

Nali –Kali -- a changing revolution (Joyful learning)

Nali kali –The Best practices of Karnataka:- India has an exceptionally rich diversity of communities, ranging from tribes to technologist. India also has the most diverse plant and animal life on earth. To educate an illiterate population of such a country, whose rich oral traditions are many thousands of years old presents a considerable challenge. Centralized educational systems cut off the underprivileged both from their own culture and from a meaningful modern education. This is widely evident in the problems that stalk India's rural schools: large dropout rates, unacceptable levels of failure at examinations and frequent teacher absenteeism. This is mainly because most of the schools have mono grade class rooms

Schools are strongest institutions in the child's life. Schools play a crucial and a formative role in the spheres of cognitive, language, emotional, social and moral development of the children. Teachers who are the key masters of this institution have a major role in shaping the future of the individual children.

In mono grade /traditional classrooms, teachers are the sole leaders who lead the students from lesson to lesson and it is a teacher-directed process. There is no provision or mechanism for slow learners or for students who return after long absenteeism to continue their studies, which result into demoralization and dropouts. Though the mono grade supposed to have one teacher per class, in actual facts, most schools functioned with very few teachers and therefore in effect these were multilevel, multi grade schools. In most rural primary schools the passive and one-way communication and multi grade situation resulted into children not acquiring the competencies or the abilities to read, write or comprehend.

The impact of joyful learning on children can be possible only through individual care, child centered and activity based curriculum that can suit the multi grade /multi level situation. The academic curriculum is to be graded for individual level of learning. The curriculum has to be integrated with activities Can we make the child feel enjoy about the time spent in the school in this situation? This became the major concern and concept of Nali-kali–Joyful learning, a methodology that fulfills the learning achievement of children emerged

History of Nali-Kali

Nali-kali started in 1995, as a small UNICEF-assisted pilot project in H. D. Kote, Mysore District .Searching for ways to revitalize primary schools, a group of 15 primary school teachers and administrators went to Rishi Valley (Madanapalle, Chittoor district, Andhra Pradesh) to study the satellite schools where children in multi-grade classrooms were learning to read, write and unleash their creativity in a joyful and exciting environment.

- When Mysore district came under DPEP Phase II in 1998, the Government decided to upscale the H.D. Kote experiment to cover the district. The DPEP project launched in few districts has accepted joyful learning –Nali-kali as the important dimension of the educational reform and the importance of encouraging and empowering teachers to initiate changes from within. This was further extended to 10 blocks under Janashala programme and in all the blocks of Mysore district (except Mysore urban taluk) which was an UN assisted project in 1999.
- A decision was taken to limit nalikali up to class II and sustain nali-kali in 17 blocks -10 Janashala and 7 Mysore blocks and up scaling to entire state to be made based on the success of programme in these 17 blocks.
- UNICEF has assisted SWASTH programme in few select blocks during 2003-04 to 2006-07 have also been adopted the Nali-Kali approach of Teaching and learning. (Sahapura, Surapura, Alanda, Lingasgur, Raichur, Manvi, Sindhanur & Devadurga).
- As this methodology was more appropriate in multi grade situation in a school, this methodology was introduced in 13691 schools of Karnataka where the number of children is less than 30 at lower primary level under Sarva Shikha Abbyan.in the year 2008-09 as per Government order No.ED 22 MCD 2008 Bangalore, dated 31.01.2008 (ED 16 sweemer (Unique) dated 31.01.2008)
- In 2009-10, nalikali was introduced in all govt. Kannada medium schools of Karnataka at class I & II.
- Nalikali materials in Urdu was also developed and this methodology was piloted in all Govt Urdu medium schools of 22 blocks covering the entire districts of Mandya, Bidar, Bijapur and two blocks –Siddlaghatta of chikkabellapura district and shorapur of yadgiri district.

Principles of Nali-Kali

A Teaching-learning approach; a solution to many challenges posed by;

- Multi grade Teaching;
- Multi levels of learning in a class room.
- Trauma and the anxiety of classical examination system;

- The Monotony of Teacher centered approaches.
- Harmonious to the natural behavior found in children the tender age;
- Accommodates various learning styles;
- Activity based, interactive, cooperative, at times with competitive spirit.
- Learning through:
 - 1) Multiple sensory stimulation.
 - 2) Play way.
 - 3) Peer guidance
 - 4)Self-Evaluation.

