



सेवाकालीन प्रशिक्षण के
पाठ्यक्रम निदेशक ,सह-पाठ्यक्रम
निदेशक एवं संसाधकों
के लिए

03 दिवसीय अभिविन्यास पाठ्यक्रम

*3-Day Orientation Course for
Course Directors
Associate Course Directors
and
Resource Persons
of*

In-Service Course for P.G.T

*(Physics, Chemistry, Biology &
Computer Science)*

and

T.G.T. Science



पुस्तिका

HAND BOOK



कार्यस्थल : आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, मुंबई-400078

के.वि.एस कॉम्प्लेक्स, एन.सी.एच. कॉलोनी, कांजूर मार्ग (प) मुंबई- 400078

VENUE: ZONAL INSTITUTE OF EDUCATION AND TRAINING, MUMBAI

K.V.S. COMPLEX, N.C.H. COLONY, KANJUR MARG (WEST), MUMBAI-400078

Email: dirzietmumbai@kvsedu.org, zietmumbai@gmail.com, zietmumbai@rediffmail.com

दूरभाष 022-25778264/022-25774337

Web site: www.zietmumbai.gov.in

1st May to 3rd May 2016

संरक्षक

श्री. संतोष कुमार मॉल, ई.ए.एस

माननीय आयुक्त

के.वि.एस. नई दिल्ली

श्री.जी.के.श्रीवासतवा,ई.ए.एस

अपर आयुक्त (प्रशासन)

के.वि.एस. नई दिल्ली

श्री यू. एन. खवारे

अपर आयुक्त (शैक्षिक)

के.वि.एस. नई दिल्ली

डॉ. शचीकान्त

संयुक्त आयुक्त (प्रशिक्षण)

के.वि.एस. नई दिल्ली

PATRONS

SH. SANTOSH KUMAR MALL, IAS

HON'BLE COMMISSIONER

KVS NEW DELHI

SH. G.K.SRIVASTAVA, IAS

ADDITIONAL COMMISSIONER (ADMIN.)

KVS NEW DELHI

SH.U.N.KHAWARE

ADDITIONAL COMMISSIONER

(ACAD.)

KVS NEW DELHI

DR. SHACHIKANT

JOINT COMMISSIONER (TRG.)

KVS NEW DELHI

GUIDED BY

**USHA ASWATH IYER
DEPUTY COMMISSIONER
&
DIRECTOR, ZIET, MUMBAI
COURSE DIRECTOR**

PREPARED BY FACULTY ZIET, MUMBAI

RADHA SUBRAMANIAN, PGT BIOLOGY

PUSHPA VERMA, PGT ECONOMICS

M.SRINIVASAN, PGT MATHS

M.GOPALA REDDY PGT PHYSICS

EUGIN D LEEN, PGT ENGLISH

S.K.SINGHAL, PGT COMMERCE

R.JAYALAKSHMI, HM

HARMAN CHURRA, HM

&

POONAM GUPTA, PGT CHEMISTRY K.V.KATHMANDU

SUPPORTED

BY

DHARMENDRA KUMAR, S.O

JOYCE J, SR.STENO

MANOJ PARNEKAR, ASST.

KISHEN NAWLE, SUBSTAFF

GOPIRAM BALMIKI, SUBSTAFF

From the Director's Desk

The In Service Course is like any national level programme of KVS- it involves personnel of all cadres, involves movement, planning, execution- all this with the ultimate aim of benefitting the thousands of students who are our primary concern. That is why all the effort put into mobilizing these resources- human and others- is made worthwhile.



A successful training programme depends on the team which is organizing it- the Course Director, the Associate Course Director and the Resource Persons. As teachers we look at the welfare and well-being of our students. Similarly the participants are our main concern. Their physical comforts such as their stay, their board, their recreation must be looked into personally.

The focus of course remains on the course. Here meticulous planning based on the needs of the participants and of the organization must be ensured. Lectures, discussions, role play, seminars, visits, excursion will keep the participants engaged mentally and physically. Time spent on debate, group discussions, group work not only stimulates the mind but is also a reflection on how these methods can be effectively used in the class room to promote learning.

Our 'students' are adults and the theories of andragogy must be kept in mind. Respect for the participants' views and experiences, the 'need' for this training, hands-on practice will ensure that the participants are enthusiastic in the class. And a large dash of affection, care and sympathy will do no harm.

So let's keep the KVS flag flying high and do the task assigned to us meticulously and with determination.

*USHA ASWATH IYER
DIRECTOR*

INDEX

S.No.	Topic	Page No.
1	Extract from KVS HQ Training Policy	1
2	KVS HQ_ Letter regarding In-service Courses_2016_17	13
3	Sample Time Table (Blue Print)	20
4	Suggested topics for General sessions	24
5	Training Module /Support material on:	
	a) In-Service Courses _ Ms. Usha Aswath Iyer_ D.C. & Director ZIET Mumbai	26
	b) Corporal Punishment_ Ms. Usha Aswath Iyer_ D.C. & Director ZIET Mumbai	37
	c) Code of Conduct_ Mrs Pushpa Verma	39
	d) Conduct of Effective Subject Committee Meeting_ Mrs.R Subramanian	46
	e) Action Research_ Mrs.R.Subramanian	52
	f) Identification and Handling of Students with 'Learning Disabilities'_ Mrs.R.Subramanian	66
	g) Extraction of DNA_ Mrs.R.Subramanian	80
	h) RTE and Inclusive Education_Mr.M.Srinivasan	81
	i) Child Rights_Mr.M.Srinivasan	85
	j) Classroom Management_ Mr.M.G.Reddy	89
	k) Alternating Current and Tuned circuit for Class XII Physics_ Mr.M.G.Reddy	93
	l) Electronic devices – Diode- Class XII Physics_ Mr.M.G.Reddy	95
	m) Electronic Devices—Transistor for Class XII Physics_ Mr.M.G.Reddy	96
	n) Effective Communication Skills_ Mr.Eugin Dulles Leen	97
	o) Personal Claims_ Mr.S.K.Singhal	106
	p) Multiple Intelligence_ Mrs.R.Jayalakshmi	113
	q) Personality Development_ Mr.Harman Churra	121
	r) Gender Sensitization_ Mrs.Poonam Gupta_K.V.Kathmandu	126
6	Formats to be filled and sent on the second day of the In-Service Course to ZIET Mumbai	132
7	Feedback Proforma	134

