districts were to be observed for an assessment of the level at which the competencies are possessed by them. This was done by the trainers themselves rather than the project team since the insights gained and the observations made would help in organising the training more effectively. The teachers observed by different trainers are provided in the appendix.

Organisation Of Training For The Selected Teachers

The field validation of the replicable training strategy was to be done by actually organising the training programme for primary school teachers. This was done in the two districts at the DIETs concerned. The coordination of the training programme was done by the respective DIET Principals and with assistance from the DPEP in the two districts.

Before actually conducting the training, it was necessary to translate the training material in to the regional languages of the two states viz., Telugu and Tamil. The trainers from the two DIETs undertook this. A copy of the translated material is provided in the appendix. A brief report of the training programmes organized in the two centers is given below.

Report Of The 5-Day Training Held At Diet Karvetinagar from 30th January - 3rd February 2001.

The Training program on the first day 30.01.2001 started with an Inaugural session. Mr.C.H.Pulliah, the DEO, Mr.Chittibabu, A.P.C, (DPEP), Chitoor, Mr. J. Chandriah AMO, (DPEP), spoke about the training.

After the Inaugural session, the Training program started with a prayer. Mr.Ranga Reddy, DIET lecturer, Karvetinagar, briefed the participants about the

importance of the training program. He gave the agenda for the 5 days. In his briefing, he stressed on individual training, competence-based education, and communication skills needed by a teacher and how MLLs can be achieved.

As the briefing was over, a DIET Lecturer, Mr. Simha, entered the session with a broad smile and enthusiastic behaviour, created a flurry of excitement in the participants. This was taken as a starting point by Dr.Geetanath to introduce the concept of communication-the focus of the competency to be trained during this workshop. He introduced the participants to the components of Communication viz. *Oral and Visual communication.* He then briefed the teachers about the *strategy* to be used in training:

- ❖ *Every activity will be first presented to the whole class. The objectives and the procedure of the activity will be explained.*
- ❖ *A modelling by the trainer will then follow it.*
- ❖ *A few members would then try this out.*
- ❖ *Then the members would form groups and individuals in their respective groups would try out the activity.*

The training program consisted of two stages:

STAGE 1 (Day 1 and 2): General Input on Communication through activities and discussion.

STAGE 2 (Days 3,4,and5): Applying the Communication skills learnt to Attainment of the Competencies among students – Minimum Levels of Learning.

Dr. Geetanath gave a brief introduction to task Analysis and identifying related competencies. With this Introduction, the first activity began.

ACTIVITY 1: JUST A MINUTE

No modelling was performed for this activity. A few participants tried out the activity in front of the whole class.

GROUPING: The participants were divided into 5 groups of 6 members each. Every individual   took part in the activity within the group.

DISCUSSION: The participants made the following points during discussion.

While speaking, our focus was on content of the speech, what to say. Filtering all the things we know about that topic and selecting only relevant things. The concern was on how much to say about the subject in one minute, speaking freely, speaking fast. It is all right to mix up two languages.

SUMMING UP: Dr. Geetanath summed up the session by saying that   this activity is to improve our verbal communication by learning to avoid use of long pauses, and sounds like 'eh', 'uh', and 'aaaa' etc.

ACTIVITY 2: FACIAL EXPRESSSIONS

BRIEFING: The trainer stressed the importance of facial expressions for a teacher. He also demonstrated how the facial muscles could be exercised in order to improve the flexibility.

MODELLING: Modelling was done wherein several expressions were tried out by the trainer specially expressions that are used while articulating sounds.

TRY OUT: The group tried out the exercises.

GROUPING: Single large group was involved in performing this activity.

DISCUSSION: This exercise can also be used in the classroom.

ACTIVITY 3: WRITE A POEM

MODELLING: The trainer gave a demonstration in reading a couple of poems that he had written.

<div align="center">

POEM 1

Pilli Pilli ekkadikki?
Elulula vetaku vellutunna
Balli Balli ekkadiki?
Yegula vetaku vellutunna.
Nalli Nalli ekkadiki?
manushyula vetaku vellutunna.

POEM 2
Kottu Kottu Pindi kottu
Tattu tattu Rotti tattu.

</div>

Pettu Pettu Naku pettu

Nannaku Annaku dachi pettu

GROUPING: The participants formed 5 groups and worked individually.

PRESENTATION: The participants presented the poems they had written individually.

DISCUSSION: The trainer gave a feedback. Ms.Jyothi also added a few a points saying how rhythm could be identified in the poems. Some have 3 beats; others have four or five beats. One must identify these while reciting the poem. There was a demonstration on how the same poem could be read using different rhythm patterns and the effect would be drastically different. Some rhythms just do not sound right. Rhythm must be kept in the mind while writing and reading the poem.

ACTIVITY 4: STORY THROUGH MATCHSTICK DRAWINGS

Note: This activity integrated of three activities: Write a story, Draw matchstick drawing, and narrate a story

BRIEFING: The trainer introduced the idea of matchstick drawings and how they can be used effectively to portray a story. The activity was to write a story of six lines only for class 1 children. Each line had to contain only a single idea. The language had to be simple. After the story was written, the participants were asked to present the story in front of the whole class. The important aspects of a good visual aid, and the ways to handle and display the charts effectively were pointed out. The points to be remembered while narrating were also told.

MODELLING: The trainer presented a story she had written using charts with suitable matchstick drawings. A number of matchstick drawings were displayed for the participants to use.

GROUPING: The participants went back to their respective groups and did their work individually.

PRESENTATION: Presentation was done randomly.

DISCUSSION: Mr. Ranga Reddy gave a feedback. Items of feedback were:

- *The pictures must be on one chart.*
- *The drawings must be big.*
- *Number your charts so that you can put them in order and there is no confusion during the time of presentation.*

- *You can make your students guess the story from the pictures.*
- *Have variety in the story.*
- *Write the lines behind the pictures.*
- *Use appropriate background while demonstrating –Hold it in a position close to your body if you want the facial expressions also to be observed. Otherwise you could hold it at the chest level, or at the side so that you can look at the picture and point out what has to be observed as you demonstrate.*

ACTIVITY 5: VOCAL VARIATION

BRIEFING: The trainer stressed the importance of having vocal variations while speaking.

MODELLING: The trainer himself gave a demonstration, which was followed by a short film

"CALLS"("PILUPULU") on different ways of calling and the emotions that are portrayed with that.

GROUPING: The participants met in groups of 6 outdoors.

PRESENTATION: Some of the participants presented the activity.

DISCUSSION: The film was played again and a discussion was done.

ACTIVITY 6: FOLLOWING INSTRUCTIONS

BRIEFING: Two participants were sent out. A figure was drawn on the board.
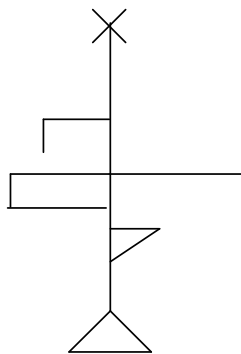
The two volunteers came back. One took the role of the instructor, facing the blackboard. The other took the role of the Instructed. He sat facing backwards to the black board. As the Instructor gave his instructions, the other person tried to

reconstruct the figure. The drawing was shown around and the instructor was then given a second chance to modify his instructions. The figure was drawn again.

TRY OUT: Due to lack of time to try out with all participants this activity was tried out only by a few participants in pairs.

DISCUSSION: The trainer pointed out how Instruction giving is an important activity. He stressed the need for teachers to break down the instructions into simple steps, to use language that is easy and familiar to all. The teachers were asked to write the instructions they would give in this activity as an assignment.

ACTIVITY 7: STORY WITH MATCHSTICK DRAWING 2

PRESENTATION: This activity was presented after the participants made modifications to the drawings made by them. The presentations were rated on two criteria - the best visual and the best narration.

DISCUSSION: Dr.Geetanath gave the feedback regarding the particiapnts' presentation using the rating for story telling.

ACTIVITY 8: HELLEN PUZZLE / CRAZY T.

TRY-OUT: This activity was tried out in pairs.

GROUPING: This activity was not further carried out, as the activity was time-consuming.

DISCUSSION: The trainer stressed on the following: Instruction-giving as a very important activity where every step has to be broken down into simpler steps.

ACTIVITY 9: A TEST

BRIEFING: The trainer announced that he would give the participants just 3 minutes to complete this activity.

GROUPING: The participants worked independently.

DISCUSSION: The trainer pointed out how we carry out instructions without following them carefully or reading them thoroughly.

ACTIVITY 10: MIRRORING

MODELLING: two trainers did modelling.

TRY-OUT: the activity was tried out in groups.

GROUPING: The participants were divided into 5 groups of 6 each and into pairs within.

DISCUSSION: Mr.Simha conducted the discussion. He explained how children are always watching their teachers and how it is important for the teacher to put up our best behaviour for them. He continued how the children observe and imitate us. Students keep their teachers as role models and mimic them in their language and dressing etc. they also pick up the moods of the teacher in the facial expressions they make, the tone they use.

ACTIVITY 11: STORY READING

TRY-OUT: A few participants tried out the activity.

PRESENTATION: After some participants tried out, all the participants had a chance to read individually.

DISCUSSION: The discussion was focussed on the speed of reading, the appropriate use of voice modulations, the use of pause. The trainers also pointed out on the optimal use of gestures and actions, too much would make it look like dramatic. Mr.Simha gave an effective presentation to the trainees.

AFTERNOON SESSION:

WARM UP: A warm-up was done with the participants trying out facial expressions.

ACTIVITY 12: ROLE PLAY

BRIEFING: Mr.Chandriah and Mr. Ranga Reddy gave the contexts for role-play in various situations.

MODELLING: A brief modelling was done.

TRY-OUT: This activity was tried out only briefly by a few individuals, as there was a shortage of time.

ACTIVITY 13: DUMB CHARADES

BRIEFING: The rules of the game were briefed and the purpose of the activity was specified.

MODELLING: No modelling was done for this activity, as it was not found necessary.

GROUPING: The participants formed six groups of five each. A, B, C, and 1,2, 3 are the six groups. Two groups compete with each other in this manner-A-1, B-2, and C-3.

PRESENTATION: The groups played the game using names of cinemas.

ACTIVITY 14:MIND YOUR POSTURE

BRIEFING: the trainer did the briefing.

MODELLING: Mr. Shankariah did A modelling of this

TRY-OUT: A few participants tried out this activity in pairs as the contexts were given by Mr. Chandriah and Mr. Shankariah. This activity was not tried out in groups, as there was a lack of time.

DISCUSSION: The discussion was unable to provide insights into the implication of this activity to the teaching situations.

ACTIVITY 15:TRUST FALL

BRIEFING: Mr. Ranga Reddy gave a briefing on the importance of touch in breaking barriers and communicating trust. Any communication is possible only when this occurs first. (Comment: Should this not have been included in the very beginning)

MODELLING: Mr. Ranga Reddy also gave a modelling of the game.

TRY-OUT: The game was tried out more successfully among men than women. Do men trust more? Or are they simply stronger?

GROUPING: Large group activity.

ACTIVITY 16:CLAY MODELLING

BRIEFING: The trainer briefed the participants on use of clay modelling as a useful way of preparing visual aid material and said that this can be used as a good support material in narrating a story or as a good visual aid for teaching important concepts.

MODELLING: No modelling was done for this activity.

TRY-OUT: The participants tried out their hand at clay modelling. The theme was to present visually a series of models as portrayed by them in the first chart of the story presented by them through drawings earlier.

THEME FOR DAY 3 TO 5:

The next three days, as decided earlier, were devoted to the specific strategy for development of competencies in children. However, this exercise was done in the context of the textbook prescribed by the Govt. of Andhra Pradesh. The teachers identified the competencies contained in the textbooks of standard I to IV. They also found out the missing competencies in comparison to the MLL document of the Govt. of India.

Next, the five steps relating to task analysis was explained. A detailed analysis of the meaning of competency was provided. The number of competencies for each standard found out through group work. Each of the five steps was discussed. For each competency what are the activities that can be done was discussed. The focus competencies were taken from EVS, mathematics, and language and the corresponding activities were discussed. Most of the activities were elicited from the teachers .The activities that can be conducted w.r.t the related competencies were also discussed. The teachers were asked to do the task in groups.

Report Of The Training Programme At Krishnagiri From 5/2/2000 to 8/2/2000.

The venue of the training programme was at the DIET, Krishnagiri. A total of 28 participants were to be trained as part of the implementation of the training strategy. These 28 participants were basically primary school teachers spread over four different blocks namely, Krishnagiri, Bargur, and Kaveripattanam.

Schedule of the programme on 5/2/2000:

The day commenced with a welcome speech by Mrs Shanti where she introduced the task team from RIE, the Principal of DIET, Mr Anandan, the five resource persons from DIET, Krishnagiri, and the trainees who had assembled.

This was followed by a speech by senior lecturer of the DIET on the aims and objectives of CBTE. He motivated the teachers to cope with the constraints of time and to do their level best after undergoing the training here.

This was followed by a brief talk by Mr.Kumaresan promising on behalf of the teachers that they would strengthen the training programme and see to its success.

As part of the plan the five resource persons who had underwent the training following the workshop held at RIE, earlier, were supposed to impart the training,

which they received to the 28 primary school teachers who had assembled here. Hence the activities that had been imparted to them earlier were redistributed amongst themselves to be taken up during the training programme.

The following were the activities that were conducted on Day one as part of the training schedule.

MORNING SESSION: DAY ONE

ACTIVITY-1: REPEAT THE SENTENCE

Mr.Kumaresan created a sentence while Mr. Anbumani responded with a sentence with the same syntax. This demonstration was followed by each of the teachers in pairs undergoing the same activity.

DISCUSSION: Mr.Kumaresan emphasized the importance of participation of all the children in the class, which he said could be accomplished by this activity. Also he said that the teachers could use this training when the children do not understand the meaning of a sentence.

ACTIVITY-2: READ A STORY

Mr. Kumaresan gave a demonstration and asked a few teachers to emulate him. Further he gave a demonstration as to how to narrate a story. He asked them what was the difference between the first attempt and the second attempt. The second presentation had an input of voice and tone variation and also a change of pitch. Mr. Vishwanathan gave a nice demonstration as to how to say a story involving the above-mentioned variables. The teachers undertaking the above-mentioned exercise for practice followed this.

DISCUSSION: The importance of intonations for a class teacher was discussed, one of its advantages being to catch the attention of the students and to make the story session more interesting.

ACTIVITY-3: MIRRORING

The teachers undergoing the activity followed the demonstration by the resource persons

DISCUSSION: Mrs. Shanti later mentioned the objective of the game- namely to enhance attention in teachers and to improve ones skill of observation.

AFTERNOON SESSION:

ACTIVITY-4: SIX-SENTENCE STORY

The participants were asked to narrate a six-sentence story and then depict them on a flash card. It was emphasized that one sentence should contain only one concept .The teachers were asked to narrate the story with voice, pause pitch and tonal variation. Subsequent feedback was given to the teachers after their presentations.

DISCUSSION: The discussion focused on how to hold posters in the class so that all the children are able to see the picture. The discussion also included as to how to narrate a story in the class holding a poster. The importance of shortening a story to convey its main theme was also emphasized.

ACTIVITY-5: JUST A MINUTE.

Topics were allotted to the participants and they were asked to speak on the topic for a minute. It was asserted that the speech should not contain any word /sentence repeated in that one minute duration.

DISCUSSION: The importance of this game was to improve the confidence of the person and also the fluency and structure of the persons vocabulary.

ACTIVITY-6: HELEN PUZZLE/CRAZY-T

The teachers practicing the activity in pairs of two followed the demonstration by the resource persons.

This was followed by another activity where one had a drawing in one's mind and based on this mental image the person gave a description of the drawing to his colleague who had to draw it on the board. The original drawing was like that given below:
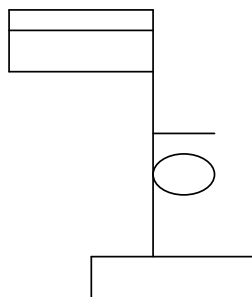
DISCUSSION: The discussion focused on the following points:

➢ Giving instructions is not a very easy task. One needs to be trained in it.

➢ The instruction that one gives needs to be understood at the other end.

➢ Concepts of figures like rectangle, triangle etc needs to be known to them

➢ One should undergo self-analysis from this activity as to what extent the other person is able to understand your instructions.

ACTIVITY-7: INTONATION

There was a demonstration by the resource persons regarding intonations. The teachers practicing the same activity followed this.

MORNING SESSION: DAY-2

The day commenced with a warm up activity for the teachers where they had to vocalize numbers of groups of five like 5,10,15,20 etc. The one who misses the numbers continuity is out of the game. This game was played for about 5 minutes, followed by the activities.

ACTIVITY-8: POSTURES

The trainers demonstrated the activity and gave instructions. The teachers undergoing the activity in pairs followed this. The situations given for enhancing postural flexibility were

➢ Conversation between a wife and a husband

➢ Conversation between a child and its mother

➢ Conversation between a brother and sister

DISCUSSION: The teacher needs to bring in varied postures to convey her temperament to the class. The training helps to bring in a conscious range of postures by the teacher in the class.

Subsequently the teachers were asked to display the posters that they had drawn for the six-sentence story.

ACTIVITY-9: NEGATIVES

After a demonstration by the trainer, the teachers underwent the activity in pairs where one tells the sentence while the other responds with its negative. The sentences were tried in English also.

DISCUSSION: The relevance of creating negative sentences in reducing the complexity of the sentences in case the children do not understand them was explained to the teachers..

ACTIVITY-10: COMPLETE THE PICTURE

The resource person gave the teachers 3-4 incomplete strokes and asked them to complete the drawings according to their imaginations. The strokes given to the teachers were of the following kinds:
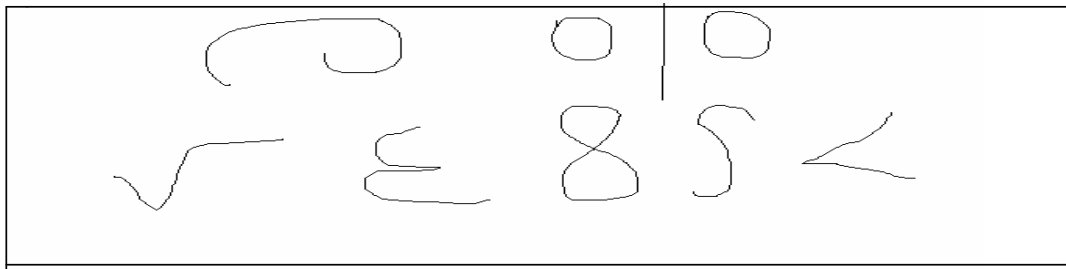
The teachers with the help of the strokes drew a number of drawings like dove, a lady, vase, carrot, etc.

DISCUSSION: The significance of this activity was to enhance the creativity of the teachers and to allow flexibility in one's thought process.

The drawings by the teachers were collected on the same day and were displayed.

ACTIVITY-11: WORD ASSOCIATION

The resource person gave a list of words to the teachers individually and asked them to give the a word they would associate it with.

DISCUSSION: The discussion included the need for divergent thinking among the teachers. The activity was further tried with a new set of words and a conscious attempt of trying to be creative.

ACTIVITY-12: FACIAL EXERCISES

Mr. Vishwanathan demonstrated a series of exercises for the face and the neck and asked the teachers to follow suit.

DISCUSSION: The importance of this activity was to bring about zeal in the person and also to bring about a free movement of the body parts.

ACTIVITY-13: POEM WRITING

The teachers were asked to write down poems based on the topics given to them. The topics included:

- Birds
- Numerals
- Waterfalls
- Mahatma Gandhi
- Banyan tree
- Gujarat earthquake

A few teachers read out the poems and the others were asked to complete and submit later.

DISCUSSION: This activity was again to inculcate creativity in the teachers.

ACTIVITY-14: STORY BUILDING

A few incomplete sentences were given to the teachers and they were asked to complete them. For example: ``People started running helter skelter.......................''.

DISCUSSION: This particular activity was conducted to extend the flow of thought in the teachers and to stretch their imagination.

After this activity, the posters drawn by the teachers were discussed on the following criteria:

Clarity

Use of space

Giving the borders for elevation effect

Colour combination for special effects

Colour intensity.

With the help of overhead projector, the types of audio-video material that can be used in teaching were explained. Grid and strokes for the letters were shown.

➢ Different layouts for posters were shown.

➢ Categories of graphic aids were also shown.

ACTIVITY-15: TONAL VARIATION

Different words were provided to the teachers and asked to vocalize the same in various tone/pitch.

For example, the word "**ATT** ent **ION"** (ATTENTION)

DISCUSSION: The need for tone variation for teachers was discussed and emphasis was given for improving them.

ACTIVITY-16: DUMB CHARADES

The trainees were divided into groups of six with each member of the group trying to act out the message to the fellow members.

The topics provided were of the following kinds:

`Who are you'?

`A flower for you', etc.

DISCUSSION: It was mentioned that one needs to have a wide range of alternate actions and gestures to be exhibited when one realizes that the other person is not able to understand. The relevance of this game for the classroom teachers is that the teacher needs to have a wide range of gestures and expressions to let the students understand what she is trying to say. It is an instance where nonverbal communication can support verbal communication in the class.

ACTIVITY-17: SKILL OF ASKING QUESTIONS

There was a collection of 11 items kept on the table. The items ranged from pens, pencils, erasers, measurement scale etc. The resource person will keep one item in mind and his colleague had to guess what the former had in mind by asking a series of questions. The number of questions that can be asked was restricted to five.

DISCUSSION: The importance of this activity was to enhance the skill of asking questions. Also the teachers might be trained through this activity to ask specific questions that might elicit the required answers.

ACTIVITY-18: PASSING THE MESSAGE

A message was created by the resource person and passed on to one of the teachers, who in turn had to pass it on to the second person. The message was passed among four people and the final message was heard to.

DISCUSSION: This activity was to emphasize on the way in which a message can get distorted. The emphasis was on how to promote efficient communication in the teachers.

AFTERNOON SESSION:

- The resource person Mrs.Shanti organized the afternoon session.
- The five steps relating to task analysis was written down
- Introduction on competency was provided
- The number of competencies for each standard was asked
- Each of the five steps were discussed
- For each competency what are the activities that can be done was discussed.
- Mr. Vishwanathan gave an idea about a way of using of models-enhance ones degree of sensitivity of touch by feeling the models.
- The activity discussed was about the animals and their food habits.
- The focus competencies were taken from EVS, mathematics, and language and the corresponding activities were discussed.
- The five steps were followed and the examples were given
- Most of the activities were elicited from the teachers .The activities that can be conducted w.r.t the related competencies were also discussed.
- The teachers were asked to do the task in groups.

Mr. Kumaresan gave an introduction about competencies. He mentioned that one needs to improve ones skill in mainly eight areas like listening, reading, comprehension etc. He noted that in Tamil there are only 19 competencies while in English there are about 55-59 competencies from classes' 1- 5. His main emphasis was on:

- ❏ The need for an integrated approach to the teaching of competencies.
- ❏ That the related competencies can be taught even by the reviewing method.
- ❏ When the same activity is used for teaching a number of competencies, the teacher can save on time.

❑ That the teachers will be conscious of the integration of the competencies.

The teachers were split into groups of five, except in two groups. Each group of five groups thus formed was allotted classes from 1-5 standard. Within each group they were to select a subject (EVS/Mathematics/Language) individually and go through the activity of task analysis.

From 4-5 pm the teachers were asked to identify a focus competency, related competencies and the appropriate learning experience.

The activity that should be organised for the competency development and the related competencies were given as an assignment to be done at home.

MORNING SESSION-DAY 3:

The day began at 9.30 am, with an activity.

ACTIVITY-19: WARM UP

The numbers from 1-7 were called out and the teachers had to call out the day corresponding to the number. Example, 1 will be Monday, 2 will be Tuesday etc. Next, certain Tamil words were called out and the teachers had to respond by saying their opposites.

DISCUSSION: The activity was necessarily to enhance the enthusiasm of the teachers present.

❑ Next Mr. Kumaresan gave an activity and asked the teachers to identify the mode of communication.

❑ He next asked the teachers to give an activity where the children can classify the living from the non-living.

❑ Teachers gave ideas as to whether they would conduct the activity in groups or in singles.

Task given to the teachers for group work was as follows.

• For the focus competency and the related competencies that they have identified, provide one activity integrating both of them and also identify the mode of communication related to the activity.