Nali-Kali class room process:

Nali-Kali teaching learning is adopted in a situation where multi grade, multi-level, existing and self-pace of learning is regarded. Pupils participate actively throughout learning process; lessens the burden of the teacher; class room interaction is maximum; no examination trauma/anxiety. Childs natural instincts such as curiosity, dynamism, exploration find a place for chanalization.



Nali-Kali class room of Multi grade, Multi-level, and self-pace of learning

Nali-Kali methodology

- The curriculum was divided into small manageable learning units called ‘Mile Stones’ or ‘phases’. Arranged these learning units in a learning ladder.
- There are mile stones for each subject (language, Mathematics; Environmental Science) In order to attain mastery over each milestone, the child has to go through several learning activities. These are called “learning steps”
- The activity cards are textual materials to facilitate readiness for learning, instruction, reinforcement and evaluation. These activity cards are with songs, games, outdoor activities, conversation, role play, puzzle and craft. They indicate the mastery of any particular skill or competency.
- An evaluation system which is non-threatening, continuous and comprehensive was build into the learning ladder. A more democratic classroom management system, which is not based on the child’s gender, caste, age or ability, but on the nature of activity taken up by the child, was evolved. A system for making the classroom attractive - display of children’s work, children’s blackboard, weather charts and etc. was developed

- The students around 30, belongs to different standards (I, II; I, II, III;) are put up in a classroom and sit in a circular form called learning circles or plates. (Fully supported by the Teacher; partially supported by the Teacher; fully supported by the peers; partially supported by the peers; and lastly the Evaluation group).
- The child can pick up its card and sit in the appropriate learning circles. Once it learns or successfully completes the task-the matter will be reported to the teacher and enters it in the progress chart under the guidance of the teacher. The non scholastic components such as Arts (Music, dance, role play, Drawing) work experience, life skill education have been integrated and no separate periods allotted for these activities.
- Children move from easiest towards difficult gradually. They master the competency in one group and move on to another group to learn the next competency. Children learn at their own pace and moving from one competency to another is not dependent on the whole group's learning. The groups are dynamic and the formation of group changes depending on the activity that the child is doing. The child is free to move at its natural pace of learning. The learning ladder on which the child climbs shows the progress of the child.
- The new method demanded a lot more from the teacher - she has to transform herself from an authoritarian figure and purveyor of knowledge to a fun loving and creative facilitator of learning The teacher would need to be involved in a variety of activities, initiate children into their learning tasks, create groups for peer-supported and Participatory learning, evaluate students who have completed a certain stage in their learning, and help the slower ones to understand and complete their tasks. The teacher would need to ensure that every child is profitably engaged in the learning process

The teaching-learning of Nali-Kali is called learning cycle.It has 6 steps.

- 1) Pre- Preparatory activities
- 2) Preparatory activities
- 3) Competency Preparatory activities
- 4) Learning Activities
- 5) Practice activities
- 6) Evaluation activities

Pre-paratory activities are those, the teacher designs keeping in mind the overall view of the competency. The pre-learning activities are the starting point and relative to the competency about to be taught. This is followed by the actual learning activity moving on to the activities for practice and reinforcement .This moves on to evaluation.



Common activity before every mile stone to motivate the students.