8	Annexure VI (Proposed Expenditure Norms of In-Service Course	137
9	Suggested Demo Lesson Assessment Format	142
10	Suggested Action Plan for II spell of In-Service Course	145
*	All PPTs /Documents/Excel Formats that are embedded in the Training Modules of this Handbook will be given in the Soft Copy as a C.D.to the Participant	

*Leaders study their employees' needs and desires.
Here is a "Short course" in understanding what employees really work for:*

- 1. Appreciation of the work they do*
- 2. Being a part of something_ belonging*
- 3. Being respected and understood*
- 4. Job Security*
- 5. Good wages*
- 6. Interesting Work*
- 7. Personal Growth and/or Promotions*
- 8. Good working Conditions*
- 9. Emotional security and Stability*
- 10. A sense of Personal Power*

"Leadership, is the art of getting somebody else to do something, you need done, because he wants to do it."

Dwight D Eisenhower

"Tact: the ability to describe others as they see themselves"

Abraham Lincoln

"A teacher affects eternity; no one else can tell where his influence stops."

Henry Adams

**EXTRACT FROM KVS HQ TRAINING POLICY
(FOR READY REFERENCE DURING CONDUCT OF IN-SERVICE COURSE)**

THE TRAINING POLICY OF THE KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI

BACKGROUND

The Kendriya Vidyalaya Sangathan was established in 1963 to cater to the educational needs of the wards of transferable central Government Employees including defence and Para Military personnel by providing a common programme of Education. The KVS also seeks to pursue excellence and set the pace in the field of school education. Over the years, the number of Kendriya Vidyalayas have steadily increased to 1087 and has on its services approximately 40,000 teachers to cater to the educational needs of approximately 10,58,450 students. With the objective of building the capacities of the teachers and to engage them in continuous professional development so that the teachers are able to contribute towards providing quality education to the students admitted in KVs, KVS has taken measures to strengthen the Institutional mechanism of training its teachers and other employees regularly. Accordingly, the KVS Training Policy has been formulated for implementation from the academic session 2012-13.

The KVS Training Policy thus consists of two parts.

1. PART - I POLICY PERSPECTIVE
2. PART - II OPERATIONAL GUIDELINES AND ANNEXURES

KVS may issue suitable guidelines from time to time to facilitate implementation of the training policy.

**PART-I
POLICY PERSPECTIVE**

1. **PREAMBLE:** Kendriya Vidyalaya Sangathan, as an educational organization committed to quality school education of over a million students, requires to have fully committed and professionally competent employees – both teaching and non-teaching - who can shape the destinies of the students entrusted to their care. The development of employees as professionals calls for structured and systematic training to all its employees with a view to equip them with updated knowledge, current skills and enabling attitude so that they perform their duties effectively and efficiently.
2. **VISION STATEMENT:** Enabling KVS employees to function as true professionals in the field of school education through training.
3. **MISSION STATEMENT:** Providing quality training to equip the Teachers and the Staff with knowledge, skills and attitude required for their professional development in Kendriya Vidyalaya Sangathan so that they contribute to the growth and development of students entrusted to their care.
4. **TRAINING TARGET:** It will be an endeavor of the KVS to provide for a three week training to the teachers at least once in five years, besides induction/orientation and other need-based courses they undergo and at least 5-day training to all its other employees in every cycle of 3 years likewise.

5. TRAINING CALENDER: The Annual Training Calender of KVS will be prepared in consultation with the directors of all the ZIET's for yearly implementation.

6. TRAINING CONCERNS: Education, being a dynamic process, needs a grand vision to encompass its reach and depth. The effect of education has far reaching consequences for the individual as well as for the society. Hence, the teacher, the most important cog in the wheel of the education system, has to have a deep understanding of the process of education and always needs to keep pace with the changes and developments taking place in the world of education. In the realm of education, the teacher with professional outlook and with the latest knowledge and skills in his field is a blessing. It is in-service-education & training that can help build capacities in teachers by equipping them with requisite knowledge, skills and attitudes to face the challenges of the profession of teaching and contribute for the welfare of the state. Pre-service education does the ground work for certification, where as in-service education needs to do the work of fully preparing the teacher to meet the challenges of the dynamic world, which warrants the teacher to learn continually to update himself/herself. Training courses offer opportunities to the teacher to interact with experts and share his/her experiences with their fellow-teachers. The Programme of Action 1992 and National Curriculum Framework 2005 have also rightly focused on the need for professional training of teachers for continuous quality improvement. Promotional and financial incentives are also linked with in-service education. In-service education & training is recognized as a potent tool by the KVS to enable the teacher to meet his/her career needs and societal obligations. The training programme for teachers would, therefore, focus on developing in the teacher -

- a. Competencies to handle the needs of the students and that of the society
- b. Commitment to serve the learners and their profession and to pursue excellence in education
- c. Positive attitude towards life and faith in the capacity of the child
- d. Readiness to perform in the classroom in particular and in school in general effectively

What is true for the teacher is also true for other educational personnel. The officers dealing with academics need regular support to address the issues such as changing requirements in content, pedagogy and also the training of teachers and training of trainers. The other personnel – the non-teaching office staff - serving the KVS also need training and re-training at regular intervals to upscale their knowledge and skills and to foster a positive attitude to deal with various administrative decisions.

7. THE CONCEPTUAL FRAMEWORK

Broadly defined, staff development refers to a plurality of formal or informal efforts and activities that schools undertake to enhance individual or institutional capacities to teach and serve students. Staff development programs are economically viable ways to improve institutional outcomes and maintain institutional integrity. Some practitioners use the terms staff development and professional development interchangeably. Staff development, which has a broader scope, should not be confused with in-service education which is its subcomponent. Daresh and Playko (1995) defined staff development as "an ongoing process that promotes professional growth rather than remediation;" and they refer to in-service education as "those activities directed toward remediating a perceived lack of skill or understanding". Nevertheless, when one refers to staff development and in-service education, one is talking about a learning process designed to assist teachers carry out their duties effectively so that children are able to learn well.