• The list of materials that the teachers would require for preparing the activity were identified and provided to them.

- Handouts of the task analysis done by the project team in the previous workshop were given to the teachers so that it might help them in their present task.

Finally it was decided that each teacher would take a simulation class based on what they have prepared.

The teachers were asked to evaluate the presentations based on the following criteria:

- *Is the activity, which the particular teacher is attempting, practically applicable in a classroom situation?*
- *Do the teachers have any qualified inputs in their activities?*

TEACHER-1 (5th STANDARD):

Subject: Science

Focus competency: Classification of conductors and non-conductors of electricity.

- A list of 4-5 activities was read out.
- Suggestions were provided subsequently.
- The importance of safety and use of first aids while conducting this activity was emphasized.
- The order in which the activity must be done was discussed.
- The practicability of the activity was discussed.
- The need to include all the children in the class was also emphasized.

TEACHER-2 (3rd STANDARD):

Subject: Mathematics

Focus competency: To write words having 2-3 letters.

The activities and the related competencies were read out. Feedback was provided to the teacher concerned.

- Next Mr.Kumaresan clarified to the teachers as to what is expected of them. He asked the teachers to follow all the five tasks that were explained to them, during the classroom practices.
- He also explained to them the meaning of the term `replicable training strategy' and its significance.

- The teachers were then asked to finalize their teaching learning materials by the next day.

ACTIVITY-20: BARRIER GAME

The teachers were taken to the open area and the game was conducted. Mr. Vishwanathan volunteered to convey the message while one of the teachers agreed to receive it with due disturbance deliberately induced by the others in the group.

DISCUSSION: The importance of efficient communication in the class was deliberated upon. Also the importance of nonverbal communication in a class when there is a lot of noise, to get the message across was discussed.

ACTIVITY-21: TRUST FALL   One of the resource persons demonstrated the activity while the other teachers subsequently took part in the game.

DISCUSSION: The importance of flexibility of the body for a teacher was discussed.

MORNING SESSION- DAY-4:

The day began with a warm up game .The participants were asked to shout one's own name when 1 is mentioned and the neighbours name when the number 2 is mentioned. Following this, the participants were asked to discuss the task analysis within their groups. By 11.30 am the teachers were asked to take a simulation class. One to two teachers conducted a simulation class. This was followed by feedback. Mr.Mohan chaired the session.

The post-simulation discussion focussed on the following:

- To extend the activities a little so that the teachers are able to incorporate more related competencies.
- Activities need not be restricted to being inside the class alone.
- Songs need not always be in the beginning if the class. Can sing the same song again in the middle or at the end.
- Songs need not be for singing sake alone. It can also be for attaining a focus competency.
- This project wants the teachers to learn how to develop learning experiences for attainment of more than one competency by the children.
- Instruction giving is another task where the teachers need to improve upon.

AFTERNOON SESSION:

The MLL statements in Tamil were distributed to the teachers. The teachers were then asked to select one focus competency and identify the related competencies. Each teacher took one subject and one class. This was followed by a presentation by the teachers.

Post-training observation of teachers and collection of feedback

It was mentioned earlier that the trainers from each district were tagged with a set of teachers for the purpose of pre and post training observation of teaching by the teachers selected. The list is available in the appendix. After the training and after a gap of about 5-6 weeks, the trainers undertook post-training observation on the very same observation schedule they had used for the pre training observation. The gap of time was considered necessary in the light of the fact that the teachers had to practice what they had acquired during training. The data obtained was consolidated by the respective DIET faculty for the purpose of studying the effect of training on the teaching competence of the teachers. The faculty undertook the post-training observation during March and April 2001.

Assessment of transfer potential of the replicable training strategy

Assessment of transfer potential of the replicable training strategy was done in three ways and at two levels. The three ways of assessment were observation by the project team, observation by the trainers and reactions of the teachers. While, the two levels at which the transfer of training was expected are the trainers' level and the teachers' level.

TRANSFER OF TRAINING FROM THE PROJECT TEAM TO THE TRAINERS

The project team had imparted training to the trainers on the training strategy and had also undertaken observation of the training of teachers held at the two DIETs. Based on these two, the following conclusions are drawn, which may have an implication for projects of this nature.

1. The stance of bringing together the DPEP and the DIET for the purpose of convergence in teacher training was largely appropriate and workable.

However, personalities of functionaries did matter when the extent of convergence was the issue.

2. The stance of making the DIET as the venue of training was feasible and to an extent advantageous in providing the right kind of training inputs.

3. The stance of team approach to training was most appropriate since there was no wastage of training time as normally found in the training programmes. Moreover, the training witnessed a high level of activity among the trainers and the training institution, which created the right kind of atmosphere for training. The trainers knew exactly what was expected of them and they were alert and ready for the sessions they had to take.

4. The approach of pre training observation was essentially training and insight input for the trainers from the DIETs since they could interact with the teachers professionally and their inputs were relevant to the needs of the teachers and were on a sound footing.

5. The trainers from both districts had comprehended the objectives and methodology of the training and were able to replicate the training in their respective districts.

6. The DPEP personnel had an advantage over the DIET faculty with respect to the field realities and the methodology of competency based teaching and activity design.

TRANSFER OF TRAINING FROM THE TRAINERS TO THE TEACHERS

The trainers, as mentioned earlier, had undertaken observation of the teachers before and after training. This enabled them to assess whether the training imparted by them had reached its final destination namely, the classroom. It can be seen from the observation proforma that the observation was made on nine component areas and also globally for overall effectiveness on four criteria. A summary of the assessment made by the trainers of each teacher and overall is presented in the following.

INSERT TABLE HERE

REACTION OF TEACHERS TO THE TRAINING STRATEGY

The reaction of teachers was obtained by organising a one-day feedback workshop at the respective DIETs. A report of the two workshops is provided in the following.

FEEDBACK AT KRISHNAGIRI DIET ON 23/3/2001

MORNING SESSION

The main focus of the day's session was the following:

- To find out what the resource persons remembered about the training strategy.
- To find out what the teachers were able to implement in their schools.

As a warm up activity Mr.Kumaresan conducted a game to instil enthusiasm in the teachers.

To find out whether the DIET faculty were able to remember the activities in the training programme, each of them were asked to conduct any one of the activities that was part of the training schedule.

- Mrs.Shanti conducted the activity `Passing the Message'.
- Mr.Anbumani conducted the activity `Mirroring'
- Mrs.Vidyasarani and Mr. Vishwanathan conducted the activity `Narrating a Poem'.
- Mr. Mohan conducted the activity `Just a Minute.'
- Mr. Mohan conducted the activity `Postures'.
     The situations given were:
     - Conversation between a mother and a child
     - A teacher coming late and being scolded by the Principal.
- Mrs.Shanti conducted the activity on `Negatives'.

 The teachers were asked to write down on a piece of paper –

1.What were the things they did in the four days training programme.

2.Out of the list of items what were those activities that they were able to do in the schools.

- For which *competency* they conducted the activities
- Which *sub competencies* they were able to cover
- Which *subject* they were able to cover
- What *activities* they conducted for these competencies.

Subsequently the teachers were asked to present their write-ups to the others in the group and feedback was provided.

The teachers who presented their write-ups were:

Mrs.Pushparani-EVS

Mr.Jayapal-Mathematics

Mrs.Jayanthi-EVS

Mr.Vishwanath-Language

Mrs. Angela Mary-EVS

AFTERNOON SESSION

The following teachers presented their write-ups:

For the III standard:

Mrs.Benedicta Mary

Mrs.Vasanti

Mrs.Danaselvi

For the II standard:

Mr.Ganesan

For the I standard:

Mrs.Alphonsa

Mrs. Teresa

The task leader provided the following questions to the teachers and asked them to answer them.

1. How many activities did you design?
2. Can you design an activity?
3. Can we implement the strategy in the schools?
4. Can we implement for all classes?
5. How did the students respond? Were you able to involve all children?
6. Are competencies achievable?
7. Can evaluation be done along with implementation?
8. Is relating the competencies needed? Is it possible in all classes and in all subjects?
9. What are the difficulties you faced when using the strategy?

The next set of questions asked to be answered were:

1.Do you think this strategy can be implemented for the whole year?
(It is to be noted that the teachers were able to implement the strategy only for 10 days when this meeting for their feedback was called for).

2.The training was on communication .Did this training make any difference in you in the following areas:

- *Verbal communication*
- *Nonverbal communication*
- *Visual communication*

The write-ups of the teachers were collected subsequently for analysis.

Following this the task leader emphasized on the following points:

➢ That the primary school teachers who had assembled there were all researchers of an idea.

➢ One needs to think about what can be done in a multigrade setting?

➢ That primary education is necessary for national improvement. Hence the government would take interest for improving this sector.

➢ The try out is over. Now the training strategy needs expansion. Thinking of expansion we can now say that we have 28 resource persons at present.

➢ Being teachers one needs to take care that every child on each day gets a balance of training in singing, enacting, drawing and other modes of communication.

➢ There should be a balance of verbal and nonverbal ability in the teachers. One needs to try for a conscious balancing of the two.

This was followed by a speech by Mr.Murali (MDO, DPEP).

The session concluded with a thanksgiving by Mrs.Virudasarani and Mr.Anbumani.

Based on the reactions of the teachers, it can be said that there was unanimity in the feedback given. They opined that the strategy was practicable and they were able to implement the strategy in the true spirit of the training received. Also, they felt that there was greater participation by the children and that more number of children could be reached. They also felt that the strategy could be practiced for all grades and for all the competencies.

They did feel that:

1. The techniques could be followed throughout the year.
2. Both verbal and nonverbal communications are found to be equally important in classroom transactions.

The teachers did express a few constraints as felt by them. They were:

1. Some of the outdoor activities such as field trip were found to be difficult in organisation.
2. In large size classes, it was difficult to organise activities involving all children.
3. Time available for generating additional activities or activities on their own for several competencies was inadequate.
4. They did face difficulty in generating activities for multigrade classes.
5. In some cases, classroom space available was inadequate for activities.
6. Some teachers had difficulty in deciding on the related competencies for certain competencies.

FEEDBACK AT KARVETINAGAR DIET ON 3/4/2001

A one-day feedback meeting with the teachers of Chittoor district was held at DIET Karvetinagar. The meeting was held exactly on the same lines as the earlier meeting held at Krisnagiri. The meeting was attended by all the trainers and the reaction of the teachers were highly in conformity with those expressed by the teachers from Dharmapuri district.

Apart from the feedback that the strategy was practicable and that the pupils benefited from the activities designed, teacher's also reported that they could integrate the textual material in designing the activities. Thus, the replicability of the strategy from training setting to that of the classrooms in primary schools was proved to a large extent.

SECTION V

<u>CONCLUSION AND SUGGESTIONS</u>

This project was undertaken in three main phases, namely, identification of competencies, development of a training strategy and inputs and field validation of the strategy and inputs. The major achievements of this project have been that of demonstrating how a training programme for development of competencies needs to be planned developed and implemented.

The perception of teachers about effective classroom communication and modes of communication has been enlarged and reinforced. In the direction of empowerment of the primary school teachers, it can be said that the teachers acquired skills of generating activities on their own.

The competency of teachers in developing teaching learning material has been enhanced.

At the time of the one-day meeting held to collect the experiences of the teachers with respect to the strategy, they have expressed their useful experiences and have strongly opined that the strategy is replicable and appropriate for the attainment of competencies by children. The project team however feels that the effort was a step in the right direction but a comprehensive qualitative change in the primary schools would need all teachers to be trained and given online support by the cluster and block level functionaries. Considering that the strategy was an innovation, its institutionalisation needs further efforts. Such efforts would include several follow-up actions, which are not taken within the ambit of this project considering its limited scope and the objectives. Some of the actions that need to be taken are stated in the following.

- Efforts are needed to continue to work with the sample of teachers trained in this project to further develop their resource base and also use them as resource in further training.
- The training strategy is to be further standardised by the district level functionaries in order to enhance its effectiveness under specific local conditions.
- A detailed work plan has to be drawn for extending the training to the remaining teachers in the two districts. Constitution of an implementation, monitoring and follow-up committee for the purpose would be in the right direction.
- The strategy needs to be further validated by its implementation in a complete block for a full academic year.
- The training material developed by the teachers could become a material bank for all teachers to draw from.
- Academic possibilities of the strategy are many and they need to be explored by the local functionaries.
- A protocol for evaluation needs to be mounted along with the teaching strategy for it to become complete.
- The training agencies at the district level could use the strategy for training the preservice trainees.

The DPEP in Chittoor has taken the initial step of incorporating the extension of the training to other teachers in the districts by indicating the same in its annual work plan for the next year.

BIBLIOGRAPHY

Abdulmalik, H. (1991). The relation between teacher training beliefs and classroom practices in the republic of Yemen. *Dissertation Abstracts International*, 52(8), 2890.

Agarwal, M. P. (1969). Measurement and competence of teachers of primary schools (M.P). *Second survey of research in education (1972-1978).* Baroda: Society for educational research and development, 790.

Airaway, M. K. (1988). An analysis of the competencies needed by secondary school teacher of United Arab Emirates. *Dissertation Abstracts International,* 50(3), 657.

Anjalwechi, P. (1994). A comparative study of teachers and principals perception of characteristics of effective teachers and factors that are influential in teacher effectiveness. *Dissertation Abstracts International,* 55(4).

APEID, UNESCO. (1986). *Teacher development for better pupil achievement.* Report of regional technical working group cum training workshop on in-service training of educational personnel, 29th Oct – 16th Nov' 1985. Bangkok.

Arora et al. (1974). National survey of teacher education at elementary level. *Second survey of research in education (1972-1978).* Baroda: Society for educational research and development, 423-424.

Babu, R. (1994). A study of relationship between stated and observed classroom room behaviours of teachers to identify the underlying philosophical assumptions in their teaching. M.Ed. dissertation, University of Mysore, Mysore.

Baurer, R. W. (1988). A description of the attributes of five exemplary primary teachers. *Dissertation Abstracts International,* 49(8), 2103.

Behroozian, S. (1982). Minimal competencies needed for elementary/secondary/ESL and bilingual teachers in Oregon and Washington. *Dissertation Abstracts International,* 42(8), 3563.

Bhardwaj. (1974). A critical study of the development of teacher education in Rajasthan. *Second survey of research in education (1972-1978).* Baroda: Society for educational research and development, 425.

Bhat, V. D. et al. (1998). *Identification of essential competencies for primary teachers.* Report of the DPEP activity of the NCERT, New Delhi. Undertaken at the Regional Institute of Education, Mysore.

Bhat, V. D. & Bawane, J. (1997). A study of the discrepancy between expected and actual outcomes of the primary teacher education. *Indian Educational Review,* 32(2), 155-164.

Biswas, N. B. (1986). A study of the curriculum for primary education in Bangladesh. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 1263.

Bombay Municipal Corporation BMC. (1957). A pilot study of the level of intelligence of Marathi and Gujarati teachers in Municipal schools and an investigation into the possibility and usefulness of introducing tests of general ability in the selection and recruitment of primary teachers. *A survey of research in education.* Baroda: CASE, 449.

Bordoloi, A. D. (1990). A critical evaluation of teacher education in Assam at the primary level during post independence period with special reference to the curriculum and in-service training. *Fifth survey of educational research (1988-1992): Trend reports,* Vol.I. New Delhi : NCERT.

Boutin, (1991). A descriptive study of teachers professional actions in early French immersion classrooms. *Dissertation Abstracts International,* 52(5), 1713.

Bradley, L. H. (1987). *Complete guide to competency-based education.* Englewood Cliffs, N.J: Prentice-Hall.

Bramlett, J. (1984). Verifying and utilizing data from a self-administered questionnaire on teacher competencies in basic skill instruction. *Dissertation Abstracts International,* 45(12), 3615.

Burton, H. J. (1984). A survey of research tasks required by public school administrator and secondary and elementary teachers in Oregon. *Dissertation Abstracts International,* 45(4), 991.

Butzow, J.W. & Qureshi, Z. (1978). Science teachers competencies: A practical approach. *Science Education*, 62(1), 59-66.

Chakravarthi, K. K., Mishra, K. N. & Panda, B. N. (1998). Minimum required areas of training for empowerment of teachers and support facilities needed for their effective functioning at the primary level. In Ved Prakash (Ed.), *Teacher empowerment and school effectiveness at primary stage*. New Delhi: NCERT.

Chiappetta, E. L. & Collette, A. T. (1978a). Secondary science teacher skills identified by science supervisors. *Science Education*, 62(1), 67-71.

Chiappetta, E. L. & Collette, A. T. (1978b). Secondary science teacher skills identified by secondary science teachers. *Science education,* 62(1), 73-78.

Chiappetta, E. L. & Collette, A. T. (1980). Identification of science teacher competencies for implementing ISIS mini-course instruction. *Science Education,* 64(1), 53-58.

Christensen, T. (1988). Perceptions of essential competencies for teachers of the gifted. *Dissertation Abstracts International*, 50(1).

Coates, N. J. (1985). Comparison of the judgements of national experts and Texas teachers on knowledge, attitudes and behaviour appropriate for elementary teachers of terminally ill students. *Dissertation Abstracts International*, 46(6), 1511.

Cowan, G. (1984). What makes a good primary school teacher: An analysis of simulated references written by 70 deputy head teachers. *Journal of Education for Teaching,* 10(3), 256-258.

Das, S. (1992). A study of the effectiveness of the present curriculum of the one-year junior basic training programme for the teacher of primary schools of Assam in developing the proper attitude towards teaching profession. *Fifth survey of educational research (1988-1992): Trend reports,* Vol.I. New Delhi : NCERT.

Dave, et al. (1988). Pupil achievement at the primary stage. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT.

Desai, D. M. (1951). *Compulsory primary education in India.* A survey of research in education. Baroda: CASE, 491-492.

Desai, H. B. (1977). Changing behaviour in the teaching of mother tongue and studying its effect on pupils. *Second survey of research in education (1972-1978).* Baroda: Society for educational research and development, 400.

Dixit, M. A. (1986). A comparative study of job satisfaction among primary school teachers and secondary school teachers. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 932.

DPEP, Tamil Nadu. (1996). Competency based teacher training programme. In *Newsletter DPEP Calling, Issue No. 17.* MHRD, New Delhi: Dept. of Education.

Dwivedi, M. P. (1970). A study of personality structure of teachers and students and their relationship. *A survey of research in education.* Baroda: CASE, 452-453.

Gadgil, A.V. (1981b). Expectations of primary school teachers in Pune regarding further training, orientation and continuing education. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 802-803.

George, P. G. (1982). Role expectation, role performance and training needs of teachers of English in the secondary schools of Kerala. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT.

Gogate, S. B. (1983). Training of primary school teachers in the context of Universal primary education. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 939.

Gogate, S.B. (1984). A study of primary education in Marathwada. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi: NCERT, 1271.

Gonsalves, F. (1989). A critical study of job satisfaction of primary teachers. *Fifth survey of educational research (1988-1992): Trend reports,* Vol.I. New Delhi : NCERT.

Gopalacharyulu, R. V. V. (1984). A study of relationship between certain psycho-sociological factors and achievement of student teachers in T.T.I of A.P. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT.

Government of Karnataka. (1991). *Karnataka State Syllabus for Primary Teachers's Training (TCH) Institutions.* Bangalore.

Govinda, R and Varghese, N. V. (1991). The quality of basic education services in India- A case study of primary schooling in Madhya Pradesh. *Fifth survey of educational research (1988-1992) : Trend reports,* Vol.I. New Delhi : NCERT.

Goyal, J. C. et al. (1990). The elementary school teacher: A profile. *Fifth survey of educational research (1988-1992) : Trend reports,* Vol.I. New Delhi : NCERT.

Goyal, J. C.and Chopra, R. K. (1984). A comparative study of teacher profiles in their rural and urban settings in elementary school system. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 940-941.

Grymes, J. A. (1990). Comparing the instructional planning and classroom management skills utilized by certified and uncertified entry level k-8 teachers. *Dissertation Abstracts International,* 51(6), 1905.

Gupta, B. C. (1982). Evaluation of the innovative practices of teaching in the colleges of education. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 807.

Gupta, J. K. et al. (1989). Stagnation and dropouts at primary stage in nine educationally backward states. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT.

Gupta, S. (1982). A study of the selected input-output relationship of elementary teachers' training institutions in Punjab – A systems approach. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 809.

Gupta, S. P. (1980). A study of job satisfaction at three levels of teaching. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 809-810.

Gupta, U. (1981). Job involvement and need patterns of primary school teachers in relation to teaching effectiveness. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 810-811.

Hall, G. E. & Jones, H. L. (1976). *Competency- based education: A process for the improvement of education.* New Jersey: Prentice-Hall.

Hassan, A. (1992). Textbooks with primary grade children. *Fifth survey of educational research (1988-1992) : Trend reports,* Vol.I. New Delhi : NCERT.

Hogue, V. (1982). An analysis of teacher competencies and perceived teacher effectiveness. *Dissertation Abstracts International,* 43(12), 3809.

Houstan, W. R. (1987). Competency- based teacher education. In M.J. Dunkin (Ed.), *The international encyclopedia of teaching and teacher education.* Oxford: Pergamon Press, 86-94.

Hussain, H. (1985). A study of high school teachers' role discrepancy in Kashmir in relation to their morale, teaching effectiveness and academic alienation. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT.

Jain, R. (1983). Non-verbal classroom interaction pattern of language, social studies and science teachers. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 1029.

James, E. W. (Ed.). (1971). *Developing teacher competencies.* Englewood Cliffs, New Jersey: Prentice-Hall.

Jangira, N. K. (1982). A study of social cohesion in elementary teacher training institutions and its relationship with their efficiency. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 812.

Jangira, N. K. and Das, R. C. (1986). Teacher education - A trend report. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 783.

Jangira, N. K. et al. (1981). Structural characteristics of classroom questions, pupil responses and pupil responses management behaviour of social studies teacher. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 813-814.

Jangira, N. K., Matto, B. K. & Singh, A. (1980). Use of micro-teaching for improving general teaching competence of in-service teachers- A field experiment. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 812-813.

Jones, A. G. (1985). A comparative analysis of teacher preparation and perception of teacher competencies in ten Atlantic middle schools. *Dissertation Abstracts International,* 46(8), 2271.

Josephine, M. (1978). A critical study of the communication patterns adopted by the colleges of education. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 815.

Joshi, S. V. (1973). An investigation into the purposes, functions and special problems of one teacher school in western Maharashtra. *Second survey of research in education (1972-1978)*. Baroda: Society for educational research and development, 476.

Kalyanpurkar, S. C. (1986). The effect of microteaching on the teaching competence of in-service teachers and its impact on pupil's attainment and pupil's liking. *Fourth survey of research in education (1983-1988)*, Vol.II. New Delhi : NCERT, 948-949.

Khatry, P. P. (1973). A comparative study of the self concept of teachers of different categories and the relationship of their self-concept with professional adjustment. *Second survey of research in education (1972-1978)*. Baroda: Society for educational research and development, 435.

Kirkire, P. L. (1981). Analysing the impact of objective based lesson plans on the classroom verbal interaction behaviour of teachers and on the pupils' achievement in mathematics. *Third survey of research in education (1978-1983)*. New Delhi: NCERT, 765-766.

Kishanpuri, S. S. (1977). An analysis of the emotional problems of the teachers in classroom. *Second survey of research in education (1972-1978)*. Baroda: Society for educational research and development, 435-436.

Kohli, V. K. (1992). *Teacher education in India*. Ambala city: Vivek Publishers.

Kulkarni, P. S. (1991). The use of drama in improving the teaching learning process. *Fifth survey of educational research (1988-1992) : Trend reports*, Vol.I. New Delhi : NCERT.

Lavinga, K. V. (1974). A study of job satisfaction among schoolteachers. *Second survey of research in education (1972-1978)*. Baroda: Society for educational research and development.

Lulla, B. P. Shah, G. B and Darji, D. R. (1966a). Investigation into the academic causes of backwardness in mathematics at the elementary stage (classess I-VII). *A survey of research in education*. Baroda: CASE, 333.

Lulla, B. P. Shah, G. B and Darji, D. R. (1966b). Investigation into the causes of general backwardness at the elementary stage (classess I-VII). *A survey of research in education*. Baroda: CASE, 333.

Lulla, B. P. Shah, G. B and Darji, D. R. (1966c). Investigation into the academic causes of backwardness in social studies at the elementary stage (classess I-VII). *A survey of research in education.* Baroda: CASE, 334.