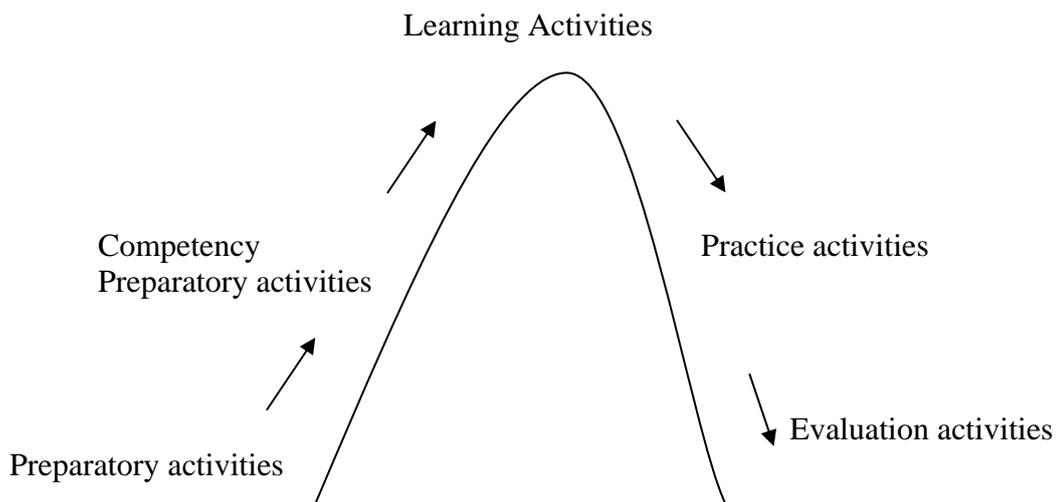
Teaching-Learning Process in the Nali-Kali classroom.

To accommodate children learning at different levels they move in **5 different groups of learning.**

- While learning languages in the first circle learns under the partial guidance of teachers.
- In the second circle student learn under the total guidance of teacher (vice versa in case of Maths)
- Children moves to the next circle where learning takes place under the total guidance of peers.
- In the fourth circle children learn under partial guidance of peers.
- Finally students moves to learn independently.

- Learning of EVS takes place under the total guidance of teacher at all stages.

A diagrammatic representation of how learning takes place in the Nali-kali system is as follows:



In order to learn a teaching item / mile stone – usually the child has to pass through all these 06 phases.

Four periods of 80 minutes duration (each) is allotted to teach Language maths and Evs. The class room process usually starts with a warming up activity such as song / dance followed by activities related to the days learning – narrations of a story or an event, conversation etc., Then the students are asked to take their cards and sit in their respective learning circles. Teacher sits in circle 01 or 02, teaches the content and over sees the other circles also. The pupils in 3, 4, 5 circles get clarification to do the task either from the teacher or from peers. Once they complete the tasks they mark their own progress on the chart under the guidance and move on to the next card. The cards have been marked by logos for easy identification.

A child who remained absent from school for several days or weeks due to seasonal agricultural work or illness or temporary migration can re-enter the learning continuum at the level where she left off without having to go through the distress of catching up large chunks of portions missed out. This system has emerged from the belief that real and meaningful learning takes place through a dynamic interaction, not only between teacher and child, but also between child and child. The child learns to cooperate. Each child knows the level where it stands as she picks the card on her own from the bag and marks her level of achievement in the ladder. The children learn to be self reliant and less dependant on the teacher. The teacher will not feel burdened to handle so many children when she master the system and she will at freedom to change the learning content of the cards to suit the local specific needs.

Photos of Nali-Kali Teaching-Learning Process.



Children identifying their position in the ladder from the Progress chart



The child is picking up its card



The child is picking up his/her card



Learning under the guidance of teacher.



Learning under the partial guidance of teacher



Practice work in their own black board



Learning under the total guidance of peers.



Children mark their own progress on the Progress chart under the guidance of teacher.



Students recording weather in the weather chart 3 times (Morning, Afternoon and Evening) a day.

This programme is being followed for I and II standards. In the coming year the III standard will be covered by this approach and there is a likelihood of extending this approach to 4th standard in the subsequent year.

Process of development of Nali-Kali materials

- Children in rural schools were working on their own in small groups moving from one alphabet/ numbers to another, moving from simple to complex language and mathematics. Children enjoyed learning EVS through songs, stories by taking an interest in what was happening around them. The teachers in the schools were also moving from one group to another, assisting, supporting and encouraging children in the process of learning. Teachers were innovating as they moved along, guided by broad learning levels that were stipulated. Children in standard two could read simple words, do simple arithmetic and sing and dance with abandon. The sheer energy and creativity of children was an eye- opener.
 - The shortcomings of the system were discussed with the teachers by the group that witnessed the Rishi valley schools and removing the drawbacks required the willingness and acceptance of the teacher to move from the conventional method of teaching and replacing it with following modifications.
 - The conventional method of teaching the alphabet was replaced by reading simple words, learning the letters that are easy to write and thereby helped the child to move from simple to complex letters in Standard I.
1. Preparation of teacher made cards in the training itself which makes the teacher innovative and mastery over the curriculum.
 2. Replacing the textbooks by self instructional cards.
 3. Replacing the conventional Pedagogic tradition where children sat silently in rows and listened to the teacher by allowing the children to move independently, take the leadership, write and draw on the floor and wall board.

