

## Training Progress 2012-13

### In-Service Teacher Training at block level –10 Days

#### 5<sup>th</sup> std. new Text-book Training (5 days)

##### **Objectives of Text Book based training:**

- To enable the teachers to understand the importance of learning by practice.
- To enable the teachers to meaningfully use the text books in classrooms on the background of NCF- 2005 and RTE- 2009.
- To enable the teachers to create atmosphere in the classroom for knowledge building process.
- To enable the teachers to recognize the new issues incorporated in the new Reader.
- To help teachers understand the constructive approach adopted in the new Reader.
- To help teachers understand the need to develop communication skills in children.
- To enable the teachers to organize parallel activities.
- To help teachers develop the ability to organize constructivist classroom processes.

To enable the teachers to identify the salient features of a 'lesson plan'

**Target was 77494 teachers 78164 teachers were trained during the academic year 2012-13.**

#### 8<sup>th</sup> std. new Text-book Training (5 days):

The 8<sup>th</sup> standard text book has been revised and in this academic year 12-13. The text book is designed on the basis of the principles of N.C.F 2005 and R.T.E 2009.

1. This Training helps the teachers to understand the new issues incorporated in the new text book.
2. This Training enable the teachers to understand the constructivist approach adapted in the new reader.
3. And also this training helps the teachers to understand the need to develop Communication skills in children.
4. This training enables the teachers to identify the salient features of lesson plan.
5. The text book is aimed to develop life skills in children, which is the aim of Ncf- 2005.

The above objectives were achieved by giving training to teachers who are teaching subject for 8<sup>th</sup> standard.

**Target was 30816; 29960 teachers were trained during academic year 2012-13.**

### **British Council Training (5 days):**

The teachers were facing problems in transacting English in the classroom. Hence the Department had an agreement with the British council of India to provide English training to all the teachers. We had planned to train all **228987** teachers of the state and have trained **161807** teachers during the academic year 2012-13.

District Resource Persons were trained at the State Level. District Level Training was organised for the Block Level Resource Persons. Teachers were trained at the Block Level.

#### **Objectives:**

- Build the teaching competencies and enhance language proficiency skills of all upper and lower primary Teachers in Karnataka
- Enable these teachers to conduct child-centered and child-friendly lessons in line with recommendations of the National Curriculum Framework(2005)
- Enable these Teachers to teach and assess the progress of their learners in line with the NCF-2005 and the Policy of CCE
- Develop new teaching resources for lower Primary English Classrooms
- Build a cohort of master Trainings with Training and mentoring competencies to support in-service professional development of teachers in the lower and upper Primary schools

#### **Achievements:**

- The trained teachers have developed confidence in using English in classroom transactions.
- Teachers have developed skills to conduct child centred and child friendly approach to teaching.
- Teachers have started interacting with parents about English learning.

### **CCE Training (3 days):**

As per the NCF-2005 guidelines there is need to assess a child in all aspects. It also insists to make a learner to face life instead of facing only one examination. In this direction, scholastic and co-scholastic aspects of a child have to be tested. To create awareness among the teachers to evaluate all aspects of a learner, clear instructions are needed. To fulfill the needs at the state level a training module 'Sadhana' has been prepared. MRPs have been trained at the state level. These MRPs trained the district level RPs at DIET.

**We had planned to train all 228987 Teachers of the State and have trained 192787 Teachers during the academic year 2012-13.**

#### **Objectives of CCE training:**

- Help the teachers understand and internalize the importance of and need for comprehensive and continuous evaluation.

- Enable teachers to acquaint with the different techniques and methods of comprehensive and continuous evaluation.

**Achievements:**

- The CCE programme empowered schools and teachers to conduct school based assessments and to integrate formative assessment in classrooms.
- The training gave an insight to teachers to use a variety of tools (oral, projects, and presentations) and helped them understand the nuances of a comprehensive evaluation based on a blend of formative and summative assessments.
- It also provided for peer and self-assessment and covered both scholastic and co-scholastic aspects.

**Nali-Kali Training (3 days):**

**Nali-kali Background:**

Nali-kali was first started in the state of Andhra Pradesh in Chittur district Madanapalli Taluk, at Rishivalley place. A British educationist David HartzBerg implemented this system with the help of Mr Jiddu Krishnamurthy. They Started Satellite School, in 1993-1994.

The Nali-kali approach makes use of graded learning, aimed at facilitating self-learning with minimum guidance from the Teachers. This is a “Joyful Learning” approach, multi-pronged, curriculum related method. It breaks the traditional hierarchy that exists between teacher and student.

As far as Nali kali training is concerned the State level Master Resource persons were trained at Bangalore in the Divisional level training workshop. They in turn trained the Block level Resource persons. The teachers of Govt. LPs and HPs were trained in Nali-Kali method of teaching for 3 days at Block/Cluster level by Block level Resource persons.

**All the 60995 Target group Teachers were trained during the academic year 2012-13.**

**Objectives:**

- To transform the rigid system of teaching in government schools to an enjoyable, participative system focusing on the 'Joys of Learning'.
- Systematic learning in accordance with age wise competency in an interactive situation.

**Achievements:**

- Teachers were trained in designing teaching methodology on the basis of the level of competency of students.
- Teachers developed positive attitude towards Nali-Kali methodology.

### **Moral Education & Guidance (2 days):**

India is facing multiple problems like crimes, corruption, poverty, youth unrest, superstitions etc.. These problems are interlinked. All these problems can be solved very easily if the citizens have mastered their mind and are pure, harmonious and sincere. Moral Education can definitely bring this change.