8. TRAINING PHILOSOPHY

A school is an important instrument of social engineering and a training ground for the students who will hold the reins of the country in future. Such a significant segment of the society cannot be left to its fate to languish in the hands of outdated educators and therefore the teachers must be properly trained to handle this human resource to develop a value based productive citizenry.

Every teacher should be basically an ardent learner. In the course of his teaching, the teacher acquires educational experience, which he analyses and generalizes to improve his own pedagogical procedures.

Through, self-education his personality as a teacher is transformed into an effective and efficient teacher. The essence of In-service education of teachers is thus to (i) develop in him the requisite competencies and (ii) to improve the commitment level of the teacher so that his personality as a teacher is enriched and he is in a position to make his contributions felt in the society and in the academic world.

9. THE RATIONALE:

Schools must continue to improve. Our schools have to produce better-educated students who achieve higher standards and better productive educational outcomes. The critical role of the teacher as a catalytic agent can neither be under-estimated nor neglected except at the cost of the peril of the education system itself. If we improve the teachers' competencies relating to the facilitation of learning; then improvement in the school system would be visible and tangible. Teachers as a group are the most powerful variable in the school improvement efforts. Changes in schools are possible only by changing the teacher behavior. Therefore, In-service Education of the teachers is undoubtedly the most crucial and critical component of any school improvement programme and has to be viewed as central to the success of the entire schooling process.

10. DYNAMICS OF IN-SERVICE EDUCATION:

Teaching is a practical activity and the best way to learn it is on the job. The pre-service training course, being of short duration cannot spare adequate time to equip the prospective teacher to face practical realities of classroom and school. Moreover in pre-service education knowledge has pre-dominance over practice component. This is because it is realized that prospective teacher should not only gain a clear understanding of pedagogical details, but also the manner in which they operate in the field to enable him to practice these for confirming his understanding. In-service education should enhance the skills and understanding to use the theoretical knowledge to improve quality of his functioning in school. The need for in-service education can be placed in the following paradigms:

9.1 Changeparadigm:

Society is dynamic and ever changing. Education system as a sub-system of wider social system has to keep abreast of, if not anticipates, changes in social milieu. Viewed in terms of human behaviour, the changes are ordinarily identified as gaining new knowledge, increasing understanding, acquiring more desirable attitudes and strengthening interests. Viewed in terms of materials, media, and knowledge itself, changes may suggest exploration, evaluation, modification, amplification, and elimination. All these processes imply personal involvement and lead to changes in administrative and teaching practices.

The core assumption of the change paradigm is that the education system needs redirection from time to time in accordance with economic, cultural, social and technological change and this redirection will be governed by the normal political process, societal concerns such as national identity, recognition of minority groups, opportunities for women, population health and environment education, work education. Initiatives for redirection should come from school system. Certain changes in education system which include structural changes, policy changes like compulsory education, integration of children with special needs with the general schools, curricular changes often determined and sponsored by government itself or by its agency, are to be implemented by the teachers. INSET activities should be geared to study and incorporate changes in the school system. However, considerable preparation, negotiation and coordination are necessary for effective INSET programmes to adopt changes of vital importance.

9.2 The problem solving paradigm:

The problem solving paradigm assumes that, because teaching is a difficult and complex process and circumstances are constantly changing, problems will invariably arise in individual schools and class rooms. Since teachers are most closely connected with the context in which these problems arise, they only can diagnose the problems accurately. INSET programmes should be organized to study solutions to these problems. School is a natural community with its own distinctive milieu and most of

the expertise relevant to school improvement resides in the minds of its teachers. A school-based INSET involving the teachers in decision making could be the most appropriate INSET strategy to find plausible solutions. Problem solving paradigm acts as a framework to encourage the teachers to think creatively and reasonably provided they are involved throughout the process and are agreed upon the diagnosis of the problem and approach to its solutions. INSET offers opportunities to share their experience and learn as they experiment. But problem solving approach has difficulty with external credibility. Many a time, internal credibility may also be problematic because it is often controlled by senior teachers or a particular faction.

9.3. The growth paradigm

Growth paradigm begins with the postulate that teaching is a complex and multifaceted activity about which there is more to know than can ever be known by one person and the motive for learning about teaching is not only to repair a personal inadequacy as a teacher; but also to seek greater fulfillment as a practitioner of art. A teacher can never claim to be a perfect teacher though some teachers know more than others do. A teacher should always have an appetite for learning, as those who know the most do not conform to a single model of perfection.

The skill of teaching is learnt by own experience. However, experience alone is not enough to stimulate growth. Experience should be critically analyzed to draw out the best and to refine it for future reference. A reflection on experience is also necessary for trying new options, gaining new prospective and extending ones professional capabilities. But reflection needs time and tools. Teachers are hard pressed with curricular and extra-curricular duties in schools; and rarely find time for conscious self improvement. Special efforts on the part of school authorities are needed to encourage teachers for professional growth.

11. GUIDING PRINCIPLES OF AN EFFECTIVE IN-SERVICE TRAINING PROGRAMME

Planning for an effective INSET Programme should be based on some basic principles. Summarized below are some of the basic principles.

- 11.1 The in-service training is essentially different from pre-service training in terms of objectives, experience, age & maturity level of the learner, methodology of training, time factor and various other facets which should be taken into account while planning the Programme.
- 11.2 The basic objective of INSET is to improve professional competence of the teachers in order to improve the learning of the students. Specific objectives of each Programme should be defined before designing the course details. It will help to provide the basis for common approach and co-operative action.
- 11.3 The techniques and processes of the training Programme should be related to the needs of the individual and of the organization.
- 11.4 A scheme of rewards or incentives needs to be worked out to reinforce learning. It is, therefore, essential that INSET programmes be inter-linked to some incentives. The incentives may not always be in terms of money, promotions, awards etc. It may be sometimes intrinsic, appreciation for better performance, or deployment as resource person or other types of professional recognition.
- 11.5 INSET Programme itself involves a number of activities. Right from identification of training needs to follow up actions it has to be dynamic and innovative in its approach. Therefore, INSET should not be shy in adopting latest technology and techniques of training.
- 11.6 INSET, to the extent possible, should be conducted in actual work environment and should be oriented towards research.