These modifications renegotiated with the minimum level of learning requirement, a radical departure from the use of textbooks and gave broad guidelines to teachers for their willingness in creating cards

- The core team from H.D.Kote used Rishi valley methodology as a resource base, but worked out their programme in an independent manner .They designed a new curriculum- Kannada version of self-learning materials for classes at primary level with the support of

educational administrators and pedagogic inputs from experts which was entitled **Nalikali**.

- A scientific analysis before the development of readers was planned and the teachers were made to visit the Govt. schools in-groups and list out the sentences that children use while conversing casually with their friends and classmates. The teachers visited the schools and collected a repository of children's active vocabulary to know more about their active language, the words the children use in every day conversation, figures of speech that are common and average sentence length that children are comfortable with. The teachers recorded the words and analyzed the words the children use in common and prepared a word list and compared it with the words used in the Nalikali methodology. The same exercise the teachers repeated in their blocks. They recorded and analyzed the spontaneous speech of children in various situations like within the classroom, in the playground while narrating stories or converse with their friends and compared it with the Nalikali words. The teachers were asked to list out 300 words for consonant and vowel patterns from the sentences collected by them. The commonly used words were listed out and this was circulated to all the blocks for writing stories.
- **Workshop** Block level workshops were conducted in all 10 blocks for training the teachers in writing stories and nearly 1200 stories were created by the teachers and sent to Akshara foundation-An NGO which was entrusted with the task of preparation of readers by UNICEF. Akshara sifted through the story ideas and translated them into small readers that introduced known words and letters using the active vocabulary of the child. Thus 50 readers were created for class I. This was tested in the blocks by Akshara foundation in their field visits. A good response and feedback received about the introduction of graded readers at the lower primary level.
- The teachers also reviewed the **language ladder of class I** based on their analysis. They developed a fresh language ladder with familiar consonant and vowels being introduced much earlier in the ladder. After this ladder outline was completed, the designing of new cards, worksheets and exercise sheets was thrown open to the teachers. The teachers at the blocks undertook this exercise based on their own ideas. The creation of activity cards for each milestone was done at the block level and the usage of worksheets; child portfolio and readers were specified in the ladder.
- This exercise was repeated while redoing the language learning ladder of Class II.
- In mathematics, not much change was made except the introduction of worksheets both at class I and II.

- The introduction of worksheets which was later on converted into workbooks and readers at Class I and II was analyzed by committee consisted of administrators and field level functionaries in 2005.
- The interaction with the community has increased - partly because of the EVS programme where the teacher accompanies the children to the village to gather information about their environment or look at plants and trees. Children also talk about the school, sing songs and share the excitement with parents and siblings. This, teachers admit, has definitely led to better rapport with parents and enhanced their respect in the community

Preparatory activities:

Prior to the up scaling of Nali-Kali programme during 09-10 several preparations like training of officers, teachers, supply of learning materials, preparation of class rooms and other academic needs were under taken on a war footing manner.

- Nearly 90,000 teachers trained in Nali-Kali methodology for 6 days.
- Trained at least two teachers and H.M of all schools and additional teachers depending on the enrollment in class 1 and 2.
- Kits containing ladder, cards, supplementary readers, handbooks etc., supplied to all schools.
- Work books to class 1 and 2 were supplied to all the students in 3 subjects.
- TLM Kit provided to 12500 schools during 2008-09 and the remaining schools will be provided with TLM kits shortly.
- User's Manual for kits were supplied to all the 12500 schools.
- Nali-Kali classrooms in all the schools were prepared for the implementation of the programme.
- Block, District and State level implementing officers were sent to exposure visit to the ABL Schools of Tamil Nadu. During 2009 February Principal of DIET, DDPI, BEOs, BRCs, BRPs and CRPs (30 members from each district) were sent to visit schools in Tamil Nadu to get a first hand experience about the activity based learning. 4 days residential training was imparted to the supervisory cadre officials.