Moral is defined as right conduct not only in our immediate social relations, but also in our dealings with our fellow citizens and with all human race. Moral is based upon the possession of clear ideals as to what actions are right and what are wrong. It also determines our conduct by a constant reference to those ideals. The concepts of morality, ethics, duty, honesty, sincerity, kindness and compassion are imparted through Moral Education & guidance training.

**Target was 122574 teachers, 36923 Teachers were trained during the academic year 2012-13.**

#### **Objectives:**

- To train teachers to inculcate a sense of humanism, a deep concern for the well-being of others and the nation among the children.
- To train teachers to develop the social, moral, aesthetic and spiritual sides of a child.

#### **Achievements:**

- The teachers understood the need for education with strong moral values and ethics.

### **Scouts & guides Training (6 days):**

The purpose of Scouts and Guides movement is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as responsible citizen and as the members of the local, national and international communities.

In every school scout and guides centers are to be established. For effective implementation of these centers teachers need better guidance. So in this academic year training was provided to teachers on the implementation of scouts and guides.

**During the academic year 2012-13, 729 Teachers were trained out of the target group of 2400 Teachers.**

#### **Objectives:**

- To understand live and let live principles.
- To use, preserve and develop the national resources.
- To develop the attitude of one good work a day.
- To make children understand their responsibility for their personality and health.
- To develop the students as healthy, joyful and useful citizen.

**Achievements:**

- The teachers were made to understand the importance and need of the all round development of the personality of students., which aims at awakening the spirit of service, ethical values, discipline, moral courage, patriotism, fellow and unity among students.

**Sevadal training (6 days):**

Sevadal helps in organising and inculcating the feeling of patriotism along with teaching discipline. Seva Dal activities aim at imbibing national spirit, brotherhood, communal amity and emotional integration.

**1959 Teachers were trained out of the target group of 2400 Teachers during the academic year 2012 -13.**

**Objectives:**

- To know about different procedures for maintaining good health and hygiene.
- To be aware of discipline, patience and self-dependence.
- To know the necessity of protecting public property.

**Achievements:**

- The training provided the teachers an insight on the need to revive the fast fading values and inculcate them among the students.

**In-service Teachers training at cluster level – 2 Days:**

**119861 Teachers received in-service Teachers Training at Cluster Level among the target group of 122574 Teachers during 2012-13.**

**BRP/CRP training at District level – 10 days:****Training on the roles and responsibilities of BRPs and CRPs (Ashava):**

To achieve quantitative dimension of universalization of primary Education, government is implementing various education plans and programs in participation with the community. Government is giving priority to physical and educational requirements of the schools. These requirements are felt to be accelerations to achieve the goals of universalization of education. In this context the role of CRP / BRP / ECO's is important in implementing the educational plans. The BRP/CRP/ECOs has been briefed about their role, their duties and responsibilities towards universalization of primary education. The purpose of conducting training for BRPs and CRPs is to involve them more with academic support to ensure improved classroom transaction process and also to inculcate sense of accountability to ensure active classroom learning and learning outcomes among the children. The Training also includes their role, responsibilities and duties to carry out their tasks and assignments very effectively in the school education system.

**Out comes:**

1. BRP / CRP / ECO's understand more about their role in universalization of primary education and qualitative education.
2. Put efforts to improve the quality of the schools by analyzing the reality in their clusters.
3. Guidance to HM / Teacher / Students / Parents / Community.
4. Understand the establishment of BRC's, their work and records to be maintained.
5. Understand and implement the importance of NCF -2005 and RTE 2009.
6. Develop positive attitude about the work to be taken by self-evaluation and self-analysis.
7. Understand the use of the methods and process of evaluation in education.

**4244 BRPs/CRPs received Training out of the target group of 6041 field staff during the academic year 2012-13.**

**Cluster Level sharing Meeting:**

In the year 2012-13 eight cluster level sharing meetings were organised from June to February.

**Objectives of conducting the cluster level meetings were as follows:**

- Fulfill the objectives of Nali-Kali teaching method.
- Enable the teachers to improve the process of Nali-Kali teaching method.
- Develop the skill of preparing teaching learning materials.
- Develop the confidence among the teachers about activity based lesson.

**Achievements:**

- The meetings facilitated the discussion on problems and challenges of teaching points.
- Annual work plan was prepared.
- Monthly perspective plans were prepared.
- Tracking of OOSC was done.
- The meetings helped in improving the quality of education through implementation of training techniques in the classroom.
- Administrative Issues were discussed.

**About 228987 teachers have undergone 8 days sharing meetings in the year 2012-13.**

**Effectiveness and Problems faced in Training Implementation.**

Different trainings have been conducted at the diet block and cluster level. A follow up mechanism has been taken up during the school evaluation, visits by different supervisory staff. The training programmes have helped in the following aspects:

- Teachers have developed different abilities to recognize the learning interest in the child.

- Usefulness of CCE both inside and outside the classroom transactions has been well understood.
- Teachers have been able to identify learning difficulties faced by the students and developed different strategies to overcome them.
- Teachers have developed innovative teaching methods, appropriate tools and activities.
- Teachers have developed the confidence to ensure that the child achieves the required competencies.
- Training on the new text book of class 5 and 8 has proved very fruitful to the teachers.

**In-service Teacher Training 2013-14**

- No of Teachers to be trained : 2,26,624
- No of Training days approved by PAB : 7 days for each Teacher  
Block Level – 5 days,  
Cluster Level Sharing Meeting -02 days
- No of Mandays to be covered : 1586388