Lulla, T. P. (1974). An investigation into the effects of teacher classroom behaviour on pupil achievement. *Second survey of research in education (1972-1978).* Baroda: Society for educational research and development, 403.

Maheshwari, V. (1976). A study into the classroom verbal interactive pattern of effective and in effective teachers. *Second survey of research in education (1972-1978).* Baroda: Society for educational research and development, 403.

Malik, S. (1978). Personality correlates of real and ideal self-concept of teacher trainees. *Fourth survey of research in education (1983-1988)*, Vol.II. New Delhi : NCERT, 958.

Mallaya, V. (1968). Teachers' training in Madhya Pradesh. *A survey of research in education.* Baroda: CASE, 455.

Marr, E. et al. (1969). An intensive study of three colleges of education in Punjab. *A survey of research in education.* Baroda: CASE, 457.

Mc Namara, D. (1992). The reform of teacher education in England and Wales: Teacher competence, panacea or rhetoric? *Journal of Education for Teaching,* 18(3), 273-285.

Mehta, R. L. (1971). An investigation into the attitudes of student teachers of primary basic teacher training institutions towards community life and craft. *A survey of research in education.* Baroda: CASE, 458.

Menon , M. B. , Bhat, V. D, & Arun Kumar, D. (1983). Instructional skills a new perspective. *Teacher Education.* Allahabad.

Ministry of Education. (1966). *Report of the Education Commission (1964-66)- Education and national development.* New Delhi: Government of India.

Ministry of Human Resource Development. (1989). *District Institutes of Education and Training (DIET)- Guidelines.* New Delhi: Government of India, Dept. of Education.

Ministry of Human Resource Development. (1986). *National Policy on Education (NPE).* New Delhi: Government of India, Dept. of Education.

Ministry of Human Resource Development . (1992). *Programme of Action (POA).* New Delhi: Government of India, Dept. of Education.

Ministry of Human Resource Development . (1993). *Education For All (EFA): The Indian Scene.* New Delhi: Govt. of India, Dept. of Education.

Mishra, A. (1986). Growth of teacher education for women and problems there of (with special reference to U.P). *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 961.

Mishra, A. (1991). *Performance discrepancy of science teachers.* New Delhi: Kanishka Publishing House.

Mishra, A. (1992). A study on the development of girls' education at the primary stage in Orissa since independence to 1977. *Fifth survey of educational research (1988-1992): Trend reports,* Vol.I. New Delhi : NCERT.

Mishra, G. (1977). A study of the attitudes of teachers working in government aided of conventional Sanskrit vidyalayas of Varanasi towards teaching profession. *Third survey of research in education (1978-1983).* New Delhi: NCERT, 821-822.

Mishra, N. (1989). Development of a programme of primary education for Orissa with special reference to coastal districts. *Fifth survey of educational research (1988-1992) : Trend reports,* Vol.I. New Delhi : NCERT.

Mohan, K. (1980). Effectiveness of teacher training programmes. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 822.

Mohanty, K. C. (1991). An investigation into the efficiency of the system of supervision of relation to the programme of universilisation of elementary education. *Fifth survey of educational research (1988-1992): Trend reports,* Vol.I. New Delhi : NCERT.

Mohanty, S. B. (1984). A study of student teaching programmes in colleges of education with special reference to innovation. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 964.

Mohapatra. (1998). Identification of intervention areas for improving teachers -A step towards teacher enpowerment. In Ved Prakash (Ed.), *Teacher empowerment and school effectiveness at primary stage.* New Delhi: NCERT.

Morgan, D. L. (Ed.). (1993). *Successful focus groups: Advancing the state of the art.* New Delhi: SAGE publications.

Naik, C. (1981). A survey of the teachers working in primary schools in Pune Municipal Corporation area. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 825-826.

Naik, S. (1992). Development of a primary education in Sundargarh district, Orissa with special emphasis in the role played by local leadership. *Fifth survey of educational research (1988-1992) : Trend reports,* Vol.II. New Delhi : NCERT.

Narang, S. (1992). Women primary school teachers in Delhi: Their role conflicts, perceptions of accountability and professional culture. *Fifth survey of educational research (1988-1992) : Trend reports,* Vol.I. New Delhi : NCERT.

National Commission on Teachers- I, 1983-85. (1986). *The teacher and society. Report of the national commission on teachers I.* New Delhi: Govt. of India.

National Council for Teacher Education (NCTE). (1998). *Competency based and commitment oriented teacher education for quality school education – In-service education.* New Delhi.

National Council for Teacher Education (NCTE). (1998). *Competency based and commitment oriented teacher education for quality school education- Initiation document.* New Delhi.

National Council of Educational Research and Training (NCERT). (1991). *Elementary teacher education curriculum: Guidelines and syllabi.* New Delhi.

National Council of Educational Research and Training (NCERT). (1992). *Fifth all India educational survey,* Volume.I. New Delhi.

National Council of Educational Research and Training (NCERT). (1995). *Sixth all India educational survey: Provisional statistics.* New Delhi.

National Institute of Basic Education. (1960). Difficulties of Basic school teachers. *A survey of research in education.* Baroda: CASE, 431.

Newton, E. H. & Brathwaite, W. E. (1987). The importance of teaching skills as perceived by teachers in training and their tutors. *Perspectives in Education,* 3(3), 169-180.

Padhan, A. (1991). An input and output analysis of primary education in Sambalpur district of Orissa during 1975-88. *Fifth survey of educational research (1988-1992): Trend reports,* Vol.I. New Delhi : NCERT.

Padhi, J. S., Jadhao, V. J. & Rath, K. B. (1998). Effect of school climate indicators on learners' achievement at primary stage: Teacher empowerment issues. In Ved Prakash (Ed.), *Teacher empowerment and school effectiveness at primary stage.* New Delhi: NCERT.

Padhy, N. (1986). Effects of schooling on the development of logical thinking and adjustment among elementary school children. *Fourth survey of research in education (1983-1988),* Vol.I. New Delhi : NCERT, 408.

Padma, M. S. (1976). Teaching patterns and pupil's attainment. *Second survey of research in education (1972-1978).* Baroda: Society for educational research and development, 407-408.

Panda, P. (1990). A study of the composite effect of a package of certain curricular strategies on selected cognitive and non-cognitive characteristics of rural primary school students of Orissa. *Fifth survey of educational research (1988-1992): Trend reports,* Vol.I. New Delhi : NCERT.

Pandey. I. D. (1980). Use of programmed instruction on teaching mathematics at primary level. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 637.

Paranjpe, L. S. (1970). An investigation into the problems of women primary teachers working in the Poona Revenue region of Maharashtra in respect to their service conditions and arrangements for professional training. *A survey of research in education.* Baroda: CASE, 502.

Patel, P. A. (1978). A comparative study of effects of perceptual modelling and symbollic modelling in micro-teaching under simulated condition and micro-teaching under real classroom conditions upon general teaching competency and attitude towards teaching of student teachers. *Third survey of research in education (1978-1983).* New Delhi: NCERT, 829-830.

Pathak, V. B. (1979). Teacher education in Eastern Uttar Pradesh: A quantitative and qualitative analysis. *Third survey of research in education (1978-1983).* New Delhi: NCERT.

Prabhakar, S. P. (1989). Performance of elementary school children with and without necessary experience. *Fifth survey of educational research (1988-1992) : Trend reports*, Vol.I. New Delhi : NCERT.

Prasad, P. (1985). Aspiration, adjustment and role conflict in primary and secondary school teachers. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 974-975.

The PROBE team in association with centre for development economics. (1999). *Public Report on Basic Education in India (PROBE).* New Delhi: Oxford Univ. Press.

Puranik, G.A. and Kundley, S.A. (1969). A study of the educationally backward children in the age group 8-12 years in Nagpur schools. *A survey of research in education.* Baroda: CASE, 341.

Rai, R. M. (1987). A survey of elementary education in the rural areas of Ghazipur district. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 1277.

Rai, V. K. (1982). A survey of the problems of teacher training colleges with regard to practicing schools. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 832-833.

Ralte, L. (1992). An analytical study of the primary education in Mizoram during the post independence period. *Fifth survey of educational research (1988-1992) : Trend reports,* Vol.I. New Delhi : NCERT.

Rao, S. R. (1985). Nature and incidence of reading disability among school children. *Fourth survey of research in education (1983-1988),* Vol.I. New Delhi : NCERT, 655-656.

Reddy, B. P. (1989). Job satisfaction of primary school teachers. *Fifth survey of educational research (1988-1992) : Trend reports,* Vol.I. New Delhi : NCERT.

Rhuhela, S. P. (1996). *India's struggle to universalize elementary education.* New Delhi: M.D. Publications.

Roy, B. (1970). *Relationship between the measures of success of teachers as students under training and as teachers in schools.* New Delhi: CIE.

Roy, G. S. Mitra, S. K. & Roy, S. S. (1995). Evaluation of attainment level of primary students: The West Bengal example. In Kuldip Kumar (Ed.), *School effectiveness*

and learning achievement at primary stage: International perspectives. New Delhi: NCERT.

Roy, S. D. (1991). Impact of the elementary teacher education programme on attitudinal change of the elementary teacher trainees of Orissa towards community involvement. *Fifth survey of educational research (1988-1992): Trend reports,* Vol.I. New Delhi : NCERT.

Sadananthan, M. (1990). Role expectations and role performance of teacher educators. *Fifth survey of educational research (1988-1992): Trend reports,* Vol.I. New Delhi : NCERT.

Sale, J. C. (1995). A comparative analysis of the competencies of a model middle school teacher of the competencies of a beginning middle school teacher in South Carolinn. *Dissertation Abstracts International,* 56(8), 2990.

Saran, S. A. (1975). Study of teachers attitudes towards teaching profession and certain personality variables as related to their level of education and amount of experience. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi: NCERT, 981.

Sass-Lehrer, M. (1982). A study of competencies needed by teachers by elementary hearing impaired students in residential and regular public schools. *Dissertation Abstracts International,* 44(6), 1760.

Saxena, B. B. (1982). A survey of the position of enrolment drive. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 1278.

Saxena, R. R., Singh, S. & Gupta, J. K. (1996). *School effectiveness and learners' achievement at the primary stage.* NCERT, New Delhi: Vikas Publishing House.

SCID. (1990). *Systematic Curriculum and Instructional Development Workshop.* Centre on Education and Training for Employment, The Ohio State University.

Searles, W. E. & Kudeki, N. (1986). A comparison of teacher and principal perception of an outstanding science teacher. *Journal of Research in Science Teaching,* 24(1), 13.

Seth, I. (1983). A study of the effectiveness of educational television on the educational development of primary school children. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 798.

Shah, B. B. (1981). An experimental investigation of the effects of selected teaching strategies on the development of creative thinking and achievement in science. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 774-775.

Sharma, M. (1982). Progress and problems of teacher education in India. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 839-840.

Sharma, R. C. (1970). To investigate the professional needs of teacher educators of Undergraduate training institutes of M.P and Maharashtra. *A survey of research in education.* Baroda: CASE, 463-464.

Sharma, S. (1972). Relationship between patterns of teacher classroom behaviour and pupils attainment in terms of instructional objectives. *A survey of research in education.* Baroda: CASE, 436.

Sharma, S. (1988). A study of attitudes and frustration in relation to casts, sex and residential area among primary and secondary teachers. *Fifth survey of educational research (1988-1992): Trend reports*, Vol.I. New Delhi : NCERT.

Shevelenko, L. (1992). A practitioner validated list of computer competencies for pre-service elementary teacher. *Dissertation Abstracts International,* 54(1), 77.

Shukla et al. (1992). Attainments of children in primary schools in various states in the country. *Fifth survey of educational research (1988-1992): Trend reports,* Vol.I. New Delhi : NCERT.

Shukla, G. B. (1975). A critical study of curriculum development at the stage of elementary education in the state of Gujarat: 1940-1970. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 565-566.

Shukla, P. C. (1984). A comparative study of personality characteristics of innovative and non-innovative teachers and their pupils creativity. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 987-988.

Shukla, R. S. (1990). Major issues and problems of teacher education. In L.C.Singh (Ed.), *Teacher education in India: A resource book.* NCERT, New Delhi: J. K. Offset Printers.

Shukla, S. (1995). Attainment of primary school children in various Indian states. In Kuldip Kumar (Ed.), *School effectiveness and learning achievement at primary stage.* New Delhi: NCERT, 169-194.

SIERT, Rajasthan. (1966). Teacher education at primary level in Rajasthan. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 989-990.

Singh, A. and Kumar, A. (1996). Training needs of primary school teacher. *Indian Educational Review*, Vol. 31(1), 83-91.

Singh, L. C. and Bhatnagar, T. N. S. (1966). Status of elementary school teachers -A pilot study. *A survey of research in education.* Baroda: CASE, 467.

Singh, S. (1984). Effect of training in teaching skills using micro class peers and real pupils on the general teaching competence of student teachers at elementary level. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 992-993.

Singh, S. et al. (1995). Effect of school policies and practices on students achievement. In Kuldip Kumar (Ed.), *School effectiveness and learning achievement at primary stage: International perspectives.* New Delhi: NCERT.

Singh, S. K. (1976). A study of some personality variable related to teaching effectiveness. *Second survey of research in education (1972-1978).* Baroda: Society for educational research and development, 411-412.

Singleton, D. M. (1994). A study of teachers perception of the relative importance of selected characteristics of collaborative teaching. *Dissertation Abstracts International,* 56(1), 162.

Sinha, P. (1982). An evaluative study of teacher education in Bihar. *Third survey of research in education (1978-1983).* New Delhi : NCERT.

Sinha, U. (1980). The impact of teacher education programme on professional efficiency of the teachers. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 847-848.

Srinivasan, V. (1992). Personality traits of primary school teachers and their attitudes towards teaching. *Fifth survey of educational research (1988-1992): Trend reports*, Vol.I. New Delhi : NCERT.

Srivastava, S. (1986). A study of job satisfaction and professional honesty of primary school teacher with necessary suggestions. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 996.

Stafford, D. W. (1987). Perceptions of competencies and preparation needed for guiding young singers in elementary school music classes. *Dissertation Abstracts International,* 48(3), 591.

Starr. W. W. (1974). A study to determine the profile of essential teaching competencies of a coping first year teacher. *Dissertation Abstracts International,* 36(1), 234.

Stavros, H. G. (1989). A study of middle school teachers job role as perceived by middle school teachers and by their principals. *Dissertation Abstracts International,* 50(1), 3441.

Steffens, P. J. (1990). Characteristics of teacher efficacy as perceived by the teachers of the year. *Dissertation Abstracts International,* 51(12).

Sujatha, B. N. (1979). An enquiry into the under graduate teacher training programme in the state of Karnataka. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 851.

Suthar, T. K. (1981). A study of classroom behaviour of teacher trainees in the context of some personality variables. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 780.

Terrell, C. (1988). Activities performed by elementary teachers of grades 4-6 in schools using accelerated Christian education (A.C.E) curriculum, as perceived by teacher practitioners. *Dissertation Abstracts International*, 46(10), 2912.

Thakkar, R. (1985). Study of effect of different microteaching skills upon general teaching competency of primary teacher trainees. *Fourth survey of research in education (1983-1988),* Vol.II. New Delhi : NCERT, 999-1000.

Thakur, T. (1978). Working conditions of the married women teachers in the primary schools of Assam with special reference to Sibsagar district. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 852.

Tewari, L. M. (1975). Evaluation and its problems in upper primary schools. *Fourth survey of research in education (1983-1988),* Vol.I. New Delhi : NCERT, 896.

Tiwari, R. M. (1968). An inquiry into the cultural background and the necessary cultural training of pupil teachers in basic training institutions in M.P. *A survey of research in education.* Baroda: CASE, 469.

Tripathi, S. L. (1964). The training of teachers of Basic schools. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 852-856.

Vanhaitsma, D. (1987). Perceptions of less-experienced and more-experienced public elementary school teacher as they relate to 12 characteristics and practices of effective teaching. *Dissertation Abstracts International,* 49(9), 2625.

Varghese, N. V. (1995). School effects on achievement: A study of Government and private aided schools in Kerala. In Kuldip Kumar (Ed.), *School effectiveness and learning achievement at primary stage: International perspectives.* New Delhi: NCERT

Varghese, N. V. & Govinda, R. (1993). Inter-school variation in student achievement: An analysis of primary schools in five selected localise. *Perspectives in Education*, 9(1), 15-34.

Verma, D. R. (1979). A study of teacher training as a catalyst of change in professional attitudes of student teachers. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 853.

Verma, P. and Chabra. S. (1997). Application of pedagogocal knowledge and skills acquired in teacher training to school teaching at primary school teachers of mathematics. *Studies on classroom processes and school effectiveness at primary stage.* New Delhi: NCERT, 406-428.

Viswanathappa, G. (1992). An evaluation programme of pre-service teacher education programme of district institutes of education and training in Andhra Pradesh. Ph.D. thesis, University of Mysore, Mysore.

Vyas, J. C. (1991). Effectiveness of performance of teachers trained under the programme of Mass Orientation of School Teachers. *Fifth survey of educational research (1988-1992) : Trend reports,* Vol.I. New Delhi : NCERT.

Walvakar, Y. N. (1971). A critical evaluation of mathematics textbooks for standards II, III and IV. *Third survey of research in education (1978-1983).* New Delhi : NCERT, 572-573.

The World Bank Report. (1997). *Primary education in India.* New Delhi: Allied Publishers.

Yadav, B. S. (1988). Teacher education: Expectations and performance. In C.L. Kundu (Ed.), *Indian yearbook in teacher education.* New Delhi: Sterling, 81.

APPENDICES

1. LIST OF EXPERTS WHO DEVELOPED THE TRAINING INPUTS

2. LIST OF EXPERTS WHO WORKED ON MATERIAL DEVELOPMENT

3. TRAINING MATERIAL PART I: GENERAL COMMUNICATION

4. TRAINING MATERIAL PART II: COMPETENCY BASED TEACHING

5. TRAINING LIST OF EXPERTS WHO DEVELOPED THE INPUTS

6. TRAINING MATERIAL IN TAMIL

7. TRAINING MATERIAL IN TELUGU

8. OBSERVATION PROFORMA ON CLASSROOM COMMUNICATION

9. LIST OF SCHOOLS, TEACHERS AND OBSERVERS FOR FIELD VALIDATION: DHARMAPURI DISTRICT

10. LIST OF SCHOOLS, TEACHERS AND OBSERVERS FOR FIELD VALIDATION: CHITTOOR DISTRICT

11. OBSERVATIONS IN CHITOOR DISTRICT

12. OBSERVATIONS IN DHARMAPURI DISTRICT

LIST OF EXPERTS WHO DEVELOPED THE TRAINING INPUTS

MATHEMATICS	LANGUAGE	EVS
Dr. Govinda Rao	Mr. Kumaraswamy	Dr. Niranjan Das
Dr. Vasant Bhat	Dr.U.Lakshminarayana	DR.M.J.Ravindranath
Ms. Jyothi Bawane	Dr. Talwar	Dr..Bhaskara
Dr. Eswar Bhat	Dr. Kasinath	Dr. P.R. Lalitha
Dr. P.R. Rao	Mr.H.S.Umesha	Ms. Subitha
Mr. R.Natarajan	Ms.M.A.Jyothi	Dr.Manjula Rao
D.N. Nagaraj		Mr. Jyotheeswaran

LIST OF EXPERTS WHO WORKED ON MATERIAL DEVELOPMENT

I. Visual Communication:

COMMUNICATION THROUGH GRAPHICS:

Dr. Niranjan Das	Dr.Ravindranath
Mr. Kumaraswamy	Mr. D.N.Nagaraj
Ms.M.A. Jyothi)	

COMMUNICATION THROUGH BODY LANGUAGE: Mr. H.S. Umesh

COMMUNICATION THROUGH VISUAL AID: Dr. Niranjan Das

II. Oral Communication:

READING ALOUD:	Mr. Kumaraswamy
ASKING QUESTIONS:	Dr. Govinda Rao
NARRATION:	Dr. Bhaskar
EXPLANATION:	Dr. Kasinath and Dr. P.R. Rao
DISCUSSION:	Dr. Eswar Bhat, Dr. M.S.Talwar
	Ms.Jyothi Bhawane
CONVERSATION:	Dr. Jyotheeswaran
	Ms. Subitha G.V

DRAMA
(By: Mr. H.S.Umesha)

The speaker highlighted the elements of Drama, the prevailing systems of theatre production, the process of production, and the differences between *drama* and other performing Arts. He also introduced the group to the field of dramatics by explaining certain basic characteristics of the field.

Communication:
1. Communication in Drama is two-way.
2. Performer--------- Audience. The viewing or listening area   need not be separated from the performing area.
3. *Responses:* There are no correct responses or incorrect   responses in dramatics. They are either appropriate or inappropriate responses.
4. *Moods:* Moods are not necessarily created only through acting, but may be created through lighting sound, costume or settings.
5. *Skills:* Theatre is a very complex art form and it is difficult for us to analyse the task into skills.
6. *Interpretation*: The message intended by the playwright is first interpreted by the director, and then the crew before it reaches the audience.

Components of Drama:
The basic components of   theatre can be broadly classified into
- Body Language
- Language of Sound
- Visual Language

Body language: Body Language includes the following components Viz. Dance, Posture, movement, gestures. Movements can be strong or weak. Angles shown in the movement can be strong or weak to suit the emotion. There is no codification of gesture (as in dance) to symbolise emotions. Gestures can be stylised, normal, or stereotyped.

Language of sound: The language of sound includes Speech, oral sound (guttural sounds) and music. Apart from the written script of the play, a lot of sounds, which can be added instinctively by the author such as lisping, stammering, go into making the character. These can be classified as guttural sounds. Guttural sounds emerge as internalisation of the character occurs. Music can also play a major part in reaching out to the audience. Sometimes they may be just for creating sound effects, the director may incorporate sometimes lyrics into the play. For example, B.V.Karanth's *Sattavara Neralu.* A chorus as part of the play could also sing the music.

Visual Language: The visual language includes the colours used in the setting, the lighting, and the costume. The colours usually symbolise the mood of the play. Heavy settings are used in tragedies, to make the people appear small. Fluid settings are

used to symbolise comedies with lot of space allowing free movement. Spot light are used to emphasise a monologue or to shut out all other characters.

SCHOOLS OF THEATRE PRODUCTION:
There are many schools of   theatre production.
*Stanslovsky Production.*This type of production takes 3-6 months in producing a play. This school believes that emotions and feelings of the actor should be tuned to the body language. An actor should become the character. The play is broken into

ENVIRONMENT EDUCATION PACKAGE FOR DIET STAFF

(Dr. M.J.Ravindranath)

Environment Education is an area not restricted to the classroom, it requires a fresh outlook. Also, it is a relatively new area to teachers and teacher educators, who are familiar with parts of the topic like Pollution, Bio-diversity etc. Therefore, the CENTRE FOR ENVIRONMENT EDUCATION has developed a package, which is meant for the DIET staff subsequently to be transferred to the teachers. If the package is effective in training the DIET staff, then they must be able to frame activities for training teachers with their ingenuity and creativity.

With this in mind, a self–learning module was developed to train DIET staff. It has two parts. The first part involves the trainees to frame activities and discuss the concept of environment education, mainly with the idea of clarifying their own conception of the subject.

Section B contains 5 modules developed by the CEE, which are a set of activities in environment education. If the trainees as instructed carry out the activities, they will make successful environment educators. A 5-day Workshop is being held for the same.

The next issue taken up for discussion was "Unlearning". Having diagnosed a need to unlearn in some of the areas, have you developed any package for unlearning? Unlearning in skills like Handwriting can be achieved by modelling. It is very difficult to unlearn many behavioural patterns like body language, or speaking styles. It may be possible to unlearn skills like playing an instrument, but areas like speaking and reading are very difficult to unlearn. There must be a strong need to apply the newly –learned skill. Another view expressed was that there is a strong influence of the affective domain in terms of likes and dislikes, attitudes, motivation etc. to "unlearn" something.

TRAINING MATERIAL

PART I: GENERAL COMMUNICATION

OBJECTIVES:

1. To enhance the skills of verbal communication.
- Oral & written
- To speak/write grammatically correct sentences. (syntax, structure)
- To speak/write using simple words.
- To speak/write clearly, with logical organisation.
- To use voice modulation, right speed, and pitch to make the message interesting and sound enthusiastic.
- To use bold, clear and legible handwriting.