1. TRAINING POLICY FOR VARIOUS CATEGORIES OF STAFF

13.1 TRAINING POLICY FOR TEACHERS

1. KVS will establish 10 Zonal Institutes of Education & Training (ZIET) to cater to the training needs of the teachers and other staff. Number of ZIETs may be increased in case of further expansion of the KVS
2. Each ZIET will be headed by a Deputy Commissioner to be called Director supported by other staff to be determined from time to time.
3. Every teacher will have to undergo mandatory course of three weeks duration within a period of 5 years.
4. All teachers teaching subjects like TGTs(WE, P&HE, AE), PRT (Music), Librarian will also undergo training of three weeks once in every five years.
5. The non-teaching staff viz Section Officers, Assistants, UDCs and LDCs will undergo short period of 5-day courses once in every three years.
6. Newly appointed teachers will undergo Induction training of 10 days duration in the first year of their joining, preferably prior to their joining.
7. The teachers promoted from one post to another will undergo two weeks refresher course within six months of their promotion, preferably prior to their joining.
8. 4-5 days workshop subject-wise will be organized for TGTs/PGTs producing result below 70% in the CBSE examination during August every year.
9. Separate courses will be organized for teachers serving in winter closing Vidyalayas if adequate number of teachers is available in particular subject.
10. Vidyalaya level Professional Development of Staff (PDS) programmes will be organized for the teachers serving KVs located in foreign countries.
11. All categories of teachers will be considered for need based training programmes conducted in international institutes as per the norms and guidelines to be devised by the Sangathan.
12. KVS will participate in the courses/workshop/conferences/seminars etc organized by Institutes like NUEPA, CBSE, NCERT and other Govt. agencies.
13. Every teacher will be trained to use computer in classroom instructions.
14. Teachers will be trained in guidance and counseling courses so as to ensure that at least one trained teacher is available in every KV within 05 years.
15. Teachers will be encouraged to undertake self -study or to undertake courses conducted by universities through distance mode. Suitable incentives will be given for successful completion of the courses certified to be in the Sangathan's interest.
16. ZIETs will devise some generic courses to be offered through correspondence cum contact mode.

1. COMPETENCY PROFILE:

Competency profiles in the context of teachers are related to the subject content and pedagogic aspects. Various core and professional competencies of teachers have been delineated in part -II of the policy. Similarly the core and professional competencies of other officers have been addressed in the relevant sections of the policy.

2. DESIGN AND STANDARDISATION OF TRAINING PACKAGES:

All the Zonal Institutes of Education & Training will prepare training packages in tandem so as to avoid different formats and standards. Formats for training packages devised by the DoP&T New Delhi in its Design of Training programmes (DoT) will be used in ZIETs. The packages will consist of training manuals and modules on generic and specific subject areas. Standards of packages may be got vetted by the NCERT/IGNOU/EFL-U/ISTM etc.

PART-II

OPERATIONAL GUIDELINES:

1. INTRODUCTION

Training of teaching and non-teaching staff in Kendriya Vidyalayas is a regular activity. A substantial amount is spent on of the training every year. As per policy of the KVS, every teacher has to undergo 21 -day training programme in a cycle of 6 years.

Generally teachers attend training programme of different durations in every three years. The following guidelines are developed for making the training policy operational

2. TRAINING NEEDS OF VARIOUS CATEGORIES OF STAFF

2.1 TRAINING NEEDS OF TEACHERS IN KENDRIYA VIDYALAYAS.

The teachers at various stages of their career have varied needs. The professional needs of teachers with 4-5 years of experience differ from that of with 10-15 years of experience and again the needs change when teachers are promoted from one cadre to another or to take supervisory position. The needs not only differ from different categories and stages but also for teachers posted in different locations like Rural or Urban, Tribal areas to non-tribal area.

Training needs of teachers indicate the gap existing between what the teachers know and how they perform; what they are expected to know and perform. If needs are known in advance, the Zonal Institute of Education and Training (ZIET) of the KVS can plan more comprehensive and meaningful In-service Education & Training (INSET) programmes. Recently a need assessment survey was conducted at ZIET Mumbai to assess the INSET needs of KV teachers and following needs have been identified as common for all teachers and stagespecific for various career stages.

2.1.1 COMMON NEEDS OF ALL TEACHERS

- (i) **Content Enrichment:** Teachers' knowledge content is to be enriched from time to time to enhance their proficiency. Frequent changes in curriculum by CBSE in the form of frontline curriculum further stress the need for required content enrichment. It is all the more important for teachers posted in rural areas where most of them do not have access to sources of knowledge. In-service Education & Training (INSET) is necessary to compensate the deficits in content.
- (ii). **Pedagogical development:** Knowledge of content, no matter how complete, is necessary but not sufficient unless translated into enhanced level of learning of students. A concept can be taught in different ways using different aids and activities. INSET is necessary to regularly update the teachers on pedagogical changes.
- (iii). **Contextual strategies:** Teachers' choice about class room practices at any point of time is not simply a product of knowledge but depends upon feasibility and desirability of a particular practice in specific instructional setting. Students in Kendriya Vidyalayas are from multi-linguistic backgrounds, residents of rural, urban & in some cases slum areas. Separate instructional practices and classroom management strategies are to be adopted. Organized In-service Training is needed in these areas.
- (iv) **Evaluation competencies:** It is repeatedly said that the evaluation system is the weakest link in the educational process. Evaluation revolves around 'content' and 'memory' and provides little space for understanding or higher order thinking. The recent examination reforms and emphasis on continuous and comprehensive evaluation (CCE) has made teacher to think of varied modes of evaluation. Conceptual understanding of formative and summative forms of assessments is essential to employ and interpret the tests and other activities in right perspective. The teachers need training to switch over from pen-paper tests to evaluation of learning in various formal and informal situations.
- (v) **Working with parents and community:** The teacher is a facilitator. To facilitate the child's learning, teacher requires cooperation of parents and community as well. Parental and community support is crucial for creating social interaction situations and for mobilizing resources. INSET should equip the teachers to harness available resources for educational benefits.