Teacher Trainings

At least two teachers, from each school have undergone the Nali-Kali training. cluster level trainings were conducted for 06 days. The master resource persons were given 08 days residential trainings at Yellapur of Karwar District, and this activity was started in January 2009.



Teachers are engaged in group activities during training programme

The training covers Nali-Kali Philosophy, methodology and the activities to be performed in each subject for class 1 & 2, class room preparations and use of learning materials. The teachers were made to perform the activities. The simulation was appealing and teachers enjoyed it.

- Training of state level officers was conducted for two days to orient on the features of the methodology.
- Sharing meetings of Nali-Kali teachers are being conducting at cluster levels to share experiences and for resolving the problems with the help of resource persons.

Materials given to the schools.

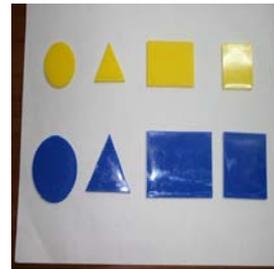
All the Nali-Kali schools have been supplied with a set of Nali-Kali cards and supporting materials – such as – learning ladder, learning circles, progress charts, climate chart, and Nali-Kali kit for 12500 schools. Besides-in the place of Text books (given by the State Government) the work book for each subject is provided and the activities of these work books are integrated in the learning steps.



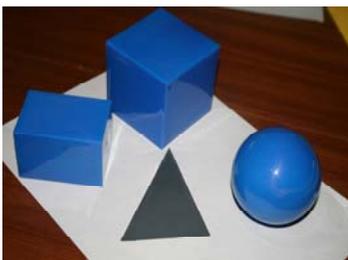
Pebbles and Crayons



Rubber letters



Geometrical shapes



3-D Geometrical shapes



Dice



Word game board and flash cards(Kannada words)



Tortoise number puzzle



Nali-Kali Teaching-Learning materials.

- **learning ladder** - displayed prominently in the classroom - is a ready reference point for children, teachers and also inspectors and other visitors. Children easily point out their level in language and mathematics.

Nali-Kali Strengthening activities

Resource groups and Nali-Kali Cells

- A number of strategies were under taken to strengthen the learning process in schools. Resource groups at cluster, block; district and state level were set up to review and to give all support required on the basis of feed back received from the schools. Resource groups at different levels are conducting monthly meetings to give necessary support to the schools. Nali-Kali cells are also functioning as a unit of resources groups at district and state level to execute the decision taken at district and state level resource groups.

Nali-Kali Helpline

- Nali-Kali helplines (Sahayavani Toll free) have been set up at state and district levels (At DIET's) to help the teachers and parents. They are working from 8.00 a.m. to 8.00 p.m. The state level Toll free help line number **1800-425-0330** is being set up in SPD office.

In the beginning more number of calls were received from teachers seeking solutions to problems in class room transaction. Parents appreciation calls regarding Nali-Kali were also received. Till today 2000 calls were received at state level helpline. On an average about 25 calls are being received every day. Like wise district level helpline which have been set up in DIET's are functioning towards assisting teachers.

Awareness Programme

- Conducted Radio and Television programmes of creating awareness.
- With active support from Karnataka State Primary School Teacher Association seminars at State and district level to various functionaries to discuss the outcomes and issues of the methodology were organized.

Seminars were held at the state and district levels to create awareness among elected representatives, SDMC and CAC members in partnership with K.S.P.S.T.A with regard to Nali-Kali methodology and philosophy behind this.

- Developing positive attitude of teachers towards Nali-Kali methodology at various levels of meetings and workshops.