2. To enhance the skills of nonverbal communication.
- To support the verbal message through use of gestures, facial expressions, body language and voice.
- To use nonverbal communication to manage class effectively.
- To use nonverbal communication to show emotions and warmth. (teacher must be careful to avoid negative emotions)
- To use nonverbal communication to show enthusiasm.

3. To enhance the skills of visual communication.
- To use good handwriting.
- To use good drawing wherever necessary.
- To use the blackboard effectively(planning the layout)
- To use teaching aids like charts, posters, models, etc. effectively.
- To give effective demonstrations.

ORAL Communication training inputs consist of Narration, Discussion, Questioning, and Giving Instructions

VISUAL Communication training inputs consist of Writing, Lettering, Body Language, Drawing, Development and Use of Visual Aids.

ACTIVITIES

ORAL:

1. Repeat the sentence   10-15 min
2. Helen Puzzle/ crazy T   20 min

3. Barrier game   10 min
4. Discussion   30 min
5. Negating the sentence   10-15 min
6. Just a Minute   20min
7. Perfect communication   20 min
8. Word Association   .10 min

READING:
1. Read a story   10 min
2. Rhythm Pattern   10 min
3. Read a sentence   2 min

NONVERBAL:
1. Dumb Charades   30-40 min
2. Going to the Bazaar   1 hour
3. Mirroring   2-3 min
4. Trust Fall   10 min
5. Role play   20 min
6. Mute   20 min
7. Vocal Variation   10 min
8. Mind your Postures   5 min

VISUAL COMMUNICATION:
1. Copy a Picture   30 min
2. Match stick Drawing   15 min
3. Black board Lettering   20 min
4. Complete the figures   20 min
5. Develop Patterns   15 min
6. Object drawing   20 min
7. Poster/Collage   1 hour
8. Clay modelling   5 min

WRITING:
1. Cartoon: Insert lines   10 min
2. Build a story   10 min
3. Write a Poem   20 min
4. Sequencing   20 min
5. Pick and write   20 min

Repeat the Sentence

Objective: To develop verbal ability

Duration: 10-15 minutes

Materials: None

Activity: Participants are divided into two groups A and B. Individuals from A pair up with individuals from B. They stand back to back. The member from A says a sentence. The member from B gives another sentence possessing the same syntax /structure as the first.

> For e.g. A: I go to the market.
> B: He goes to school.

> E.g. 2. A: Do you always say 'No'?
> B: Do you always write 'n' like 'u'?

The partners then interchange their roles, B saying the first sentence and A repeating

the structure. The game could become more and more complicated as it proceeds.

POSTER

Objective: To develop the skill of communicating through the visual medium.

Duration: 1 hour

Materials: Drawing papers, pencils, colours, crayons.

Activity: The students have to pick a theme from a box containing many   themes. They are free to use any material say: poster colours, crayons, watercolours, sketch pens etc. to make the poster. Using the materials, each group should develop a poster, which reflects the central idea of the theme.

> Any help can be sought from the trainer.

Themes:

JOYFUL LEARNING
UNITY IS STRENGTH
CHILD MARRIAGE
MORE TREES MORE RAIN
CLEANLINESS IS NEXT TO GODLINESS
TECHNOLOGY IN OUR LIVES

CLAY MODELLING

Objectives:
- To develop motor skills
- To develop imagination and creativity.

Duration: 5 minutes

Materials: Plasticine clay

Activity: Each participant can work individually with some clay and build any model, which catches their imagination.

OBJECT DRAWING

Objective:
- Develop observation skills.
- Develop mapping skills (Representing 3-d objects 2-dimensionally.)

Duration: 20 minutes

Materials: Familiar objects: Table, duster, pencil box, basket, chair etc.

Activity: Place the object to be drawn on the table in front of you.
Draw the object from various angles like this.

For e.g. A Box: (3-dimension)
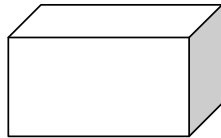
A box would look like this 2-dimensionally:

From the Front   **From the top**   **From the side**
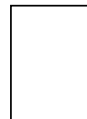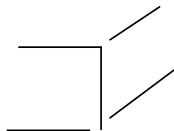
From the edge:

This activity can be extended to other objects in the classroom and then to the rooms in the school, then the school with respect to the locality. Bring in the concept of Arial view and how mapping is done. Drawing to scale should be introduced.

MATCH –STICK DRAWING

Objective:

- Develop imagination
- Develop drawing skills

Duration: 15 minutes

Materials: Paper,pencils, colours
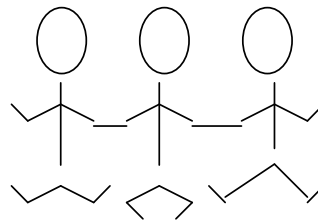
To the Instructor: Collect short stories.
Divide the participants into groups. Activity can be
demonstrated using a model.

Activity: Each group collects a story from the instructor. The group members discuss how the story can be picturised using matchstick drawings. The group can decide on the symbols that they are going to use. The story once completed will be exhibited in the class.

BLACK BOARD LETTERING & DRAWING

Objectives:
- To develop drawing skills
- To develop lettering and presentation skills

Duration: 20 minutes

Materials: Paper, pen, scale

Black board
drawing

Clarity   Organised

Colours   Neatness
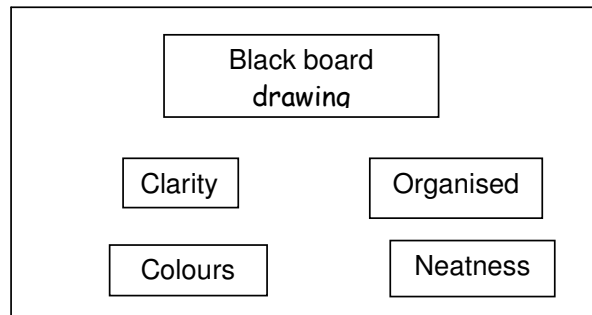
To the Instructor:

The Instructor presents a jumbled up theme/ lesson on the black board.
The theme should be a familiar one so that the participants can easily identify the points on the blackboard.

Activity:

The participants are divided into groups. Each group now reorganises the words/sentences /points on the blackboard and rewrites them on the paper provided to them. Spacing and colours should be used to make the layout effective. After designing the layout on the paper, each group takes turns in presenting the same theme systematically on the blackboard.

COPY A PICTURE

Objective:
- Develop observational skills
- Assist in developing motor coordination
- Develop acting skills
- Develop drawing skills

Duration: 30 minutes

Materials: Scissors, old magazines, and calendars, paper, pencils.

Activity: Participants cut pictures of people whose expressions are evident.
e.g. an old lady crying, a baby laughing, two friends laughing, two people fighting. The pictures are put in the centre in a heap, face down. One participant picks up a picture and copies the expression of the person in the picture. If necessary, s/he may request another friend to help her by asking her/him to imitate the expressions of the other person/s in the picture. Each participant gets a turn.

Each participant draws the picture he has picked. It does not matter even if the picture is not up to your satisfaction. Discuss with another participant why your picture is not the same as the original. Make necessary changes.

Suggestions: Ask the participants to cut comic strips and observe how a cartoonist suggests changes in the expression by merely changing the curve of the mouth or the position of the pupils. Describe to students how expressions change with emotions. Students can then imitate somebody laughing, crying or angry. The others feel the face of the student who is imitating very lightly.
Each student gets a turn.

COMPLETE THE FIGURES

Objective:
- Drawing skill
- Imagination

Duration: 20 minutes
Materials: Pens and pencils
To the Instructor: Supply papers with incomplete figures or just suggestive lines.
Activity:

Participants could work individually or in groups. Collect an incomplete figure from your instructor and some pencils and eraser.

Now complete the figure.

Variation: Some familiar objects could be given to the participants. They have to create something new from them. (See hand –out)

VOCAL VARIATION

Objective: To develop the skill of using voice modulations to emote.
Duration: 10 minutes.
Materials: Paper and pen
Activity: Participants can form small groups of 2-3 members. Each group selects a single word.

```
YOU, ME, RIGHT, WELL, A NAME
```

Each group has to visualise ten circumstances in which the word might stand-alone.

Jot down the circumstances and a note about how you would say the word in each circumstance to convey your message.

Each member presents the word chosen within his/her group in as many different ways.

Give your group members time to note down their impressions of the messages you were trying to convey. When the exercise is over, everyone can compare notes about perceptions of the messages conveyed. How well did you get the messages across?

For e.g.

Some different messages that might be conveyed by a single word through changes of expression or tone. The single word 'NO' can alter its meaning according to the way in which it is said.

Expression	Message
1. **NO.** Matter of factly.	I didn't do, or don't know, the thing you have inquired about.
2. **NO.** Defiantly, petulantly	I won't do what you have just asked me to do.

3. **NO?** Interrogatively, with mild surprise	Surely that didn't really happen to old so and so?
4. **No.** Expectantly	I don't know, but I am waiting for you to tell me.
5.**No!!!** Incredulously with exhalation of breath	That idiot of a slip fielder has just dropped another catch
6.**No** insecurely	Yes- but I'm lying
7.**No** submissively	Honest answer to `You wont do it again, will you?
8.**No** drawn out irritable	I would like to but I haven't the courage/haven't made my mind
9.**No.**deliberately emphatic	That's the second time I've told you to take your hand off my knee, and I meant it the first time.
10.**No!** horrified	Help!

A sends a message to B. The barrier group is instructed to create noise (hum with sudden raise in volume…)

A and B are only instructed to pass and receive the message respectively. How will they do this effectively?

This could be followed by a discussion on the following things.
*Barriers to communication.

*How did A raise his volume to make him heard?

*How did A use nonverbal language to support his verbal message?

HELEN PUZZLE/ CRAZY T

Objectives:
- To develop ability to give instructions
- To develop ability to know instructions

Duration: 20 minutes.

Materials: Puzzle cards

Activity:
Participants pair up. One is the instructor. The other is the instructed. They sit back to back. The instructor is shown how to complete the puzzle correctly.
Place the assembled puzzle on your desk, but do not let your partner see it. Your partner has pieces the same size, shape and colour as those in the completed puzzle in front of you. Your task is to tell him how to put the pieces together in the same shape as

your puzzle. He cannot ask questions or in any way comment on the way you are giving instructions.

Instructed 's directions: Empty the envelope of pieces on to your desk. Your partner will tell you how to assemble these pieces. Do not try to solve this as any other ordinary puzzle but follow your partner's instructions. Do not look around for clues. You are not to comment or ask questions during the exercise or in any way let your partner know you are progressing.

After the instructor has completed his directions, compare the instructed 's puzzle with the original.

Join two other couples and devise a list of suggestions for improving the instructions. Select a reporter to record your group's suggestions.

After 20 minutes, each reporter should list his group's suggestions on the black board. Compare your class's suggestions with Form B, (Suggestions for giving instructions)

In your group, discuss the following questions about your experiences during this communication activity:

1. What specific problems did you encounter in giving or receiving instructions?
2. As demonstrated in this game, list some of the barriers to effective communication.
3. In what ways did the lack of feedback inhibit the exercise? Why?
4. What implications does this exercise have for education?
5. The Further Suggestions on Form B add another dimension to instruction giving. Do demonstrations, Follow-ups, Feedback, etc. help in giving and receiving instructions? Why?

HELEN PUZZLE CRAZY –T
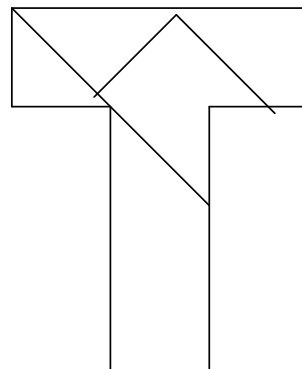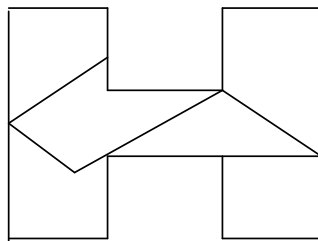
Suggestions for giving Instructions:
1. State the desired objectives.
2. Be familiar with the material to be presented.
3. Get the attention of your partner before beginning.
4. Give instructions in a logical order (time, space, or some other sequence.)
5. Know your partner and speak his language: relate to him in terms of his experience.
6. Establish a common terminology by explaining new terms in relation to older, understood terms.
7. Establish a system of orientation: use a clock face, a map, up-down, right-left.

8. Establish rapport with your partner.
9. Be concise, clear and simple.
10. Use analogies.
11. Give enough information to clarify but not confuse.
12. Use short units of information.

Further Suggestions:
1. Demonstrate.
2. Use visual and audio aids.
3. Give time for feedback; encourage feedback; check progress.
4. Use more than one teaching aid.
5. Motivate the receiver.
6. Establish a system of follow-up.

A TEST

You have 3 minutes in which to complete the following test.

1. Read everything before doing anything.
2. Put your name in the upper right –hand corner of the paper.
3. Circle the word 'name 'in number2.
4. Draw five small squares in the upper left-hand corner of the paper.
5. Put an 'x' in each square mentioned in number 4.
6. Put a circle around each square.
7. Sign your name in the title of this page.
8. After the title write "Yes, Yes, Yes".
9. Put a circle around number 7.
10. Put an 'x' in the lower left-hand corner of this page.
11. Draw a triangle around the 'X'.
12. On the back of this page, multiply 70X30.
13. Draw a circle around the word' paper' in number 4.
14. Loudly call out your first name when you get to this point in the test.
15. If you think you have carefully followed directions, call out 'I have'.
16. On the reverse side of this page add 107 and 278.
17. Put a circle around your answer to this problem.
18. Count aloud in your normal speaking voice from 1 to 10 backwards.
19. Punch three holes in the paper with your pencil point here: **. . .**
20. If you are the first person to get this far, call out loudly, "Iam the leader in the following directions."
21. Underline all the even numbers on the left-hand side of this page.
22. Now that you have finished reading carefully, do only sentences one and two.

PERFECT COMMUNICATION

Objectives:

- To develop the skill of verbal communication.
- To illustrate how varying perceptions of the same event can create communication breakdowns.
- To illustrate the importance of FEEDBACK and USE OF VISUAL AID/DEMONSTRATION in communicating effectively.

Duration: 20 minutes.

Materials required: *A picture card.*

Activity:

The group is divided into groups of five to eight members. Three members from each group is chosen, Mr.A, Mr.B and Mr.C. These three members from each group should leave the room. The rest of the group will be shown a picture. You have five minutes on which to decide on a description of the picture. Do not redraw the picture or write down what is in it.

Call in Mr.A and describe the picture to him. Mr.A may not ask questions though he any ask the group to repeat the description once. He may not write down the description or attempt to draw the picture as it is described. Call in Ms.B. In front of the group Mr. A should tell Mr.B what he heard the group describe. Ms.B may not ask questions though she may ask Mr. A to describe his version once. Ms. B may not write down the description or attempt to draw the picture as it is described. Mr. A may now join the rest of the group.

Call in Mr. C. In front of the group and Mr.A, Ms.B should describe what Mr.A told her that the group told him about the picture. Mr.C cannot ask any questions but may ask Ms.B to repeat her description once. Ms. B may now rejoin the rest of the group. Mr.C should now go to the blackboard and draw a picture of what Ms.B told him that Mr. A told her that the group told him about the picture. As Mr.C draws his picture, he should verbally explain the drawing. When Mr.C has finished, compare his drawing with the original picture.

Form A: Observation sheet

If you are:	**_You should observe_:**

----A group member   the group, Mr. A, Mr.B and Mr.B.

---- Mr. A   the group, Mr.B, Mr.C, and Yourself.
---- Ms.B   Mr.A, Mr.C, yourself

-----Mr.C   Mr.B, yourself.

Base your observations on the items omitted by the describers, inference made or details filled in by the describers, misunderstanding of words or terms by the groups.

Group: _____

Mr.A: _____

Ms.B: _____

MR.C: _____

Name of the Observer: _____

Discuss the following questions:

1.How did the difference in the perceptions of various group members interfere with the communication process? Why?

2.How did certain group members interpret the verbal description of the picture according to their own learning and experience?

3.How did the one-way communications affect the interaction between the group and Mr.A? Between
  Mr.A and Ms.B? Between Ms.B and Mr.C?

ROLE PLAY

Objectives:
- To develop the skill of nonverbal communication.
- To see the relationship between nonverbal communication emitted and its impact on perception of social roles.

Duration: 20 minutes.

Material: An object to handle (pen /stick /roll of paper)

Activity1: Jot down your impressions of the following people:

> *A MOTHER-IN-LAW,   A GRAND FATHER,*
> *A MAIDEN AUNT,   A JUVENILE,   A*
> *PROFESSOR*

Ask a friend to jot down his perception of the same people. Compare your impressions with those of your friend. Were they similar? Why? Why not?

Activity2:   Divide the members into groups of four. Each member will be given an object to handle as though it were a baby. You could play one of these roles: Vis-à-vis the baby:

Strict mother   Doting grandfather
An annoyed father   An inexperienced baby-sitter
A bachelor uncle

        As your play one of these roles, handle the baby as though it were either sick, asleep, soiled, crying, or dead. After each person has had an opportunity to play at least two roles, discuss these questions.
1. What influenced your behaviour when playing a particular role?
2. When other group members played the same roles you played, was their behaviour similar to or different from yours? How?
3. How might your behaviour have changed if the object had been a puppy, a pumpkin, a valuable vase, a mouse, or a dead fish?

MATCH STICKS

Objectives:
- To develop the skill of nonverbal communication.

Duration. : 20 minutes

Material: Match sticks

Activity:
Divide into two groups of equal size, A & B. Group A members should sit a straight line., shoulder to shoulder. Group B members should choose partners from the A group and sit facing them in a straight line.

Standing behind the A group and facing the B group, the instructor shows group B a picture of a familiar object. The group A must not turn around to peek at the picture.

Looking at the picture, each member of the B group gives nonverbal directions to his partner from A group. Each member of the A group is given a set of ten to fifteen matchsticks with which to construct a three –dimensional model of the object in the picture. Each couple is competing to construct the object accurately in the shortest time.

Rules:
The B members of the couple may not touch his partner or the pipe cleaner during the exercise.

* He may not draw a picture of the object and he must remain seated while giving his nonverbal directions.

* The A member of the couple may not look at anyone else's model.

* As soon as a couple has finished the model, each partner raises his hand. The first couple who completes the model successfully wins.

(The groups exchange roles with the instructor standing behind the B group showing another picture of a familiar object.)

Discussion:
1. What difficulties did you experience in communicating during this game and while you were mute?
2. Which role was more difficult for you: Model builder or direction –giver?
3. How might you increase your sensitivity to other's nonverbal communicative behaviour?
4. What types of nonverbal behaviour did you rely on most during the game and the mute experience? Why?

MIRRORING

Objectives: To develop awareness of self and others**.**

Duration: 2-3 minutes.

Material: none

Activity:
        Form pairs. Sit on the floor with your partner facing him/her with your eyes open. Initiate some type of nonverbal movement. Your partner should attempt to imitate your movement. After five minutes, switch roles.

TRUST FALL

Objectives: To develop awareness of self and others
                To develop trust in others: prerequisite for communication.

Duration: 10 minutes.

Material: Cloth.

Activity:
Divide into two groups of eight to ten members and form a circle. Choose one member to stand blindfolded in the middle of the circle. Keeping his feet together and flat on the floor, the person in the middle should fall into the arms of the group members, who should pass him around the circle. Everyone in the group should take his turn in the centre.

DUMB CHARADES

Objectives: To develop the sensitivity to the various types of nonverbal communication.

Duration: 30-40 minutes.

Materials: paper, pens and stop clock.

Activity: Divide the class into 6 groups of 5-7 members each. They could be named as A, B, C and 1, 2, and 3.The groups will compete in this fashion: A-1, B-2, C-3.Each team must select a time -keeper.

Each set of competing teams should decide on a topic: titles of plays, movies, books etc. Each team should then choose ten to fourteen titles for their opponents to guess. Write each title on a 3x5 card and fold it in half.

A member of the letter team begins the game by selecting a card from the number team. He reads the card to himself and then attempts to communicate the title to his own tem by nonverbal means only. His team may, however, ask questions and make verbal guesses. The time -keeper from the number team should time the charade and tell the contestant when the three-minute time limit has elapsed.

If the letter team guesses the title before the time is up, they receive one point. If they do not guess the title, the number team receives a point. The team with the highest score at the end of the game wins.

Letter and number teams alternate, so that next a number team member chooses a title from the letter team and try to 'tell' it to his team using nonverbal communication clues. Each team member should have an opportunity to demonstrate a title.

The following questions should be discussed in each group:

1. What types of nonverbal clues were used most frequently in your group?
2. Which clues were easiest to understand? Why?
3. What effect did competition have on the game? On you? On your group?
4. Are gestures substitutes for words, or do they reinforce words? Do you feel that people resort to gestures when they have a poor vocabulary? Why do you use gestures?
5. " Your actions speak so loudly, I cannot hear a word you say." What does this phrase mean to you? Give an example.

PATTERNS

Objectives:
- Develop observation skills
- Assist in developing motor coordination
- Develop drawing skills

Duration: 15-20 minutes.

Material: Old newspapers, drawing papers, pencils, crayons, line drawings for demonstrations.

Activity:

When a signal is given, students walk around the room, identifying objects with straight edges. E.g. blackboard. The student who finds the highest number of objects is declared the winner.

Students draw straight, horizontal, vertical lines freely on old newspaper sheets. After some practice, they can move on to drawing patterns with straight lines only. The pattern can then be coloured with crayons.

Suggestions: Insist on drawing continuous lines lightly. Encourage students to loosen their grip on the pencil and move their arm freely. Avoid pencil butts and erasers. Avoid felt pens, ballpoints and paintbrushes at this stage.

Students can draw in sand, loose soil or a bed of grains, (these can be used for collage work at a later stage.)
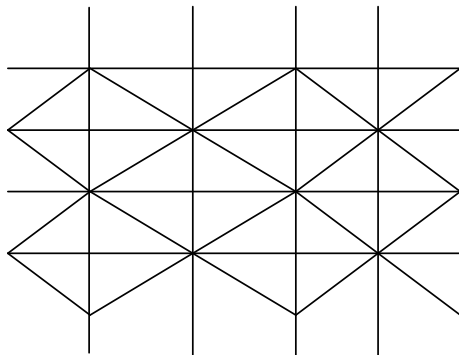
WORD ASSSOCIATION

Objective:
- To identify our conditioned responses
- To develop flexibility in our use of words.

Duration: 10 minutes.

Material: List of words.

RIGHTS   POT   HEAVY   REVOLUTIONARY   BLACK

STEREOTYPE   CRITICISM   TEACHER   STRIKE   LOVE

Activity: The members form pairs. One person has a list of word she/she has to read out. As the first person reads a word, the partner has to write a word that he/she associates generally with the word read out.

Discussion:
There are certain symbols that we use frequently to which we become conditioned to react in a particular way, unchanging and undifferentiating. Although words can stand for whatever we agree to make them stand for, we tend to become rigid towards words and treat them as symbols with one and only one meaning.

To avoid being rigid in our use of words, we must change or conditioned responses into conditional responses, which are changing, differentiating. One way we can change our automatic patterns of responses to words is to become aware of how we use symbols.

Since one of our most automatic, or conditioned responses to symbols is found in the study of mathematics, let us explore our responses to the plus symbol (+), the subtract symbol (-), the multiplication symbol (x), and the division symbol (--) symbol.

Activity:
Divide into groups of five members, each member with a copy of Form A. When Form A is competed, compare and correct answers with your group and discuss these questions:

A. What difficulties did you experience in completing Form A?
B. How rigid or how flexible were you in switching the meaning of the symbols?

Now each group member should solve the problems on Form B, then compare and correct answers.

Discuss in your group the following questions:

1. How did you solve these problems?
2. How many in your group tried to alternate among the switched symbols?
3. How many in your group took on switched symbol and worked it all the way through the exercise?

4. If this exercise asked you to form a new belief system by changing the meaning of the symbol 'chair' to refer to table, how open to this symbol change would you be?
5. Do you think that the rigidity with which each generation responds to certain words might help explain the so-called generation gap?
6. Can you think of some conditioned responses to words used by your peer group that are not understood by another age group?
7. How aware do you think you are of the automatic nature of our responses to words?

Now that you have done the flexibility exercises, try making associations for a new set of words.