- (vi) Awareness of emerging issues in education: Awareness of emerging issues in education is essential for successful teachers. Recently issues like Use of technology in classroom, Population Education, Sex Education, AIDs Education, Disaster Management, Life Skill Education, Emotional Training and Stress Management etc. have occupied the minds of educational thinkers. In this age of information technology, a number of tangible innovations and experiments are being conducted in various fields of education. The result deserves to be disseminated for wide replication. INSET should expose the teachers of such changes.
- (vii) Emerging Needs of the present decade: Due to micro and macro changes in social and educational system emphasis need to be placed on use of IT in the classrooms. The modern mantra of education is not child centered rather child inspired education. The increasing emphasis on constructive approach in education would require teachers to transform themselves with their new role as facilitator or organizer of learning situations. Communication abilities, lifelong education and commitment for profession will be the new strategies of a successful teacher. In addition, initiatives like school based management, inclusive education, autonomous schools, guidance and counseling, independent learning etc. be accorded higher priority in In-service Education & Training.
- (viii) Some teachers join the profession by choice and some other wise. They carry different attitudes towards educational changes, children's competence, parental role, administration and overall role of education in nation building. Sometimes negativity crept into their thinking and unless corrected, it may be detrimental to the teacher and to the system as well. In-service training is a platform to share the experiences and motivate the teachers to have faith in the system and contribute their best.

2.1.2 STAGE SPECIFIC NEEDS

It is felt that besides the above stated common needs for all categories and of all stages, stage specific needs are identified to formulate effective training modules. Based on teaching experience four stages have been identified:

Teacher with:

0-2 year experience	-	Induction needs
3-10 yrs experience	-	Updating and retraining needs
10-15 yrs experience	-	Extension needs
> 15 yrs experience	-	Conversion needs
Any number of years of experience	-	Orientation needs when new things are introduced

The needs of different stages of teachers are placed at annexure-

2.3 TRAINING AREAS FOR LAB-ATTENDANTS

1. Nature of duties of Lab Attendant
2. Lab upkeep and maintenance
3. Personality and behavior
4. Minor local purchases
5. Maintenance of stock Registers/issue & breakage Register
6. Handling of glass ware and apparatus
7. Life span of equipment
8. How to prevent mishandling of equipment
9. Handling of harmful materials
10. Lab safety
11. Handling of fire extinguisher
12. Preparation of solution/mixture in Chemistry/Biology Labs

13. Interpersonal skills
14. Practical record Management
15. **MODELS OF IN-SERVICE EDUCATION**

Key to the quality of a programme lies in its processes. Process, in turn, depends upon the input variables. Sometimes a good quality process may produce desirable outcome even if the inputs are weak. Therefore, the selection of right processes and quality inputs to conduct a programme is very crucial for enhancing the effectiveness of the INSET programme.

The process of INSET demands the selection of appropriate models and their transactional strategies. The selection of models would vary programme-wise and theme-wise. It also depends upon the duration of the course, background of participants, support material, and availability of resource persons etc. Some of the models commonly used in in-service training of school teachers are described below:

3.1. Face to face Institutional Model: In this model of training, institution offers in-service programmes at its premises using face to face approach. It is like classroom situation where 35-45 participants take part in the Programme. Such Programmes are often of short duration ranging from 2 weeks to 2 months. Besides lecture-cum-discussion, group work, peer teaching, case study, actual classroom type interaction, library sessions etc are the instructional strategies used in this model. The merit of the model is that there are direct interactions among the participants and resource persons and also among the participants themselves. There is ample scope and opportunities for sharing experiences with the participants during leisure time. Social living and also programmes on yoga, community service, practical sessions on use of teaching aids, guidance & counseling etc can be successfully organized. However, face to face model cannot be employed if large number of participants are to be trained in a short period; and if, the participants can't be spared from their normal routine work.

3.2. Cascade Model: Cascade model is very useful if a large number of participants are to be trained in a short duration. In this model, the training design is built on two or three tier system. In the first lap, a group of 'Key Resource Persons' (KRPs) are trained; who subsequently train the resource persons (RPs) The Resource Persons are deployed at various destination; and, in turn, train the teachers. The greatest advantage of this model is that large number of teachers can be trained in a short duration, simultaneously at different locations. It is cost effective and training could be arranged in the vicinity of the participants. The limitation of this approach is that the teachers do not have direct interaction with experts.

3.3. Self Instructional Modular Model: Since institutional based facilities for in-service training are limited, teachers should always try to learn on their own. Self-instructional modules could be of great help in their efforts. The self-instructional modules are prepared by experts to develop teachers' competencies in various areas. The modules are developed and designed in such a manner that the modules undertake functions of a teacher. The module writer is aware of limitation of self learning and attempts to incorporate smooth interactions with the reader, techniques of self evaluation and monitor the progress.

The advantage of this approach is that every teacher can learn at one's own pace and time. It is very cost effective and can train any number of teachers at a time with little extra investment. However, success of the model depends on the self-learning habits of the teachers. The teacher hardly gets opportunity to interact with the experts. Evaluation of his progress is not comprehensive.

3.4. Media-Based Distance Education Model: With the advent of audio and visual communication technology, many in-service education programmes are conducted through electronic media. Use of TV for INSET is gaining momentum in India also. Teleconferencing facilities for two-way dialogue have been successfully experimented by IGNOU. Audio and Video Cassettes on various lessons developed by experts are now available in Indian markets. Through this approach, the training objectives can be achieved within a limited span of time. It is costly at the initial stage; and is limited to available technology.

3.5 Eclectic Distance Education Model

Eclectic distance education model for in-service education of teachers attempts to combine and integrate the advantages of various models in vogue.

3.6 'Experiential Learning Mode:

Experiential learning programmes are those which give credit for prior learning that did not take place in a lecture room setting and was not sponsored by an educational institution, but was acquired through work-experience including volunteer work, co-

operative education or self study Self-learning, learning through involvement in curriculum projects, research projects etc. fall under this mode. The greatest advantage of this mode is that one can learn at one's own pace without any formal setting. He can choose the area of learning which he needs most or can prioritize the learning areas.