- Reducing the student strength in each class to a manageable size-providing more number of teachers and class rooms.
- All the officers from block to state level regularly visit schools and provide guidance in order to monitor and supervise the programme. A nodal officer for 5-6 schools has been appointed, who visit the school at least once in a fortnight for monitoring and guidance. Separate class observation schedule has been developed for visiting officers to follow.
- DSERT has organized 4 Tele conferences and covered around 90,000 teachers on issues related to Nali-Kali-teachers preparations, class room preparations, students preparations & class room transactions. The teachers problems were attended in these conferences. Teleconferences were organized during the months of 2009 August, September, November and December. To enlighten the public and parent
- Regarding the class room process of Nali-Kali 05 episodes of tele films were prepared and telecasted on the following dates. 16.11.09, 23.11.09, 30.11.09, 7.12.09 and 14.12.09.
- The task of Evaluation on effectiveness of Nali-Kali has been entrusted to centre for Multidisciplinary Development Research of Dharwad.

- Preparation of cards and other learning material and drafting color cards for the above activities is under progress in D.S.E.R.T.. These materials will be printed in multiple colors and supplied to the schools well in advance.

Nali-Kali Monitoring

- Setting up of Nali-Kali Resource Groups at State, District, Block and Cluster level.
- Initiating Nali-Kali Cells at State and District offices.
- Providing academic support by appointing a nodal officer to 6-7 nali-kali schools.
- School visit report for Nali-Kali has been prepared and circulated to all the monitoring functionaries and being consolidated at various levels to study the progress in implementation.

Nali-Kali Evaluation

- The administrators to evaluated the methodology in 2002 before up scaling it to all Government schools of Karnataka.

The evaluation report given by Dr. Lalithamma, HOD in Department of studies in education, University of Mysore suggested the following for the improvement in the Nali kali approach.

- Curriculum revision especially with respect to songs, group activities and creating learning situations. The ladder II and III be clubbed into one.
- Opportunities for practicing learning as well as for writing need strengthening. It is suggested that home work (which is also demanded by the community) and copy writing would be given
- Teachers guide book, learning ladders, cards to be printed in colour and supplied.
- All the teachers in a school including HM should be trained in Nalikali curriculum to share the responsibilities, advantages and disadvantages of getting trained in Nalikali curriculum.

- Keeping in mind the potentialities of Nali-kali approach, the general effects it has on classroom complexion and the feasibility in terms of acceptance by teachers and community the Nali-kali approach may be continued in lower primary classes be limited to Standard I and II. and at best up to Standard III.
- Some of the general findings of her report are, in 50% of the Janashala blocks or Taluks, there has been an improvement in enrolment /retention and in about 30% of the Janashala blocks there is an improvement in enrolment/retention among girls over years since the implementation of Nali-kali programme. Community members feel that children go to school with enthusiasm and there is no fear exhibited for going to school. They perceive some change in terms of classrooms decorated, children singing and dancing better than what was before. The beautification of school with the pictures of national leaders, maps, proverbs, mathematic symbols, theorems and signs on the walls of the school were put in practice by all the schools of Karnataka.
- The task of Evaluation on effectiveness of Nali-Kali has been entrusted to centre for Multidisciplinary Development Research of Dharwad. Interim report (survey in 33 schools of Uttara Kannada district) made the following observations.
 - The programme has been implemented in the state with right earnest.
 - The pre-preparatory activities have been made effectively.
 - The supply of necessary inputs need special attention.

On the whole it appears that Nali-Kali has been made a positive impact on the learning levels of the students belonging to socially backward and minority communities. These backward communities now seem to be on par with socially advanced communities.

Changes in schools Due to Nali-Kali method

- Teachers opine students absenteeism is coming down.
- Teachers feel that students voluntarily attend classes.
- Children speak without fear or hesitation and demand their help whenever necessary.
- Confidence in the face of children while recording their progress in the progress chart.
- Parents are willing to accept methodology as the children are showing remarkable progress in learning.
- Children are learning joyfully and stay in the school even after the last bell rings.

Opinion about Nali-Kali

- The 2nd Joint Review Mission to Karnataka State sent by MHRD from 5-9th November- 2001 headed by Victor Paul and Mohandas N K observed that the majority of the teachers are positive towards this program. The CRPs and teachers see Nalikali as a separate program. Teachers have to be better versed in the nuances of this methodology and might require more training in facilitating group work as well as in formation of groups.
- This method effectively eliminates formal system of roll calls, examinations promotions and ranking– all these now deemed unhealthy at least between the tender ages of 5 and 14

- The feed back received form the field has confirmed that the Nali-Kali method is the best fitted for both multigrade classes, multilevel class rooms and for development of basic skills in children which would intern facilitate the easy, fast and guaranteed learning of applied skills.