SNAKE	ESTABLISHMENT	ACCEPTANCE
COOL	MORALS	WAR
HEALTH	RAINBOW	STATUE
HOPE		

NEGATIVES

Objectives: To develop verbal ability.

Duration: 10-15 minutes.

Material: None

Activity: The participants pair up. One person says a sentence, and the other person restates it using a negative, at the same time retaining its meaning.

JUST A MINUTE

Objective: To develop verbal fluency.

Duration: 20 minutes.

Material: None

Activity:
Each participant is given a topic to speak on for a minute. During this time there should be no pausing, no repetition of words/phrases/sentences, no stammering or using sounds like ah…eh… uh… etc. The person who is able to speak most fluently is the winner.

LIST OF TOPICS FOR JUST A MINUTE

1. Banyan tree

2. Sun

3. Sea

4. Railway Station

5. Broom Stick

6. School Library

7. My Mother

8. Circus

9. My School

10. Mango

11. Hostel

12. The Zoo

13. My Family

14. Environment

15. Laughter

16. Temple

PICK AND WRITE

Objective: To develop writing ability.

Duration: 20 minutes.

Materials: paper, pen, picture

Activity:
    A box is placed in the centre of the room. This contains pictures and some single line sentences. The participants pick a picture/sentence from the box and write a short story on it.
Suggestion: Give pictures, which have a lot of scope for imagination.

The war started between the two countries.

The people started running helter –skelter.

A shooting star fell from the sky.

The house was not locked.

Suddenly, the whole atmosphere became silent.

BUILD A STORY

Objectives: To develop writing ability.

Duration: 10 minutes.

Materials: Paper and pen

Activity: Collect the short pieces of story from your instructor and construct stories around them.

    The bridge had broken and the level of water was increasing every minute. The whole village can collapse any moment from now.

The beautiful princess cried for help but nobody could hear her.
She cried until she could cry no more, when she heard the sound of horses' hooves.

It had begun to get dark. The wolves were howling, The clouds were becoming dark and dense, any moment it might rain. He started getting all kinds of frightening thought sin his mind and he started praying…

Chotu's eyes were filled with wonder. He was extremely happy and ran home to tell the happy news to his parents…

The fruit fell right on his head and for a minute he was dazed. Then he heard a small squeaky voice,
it had begun talking to him…..

WRITE A POEM

Objectives: To develop the ability of creative writing.

Duration: 20 minutes

Materials: paper and pen

Activity: The pen is absolutely yours. You could write a poem on any topic. It could be a funny poem, a silly one or a nonsensical limerick.
If you are stuck for ideas, here are some hints for you to begin.
Write a few rhyming words. Now make some sentences to go with them. Arrange your sentences / rewrite some of them and there you have your poem ready.

Activity 2: Now that each one of you has a poem ready, cut your poem (if it is a long one cut the sentences or stanzas) and give the jumbled poem to your partner. Your partner has to rearrange the poem in such a way as to make sense out of it again.

INSERT LINES IN THE CARTOON

Objectives: To develop writing ability.

Duration: 10 minutes

Materials: Pictures/cartoon strips without the words paper and pen.

Activity: The participants are supplied with cartoon strips without the words. They have to look at the scenes and create the suitable dialogues.

SEQUENCING

Objectives: To develop imagination and verbal ability.

Duration: 20 minutes.

Materials: Pictures, paper, pen.

To the instructor:
Cut some pictures from an old magazine or a cartoon strip. Jumble the pieces. The pictures should not contain any lines or captions.

Activity:
The participants have to rearrange the pictures and build a story around them.

RHYTHM PATTERNS

Objectives: To develop the ability to identify and demonstrate use of rhythm effectively.

Duration: 10 minutes

Materials: Poems and a keyboard.

Activity:
The participants are given a set of rhymes/poems. They read them in a particular rhythm, the one it naturally adheres to. Now they read the same thing deliberately using a different pattern.

Discuss how the poem sounded when read in an off -beat rhythm. Stress the use of rhythm for effective communication.

STORY-TELLING

Objectives: To develop the skill of Narration.

Duration: 5-7 minutes each

Materials: Stories

Activity: Each group/person narrates a story from memory.

MIND YOUR POSTURE

Objectives: To understand the use of posture in communication.
Duration: 5 minutes.
Materials: None.
Activity:

Imagine that you are a school counsellor and a child is sitting by your desk and seeking your help. Try out the following two postures and see the resultant reaction of the child.(may be a group of children.)

- Sit back on the seat, hands tightly folded with a serious face and legs crossed.
- Sit forward with hands stretched forward on the table with legs extended forward with a welcoming face.

Try these two different postures within similar contexts and see the result in outcomes regarding your own behaviour and your interactions with others.

You could try out the postures that come to your mind vis-a vis the following content.

- A military officer during a training camp.
- A minister during an election speech.
- A teenage girl in a railway station.
- A mother cuddling her child.

GOING TO THE BAZAAR

Objectives: To create an opportunity to experience and observe real   world instances of nonverbal principles.

Duration: 1 hour.

Materials: Paper and pen.

Activity:
        Divide the class into groups of ten. Each group watches for an hour a busy village market. Jot down your observations. The collected data could focus on behaviour of vendors, customers and other passers-by.

The discussion could focus on
- The difference in nonverbal communication between successful and unsuccessful bargainers.
- Difference in nonverbal communication between men/women/children.
- How the nonverbal communication can be different in a more formal situation like a school, a Panchayat meeting etc.

READ A STORY

Objectives: To develop the ability to be able to read aloud.
Duration: 10 minutes.
Materials: A story
Activity: The participant can choose a story written by him or by anybody and read it aloud in front of the whole group,
Use of pause, and use of intonation is a must. Use of gestures, body movements, prompts, jokes are secondary.
        The others observe the person reading for the following things:
Clarity, speed, pitch, intonation, use of pause, etc. Make a note of the plus points and minus points of each person.

Suggestions:
Watch a video clipping of Cathy Spagnolli's story-telling sessions. Discuss why she is so effective. How does she make her stories come alive?

Stories to read aloud

I. Once upon a time there lived a mother bird with her three small newborn baby birds in a field of wheat. They made this nest when wheat plants were just ripe. One day the master came and said to his son "The wheat has ripened so we will ask our neighbours to reap it." One of the baby birds heard this and told this to its mother when she came back from collecting food. His mother was not perturbed. She said, "Nothing will happen and nobody will come."

Next day when the mother bird went to collect food, the master and his son came and said, "The crop is as it is, nobody has come and reaped it, so let us ask our brothers to come and reap it. One of the baby birds heard this and got frightened and told this to his mother. Again she was cool and said, "Nobody will come and reap it, and so we are safe."

After some days again the master and his son came and were surprised to see that the field was as it was and said, ``even our brothers didn't come and reap it so it is better if we come and reap it tomorrow." This was heard by one of the baby birds and told to mother. Mother said, "Now it is not safe. We will fly away from here.
The next day when the master and his son came to reap the field, the birds had already flown away to a distant place.

II. Once upon a time there was a honeycomb on the tree near a river. One day one of the honeybees fell in the river and started flowing with the stream of water. She cried for help again and again .A pigeon sitting on the tree a little far away saw this and came flying it save her. He put a dry leaf in front of her. She climbed it and the pigeon to her honeycomb carried the leaf away. She thanked him.
After some days one hunter came to that jungle for hunting. She saw that pigeon and started running behind him to catch him and kill him. He was again and again crying for help. Honeybee heard this and with all her bee friends they flew and attacked the hunter. Thus saving the pigeon's life. He thanked her and became good friends there after.

III. Once upon a time there were two good friends, a fox and a crane. One day fox invited his friend for dinner, but he was such a miser that he thought that he would invite him as a friend and also save on his food. So he thought of a plan. He prepared a delicious chicken soup .So when his friend came, he served the food in a flat plate. As the crane had a long beak and no tongue, he could not lick the soup and remained hungry. But the fox could lick it fast and enjoy it.
The crane thought of taking revenge. So he called upon the fox on a dinner. He also cooked a chicken soup but he poured it into a vessel which had a narrow opening .He served it to the fox. The fox was unable to have it. He became angry and asked the crane why he did this to him. The crane replied," This is a lesson for what you did to me'.

IV. Once upon a time there was a jungle in which a King Lion and his king's men used to stay. There was a rule in the jungle that every day one of the animals from the kingdom has to offer himself as food for the king. Slowly, slowly so many animals were killed. Everyday, everyone was worried fearing when their turn would come.

One day it was the small rabbit's turn to be the food for the lion. But the rabbit was not scared and he happily was going to the king. On the way, he saw a well and looked down into the water. He saw his own image and immediately an idea struck him as to how to get rid of the Lion King.

When he finally reached the lion king, he was scolded for having come late. To this the clever rabbit gave the reason that he saw another Lion King in the forest who had stopped him from coming here. Lion King became angry and asked the rabbit to take him to the other Lion King. When the Lion King and the rabbit reach the well, the rabbit tells the lion that the other lion is inside the well. When the Lion King sees inside the well, he sees his own image inside it. He becomes furious and in order to catch the `other' lion he jumps into the well.

The rabbit goes back to share the happy news with others. They reward him.

MATERIAL DEVELOPED IN THE SECOND WORKSHOP

SCOPE OF A VISUAL AID

1. Visual aids provide concreteness to an idea, clarity to an explanation.
2. They can provide the relationship between ideas, sequence them and processes can easily be represented.
3. Photographs and pictures give the realistic pictures.
4. Visuals reduce verbalism.
5. They help in retention.
6. They save instructional time.
7. They motivate learners.

TYPES OF VISUALS:

GRAPHICS:

Pictures   Photographs   Sketches   Drawing   Chart   Maps   Posters
Flash cards   Transparency

3- DIMENSIONAL AIDS :

Models   (Working, Static, Sectional)
Objects

CHARACTERISTICS OF A GOOD VISUAL AID:

Bold   Visible   Direct   Clear
Good Colour Harmony   Single Idea

SELECTION OF A VISUAL AID:

Purpose   Content   Learner specific   Utility
Degree of concreteness

LETTERING: (In a Poster, Chart, Transparency)

1. Use suitable TYPES (Free-Hand, using tools, ready-made letters) SIZE and STYLE
2. Placement of the letters.
3. Choose the right colour.

4. Brevity

5. Use the right vocabulary keeping in mind the learner's comprehension.

DRAWING:

1. Free-hand Drawing

2. Using an instrument

3. Choosing the right technique to enlarge

4. Maintaining the symmetry and proportion in the free –hand drawing.

5. Using the colour-wheel for appropriate shades.

6. Using suitable labelling technique.

COMPETENCIES INVOLVED IN USING VISUAL AIDS:

1. Choosing the right kind of Visual Aid.

2. Developing and procuring it.

3. Displaying effectively.

   * Displaying at the appropriate time.

   * Displaying at the appropriate place.

   * Focussing on the components and parts of the visuals.

   * Exhibiting the right perspective.

   * Choosing the right background.

   * Display time

   * Frequency of displaying the right or different type of Visual.

4. Presentation supplemented by explanation

5. Maintenance of Visual Aids:

   • Classifying

   • Labelling

   • Coding

   • Using the right preservation technique

6. Conclusion

ASKING QUESTIONS

```
┌─────────────────────────────────────────┐
│           What is a Question?             │
│   Structure – Interrogative/Affirmative   │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│   Why do we ask Questions in the classroom│
│   situation?                              │
└─────────────────────────────────────────┘
                    │
                    ▼
```

Get Conformation	Test Comprehension	Focus Attention		Arouse Curiosity	
	Obtain information	Guide a discussion	Elicit Opinion	Maintain conversation	create suspence

```
┌─────────────────────┐
│  Process of Asking   │
│  Questions           │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│    Structuring       │
└─────────────────────┘
```
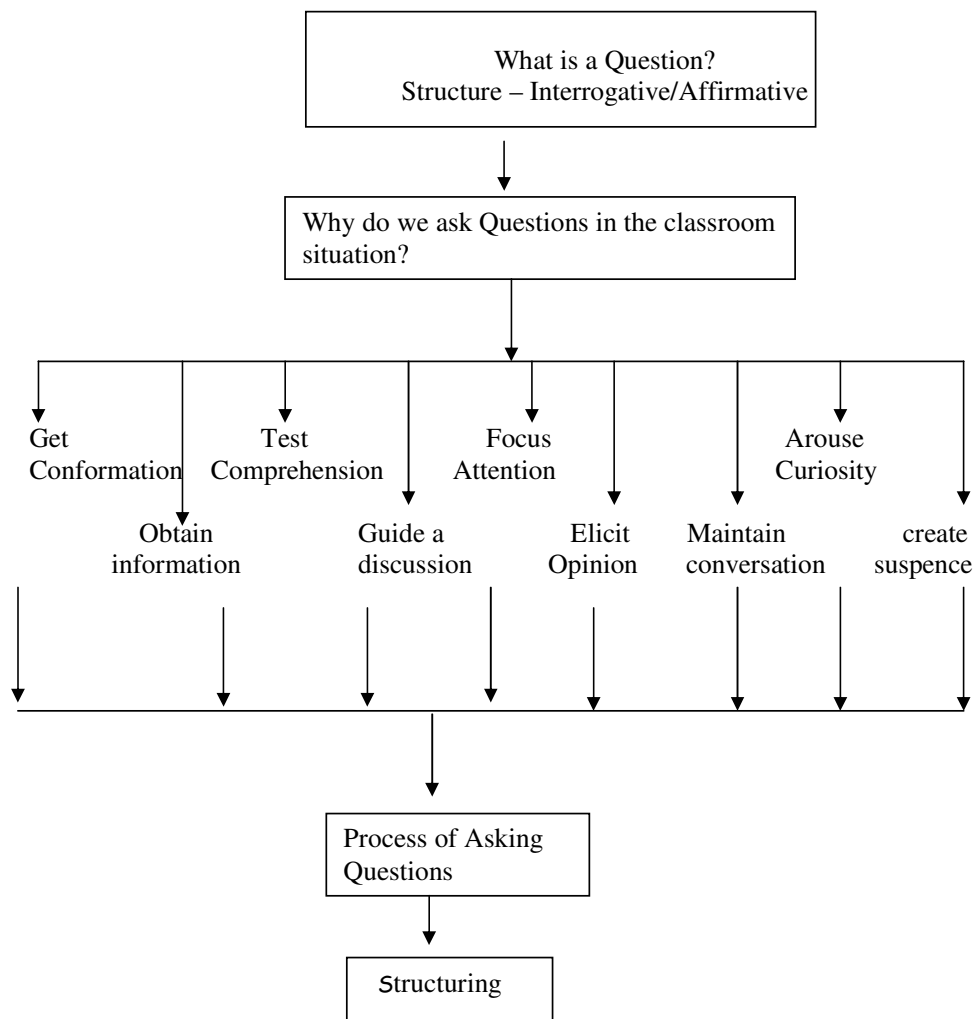
ROLE OF ASKING QUESTIONS IN INTERACTIVE COMMUNICATION

- A question is an interrogative sentece soliciting a response and,
- in a classroom situation a question is normaly asked by ateascher either to assess student-learning or to elicit something from the student.

Pause for a while and reflect upon the following

- Do we not sometimes use sentences which are not in interrogative form as questions with appropriate intonation and body language?

- Do we not sometimes ask questions for purposes other than evaluating or eliciting? (e.g. rhetorical questions, questions asked to focus/draw attention etc.)

Why do we do so? Of course, we do so either to communicate something or to make the interactive communication more effective/interesting.

Therefore, as a teacher, you should know how to employ 'questiining' for communicating effectively. Of course, though 'asking questions' has to be structured and asked properly, is relatively an 'informal affair'.

If you are very clear about

- What you want to ask
- Why you want to ask
- How you want to ask

And if you know

- How to modualte your voice to reflect your purpose
- How to use appropirate body language
- How to use pauses effectively.
- How to handle responses

In addition to how you have already been using 'questioning', it can also be used as a tool of communication.

Activity for Assessment of entry and terminal behaviours

GUESS WHO/WHAT?

   a) Let 5 participants pf the groups think of a famous personality/place of tourist centre/famous temple/ popular festival etc. In consultation with each other excluding the sixth person.
   b) Let the sixth person guess what other have thought of by asking a series of yes/no questions, based on the statement made by the group- " we have thought of a famous personality/etc, guess who/what it is"
   c) EXTERNAL OBSERVER TO EVALUATE SKILL OF QUESTIONING using a rating scale.
   d) Total time required: 2 minutes for thinking + 3 min. For asking questions: 6+15 min. For feedback = total time 45 min.
1. a) Give each one of the 6 participants a different theme from the list of themes given below. Ask each one of them to prepare a set of questions to be asked in a definite order to enable the students to understand the theme. Time required 10 min.

b) Give 10 min to each participant to deliver the message of the theme through questioning. Time required 10 min.

c) External observer to evaluate skill of questioning using a rating scale.

d) Feed back session: 30 min.

e) Total time: 100 min.

List of themes:

1. We have to reduce/limit mosquito population, which are spreading malaria by eliminating mosquito-breeding places.

2. If we improve sanitary arrangement i our neighbour hood general health of the people will improve.

3. Air pollution leads to increase in incidence of respiratory diseases.

4. Providing safe drinking water reducer incidence of many diseases.

5. Power- cuts are a consequence of increase in demand for more electric power and short fall in production. Male child is an asset to the family – this is a superstition.

Rating Scale For Evaluating Skill Of Questioning

	Not at all				Very Much
	1	2	3	4	5

Structure:

Relevance   ——————————————

Precision   ——————————————

Grammatical correctness

Sequencing

Appropriateness   ——————————————

Fluency   ——————————————

Mode of Asking

Clarity   ——————————————

Voice modulation   ——————————————

Appropriate pauses   ——————————————

Appropriate body language   ——————————————

Distribution   ——————————————

Response management

Appropriateness of questions w.r.t

purpose of asking.

─────────────────────

NARRATION

Any information such as an event or story presented orally in a continuous, sequintial and comprehensible manner having clarity, proper modulation suitable intonation, judicious pausing etc. is a narration
Components of a narration are:

1. Continuity
2. Sequential
3. Comprehension
4. Clarity
5. Modulation
6. Intonation
7. Pause

```
                    ┌─────────────┐
                    │  NARRATION  │
                    └─────────────┘
         ┌────────────────┼──────────────────┐
         │           ┌─────────┐        ┌────────────┐
         │           │  Types  │        │ Techniques │
         │           └─────────┘        └────────────┘
  ┌──────────────┐        │                    ┌─── Real
  │Characteristics│       │                    │
  └──────────────┘   ┌──────────────┐          │
                     │ Story/event  │ ───────► │
  Comprehendible     └──────────────┘          └─── Imaginary
  Sequential              │
  Continuous              ▼
```

Comprehendible
Sequential
Continuous

```
         ┌────────────┬──────────────┬──────────────────┐
         ▼            ▼              ▼
  ┌──────────┐  ┌──────────┐  ┌───────────────┐
  │ As it    │  │ As it has │  │ As it has been│
  │ happene  │  │ been told │  │ recorded      │
  └──────────┘  └──────────┘  └───────────────┘
         \            │              /
          \           │             /
           \          ▼            /
            ┌──────────────┐
            │ Point of     │
            │ view of      │
            └──────────────┘
```
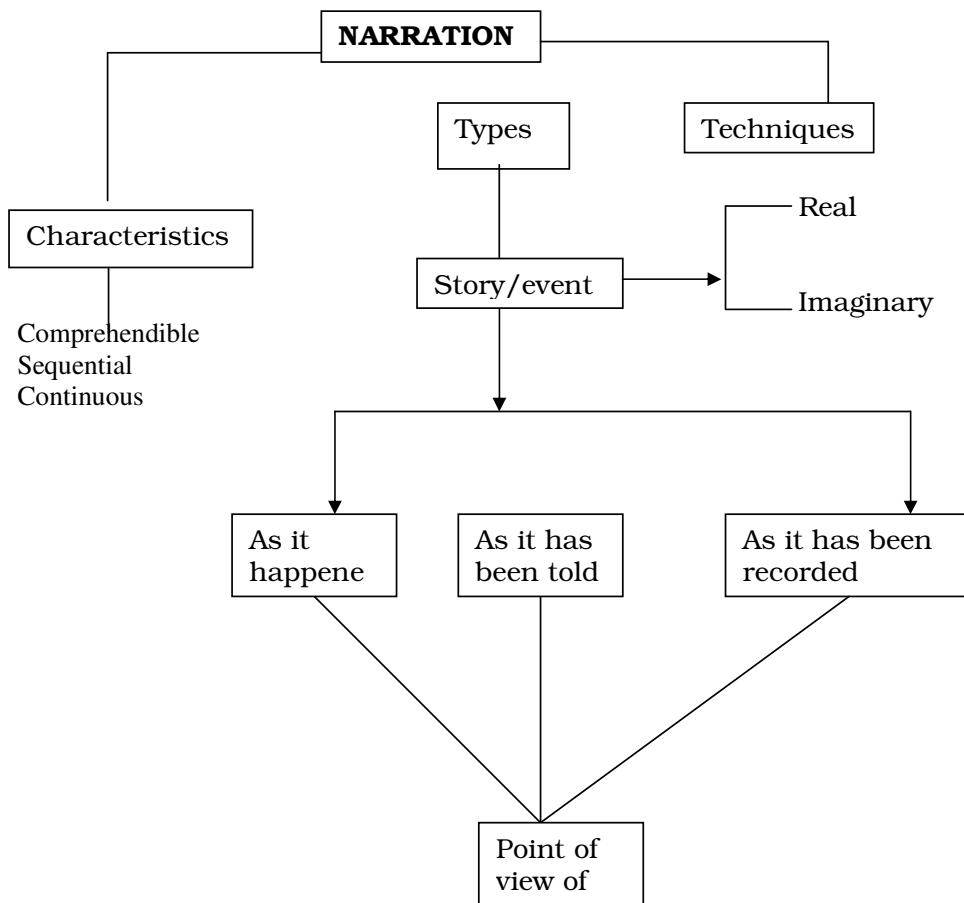
Entering Behaviour Test on Narration

The trainer will narrate two among these:

* Incident from their life
* An event in which they took part
* An adventurous /historical/fairy tale/science fiction.

There will be an official observer and other trainers will listen to the teacher. Afterwards each will take chance of telling the story. The same observer will observe, listen and rate each one of the trainees.

Terminal Behaviour Test

The DIET faculty will narrate two among these

* An incident from their life
* An event in which they took part
* An adventurous /historical /fairy tale/science fiction.

There will be an official observer and other 4 or 5 trainers will listen. Afterwards they will take their chance of telling the story. The same observer will observe /listen/and rate each one.

Observation schedule for NARRATION:

1.Were the ideas presented continuously? —————————
                    5   4   3   2   1

2.Could the words be comprehended easily?—————————
                    5   4   3   2   1

3.Were the ideas arranged sequentially? —————————
                    5   4   3   2   1

4. Was the expression clear throughout? —————————
                    5   4   3   2   1

5. Was there a modulation of voice? —————————
                    5   4   3   2   1

6.were there pauses at appropriate places? —————————
                    5   4   3   2   1

7.were the intonations suitable to the —————————

occasion?	5	4	3	2	1
8.Were the gestures appropriate to the occasion?	5	4	3	2	1
9.Were the facial expressions appropriate?	5	4	3	2	1
10 Were the visual aids used suitably and at right times:	5	4	3	2	1

Suggestions

Once the incidents /stories are told, the trainer can ask the following questions:

1.suppose you were there at the time of the incident what would you   have done?

2.suppose you were the hero, what would you have done?

3.mention the reason as to why the hero took such a stand?

Activity Objectives:
After going through the activity you will be able to

-Recognize the meaning of narration.

-Identify the types of narration

-Differentiate between different types of narration.

-Practice the narration before your fellow teachers.

-See the relation between your practice and the feedback given.

Materials required: Observation schedule.

Time requirement:

2 groups	2 groups	2 groups
10 mins *6 memb	5mins *6memb	5mins *6 memb
120 mins	60 mins	60 mins

Instructions: Six different types of stories of similar vocabulary could be got stencilled and distributed to the group members. All the six members will get different stories in a group.

Procedure:

When one teacher will be narrating, four fellow teachers will act as students and one will act as an observer. In case of second type of narration, an expert or trained observer could be appointed.

The group of teachers are broken into two groups. Each one is asked to write on an incident from his /her life. This incident has to be narrated to the other.
Time: 20 mins.