3. TRAINEE SELECTION:

Proper identification of trainees being sponsored for the various courses should be done by the Kendriya Vidyalayas and the Regional Offices in respect of teaching and non-teaching staff at the Vidyalaya and the Regional Offices. The selection of Group 'A' Officers should however, be done at the Hqrs level in consultation with the Regional Offices and the ZETs keeping in view their current job responsibilities, future potential for growth etc. Mandatory training requirements for higher scales, promotions etc should be given priority over all other considerations. Same candidates should not be repeated in selection for specialized courses. Individual officers may not be sponsored for more than 2 courses in a year normally. (This could be relaxed in exceptional cases up to 3 courses by the cadre controlling officers.)

As a lot of ground work is done before undertaking training programmes. Absenteeism in such training programmes causes administrative inconvenience and financial problems. The Regional Offices should sponsor requisite number of candidates and ensure that sponsored candidates attend the programme without fail. In case of exigency, standby candidates should be nominated to replace the absentees. Provisions for punitive actions may also be decided in case of willful absence from the programmes.

Nomination-calls should be ensured by Regional Offices/HQrs/ZETs well in advance and a minimum of two months advance notice may be given in case of regular courses and minimum one month time may be given for specialized courses conducted by outside agencies. Background material may also be circulated in advance wherever necessary and possible.

4. TRAINING STRATEGIES

Appropriate strategies of curriculum transaction are essential to make INSET effective. The objective of INSET is to develop knowledge, skills, attitudes, values and motives towards successful teaching. The transactional strategies should be selected keeping in view the age, experience and background of the participants. An effective INSET Programme would utilize various transactional strategies like case study method, brain storming sessions, panel discussion, symposia, small group techniques, project work etc. In INSET each technique and strategy has a definite role to play and, therefore, should be employed after due consideration. All whole class, small group, pair group, and individualized training strategies will be followed. A list of some selected strategies is given below:

- | | |
|----------------------------|------------------------|
| 1. Lecture-cum-discussion | 7. Fish bowl |
| 2. Demonstration | 8. Case study |
| 2. Brain storming sessions | 9. Project method |
| 2. Written Assignments | 10. Field trip |
| 3. Group Work | 11. . Action Research |
| 4. Simulation exercises | 12. Action Learning |
| 5. Role plays | 13. Tele-training |
| 6. In-basket exercise. | 14. Video conferencing |

5. CHARACTERISTICS OF A SUCCESSFUL TRAINING PROGRAMME

A wealth of knowledge exists on successful training programmes. Given below are some practical suggestions in planning a training program. These characteristics are comprehensive, and encompass the research based findings offered by various experts.

1. Stakeholders' involvement in planning. Training activities tend to be more effective when participants have taken part in identifying the objectives and planning the activities.
2. Time and timings: Whether the training activities are mandated or participation is voluntary, participants need time away from their regular or administrative responsibilities. Time of the programme should neither be short nor be more than what required. The timings and place of training is also important. Training scheduled at times of the year when seasonal activities are minimal and the place should also be cozy and conducive for training.
3. Involvement of Principals. Training activities in which Principals are active participants are more effective. Active involvement means that Principals need to monitor all of the activities in which their teachers are involved.
4. Budget. For training activities to be effective, KVS' support needs to be active and visible, especially through the approval of an adequate budget.
5. Expectations. Participants should know what is expected of them during the activities, as well as what they will be asked to do when the experience is over.
6. Opportunity for sharing. Training activities in which participants share and provide assistance to one another are more apt to attain their objectives than activities in which participants work alone.
7. Follow-up. Training is more successful if follow-up activities are part of the design of the programme.
8. Opportunity for practice. Training activities that include demonstrations and practice with feedback are more likely to accomplish their objectives than those activities that expect participants to store up ideas and skills for use at a future time.
9. Active involvement. Successful training activities are those which provide participants with a chance to be actively involved. Participants are more likely to apply what they have learned when they have "hands-on" experiences with materials, actively participate in exercises that will later be used with students, and are involved in small group discussions.
10. Opportunity for choice. When participants have chosen to be involved in a program, there is a far greater likelihood that the experience will be helpful. But some participants or a group of participants should not be sponsored again and again at the cost of opportunities for other staff.
11. Building on Strengths. People like to be recognized as valued, competent, liked, and needed. Training activities that view each participant as a resource are usually more favorably received by participants.
12. Content. The instructional material suitable for immediate application is more useful than that has remote possibility of implementation. Just-in-time training would yield better results.
13. The trainer. The trainer trained in systematic approach to training would be more effective than those without it. Successful trainers approach a subject from the participant's point of view. The trainer's expertise is important, as is his or her ability to convey genuine enthusiasm for the subject.
14. Individualization. Training programs that provide different experiences for participants who are at different stages of their development are more apt to obtain their objectives than those in which all participants engage in common activities.
15. Number of participants. Some presentations are as effective with 100 participants as they are with 10; however, for training activities requiring personal contact, informality, and an interchange of ideas, 35-40 participants appear to be optimal. There are exceptions based on the skill of the trainer, the organization of the activity, and the nature of the topic.
16. The learning environment. As a general rule, successful training activities occur within a low-threat, comfortable setting in which there is a degree of "psychological safety." Openness to learning is enhanced when peers can share problems and solutions.
17. The physical facility. Accessibility of supporting materials, appearance of the facility, room temperature, lighting, auditory and visual distractions, and many other physical factors have subtle but sometimes profound effects on the success of a training activity.