The obstacles / Issues found to bring changes in class room process.

Nali-kali is a mammoth exercise the state has undertaken to extend all the government primary schools. The level of motivation – the understanding-the level of transactional abilities is not same among all the teachers and supervisors. As per the reports received from the districts still there are 5.96% schools yet to attempt to make the enabling environment conducive for the Nali-kali process. With regard to the achievement of the pupils 14% children yet to achieve the expected progress. These are challenges if not obstacles.

Interactive meetings and Teleconferences have been conducted to iron out the misconceptions about the Nali-Kali process. About 4 rounds of Teleconferences are conducted which has covered all the Nali-Kali teaching teachers. The interaction in the Teleconferences reveal that teachers are glued more and more about the core issues of the Nali-Kali process at the subsequent rounds – for instance – questions were posed-regarding conducting activities; management issues; speed of learning of children etc,. Where as the questions in the earlier teleconferences were concentrated upon the physical aspects and class room organization of Nali-Kali class room.

Nali-Kali is a new approach for more than 65 % of schools. Hence there was an initial inertia during the take off period – now it has gained momentum and moving ahead. Though there are small percent of school which need focused efforts.

The government is likely to give consent to extend Nali-kali for third standard. Preparation of Nali-Kali cards and literature has been completed through several discourses with the working teachers and experts in the field. Hitherto English Nali-Kali cards and literature has not been prepared. This year the preparation of these cards is going on for standard I and II standard. With in a couple of weeks this work will be completed. The teachers of all government schools need to be trained.

There was a common complaint from the field (during-Teleconference) that the cards are not attractive and there was a demand from the Teachers to have the colored cards. Hence the color card preparation is going on. The material preparation has been undertaken by DSERT. Next year the cards must be printed for I, II and III standards.

It was observed during Teleconference and enquiries for Helpline which reveal that there are some printing mistakes in I, II standard cards. So a small team has worked on this issue and listed all the deviations. At the same time there was some scathing attacks in the print media about the efficiency of the Nali-Kali approach with regard to number of steps each learning ladder contains and few logistic issues. In fact the criticism was less on the effectiveness of the approach.

The department has taken the criticisms into cognizance and has revised the cards and incorporated suggestions. In these lines the III standard cards have been developed.

There was a pressure from the NCERT/MHRD to incorporate the essence of CCE as dealt in the source book prepared by the NCERT. In fact Nali-kali is a Teaching-learning approach which allows the child to learn at her own pace and self evaluation and the knowledge of result is fed by the child itself. Indeed the theme dealt in the source book has already prevailing in the system. Two work shops consisting the class room practitioners have been conducted and attempted to figure out where exactly the activities of source books could be incorporated. A list has been prepared and sent to the DSERT. These suggestions have been incorporated while revising the existing cards and new card preparation.

The state is contemplating to extend Nali-kali to 3rd and 4th standard in the next coming year. Thus the suggestivity surfaced in the ncf-05 and RTE-09 with regard to lively class room processes will be met for the lower standards. It is still elusive in the higher standards. The chaithanya. I designed for the new teachers; has also been given to the in service teachers as well. It covers varied subjects like process of learning; MLL; Evaluation; Multi grade Teaching; Teaching approaches; Teaching of scholastic subjects and thematic areas like child with special needs and Girls Education etc., But when it comes to the class room transaction – the components of the training has not been translated into the class room activity. Barring few exceptions the class room transaction restricted to chalk-talk-B.B work and occasionally some activities like demonstration; role play etc. There are ample opportunities to make the class room-free from monotony; and to bring dynamism among the learners; P X P; T X P interaction while learning; project work, field trips, utilizing the local human resources to understand various folds of a concept – (the teacher may not be aware of it) Interview technique-Team teaching and so on. There is a need to touch these aspects in detail taking few chapters of different scholastic subjects as examples. There is a need to provide opportunity at least for few teachers to practice the methodology during the course of training.

In these lines the observation process of class room teaching and giving feed back must be modified in order to capture the class room processes. There is a need to consider best teaching – which is one where; pupils interaction and involvement is more.