The teachers are then asked to be in groups of 6 for trial or practice. Here each one is asked to narrate his/her partner" life incident, which can be checked with the other written incident. This can be observed by the other four using the observation schedule and the feedback could be offered. Some additional questions on which the group can discuss are:

- How to make this incident more interesting?
- How to make this incident more melodramatic?
- How to make this incident more humorous?
- Pick out the values that conflict with each other in this incident
- Why do you think they are the values in conflict?
- Can the gravity of the conflict be increased and how?

A skilled and trained observer could be appointed to do the observation.

Narration could be introduced as follows:

All of you must have heard Grandma's tales or the happenings your friend's might have told you. Such a type of telling is called Narration. Narration is any type of information (story, event) presented orally in a continuous, sequential and comprehensible manner having clarity, proper modulation, suitable intonation, judicious pausing etc.

After having known the types of narration, you could practice the story telling before your friends. (Time 10 mins)

Example: Once upon a time there lived an old woman called Chennamma. She had with her a cock and an ever-burning oven. People from her village would get up only after listening to the crows of her cock. Later they would go to her house and borrow her fire to light their ovens.

After sometime, Chennamma developed some pride that the whole village depends on her only. She started feeling proud and expressed it to other villagers too. The villagers' naturally praised her, which increased her pride even more.

One day she had a plan and left the village early in the morning thinking the whole village would suffer without the oven and the cock. That day the people got up a little late and went to her house and found her hose locked. They made other arrangements for themselves.

A few days later when the villagers found her in a nearby shandy, she asked curiously as to how the village has been faring. But the villagers said they had made alternate arrangements for rising in the morning and lighting their fire.

This information punctured here pride and afterwards she lived in the village normally.

Note: this narration would be observed and listened to by the fellow teachers using the observation schedule and they would offer a feedback.

The teacher can recall an incident that has taken place in his life to his fellow teachers. This is also a narration.

When I had gone to the village last summer, I went to the garden, which my father has developed. There are coconut trees, mango trees, areca nut trees and trees of many varieties. I was lazily walking from one end to the other and suddenly I heard the pathetic sounds of a frog. I went in the direction of the sound and found a frog half eaten by a snake. Before it was fully eaten by the snake, it was making those pathetic sounds. As I could not do anything, I stood and observed the frog disappearing into the mouth of the snake.

This narration could be observed /listened to, by the fellow teachers using the observation schedules and they would offer the feedback.

The teacher can also recall an incident that has been recorded in a book or reported in a magazine. (5 mins)

The bravery shown by a villager in saving the life of 3 villagers (report of the award-giving function, carries the story of his bravery too.)

This narration could be observed /listened to, by the fellow teachers using the observation schedule and they would offer the feedback.

EXPLANATION

Is meant here as an Oral presentation of information having cause and effect relationship with proper links, good beginning and ending, covering essential points.

Components:

1 beginning statements

2.explaining links

3.covering essential points

4.logical organisation

5.concluding statements

Points to be noted: pauses, pronunciation of words, intonation

EXPLANATION
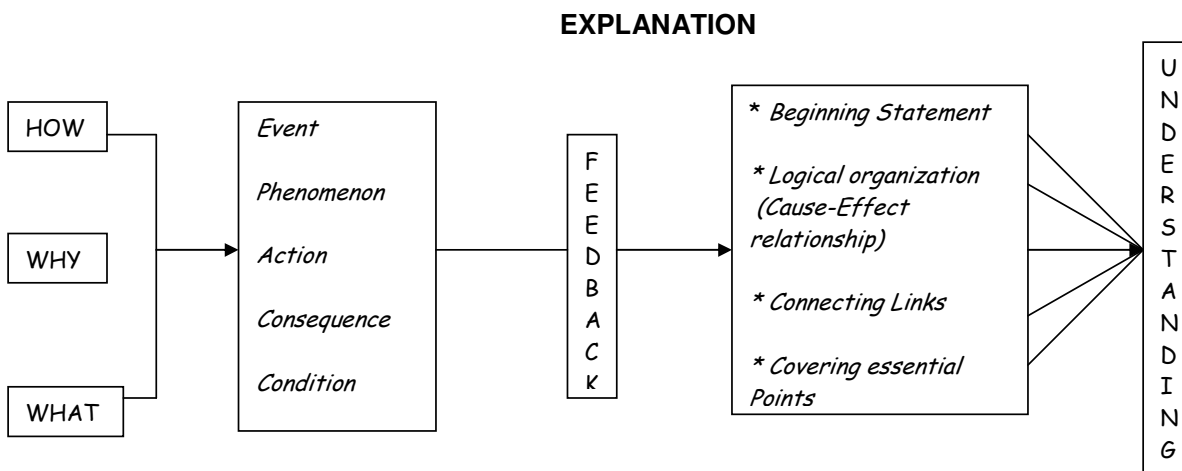
Suggested Activities for Pre-Test:

1. A teacher is asked to explain the process of *Water Cycle.*

2. A teacher is asked to explain the pros and cons of *Kalinga War.*

Suggested Activities for Post-Test:

1. The teacher is asked to describe the effects of water pollution

2. A teacher is asked to explain how days and nights are formed.

ASSESMENT TOOL:

Components	Rating Scale				
▼	Unsatisfactory		Satisfactory		
1. Used introductory/beginning statements	1	2	3	4	5
2. Logically organised content	1	2	3	4	5
3. Content covered	1	2	3	4	5
4. Established relationship	1	2	3	4	5
5. Used appropriate explaining links	1	2	3	4	5
6. Language used	1	2	3	4	5
7. Used questions to assess pupil's understanding	1	2	3	4	5
8. Summarised the content /arrived at the conclusion	1	2	3	4	5

DISCUSSION

Discussion is the talking over of subjects from various points of view. It involves examining by argument, a debate, and a conversation. Discussion in an informal atmosphere is called as conversation.

Purpose:

- Providing time and opportunities to develop critical thinking.
- Enabling the participants to organise information (to evaluate, analyse, and synthesize knowledge.)
- Enabling one to offer explanation
- Developing an inquiring, investigating, problem solving mind
- Providing opportunities for enhanced participation by pupils
- Providing feedback regarding the comprehension of the subject.

Characteristics of an Effective Discussion:

- All participants are free to express their viewpoints.

- The leader, while leading the discussion, does not dictate or seek to influence the opinions of the participants.
- The participants interact in such a way as to probe more deeply into the first view point which comes up, then they move on to the other viewpoint and so on.
- Response to question should not be a closed one in that exploration of meaning is blocked.

Components:

1. Identifying the suitable subject/topic
2. Preparing the students for the discussion
3. Leading the discussion logically
4. Handling situations
   - Irrelevant sometimes-facetious remarks
   - Several participants speaking at once.
   - A few participants dominating
   - Questions being raised by participants
   - Level of attention being decreased
5. *Summarising/Reviewing*

Identifying the suitable topic:

The following criteria may be kept in mind while selecting a topic.

1. The topic should preferably be controversial in nature. Topics having a scope for explaining, investigating, problem solving, lend themselves well for an effective discussion.
2. Topics should be suitable to the mental level of the student so that pupils should have sufficient background information so as to form definite viewpoints.
3. In case the pupils do not have a sufficient background, then the teacher should prepare them for holding a discussion, by providing /directing them to the source for collecting necessary data/information.

Preparing the student for discussion:

The issue must be present for discussion in such a way that students are motivated, enthused, excited. Objectives are clearly stated. Interest is aroused.

Teacher's or moderators viewpoint is not presented but hints may be provided as to kick-start the discussion.

Moderator's Role:

Success or effectiveness of the discussion is predominantly determined by the role played by the moderator.

- To keep the discussion moving-interest and excitement developed being sustained.
- To keep the discussion on rails, that is to keep the discussion pertinent to the topic being discussed.
- To encourage all pupils to participate.
- To keep some pupils from dominating the discussion. To acknowledge all contribution with appropriate positive reward/reinforcement.
- To reject irrelevant comments without giving offence.
- To summarize frequently and keep, the picture clear.
- To end the discussion when interest wanes.
- To refrain from providing direct answers to the discussion as this will end the discussion.

Handling Situations:

While handling situations, teacher has to be democratic and diplomatic.

- Should not curb the initiative and damage the self-esteem of the participants.
- Should refrain from providing answer straightaway since this will end the discussion. He should ensure participation by all.

Summarising and Reviewing:

- Brings out collective judgement to bear on the problems, thinking through the issues, studying exceptions and discrepancies and qualifying the conclusions the group makes.
- Learning's are organised according to certain established pattern

Grouping could be done in two ways:

- The whole class as one group-various viewpoints taken up logically one after another, teacher being the leader. It is useful in smaller classes and lower classes.

- The whole class being divided into convenient number of groups, with each group looking from an assignment point of view, all points of view being taken up simultaneously, with the teacher monitoring the progress of discussion. This will be followed by presentation to the entire class. Here teacher can be the leader or each group will answer questions asked by the other groups. Finally the teacher will summarise and review.

How to stimulate more of interaction?

- *Physical condition*: participants should be able to hear and see each other.
- *Grouping*: in formation of the group such that each group is properly balanced with aggressive, assertive and passive students.
- Providing common experience in the form of materials. Creating an atmosphere in which questions are not only welcomed but also expected.
- Ensure that the self-esteem of any individual not damaged.

A suggestive list of questions, which the moderator should be frequently using, needs to be arrived at.

Determining the entry behaviour in respect Discussion:

A pair of participants is asked to select a topic from the list and have informal discussion (conversation) to identify the various viewpoints to talk about the topic. They are given a time of 20 mins. to plan for the discussion individually. Next all those who have taken the same topic are grouped together .One is selected as the moderator and asked to conduct the discussion (20 mts). The observer (resource person) rates the discussion on a 5-point rating scale, on the plan prepared, summary or review written. During discussion the observer will assess the role played by different individuals.

ASSESMENT TOOL:

Trainee role	T1	T2	T3	T4	T5	T6

1.Background understanding
(points of view identified)

2.How well is the topic introduced?

3.How well is the discussion
planned to be lead?

4.How much productively the role
  was performed?

5.How well is the level of attention
  retained?

6.How well is the summarising up
  done?

_____

LIST OF TOPICS:

1.MLL-its influence on quality of primary education.
2.Activity based teaching
3.Desirability of having a separate pre-service training programme   for middle
  (UP) schools teachers.
4.Competency Based Evaluation.
5.Need and nature of Homework
6.Competency based text book-its influence on the quality of primary education.
7.Water-how it is polluted and how it can be prevented.

DISCUSSION

Free to express
          one's ideas   Class as
                                                         one group

                                  *Discussion
                                  is talking
                                  over of
                characteristics   subject from   could be
                                  various
                                  points of*

Leader seeking
not to influence   Class divided
                                                         into groups

Identifying   Preparing   Introducing   Leading   Handling/   Summarizing
apt subject   students   the topic   logically Monitoring conclusion
                                                     progress
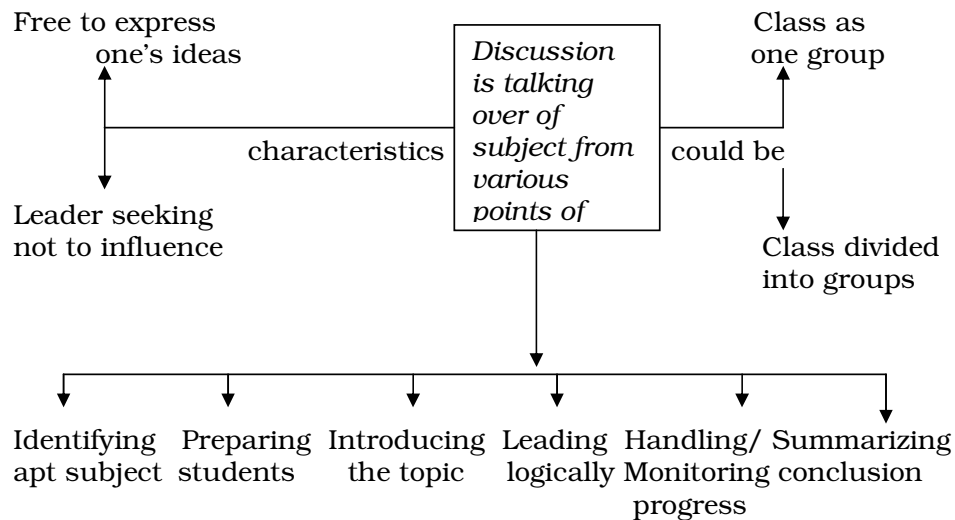
THE DEVELOPMENT OF WRITING

Independent writing

Guided writing

Writing on the blackboard

Taking dictation –words, sentences, and paragraphs
Copying sentences and paragraphs

Copying words, letters of the alphabet
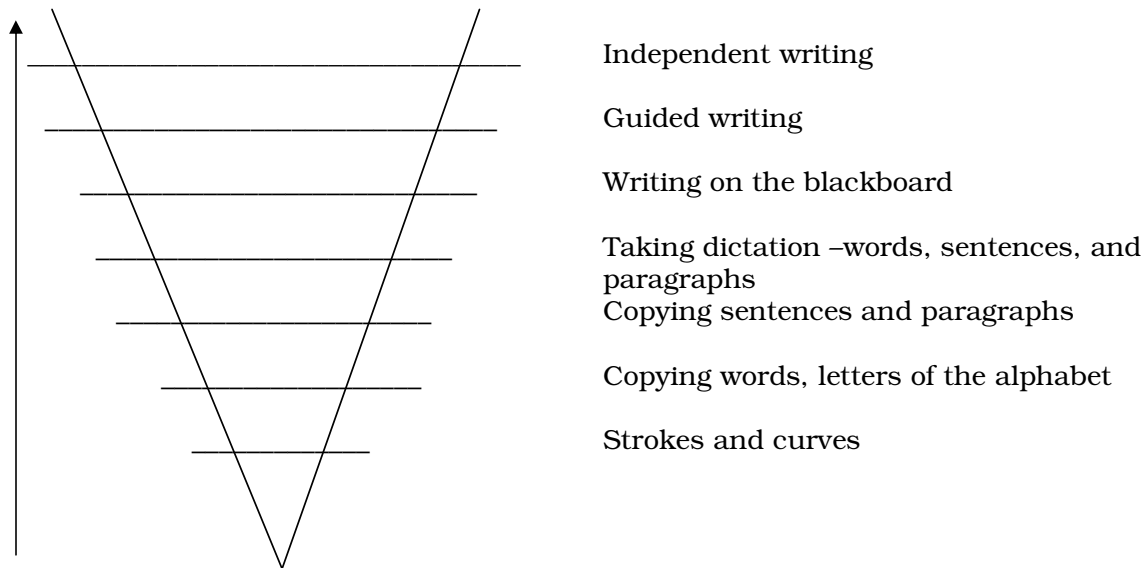
Strokes and curves

1.Strokes and curves:
      The need to free the hand: developing psychomotor skills viz., holding the pen, placing the paper, sitting posture, physical exercises for relaxing the hand, uniformity of curves and strokes drawn.

2.letters of the alphabet: take up one by one
  • Shape of each letter, size of the letter
  • The way it has begun and ended
  • Minor details of the shape
  • Knowledge of deviations
  • Practicing

3.Copying words:
  • Maintaining uniformity
  • Joining letters
  • Spacing between words

4.Copying sentences and paragraphs:
  • Uniformity, reducing the size.
  • Punctuation marks
  • Spacing between the lines and paragraphs
  • Margins
  • Copying unit by unit

5.Taking dictation:
  • Listening to a meaningful word group
  • Making sense and remembering the dictated material
  • Writing after listening to a complete unit
  • Listening to the next unit as one is writing the earlier unit.

6.Writing on the black board:

- Writing style for the black board
- Holding a piece of chalk and the corresponding body position
- Organizing material to be presented on the black board
- Size of the letters
- Using colour chalk

READING ALOUD

```
                    ┌─────────────────────────────────────┐
            ┌───────│  Overall idea of the text to be read │
            │       └─────────────────────────────────────┘
            │                        │
  ┌───┐     │       ┌─────────────────────────────┐
  │ F │     │       │  Marking pause groups        │
  │ E │     │       └─────────────────────────────┘
  │ E │     │                        │
  │ D │     │       ┌─────────────────────────────┐
  │ B │     │       │  Pronunciation of difficult words │
  │ A │     │       └─────────────────────────────┘
  │ C │     │                        │
  │ K │     │       ┌─────────────────────────────────────┐
  └───┘     │       │  Appropriate intonation for individual │
            │       │  sentences                           │
            │       └─────────────────────────────────────┘
            │                        │
            │              ┌───────────────────┐
            └──────────────│  Reading aloud     │
                           └───────────────────┘
```
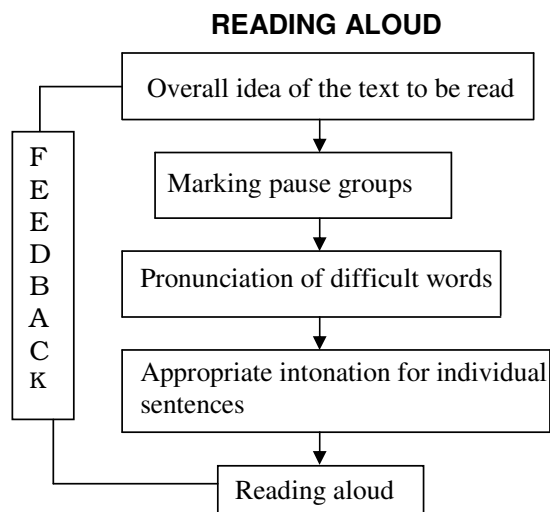
1. Discuss/read silently and comprehend the text to be read –familiarise with the ideas presented and the meanings of new words.

2. Marking pause groups-meaningful units-the need for pausing
- Look at the audience
- Give time for comprehending what is read
  (why, when, what, how to practice feedback)

3.Pronunciation:
- Find out and practice
- Teacher can demonstrate
- Find out from a dictionary (English)
- Pronouncing sounds

4.Intonation
- For sentences
- Questions
- Explanations
- Depending on the punctuation-stressing a particular word

5.Reading aloud
- Should be continuous, following the aspects considered above.
- Avoid interruptions
- Holding the book-positioning accordingly

6.Feedback -after complete text is read.

Points to be noted: pauses, pronunciation of words, intonation

OBSERVATION PROFORMA ON CLASSROOM COMMUNICATION

Teacher's Name: **Class:**
 School: **Date:**
 Place:

Tick the behaviour observed in the blank on the left and rate its appropriateness on the right.

Aspects/components (Criteria / Teacher behaviours)	Appropriateness
	Excellent Very poor
1. Beginning of the Lesson:	
__ Informal Talk	10 9 8 7 6 5 4 3 2 1
__ Review (Assignment/Previous topic covered)	10 9 8 7 6 5 4 3 2 1
__ Activity (Game/song/poem/ story)	10 9 8 7 6 5 4 3 2 1
2. Explanation:	
__ Used Introductory/ beginning statements	10 9 8 7 6 5 4 3 2 1
__ Logically organised content	10 9 8 7 6 5 4 3 2 1
__ Interprets by giving examples or instances /paraphrasing/ reviewing prerequisites	10 9 8 7 6 5 4 3 2 1
__ Established cause & effect relationships	10 9 8 7 6 5 4 3 2 1
__ Uses appropriate vocabulary	10 9 8 7 6 5 4 3 2 1
__ Speaks with clarity & fluency	10 9 8 7 6 5 4 3 2 1
__ Uses Questions to assess pupil's understanding	10 9 8 7 6 5 4 3 2 1
__ Summarise the content/ arrived at the conclusion	10 9 8 7 6 5 4 3 2 1
3. Discussion:	
__ Appropriateness of the topic selected	10 9 8 7 6 5 4 3 2 1
__ Initiation of the students for discussion	10 9 8 7 6 5 4 3 2 1
__ Monitoring the progress of the discussion (keeping it logical, lively, interesting & exciting, pertinent to the topic,democratic)	10 9 8 7 6 5 4 3 2 1
__ Summarising	10 9 8 7 6 5 4 3 2 1
4. Narration/Story telling :	
__ Continuous presentation of ideas	10 9 8 7 6 5 4 3 2 1
__ Appropriate vocabulary	10 9 8 7 6 5 4 3 2 1
__ Presentation of ideas sequentially	10 9 8 7 6 5 4 3 2 1
__ Clarity, modulation, pause	10 9 8 7 6 5 4 3 2 1
__ Appropriate use of gestures and facial expression	10 9 8 7 6 5 4 3 2 1
__ Appropriate use of visual aids	10 9 8 7 6 5 4 3 2 1
__ Generates interest and motivation	10 9 8 7 6 5 4 3 2 1

5. Questioning:

	10	9	8	7	6	5	4	3	2	1
__ Clear, precise and relevant	10	9	8	7	6	5	4	3	2	1
__Uses appropriate voice (clarity, modulation , pause, tone, pitch)	10	9	8	7	6	5	4	3	2	1
__Appropriate use of gestures, body language	10	9	8	7	6	5	4	3	2	1
__ Uses prompts, seeks further information, refocuses and asks critical-awareness questions	10	9	8	7	6	5	4	3	2	1
__Accepts /rejects responses	10	9	8	7	6	5	4	3	2	1
__Adequately distributes questions among students	10	9	8	7	6	5	4	3	2	1
__ Relevance to the situation	10	9	8	7	6	5	4	3	2	1

6. Recitation:

	10	9	8	7	6	5	4	3	2	1
__ Relevant to the situation	10	9	8	7	6	5	4	3	2	1
__Creates interest, excitement	10	9	8	7	6	5	4	3	2	1
__ Proper use of rhythm	10	9	8	7	6	5	4	3	2	1
__ Clarity, pronunciation, tone, speed, modulation while reciting	10	9	8	7	6	5	4	3	2	1
__ Appropriate use of gestures, movement, body language and facial expressions	10	9	8	7	6	5	4	3	2	1

7. Use of Blackboard:

	10	9	8	7	6	5	4	3	2	1
__ Writes new points/pupil's responses	10	9	8	7	6	5	4	3	2	1
__ Draws neat diagrams/ sketches/ labels	10	9	8	7	6	5	4	3	2	1
__ Writes legibly, neatly and systematically with adequate space and size, and use of colour chalks	10	9	8	7	6	5	4	3	2	1
__Maintains continuity in communication while writing	10	9	8	7	6	5	4	3	2	1
__ Layout/ presentation of the matter on the black board	10	9	8	7	6	5	4	3	2	1
__ Posters and positions	10	9	8	7	6	5	4	3	2	1

8. Visual Aids:

	10	9	8	7	6	5	4	3	2	1
__Choosing the right type of visual aid	10	9	8	7	6	5	4	3	2	1
__Displaying the visual aid appropriately (time, place)	10	9	8	7	6	5	4	3	2	1
__ Focussing on the parts/ components of the visuals	10	9	8	7	6	5	4	3	2	1

__ Using appropriate gestures/ instrument	10	9	8	7	6	5	4	3	2	1
__ Choosing the background	10	9	8	7	6	5	4	3	2	1
__ Giving appropriate time for observation	10	9	8	7	6	5	4	3	2	1
__ Frequency of displaying the same or different visual	10	9	8	7	6	5	4	3	2	1
__ Presentation supplemented by explanation	10	9	8	7	6	5	4	3	2	1

9. Pupil's participation:

__ Secures and sustains pupil's attention through varied stimuli(eye contact, moving closer, smile, touch, visual aid)	10	9	8	7	6	5	4	3	2	1
__ Increases pupil's participation(responding and initiating) through asking questions, and using verbal and nonverbal cues and reinforcements.	10	9	8	7	6	5	4	3	2	1
__ Avoids confusions and chaos.	10	9	8	7	6	5	4	3	2	1

10. Global Assessment:

__ Verbal communication	10	9	8	7	6	5	4	3	2	1
__ Nonverbal communication	10	9	8	7	6	5	4	3	2	1
__ Classroom climate	10	9	8	7	6	5	4	3	2	1
__ Student-teacher interactions	10	9	8	7	6	5	4	3	2	1

LANGUAGE

1.1.3	**Focus Competency** (Area: Listening, Class I) Understands oral requests and simple instruction in familiar si
	Related Competencies
2.1.3	Answers simple questions requiring Y/N answers.
2.1.4	Asks simple questions.
3.1.1	Recognises common letters of alphabet in combination and si
3.1.2	Read large print and handwriting on blackboard, flash cards, e
3.1.3	Read aloud simple known words.
4.1.1	Copy consonants, vowels, matras and conjunct letters.
4.1.2	Write consonants, vowels, matras, and conjunct letters.
5.1.1	Recall simple information given in a short spoken text.
5.1.2	After listening, be able to answer questions of how/when/ whe
8.1.1	Understand and use simple polite formulas.
9.1.1	Be able to acquire reading comprehension vocabulary of app 1500 words.