6. PLANNING AN IN-SERVICE EDUCATION PROGRAMME (INSET)

Meticulous planning is necessary for success of any In-service programme. While planning for a programme for teachers' education, questions like what is the support material to be supplied? Who will be the resource person? Whether the programme should be residential? How many participants are likely to attend the programme etc. would naturally arise. A successful planning has to consider all the possible aspects of the conduct of the courses. Different aspects of planning of INSET are:

1. Manpower Planning:

- Trainees
- Resource Persons
- Support Staff
- Participants

2. Material Planning

- Venue
- Training Material
- Support Material

3. Transaction of the Programme

- Preparatory phase
- Transactional phase
- Follow up phase

4. Financial Planning

- Hiring of Venues
- Travel expenses
- Honorarium
- Expenditure on training material
- Aids and equipment
- Miscellaneous expenses

7. EVALUATION OF IN-SERVICE PROGRAMME

Evaluation is an important component of any teaching learning process including INSET. It enables us to redesign the future programmes and improve upon previous strategies. Questions like – was it relevant? How was it implemented? Was it planned properly in terms of objectives, duration & resources? Was it cost effective? The evaluation of a training programme will be undertaken at four levels-

1. Reaction: Reaction evaluation will be undertaken at the end of each programme. The reaction questionnaire will however, be given in the beginning of the programme to enable the participants to make up their mind as the programme progresses. The questionnaire will be comprised of the following areas
 - a. Personnel – Assessment of efforts of Director, coordinator, resource persons, guest speakers, trainers, and other support staff.
 - b. Teaching – learning activities, projects undertaken, group activities, practical work, demonstration assignments, field mark etc.
 - c. Implementation strategies – Teaching style, innovation, quality of interaction, classroom management, problem solving strategies etc.
 - d. Resource Utilization -Efficiency to the extent to which human, financial, physical and material resources were optimally utilized within time frame and constraints of the programme. Evidence of success or failure can be obtained either through structured interview of the participants, resource persons and other personnel; or through a questionnaire.
2. Knowledge/Skills/Competencies -Pre-test and post test will be conducted to assess Knowledge/Skills/Competencies acquired during the course
3. Application at School/ classroom -Improvement in actual performance will be assessed by the Principal and the inspection team. The teacher would be required to maintain a portfolio of his progress and will produce to the Director of the subsequent courses.
4. Overall Impact on Performance -Overall performance will be assessed based on various factors such as results, change in behaviour, attitude etc observed and recorded by the Principal

Post training seminars to be conducted by inviting the trainees to validate the training conducted



केन्द्रीय विद्यालय संगठन(मु0)
18 संस्थागत क्षेत्र, राहीब जीत सिंह मार्ग, नई दिल्ली-110602
KENDRIYA VIDYALAYA SANGATHAN (HQ)
18, Institutional Area, S.J. Marg, New Delhi-110016.
Tel.: 26858570 Fax 26514179
Website: www.kvsangathan.nic.in

E-mail/Speed Post

Dated: 31.03.2016

F.110338/2016-17/KVS(HQ)Acad./

निदेशक/उप आयुक्त
केन्द्रीय विद्यालय संगठन
सभी आंचलिक शिक्षा एवं प्रशिक्षण संस्थान एवं
सभी क्षेत्रीय कार्यालय।

विषय: In-Service Training Courses (2016-17) for PGT/ TGT/ HM/PRT/TGT(P&HE, AE, WE & Librarian) & PRT (Music)

महोदय/महोदया,

The details of In-Service Courses slated to be held during the year 2016-2017 have been finalized. The courses for PGTs, TGT (Hindi, English, Math, Science, Social Science and Sanskrit) and for PRTs (except PRT Music) will be organized in two spells of 12 and 10 days respectively. However, duration for TGT(P&HE, AE, WE & Librarian) & PRT (Music) will be of 21 days in single spell only.

The dates for the Courses (I & II spell) for PGT, TGT, HM and PRTs are given as under:

CADRE	I SPELL	II SPELL
PGTs – All Subjects	18.05.2016 To 29.05.2016	24.12.2016 To 02.01.2017
TGTs(Hindi, English, Math, Science & Social Science)	18.05.2016 To 29.05.2016	24.12.2016 To 02.01.2017
HM	18.05.2016 To 29.05.2016	24.12.2016 To 02.01.2017
PRTs - Except Ernakulam	31.05.2016 To 11.06.2016	24.12.2016 To 02.01.2017
PRTs of Ernakulam Region	18.05.2016 To 29.05.2016	24.12.2016 To 02.01.2017

CADRE	SINGLE SPELL OF 21 DAYS
TGTs(P&HE, AE, WE & Librarian)	<i>TO BE INTIMATED BY RESPECTIVE ZIETs</i>
PRT (Music)	<i>TO BE INTIMATED BY RESPECTIVE ZIETs</i>

The Dates of Orientation Course for Director, Associate Course Director, RPs of all venues at ZIETs:

CADRE	DATES (Refer Annexure - V)
PGTs & TGTs	01.05.2016 To 03.05.2016
HM & PRTS	06.5.2016 To 08.5.2016

The norms for Director / Associate Director / Resource Persons of different courses are as follows:

Category	Director	Associate Director	Resource Persons	Maximum Guest Lectures
PGT	Director, ZIET/ AC/Principal	Principal/V.P.	02 PGTs	10
TGTs (Regular/ Promotees)	Director, ZIET/ AC/ /Principal	Principal/V.P/ Sr. PGT	03 PGTs	07
PRT	Principal	-	01HM & 02.PRT	07
TGT(AE) TGT(WE), Librarian, PRT(Music) other than the Courses conducted by other Institutes for TGT(P&HE)	Director, ZIET	VP/Sr. PGT	02	10
HM	Director, ZIET/ AC/ /Principal	VP/Sr. PGT	02 Sr.HM	07

The Consultative Meeting for all ZIET Directors/ Course Directors of Orientation Courses will be held on April 25-26, 2016 at ZIET Mysore.

The following are enclosed herewith:-

1. The venue-wise & subject-wise list of courses is placed at Annexure-I
2. The consolidated list of subject-wise courses is placed at Annexure-II.
3. Region-wise list of courses is placed at Annexure-III.
4. Overall details of participants- Annexure-IV.
5. Details of Orientation Programmes - Annexure-V.
6. The approved norms of expenditure for each spell of 12 and 10 day courses and for 21 day courses for (TGT (AE),TGT(WE),Librarian, PRT(Music) are placed at Annexure-VI.
(The norms of expenditure for 21 day course for TGT(P&HF) will be as decided by LNUPE/LNIPE/ organizers & KVS).