From the area of EVS

- Identifies the main parts of the body.

- Shows due courtesy to elders, peers, etc.

- Identifies some important local land features.

- Recognises some common animals, birds and insects.

From the area of Maths

• Arranges number from 1 to 100 in ascending order and descending order.

• Writes the numerals from 1 to 100.

• Solves daily life problems.

LANGUAGE

2.2.4	**Focus Competency** (Area: Speaking, II standard) Seek information about familiar things.
	Related Competencies
2.2.3	Answer simple questions requiring full answers.
1.2.3	Understand oral requests, instructions, commands and qu familiar situations.
1.2.3 (EVS)	Appreciates why the house is an essential need.
3.2.3 (EVS)	Appreciates variety in occupations and its need.
5.2.3 (EVS)	Knows about the national flag.
3.2.1 (Maths)	Makes any value upto Re. 1 by using varying collections of

LANGUAGE

3.3.3	**Focus Competency** (Area: Reading, III standard) Read simple story books and other children's books.
	Related Competencies
2.3.2 (EVS)	Knows about the importance of some district level function DM, SP, etc.
4.3.6 (EVS)	Describes life of people of the district (a few selected exam
4.3.4 (EVS)	Knows about important physical features, climate, vegetal and industries of the district.
7.3.1 (EVS)	Understands functions of human body.
5.3.1	Locates main ideas in a spoken or written text.
5.3.2	After listening or reading a text, be able to answer question

	type.
6.3.1	Become aware of meaning relationship between words.
7.3.1	Be able to use children's illustrated dictionary where availal

4.4.3	**Focus Competency** (Area: Writing, IV standard) Write guided composition using paragraphs and punctuation
	Related Competencies
1.4.3	Understand series of oral instructions for performing an act
2.4.4	Take part in simple classroom discussion.
2.4.3	Describe unfamiliar things and objects.
4.4.1	Write neatly and legibly.
6.4.1	Understand simple functional rules of sentence construction
7.4.1	Be able to use junior dictionary where available.
8.4.1	Learn about difference between formal and informal languag
	Related Competency from EVS Any topic that lends itself to composition is suitable. * No correlation was found with Mathematics.

LANGUAGE

Focus Competency: Understands oral requests and simple instructions in familiar situations. 1.1.3

Task Analysis

Understanding can be checked		1 step
by observing desired/relevant	Instruction	2 steps
behaviour.		more steps

(Form and Essence)
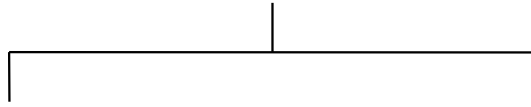
Oral request is a statement made to get a work done in favour. Oral request - One at a time
- Instruction to carry out a request (body language)

Familiar situation
- Home
- School, class, peer group
- Neighbourhood
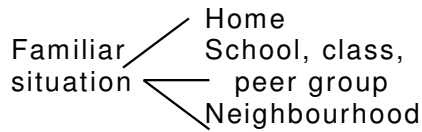
Instruction is a statement(s) to carry out an activity(ies)
• It also includes a statement(s) describing how to do it.
• It may involve a demonstration (body language)

Related Competencies

Request	Instruction
• shows due courtesy to elders (E	• Identifies the parts of the body
• arranges numbers from 1-100 (Maths)	• Write 1-100 numeral in both and descending orders (Maths)
	• Recognise common birds an (EVS)
	2.1.3: Answer simple questions requiring Y/N answers.
	3.1.1: Recognise common letters in combinations and singly
	• Identify local land features (EVS
	• Solves daily life problems (Math
	• Asks simple questions (Languag
	3.1.2: Read large print and hand blackboard, flash cards, etc.
	3.1.3: Read aloud simple known w
	2-step instruction

	4.1.1: Copy consonants, vowels, n conjunct letters.
	5.1.1: Recall simple info given i spoken text.
	5.1.2: After listening be able questions of who, when, where.
	8.1.1: Understand and use sim formulas.

LANGUAGE

Focus Competency: Seeks information about familiar things (Class II Speaking)

Task Analysis	Related Competencies
Seeking behaviour — meanings of words/ideas; to confirm perceptions/ clear ambiguities/ assumptions; curiosity; politeness - how?; Locating likely source of info - how?; Ask relevant questions - what?	2.2.3: Answer simple questions requiring full answers. 1.2.3: Understand oral requests, instructions, commands and questions in familiar situations. 1.2.3: Appreciates why the house is an essential need (EVS) 3.2.3: Appreciates variety in occupations and its need (EVS) 5.2.3: Knows about the National flag (EVS) 3.2.1: Makes any value upto Re.1 by using varying collections of coins. (Maths)
Familiar situations — home; class, school, peer group; neighbourhood	

ACTIVITIES FOR ACHIEVING THE COMPETENCIES

1.1.3 Understands oral requests and instructions situations. (Language)	
A1: The teacher makes a series of requests with a gestures and prompts them to carry out the reques	Introducing 'reques
• Will you please give me your book ? (shows the book,acts as if he is taking it, etc.) The student gives the book.	Understands 'requ
• Please bring four pieces of chalk from my room piece of chalk, four fingers and points at almost pushing the student out) the student brir	
• Please close the windows (shows windows a closing them) The student closes windows	
• Please keep your books/bag on the desk. (shov gestures) Students keep their bags on the desk.	Understands 'requ
A2: 1. Divide the class into pairs 2. Write four requests on the blackboard • Please give me your rubber • Please give me your toy • Please give me your math notes • Please give me your compass box. 3. Give them practice in making requests. 4. The students are instructed to practice in pai and responding to requests. Note: Give more formulae for practice that studen in outside classroom situations.	Understand 'reque Understand and us formulae
A3: The teacher introduces the parts of the body instructs the children to show the parts of their b show	Understands in Identifies parts of
A4: The teacher instructs the students to tell each. Writes them on the blackboard. Now he instructs them to arrange the numbe ascending and the descending order. The students	Understands instru Write numerals in and descending or

the instructions. The teacher asks questions like benches and desks are there in total, etc. The answer.	Solves simple prob
A5: The teacher instructs the students to make birds and animals in their neighbourhood. The ne students are asked to tell their list. The teacher the students where they saw those birds, anim; etc.	Understands instru 5.1.2: Answers qu ‘when’ and ‘where’
A6: Teacher writes ten difficult words on the gives the following instructions: 1. Read these words as 1 read (reads one by students read. 2. Copy these words in your note book. The stude	Understands instru 4.1.1 Copies consc vowels, matras anc letters. 3.1.1 Recognises l the alphabet in cor and singly.
A7: This activity could be conducted the day national festival. Give the following instructions: 1. Come to school in full uniform. 2. You should be here before 8.45 am. 3. You need not bring your school bags. 4. Practise national anthem at home. 5. When the flag is hoisted salute the flag. 6. If you have any doubt ask me for clarifications (The children ask questions the teachers answers) Now ask the students Yes/No type questions bas instructions given. 1. Do you have to come in uniform tomorrow? 2. Do you come at 10 O'clock as usual? 3. Do you have to practise the national anthem at 4. Do you clap when the National Flag is unfurled	Understand instruc Ask simple questic 2.1.3 Answer simp question requiring answers.

Focus Competency: Understands Oral Requests and Instructions in Familiar Situations

Activity	Competency
A1: Introductory requests	Understand requests
A2: Pair work	Understand requests Use of polite formulae
A3: Parts of the body	Understand instructions Identify parts of the body
A4: Counting numbers	Understand instructions; write nu ascending order and descending order Solve simple problems.
A5: Listing birds and animals	Understand instructions Answers 'when' and 'where' questions
A6: Copying	4.1.1 3.1.1
A7: National Festivals	Asks simple questions Answers simple questions

MODES OF COMMUNICATION (LANGUAGE)

A1: Oral

1. Discusses the need for making requests

2. Demonstrates - making a request with polite intonation
   - stress on words indicating politeness
   - stress on focused activity
   - uses bodily gestures

A2

1. Describes how the students should do pair work.

2. Demonstrates with another student - uses gestures

3. Observes students in action and gives feedback - oral

A3

1. Develops a discussion on different parts of the body.

2. Shows different parts of the body, labels them.

3. Instruct the students to show parts of the body.

A4

1. Discusses order of number. Gives examples.

2. Give instruction to say numbers, writes numbers on the blackboard.

3. Rearranges two or three of them in ascending order and descending order to exemplify.

4. Instruct students to arrange the numbers in ascending order and descending order.

A5

1. Talk about common birds and animals.

2. Instruct the students to observe and list the names of animals and birds seen in their neighbourhood.

3. Asks questions of type 'when' and 'where'.

A6

1. Gives instructions for copying.

2. Writes ten words on the blackboard.

3. Read the words aloud.

4. Gives feedback to students when they write.

A7

1. Discusses about the celebrations the next day.

2. Gives instructions.

3. Asks questions.

4. Checks and gives feedback the next day on how the instructions were carried out.

TIPS FOR RELATING COMPETENCIES

1. In some of the language competencies content is needed for practising. Choose the content from EVS or Maths.

2. Identify competencies that naturally go together. Eg: Listening and speaking.

3. Identify competencies that are to be practised in a sequence. Eg: Reading aloud and silent reading, writing and littering.

4. Identify the focus competency and analyse the other competencies, which could be developed along with it.

5. While teaching content subjects, identify which language skills are needed to transact the content. Cluster them.

6. Complexities of a competency may have to be divided into sub or related competencies.

TIPS FOR CONDUCTING ACTIVITIES

1. Establish effective rapport with the trainees.

2. Be clear about the objectives and the expected outcomes.

3. While observing an activity make detailed notes against pre-determined criteria.

4. Have a positive and encouraging attitude. Highlight the strengths, analyse the weaknesses along with suggestions to overcome them corrective measures.

5. Adhere to the time schedule allocated.

6. Make multiple copies of worksheets before hand.

7. Ensure the availability of support material needed like OHP, transparencies, pieces of chalk, writing paper, etc.

8. Be prepared to give a model in case of some skills like reading with proper intonation.

9. Choose the modes of communication in accordance with the nature and structure of the activity/content.

Inputs for Training

Major communication skills involved:

- Conversation

- Instruction

- Requesting

- Asking questions

- Gestures

- Blackboard writing

- Using appropriate intonation

Learning Experience

Ia. Viewing an A.V. programme on a conversation with children: General input on conversation.

(This could be recorded from a TV programme). The whole group

The group discusses the programme focusing on different aspects of a conversation with children.

Ib. Practice (practising conversation)

Conversation with children in a simulated condition.

Each group can be assigned 6-10 children from class I.

Conditions

- Out of the group, each trainee will talk to the children 2-3 minutes in turn.

- The topic remains the same. Choose a topic that suits the level of the children. Eg: Celebrating festivals.

- Teachers should use questions to develop the conversation.

- Teachers should not repeat sentences used by other teachers.

■ After all the teachers complete their chance, the observer gives feedback, focusing on desirable and undesirable qualities exhibited by the teachers. Comment on intonation and gestures.

[Writing Instructions]

II. The teachers are asked to write detailed instructions to be given while providing the learning experience for the focused skill. (1.1.3)

Instructions should be clear

simple

relevant

complete

sequential

Each teacher presents his/her set of instructions to the group. The group discusses them.

L.E.III: In this activity, each teacher is assigned a situation. He/she is asked to frame requests that are likely to be used in that situation. (Making Requests)

Eg: In a bank a person may have to request the manager for a favour, a clerk for some information, etc.

The teacher can write the request and get the language component checked by the trainer. Then they role play. Each trainee makes a request each to his/her colleagues. They respond.

The trainer/observer gives feedback depending on how the requests are orally presented. The responses given could also be used as an indicator of the effectiveness of the request made.

L.E.IV: Distribute the trainees a paragraph each. Ask them to frame as many questions as possible. They present their questions. The group discusses. (Asking Questions)

L.E.V: [Gestures and Blackboard Work]

■ Collect as many unfamiliar rhymes as possible.

■ Distribute them among the trainees.

■ One trainee enacts the rhyme. The others in the group guess the lines and tell.

■ Another trainee will write the lines on the blackboard.

■ The trainees change roles.

■ The trainer gives feedback after each performance focusing on the use of gestures and the blackboard work.

MATHEMATICS

1. **Focus Competency**: Demonstrates understanding of place value by expanding numbers 10-20 into tens and ones, and by impressing the expanded form as a two-digit number (1.1.4).

   Related Competencies

   • Understand oral requests and simple instructions in familiar situations (1.1.3 - Language).

   • Repeat simple sentences correctly (2.1.1 - Language).

   • Answer simple questions requiring one word answers (2.1.3 - Language).

2. **Focus Competency**: Demonstrates understanding of concept of multiplication as repeated addition with 2, 3, 4, 5 and 10 as factors (2.2.7).

Related Competencies

- Understand oral requests, instructions, commands and questions in familiar situations (1.2.3 - Language).

- Answer simple questions requiring full answers (2.2.3 - Language).

- Copy words and sentences (4.2.1 - Language).

3. **Focus Competency**: Recognises and classifies various solids in the environment with their geometrical names (eg. cuboid, sphere, cube, cone, cylinder). (5.3.1)

Related Competencies

- Understand oral instructions for playing games, carrying out simple activities (1.3.3 - Language).

- Describe familiar things and objects (2.3.3 - Language).

- Identifies common materials on the basis of some easily observable properties, eg. Colour, texture and hardness (9.3.1 - EVS).

- Classifies given materials according to these properties (9.3.2 - EVS).

4. **Focus Competency**: Adds and subtracts simple proper fractions with same denominators. (4.4.6)

Related Competencies

- Understand series of oral instructions for performing an activity (1.4.3 - Language).

- Write neatly and legibly (4.4.1 - Language).

TASK ANALYSIS

1. **Focus Competency**: Demonstrates understanding of place value by expanding number 10-20 into tens and ones, and by expressing the expanded form as a two-digit number (1.1.4).]

   a. Able to count numbers up to 20.

   b. Recognises the numerals 1 to 9 and 0.

   c. Matches the number of objects (1 to 9) with numerals.

   d. Groups given objects into sets of 10s.

   e. Tells how many 10s and one are there.

   f. Matches number of 10s and number of ones in a given two digit number from 1 to 20.

   g. Expands a given two digit number ≤ 20 into 10's and one's.

Related Competencies

- Understands simple instructions of the type → count, pick-out, separate, match numerals, with objects, etc.

- Repeats simple sentences.

- Answers simple questions like: What is the numeral in ten's/unit's place?

2. **Focus Competency**: Demonstrates understanding of concept of multiplication as repeated addition with 2, 3, 4, 5 and 10 as factors (2.2.7).

   a. Addition of given number (2, 3, 4, 5 and 10) for specified number of times (2-10).

   b. Expresses orally the number of times the given number (2, 3, 4, 5 and 10) is added.

c. Recognises the mathematical way of representing the repeated addition using (x) symbol.

d. Reach the written form of four plus four plus four as three time four. For eg: Reads 4+4+4 as three times 4.

e. Writes/Represents the repeated addition of a number in the multiplication form. For eg: writes 4+4+4 as 4x3.

f. Explicitly state the number in multiplication form. For eg: reads 5x3 as three times 5.

g. States 5x3 means 5 added three times and writes as 5+5+5 and vice versa.

ACTIVITIES

Activity 1: A student is asked to count 20 of his classmates in his class by touching each one's hand and count aloud.

Activity 2:

• Teacher is required to prepare set of flash cards with numerals   (0 to 9).

• Teacher provides instruction to the student regarding the activity.

• Teacher calls randomly two students to assemble inside a circle.

• Asks the others (one) to count the students in the circle and pick up the corresponding number in the given flash cards.

• This procedure is repeated with different number of students in the circle.

• To understand the concept of zero, a student is also asked to count the students in the circle when no one is there in the circle.

Note: This activity can be modified by using different objects such as beads, books, sticks to bring variety as well as can be carried out as small group activity.

Activity 3

- The teacher draws two blocks; labels them T and V representing the ten's place and other with place.

- The teacher instructs the student regarding the capacity of U block (v) - U block has a capacity of only a student and hence cannot hold more than 9 students.

- The teacher demonstrates the activity by calling one student and asks him to stand, etc. its no., the unit block and simultaneously write the number on the blackboard.

- This process is continued till nine students are accommodated in the unit block.

- When the 10th student is called teacher elicits the major condition of the game (since the unit block cannot accommodate 10) the whole group is asked to shift to the tens block. Here, the teacher also elicits that there is none in the unit block and there is one group of 10 in the ten's block. This number (10) is indicated on the blackboard/flashcard in a columnar form.

- The tens students in the ten's block are instructed to hold each other's hand to represent one group.

- Subsequently this procedure is carried out with addition of more number of students in the unit's place. This procedure is repeated for numbers 11 to 19 - Simultaneously the nos. are written on the blackboard.

- When the 20th student, recall rule of the game or follow the previous, is called for, the second group of 10 students are asked to shift to the tens block.

- The students are questioned as how many 10 groups are present in the ten's block and how many in the unit's block. This number (20) is written on the blackboard.

Activity 4: The above activity can be carried out to represent numbers from 20 to 10 in the reverse order.

- Here the teacher asks the student recall the condition of the game that when one student leaves the 10's group then the remaining group of nine should shift to the unit's block.

Note: The same activity can be undertaken in small groups using objects like sticks, heeds, marbles, etc. as a next learning experience.

Activity 5:

- The teacher instructs the students on the activity.

- The teacher can write any number from 0-20 on the blackboard.

- The teacher asks the required number of students to assemble in the blocks - Here, specific instructions are given that 1st the unit's block need to be filled and later the ten's block.

- This procedure must be continued for different numbers.

Activity 6

- The teacher writes the number on the blackboard.

- The student is asked to recognise the numerals of that are placed in the tens and unit place.

Activity 7

- Teacher provides learning experiences to students such that they are able to transform numbers from

  → symbolic to written form and

  → written to symbolic form

  → 16 – one items and six units 10 + 6

  → 5 – zero tens and five units

Eg: Two tens   = 20

    One ten and 6 units   = 16

    Zero tens and 5 units   = 5

FC: 1.1.4

Activity 1: A few students are asked to count aloud a specified number (10 to 20) of his classmates by touching each one's head.

FC 1a → understand instruction containing two actions 'count aloud'; 'touching each one's head'.

Note: The above activity should be done with objects also in small groups.

Activity 2

(i) Teacher asks a few students (any no. from 1 to 9) to stand inside a circle drawn on the floor. Asks any one of the remaining students to count aloud no. of students standing inside the circle and then pick out the flash card containing the number. Ask another student to verify whether the first student is correct. Repeat the activity for all nos. (i.e. 1-9 in random order).

FC 1a,b, c

■ Understand instruction containing two actions. 'count aloud'; 'pick out matching flash card'.

(ii) Teacher asks a few students to pick out the flash card containing numerical representing the situation 'no student inside the circle'.

(iii) Teacher repeats the activity (1) once or twice for any nos. between 10 and 20.

FC 1a and others as in (i) (Evaluation as a prelude to next

activity.)

Note: Activity 2 can be modified by using other different objects (i.e. beads, books,) and can be conducted as small group activity also.

Activity 3: Teacher draws two rectangles on the floor and labels as T and the other U as shown here.
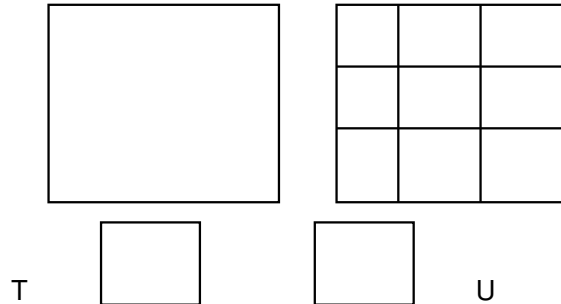
Then teacher instructs the students that the students he names should come and stand in a cell in U block. He also tells that any one who is named cannot have a place (or empty cell) announce it. He then names 10 students one by one. After naming each one, and after he/she occupies a cell in U block asks 'how many' are there in U block elicits the answer and writes one number on blackboard as indicated.

Eg:

T   U

Next, the 10th student announces that there is no vacant cell in U block, elicits that '9' is the greatest number that can be written in U block. Then teacher asks all the 10 students to move to T block and stand close to each other holding each other's hands. Asks 'how many groups of 10 students are there in T block'. Elicits the answer and writes '1' in T block on blackboard. Elicits that '0' should be written in U block. Repeat the process for nos. 11 to 20.

FC 1,d, e, f

- Understand simple instruction containing one action

- Answer simple questions

- Repeats simple sentence.

Activity 4: Teacher narrates the condition that only groups of ten students should stand in T block; others if there are any should stand in U block per cell. Repeat the

- modified process of A3 taking nos. in reverse order (i.e. 20 to 10).

- Teacher writes nos. on blackboard, students stand in appropriate blocks to represent written no.

Note: This activity can be undertaken in small groups using objects like beads, etc. as a next learning activity.

INPUTS FOR TRAINING

Activity 1: Step 1

- All the participants are given hand outs containing the name of the focus competency, learning experiences and communication strategy.

Step 2: The trainees are given 10 min time to read the handouts and think over it.

Step 3:

■ The resource person introduces and explains the layout of hand out.

■ The resource person explains there on what each one, individually has to do in order to develop required inputs needed to provide learning experience using the communication strategy suggested. If necessary Resource Person demonstrates taking example from the hand out.

(Note: Each participant must individually work out inputs for activities 3, 4, 5 and 6: One hour time period is given to plan his inputs in writing.)

Step 4

■ The trainees are then formed into groups (five groups of six each), each group to be lead by a facilitator. Groups are to be allotted separate classrooms with blackboard.

Step 5

a. The resource person instructs the group activity - each one of the group members is to execute the prepared plan is the simulated setting. The others and the facilitator observer and note their comments referring to evaluating criteria prepared in package I. (Time required: 10 min per individual, total time = 60 min).

b. The facilitator to initiate the discussion: Comment on performances and enable the group to produce a final input report or plan. (Time required: Max. 1 hour).

Step 6

■ All the groups resemble and each group present their reports, followed by discussion and modification; refining of the reports are made.

■ Trainees reassemble in small groups and refine their reports in the light of general discussion.

Step 7

■ The resource person explains the next take to be undertaken by each group: preparing/plan of inputs in writing through group discussion for activities 1, 2 and 7 (10 min).

Step 8: The groups divide and prepare the reports.

Step 9: Reassemble the groups and presentation of the reports by the groups.

Reasons for Selecting the Related Competencies

Tips to the Trainer

1. Trainer should impress upon the trainees the following points:

• Need for taking cognisance of competencies to be developed in children through teaching of other subjects and introduce suitable elements in his teaching strategy to enhance/strengthen/nurture them wherever it is possible to do so naturally. This implies that every teacher should be aware of MLLs of subjects other than the one he is teaching.

- Need for making conscious effort for identifying such of those competencies, which can be naturally related to the focus competency (i.e. MLL) he is trying to develop. These may be listed as related competencies.

2. Trainer may use the material provided in the package to discuss the above mentioned.

3. Trainer must insist on trainees doing a similar exercise when they take up an MLL as focus competency for developing learning experiences and designing communication strategy.

Tips for the Trainee to Facilitate the Effectiveness of the Programme

- Trainer should ensure the active involvement of the participants.

- He/She should elicit information rather than providing it.

- S/He should maintain a cordial and lively atmosphere without damaging the self-esteem of the participants.

- S/He should ensure that the required materials are available in sufficient quantities.

- S/He should discuss with the participants and clarify the doubts.

- S/He should time conscious and ensure completion of the activity within the allotted time.

- S/He should adhere to the spirit behind the training package and refrain from advocating his personal viewpoints.

- S/He may conclude each day's deliberation with a brief review at the end of the day. Also, start the next day's programme be recalling briefly the previous day's deliberations.

Focus Competency: (MLL 1.1.4) Demonstrates understanding of place value by expa
and by expressing the expanded form as a two-digit number.

Learning Experience	Comr
Activity 1 (A) A few students are asked to count aloud a specific nu 20) of his classmates by touching each ones head. (No the process teacher to identify achievers)	(i) Oral instruction (ii) Ensuring understanding (iii) Re-explain with demon: (iv) Giving feedback about
(B) Class is divided into small groups of not more than : each lead by a achiever selected in the previous acti group is to repeat the previous activity using the se objects. Group leaders to ensure that everyone counts by repeated practise if necessary.	(i) Oral instruction to the cl (ii) Ensuring understand questions/forming one g (iii) Oral instruction to the leader. (iv) Ensuring understanding
Activity 2 (A) A few students are asked (any number randomly chos stand inside a circle drawn on the floor. Any one of the students is asked to count aloud the number of student inside the circle and then pick out the flash card cont number (or show the number on a chart). Another studer to verify whether the first one has performed correctly. be repeated for all numbers from 1 to 9 in random order	(i) Oral instruction followed (ii) Ensuring understanding (iii) Re-explaining if necess (iv) Using flash cards/chart (v) Giving feedback during
(B) A few students are asked to pick out flash card numeral or show on the chart the numeral represe situation 'no student in the circle'. (Note: These activities (A and B) can be conduc objects/in small groups)	(i) Oral instruction (ii) Reinforcing the learning (iii) Using flash cards/chart

(C) Activity (A) is repeated once or twice for any number b and 20.	Same as that of activity (A)
Activity 3 (A) Teacher draws two rectangles on the floor, labels one the other as T as shown below.	(i) Teacher draws the floor/blackboard for (A).

T   U

Teacher draws a tabular column on blackboard as sho
[Note 21 vacant cells in each column]

T   U

(B) One student leader calls names one of his classm named student comes and occupies a vacant ce rectangular block labelled U. Teacher elicits the n students in U block, and writes the number in a cell in The process is repeated until a student says 'no vacant in U block for me to stand on'.	(ii) Teacher explains what the activity. (iii) Teacher ensures un questions (by conducting (iv) Teacher writes the no eliciting answers what n (v) Ask questions with resp (vi) Fort part (D) instruct o a place in U block and performance, re-explain (vii) Teacher asks question (b), (c) and (d) of part D process. (viii) Teacher writes the ap on blackboard. (ix) Repeat strategies (i) to
(C) Teacher elicits the maximum number of students th accommodated in U block. (D) Nine students standing in U block are asked to move t T block along with 10th student who could not find a pla each others hand and stand close to each other as a g few others to tell (a) number of GROUPS found in T number of students in U block, (c) in which colum blackboard which numeral is to be written to repr concrete situation, (d) meaning of GROUP in this contex	

(E) Repeat the activity (part A, B, C, D) with the fol numbers 11 to 20.	
Activity 4 (A) Two groups 10 students are asked to stand in T bloc representing the situation is written on blackboard by te numerals in appropriate columns after eliciting from stud	(i) Teacher instructs. (ii) Teacher asks questions (iii) Teacher writes the num
(B) One student of one group in T block is asked to go o are asked to redistribute themselves in T and U block only groups of ten students are found in T block. After completion of the task number representing the situatior on blackboard.	(i) Teacher instructs/explai standing through questic (ii) Teacher asks questions
(C) Repeat (A) and (B) for every number from 18 to 0 in d order. [Note: This activity can be conducted in small gr objects]	As in (A) and (B).

Activity 5
Teacher writes a number (0 to 20) at random on blac
student reads the number, selects that many classmates.
asked to stand in appropriate blocks T and U taking care t
only groups of ten only stand in T block.
	(i) Teacher instructs about
	    are expected to do.
	(ii) Ensures that students h
	    questions and re-explair
	(iii) Give feedback after ea

Activity 6 Students are asked to recognise the numeral in tens plac numeral written in units place of a two digit number blackboard without using the column table.	(i) Teacher asks questions.
Activity 7 (A) Students are asked to expand a two-digit number	(i) Teacher explains with de

written on blackboard in terms of tens and ones. Eg: 19 → 1 ten and 9 units (B) Students are asked to recognise the number on a chart orally stated by the teacher in the expanded form. Eg: One ten and five units → 15	(ii) Teacher asks questions (iii) Uses chart. (iv) Provides feedback.

ENVIRONMENTAL SCIENCE

You have to arrange a field trip for students to some important public places in your town. [MLL 2.2.1]

I. Pre-Activity

1. Choose a few public places around your school. Think: Why did you choose these places over the others?

2. List a set of instructions you will give your students before the visit.

3. To Trainer: Make groups of 6

Group: Discuss the criteria and instructions, which you listed among yourselves and arrive at a consensus.

Communication competency developed in 1, 2, 3 - Writing, Discussion.

II. Activity

Frame a set of instructions you will give your students during the visit.

• to manage the group (discipline)

• to indicate what to observe

• to record their observations

Giving Instructions - Oral

III. On return from the visit, what questions would you ask your students elicit the places they visited, the observations they made and the questions they recorded.

Asking Questions

IV. Prepare picture cards/line diagrams of public places.

- Sketch on the board the layout of these public places.

- Stand at the back of the room and evaluate your drawings.

Drawing, Sketching

Show the cards to your students. Make them identify the public place you are showing to them. Show some cards of private places. Make them differentiate public places/private places. Encourage the students to define public place.

Demonstration: Asking questions, Discussion

V. List the people who perform different functions

Name of the public place	People	Function

VI. To the trainer: Divide the people into groups.

Objective of role-play is to describe the situation/process in a post office.

Each group selects a public place for role-play and enact it.

Post Office: **Time: 5 mins**

1. List the people in the post office.

2. Each person identifies with one character in the post office.

POST-MASTER   POST MAN   CUSTOMER 1

CUSTOMER 2

CUSTOMER 3

POST MASTER - You have a set of post cards polite in answering the questions. You will instruct the postman to classify and arrange letters, put them in a leaf and seal it.

POST MAN: You will seek clarification from the POST MASTER as to how to arrange the letters. You will arrange the letters accordingly.

CUSTOMER 1 TO POST MASTER: You want to buy a post card.

CUSTOMER 2: You ask when the postbag would be reaching the Taluk Office.

CUSTOMER 3: You ask when your letter would reach CHENNAI?

VII. The other participants are observers.

ROLE OF OBSERVERS

1.

2.

3.

ENVIRONMENTAL SCIENCE

Standard I

Focus Competency: 1.1.1 identifies the main parts of the body.

Related Competencies

1.1.1 Counts from 1-20 using objects and pictures. (Mathematics)

Uses suitable vocabulary to name the parts (L)

Recite the rhyme to depict the name of parts (L).

Standard II

Focus Competency: 2.2.1 Identifies important public places such as the school, panchayatghar, etc. in the locality and knows their importance.

Related Competencies

Description of the village where the student lives (L).

Counts the number of houses, streets, etc. (M).

Standard III

Focus Competency: 4.3.1: Draws a sketch of the classroom and a freehand sketch map of school and locality or part of it. (M)

Related Competencies

3.3.5: Demonstrates understanding of relationship between metres and centimetres. (M)

3.3.6: Adds two lengths of metres and centimetres without conversion. (M)

3.3.7: Finds the difference between two lengths of metres and centimetres without conversion. (M)

3.3.8: Estimates lengths of familiar objects and short distances not exceeding 5 metres in non-standard units. (M)

5.3.1: Recognises and classifies various solids in the environment with their geometrical names (eg. cuboids, sphere, cube, cone, cylinder). (M)

5.3.2: Draws plane shapes, e.g. square, rectangle, triangle and circle using objects, which have straight or curved edges. (M)

Standard IV

7.4.1 (Focus Competency) Classifies foodstuffs according to nutritive functions and understands the need of balanced diet.

Related Competencies

EVS-I

4.4.5: Understands distribution of main crops (in the context of climate and terrain), important occupations and location of industries.

TASK ANALYSIS

Standard I

1.1.1 (Focus Competency): Identifies the main parts of the body.

Description: The student will be able to identify the main parts of the body (head, eyes, ears, nose, mouth, teeth, tongue, hands and legs) and relates them with their functions.

Task Analysis

a. Name the parts of the body.

b. Locates the particular organ in relation to location of other organs of the body.

c. Generalises that others also have similar body parts.

d. Sees the relationship between the main parts of the body and their respective functions.

Standard II

2.2.1 (Focus Competency): Identifies important public places such as the school, panchayatghar, etc. in the locality and knows their importance.

Description: The student should know his locality and the public places (school, temple, primary health centre, post office, shops, village panchayat) in his locality and their importance. Child lists down the names of the people by their profession and their roles in each of these public places.

Task Analysis

a. Locates his house in relation to other places around.

b. Names the public places in his locality.

c. Points out the importance of each of these public places.

d. Lists out the people normally associated with each of these public places.

Standard III

4.3.1 (Focus Competency): Draws a sketch of the classroom and a freehand sketch map of school and locality or part of it.

Description: The child learns to draw the sketch/outline of the classroom, and of his school, uses appropriate symbols to mark the direction and the places, name the roads and lanes in the locality and also the approximate distance between the places.

Task Analysis

a. Draws an outline of his school layout and marks the direction and locates his classroom in relation to the other classrooms, office room.

b. Identifies the school and the direction in which it lies in relation to other public places in the locality.

Standard IV

7.4.1 (Focus Competency): Classifies foodstuffs according to nutritive functions and understands the need for balanced diet.

Description: The student learns about the importance of food and classifies food constituents into energy producers, body builders and protective food, student learns about the importance of balanced diet and also sees relationship between a balanced diet and occupation/age of people.

Task Analysis

a. Reasons out the need for food.

b. Lists down the various foodstuffs normally consumed at home.

c. Recalls the three major groups of food constituents (energy producer, body builders, protective food).

d. Classifies the food items into the three major categories of food constituents.

e. Cite examples of food items for three categories of food items.

f. Identifies the sources of energy giving, bodybuilding and protective foods.

g. Recalls the meaning of balanced diet.

h. Differentiates between mixed food and balanced food.

i. Sees relationship between the occupation and age of people and the type and amount of food nutrients to be consumed.

LEARNING ACTIVITIES

Standard I

1.1.1 Focus Competency: Identifies the main parts of the body.

a. Name the parts of the body

1. The teacher demonstrates by pointing out to the parts of the body and names them.

2. Teacher uses a printed coloured chart of the human body and introduces the parts of the human body (reinforcement for 1).

3. The student is asked to recognise the parts of his body.

4. The student is asked to identify and name the parts of the body of his friend.

5. Chorus rhyme on number and parts of the body.

b. Locates the particular organ in relation to other parts of the body.

1. Use cutouts made of low cost materials of each part of the body (leaves, pebbles, seeds, sticks).

2. Assembles the cutouts to locate the organs.

3. Indicates the organs missing in an incomplete picture.

4. Recite the rhyme with action.

5. Uses plasticine to identify and locate parts of the body.

c. Generalise that others also have similar body parts

1. Teacher uses list of questions to enable students to generalise that all human beings have same number and parts of the body.

d. Sees the relationship between the main parts of the body and their respective functions

1. Children can be made to realise the functions of the body through demonstration and various other activities.

 ■ blind folding the children

 ■ holding the objects

 ■ shutting the ears, etc.

Related Competencies

1. By showing the pictures, the child will be made to count the number of organs (either existing or missing).

2. Uses appropriate vocabulary to name the parts.

3. Recite the rhyme to depict the names of the parts of the body.

Standard II

2.2.1 (Focus Competency): Identifies important public places such as the school, panchayatghar, etc. in the locality and knows their importance.

1. Name the public places in his locality

   The children are asked to name the public places in their locality in terms of relative distance from their house (nearest to farthest).

2. Lists out the people normally associated with each of these public places

Student lists down the public places and the activities of the people associated with these places (public health centre: doctor, nurse, health visitors; temple priest; post office: post master, post man; panchayat: village panchayat officer; animal husbandry).

3. Points out the importance of these public places.

Through pictures, the public place and people are identified by their profession.

Related Competencies

1. Uses non-standard units of measurement to point out the distance of the public places (3.2.2) (M).

2. Lists out the different occupations of the people in his locality. (3.2) (EVS).

3. Lists out the public servants like post man, health visitor, anganwadi workers, agricultural extension officers, etc.

4. Describe briefly in their own words about the public places in their own words. (L) (4.2.3)

Learning Experiences	Competen
Teacher organises a field trip for students to id important public places:	
1. Provides instructions as to what is to be carried, interviewed and recorded during the field trip.	1. Students follow the instructions
2. Conducts the field trip to the public places.	2. Observes, interviews and recor
3. (Follow-up) Assembles the students in the class asks each student to list the various places v things observed and information collected.	3. Listing, describing.
4. Teacher presents picture cards related to the pul and asks students to identify them.	4. Identifies, discriminates, differe
5. Based on the observations made by the student elicits why the places visited are known as public	5. Recognises that public places ■ differentiates between a p place.
6. Teacher refers back to picture and the visits. Tea students to observe the pictures and recall peop functioning there.	6. Recall the people in their respe
7. Eg. Post office: Teacher asks three-five student act as the postmaster and postman, and othe will act as the customers. Teacher provides ins each of these students in the role-play as to should do.	7. ■ students follow the instructions ■ students perform their respecti ■ others observe the roles playe ■ raises questions and seeks cla

■ Role-play is followed by discussion.
■ Teacher assigns roles to different sets of st
  rest of the public places (This activity wil
  specific).
■ Each role-play is followed by discussio
  classroom.
	■ performs the roles with respec
	  discusses with the teacher.

Modes of Communication

I. Focus Competency: Teacher organises a field trip for students to identify the important public places.

1. **Oral Communication**: Teacher provides instructions as to what is to be carried, observed, interviewed and recorded during the field trip.

   a. Teacher specifies a public place like post office and asks the students to carry a notebook, a pencil, water bottle, etc. Teacher crosschecks with the students by asking questions of comprehension. Teacher mentions the leader he appoints in the group.

   b. Teacher asks students to observe the instructions written in the post office.

   c. - to observe the activity of the post master and the customers.

      - to ask them questions like 'How the letters are despatched ?',
        How long does it require to reach a particular destination.

      ■ asks students to draw line drawings of the objects seen and to write certain objects they came across in each of the public places.

      ■ teacher gives similar instructions regarding other public places like hospitals, panchayatghat, etc.

2. **Conducting the field trip to the public place**

   a. Teacher instructs students to observe discipline while observing and interviewing.

   b. Encourage those students who have not spoken to open up.

3. **Follow-up**: Holds a discussion in the class regarding the places visited, things observed, points noted, etc.

4. Teacher gives examples of private and public places and asks students differences between public and private places (charts or blackboard diagrams will be made use of).

5. Teacher helps students recognise that public places are places accessible to all.

TRAINING INPUTS

I. A. Each trainee is asked to draw up:

    1. a set of criteria for choosing the public places for the visit.

    2. list a set of instructions to be given before conducting the visit.

   B. The trainees are divided into group and are asked to discuss the criteria and the instructions, and arrive at a consensus regarding both.

II. During the visit, the trainees will manage the group indicate the points to observe and record their observations (in one or two words) and questions.

III. The trainer assembles the trainees and asks them to

- list down the places visited

- observations made

- questions recorded

The trainer can discuss with the group and highlight the important points.

IV. Trainees develop picture cards using line diagrams or otherwise of public places. Trainees are made to sketch on the board keeping a layout and composition in mind. They can stand at the back of the room and evaluate their own drawings. The trainers are to show the cards/diagrams to the trainees and ask them to identify the public place and private place. Trainer encourages them to define a public place.

V. Trainees are asked to list the people who perform different functions in the public places. Trainees are asked to list down the different work (functions) of the people in the public place.

VI. The trainees are divided into groups and each group is asked to select a public place for role-play. E.g. Post Office: The trainees in group (one) are asked to identify themselves with various characters who are involved in the post office. One would be the post master, one post man and others customers.

The following instructions may be given to each of the role players

Post Master: He will have a set of post cards/covers, etc. and will be polite in answering the questions. He will instruct the post man to classify and arrange letters and put them in a bag and seal it.

Postman: Asks for clarification from the post master regarding the arrangement of the letters and will perform the task.

Customer 1: Will ask for a post card and its price.

Customer 2: Will ask as to when the post bag will be despatched to the taluk office.

Customer 3: Will ask as to when will his/her letter reach the destination (Chennai, Colcatta), etc.

For next five minutes, each member of a group is asked to enact the roles that they have taken up. (The other trainees will be the observers). When they are performing, all others would be observers.

■ Each group is asked to evolve a set of criteria of performance taking into consideration the performance of other groups like:

• setting for the role play.

• ease with which a role is performed.

- ease with which change over of roles takes place, etc.

Tips to the Trainer

1. The trainer will contact the post master/temple priest/panchayat member before conducting this activity.

2. Trainer would have got prior permission of the head of the institution to conduct the visit.

3. Trainer will ensure that the students walk in a line and take care that students do not move out of the group.

4. Select the leader to lead the group.

5. Trainer can keep the picture cards handy to show to the trainees.

6. **Role Playing**

   a. While enacting, simple things like cap or a stick or an old bag might enhance effectiveness of the roles (those which are available in school and surroundings).

   b. Ask trainees to imagine themselves to be a post master/ customer, etc. and act out.

   c. During discussion, the trainer will moderate the discussion by asking students to raise hands when they have questions to ask. Trainer will give chances to all one by one and will see that two do not speak together.

While selecting the focus competency the following points were kept in mind

- The villages
- Most of the children will have seen these places on and off while coming to school.

Related Competencies

1. Student will be able to follow instructions, observe, narrate and explain.

2. Children have a natural tendency of enacting situations/people and hence role-play was chosen.

List Of Schools, Teachers And Observers For Field Validation

I. Kaveripattanam Block, Dharmapuri

	Name of the Sc	Name of the		Name of the Obs
	PUMS, Ramapuram	N. Logeswari		M.V. Murali, MDO
	PUPS, Nattanmaikot	D.N. Dhanase		M.V. Murali
	PUPS, Chinnamuthu	B. Jothi		M.V. Murali
	PUPS, Nadupaiyur	Arulmozhi		B. Kumaresan, BRC
	PUPS, Jinna Road Kaveripattanam,	Jeeva		B. Kumaresan, BRC
	PUPS, Thimmapuran	Sahaya Mary		B. Kumaresan
	PUPS, Sundekuppan	K. Vasanthi		A. Subramaniam, DI
	PUPS, Malayandaha	Ganesan		A. Subramaniam

| | PUPS, Sowlur | P. Dhana laks | | A. Subramaniam |
| | PUPS, Karukkachava | Pushparani | | A. Subramaniam |

II. Bargur

	Name of the Sc	Name of the		Name of the Observer
	PUPS, Mallapadi	A.S. Violocha		D. Mohan, DIET
	PUPS, Sigarapalli	M. Sasikala		D. Mohan
	PUPS, Chinnabargur	Alphonsa Ma		D. Mohan
	PUPS, Bargur	R. Thersa		D. Mohan
	PUMS, Madepalli	S. Lourdha M		D. Mohan
	PUPS, Orappam	C. Benedicta		G. Anbumani, DIET
	PUPS, Thesupalli	P.N.K. Jayap		G. Anbumani
	PUPS, Kalikoil	A. Arulmozhi		G. Anbumani
	PUPS, Chinthagamp	C. Arokya Ma		G. Anbumani
	PUPS, Varattanapall	N. Narasimm		G. Anbumani

III. Krishnagiri Block

	Name of the S	Name of the '		Name of the Obs
	PUPS, Kammampa	P. Vasanthi		G. Virutha Sarani, DI
	PUPS, Mallinayana	K. Udhayan		G. Virutha Sarani
	PUPS, Peria Mottu	P. Vishwanatha		G. Virutha Sarani
	PUPS, Kattinayana	Anjala Mary		G. Virutha Sarani
	PUPS, Gittampatti	R. Radha		G. Virutha Sarani

	PUPS, Peddathala	Marakadam		S. Shanthi, DIET
	PUPS, Kattiganapa Pudur	Lilly		S. Shanthi
	PUPS, Madepatti	Dayala Mary		S. Shanthi
	PUPS, Jagir Venkattapuram	Jeyanthi		S. Shanthi
	PUPS, Kondepalli	Vani		S. Shanthi

I. Karvetinagar Mandal, Chittoor

	Name of the S	Name of the T		Name of the Obs
	M.P. Ele. School Gunta	K. Usha Rani		C. Vijaya Kumari, DI
	M.P. Ele. School Annara	Gurappa		"
	M.P. Ele. School Padirikappam	G. Marisubra- n		"
	M.P. Ele. School Pedda Harijanawa	K. Venkataratna		"
	M.P. Ele. School Rajala Kandriga	K. Venkatesaiah		"
	M.P. Ele. School Padma Sarassa Karvetinagar	P. Anand Manda		"

II. Puttur Mandal, Chittoor District

	Name of the S	Name of the Te	Sto	Name of the
	M.P.V.P. School (	M.K. Subramanyan	V EV	R. Nirmala DIET
	M.P.V.P. School (	Smt. A.V. Hemalath	III EV	R. Nirmala
	M.P.V.P. School (	Smt. P. Leelavathi	IV Te	R. Nirmala
	M.P.V.P. School (	Smt. M. Lakshmi D	V Tel	R. Nirmala

	A.K.M.P.V.P. Sch	M. Munaswamy Red	V EV	R. Nirmala
	A.K.M.P.V.P. Sch	Smt. V.H.M.S. Sara	V Eng	R. Nirmala

III. Vedurukuppam, Chittoor District

	Name of the S	Name of the		Name of the Obse
	M.P. Ele School E.Garigadona Villa	D. Mohan Raju		K. Sankaraiah DIET
	M.P. Ele School R.K.M. Puram Vill	S. Yasoda		"
	M.P. Ele School Mambedu Village	S. Purushotha		"
	M.P. Ele School T.R. Puram	K. Haribabu		"
	M.P. Ele School G.V. Palle	B. Manjula		"
	M.P. Ele School Peddapotuchenu	S. Damodaram		"

IV. Narayana Vanam, Chittoor District

	Name of the	Name of the Tea	Std.& S	Name of the
	MPES N`Vanam	S.T. Lokanatha Char	5 Engl	V. Ranga Red
	MPES N`Vanam	C. Munikrishna	5 EVS	"
	MPES, Tiruva	P. Venkataramanaia	4 Mat	"
	MPES, Keelag	E. Chamundeshwari	3 EVS	"
	MPES, V.K. P	D. Geervani	2 EVS	"
	MPES, Keelag	P. Parthasarathi	¾ EVS (Multigr	"
	MPES, Sarad	A. Suresh Babu	5 Engl (Extra)	"

V. Nagari Mandal, Chittoor District

	Name of the	Name of the Tea[c]		Name of the Obs
	M.P. School, N South	S. Ramamurthy Reddy S.G. Asst.		Dr.P.S. Geethanath DIET, Karvetinagar
	M.P. School, N South	Smt. Padmaja S.G. Asst.		"
	M.P. School, N	C. Balakrishnaiah S.G. Asst.		"
	M.P. School Chinthdapetta	M. Gunasekhar S.G. Asst.		"
	M.P. School, Keelapattu	Smt. T.M. Chitra S.G. Asst.		"
	M.P. School Meerasaheb P[	Smt. J. Ramaa S.G. Asst.		"

OBSERVATIONS IN CHITOOR DISTRICT (A.P.)

	Name of the Obs[	Number [of] Observati[ons]	Mandal
	Dr. P. S. Geetanath DIET, Karvetinagar	6 (3+3)	Nagari
	C. Vijayakumari DIET	6 (5+1)	Karvetnaga[r]
	R. Nirmala DIET	6 (2+4)	Puttur
	K. Sankaraiah DIET	6 (4+2)	Vedurukuppa[
	V. Ranga Reddy DIET	6 (4+2) (1 extra	Narayanavan[a]
	Total	**31**	

OBSERVATIONS IN DHARMAPURI DISTRICT

	Name of the Obs[	Number Observati[	Mandal
	M.V. Murali, MDO DPEP	3	Kaveripattin[a
	B. Kumaresan, BRC	3	Kaveripattin[a

	DPEP		
	A. Subramaniam, DIET	4	Kaveripattina
	D. Mohan, DIET	5	Bargur
	G. Anbumani, DIET	5	Bargur
	G. Virutha Sarani, DIE	5	Krishnagiri
	S. Shanthi, DIET	4	Krishnagiri
	Total	**29**	