It is to be noted that:

1. List of Participants of various courses will be circulated by Director ZIET Mumbai. The Principals will check the details of the concerned participants of their Vidyalaya and report modification, if any, to the Deputy Commissioner of the concerned Regional Office and intimate the same to ZIET, Mumbai.

2. Wherever Directors, Associate Directors and Resource Persons are not identified or wherever changes are to be effected in exceptional circumstances, the Deputy Commissioner of the Regional Office concerned shall identify and depute suitable officials in consultation with the Course Directors. While selecting Directors / Associate Directors / Resource Persons the following aspects would be carefully considered by the ROs:

- a) Assistant Commissioners and Principals who underwent training under SAT Programme conducted by DOP&T (held at Shimla)/ trained in constructivist approach of learning at HBCSE Mumbai/underwent Educational study tour to Germany.
- b) KVS Incentive Awardee /National Awardee Principals, Vice-Principals, HMs and other teachers.
- c) Teachers deputed by KVS under Teacher Exchange Programme / Cultural Exchange Programmes / under programmes like Fulbright Scheme / Japan Teacher Exchange Programme etc.
- d) Teachers who have undergone training programme /diploma course in Guidance and Counselling from NCERT.
- e) Teachers deputed by KVS under specialized trainings in N.C.E.R.T. / N.U.E.P.A. / T.T.T.R.I. / I.I.M. etc.
- f) Teachers trained in CCE by CBSE/ other agencies.
- g) Teachers trained in Constructivist approach of learning at HBCSE Mumbai.
- h) Teachers trained in innovation in Mathematics Education at IDC, IIT Mumbai.

It is to be appreciated that a teacher has to be a life-long learner. The in-service courses are opportunities for teachers to update their knowledge and upgrade their pedagogical skills. Besides, KVS spends considerable resources on the organization of training programmes and resources should be used optimally. In view of this, the Deputy Commissioners should ensure that all the identified teachers are deputed to attend these courses without fail. **Further, dropping out by the teachers in the last minute on flimsy grounds needs to be reduced. The Commissioner has**

desired that all the teachers deputed for the courses attend the programme without any exception.

4. When a teacher seeks exemption from attending the in – service course, such application needs to be submitted to the Deputy Commissioner of the region by the Principal along with his / her clear recommendation and teacher's refusal to attend such courses in the past, if any. The Deputy Commissioner shall then decide the case on merit and communicate his / her decision to the individual concerned through the Principal and also to the Course Director as well as the Director, KVS ZIET Mumbai. **A note regarding such exemptions/absence should be put in the service records of the employee for future reference.**
5. KVS receives representation from the teacher(s) for change of training venues. Normally the Deputy Commissioners should not entertain such requests as it disturbs the training plan. However in case of genuine reasons such representations should be disposed off at the level of Deputy Commissioner concerned. The change of venue on genuine grounds may be considered and should be communicated to the concerned Director, KVS ZIET, Course Director and Venue Principal concerned at least 10 days before commencement of the course. However, such teachers shall not be eligible for TA. However, DA will be paid for the training period as per KVS rules.
6. The following points are to be noted regarding the participation of teachers in the in-service course 2016-2017:-
 - a) Names of teachers, especially for courses like TGT (P&HE), should not be added except with the approval of the JC (Trg) at KVS (HQ). In case such names are forwarded then details of when the teacher completed his last course, date of superannuation and due date of selection scale may please be mentioned.
 - b) It should also be ensured that no teachers are left out who are due for grant of senior scale / selection grade on or before 30.6.2017 and have not attended any in-service course between 2012 and 2016 in the same cadre. In case names of such teachers are not included in the list already sent by you, their names should be sent directly to the nearest venue director of the course with a copy to ZIET Mumbai by 05.04-2016.
 - c) **The teachers who are absent for the I spell during summer 2016 will not be allowed to attend the II spell during December 2016. Their names should be sponsored only in the next session.**
 - d) **In addition, those teachers who could not attend the second spell of in – service course in 2015– 16 and got exemption must be asked to attend the 12 days course (only) during summer vacation 2016. Please ensure there are no such backlog cases.**
 - e) As both spells of the In-Service Course have specific objectives and specified modules, it is considered essential that teachers should attend both 1st and 2nd spell mandatorily. Measures are being taken to make the 2nd spell distinct and more meaningful. **Henceforth, from the session 2016-17 onwards, those teachers who are unable to attend the 2nd spell of Inservice Course, for whatever reason, will not be permitted to attend the 1st spell next year. Such teachers will have to attend the 2nd spell of the Inservice Course of the next session to successfully complete their In-Service course. It is to be noted that such teachers will themselves be responsible for any financial loss to-them due to the delay in completion of their In-Service course.**

7. TGT (Yoga) should not be deputed for TGT (P&HE) courses.
8. The venues and dates for the Inservice Course for TGT(Skt.) will be intimated separately.
9. It has been decided that CPPDPT of IGNOU be treated at par with one In- Service course of KVS (including both spells of 12+ 10 days). This will hold good also in case of teachers whose Senior Scale or Selection grade is due. This will be subject to the successful completion of the CPPDPT of IGNOU (along with clearing of all the Term Ending Examination Papers) and entry of the same in the Service Book of the teacher concerned (circulated vide letter No.F.110338/10/2015-16/KVSHQ/Acad. dt. 8/11.3.2016). In light of the above decision, the Deputy Commissioner of all regions are requested to revise the list of Primary Teachers for the participation in the In-service course 2016-17 and forward it to ZIET Mumbai under intimation to the office latest by April 5, 2016 so that, if required, modifications may accordingly be made in the venues of the In-service courses 2016-17 for PRTs.
10. The Director ZIETs and Deputy Commissioners concerned will ensure that all the Directors / Associate directors and Resource Persons identified for conduct of the in-service courses attend the orientation course as per the schedule given in Annexure-V. **The orientation Programme / In-Service Course should be conducted as per action plan given below:**
- i) Detailed schedule for 12+10-days in-service training courses for each subject of orientation course assigned be prepared and finalized.
 - ii) Training modules and manuals prepared in 2014 be updated with reference to change in syllabus and NCF- 2005
 - iii) Topics will be elaborated with detailed methodology.
 - iv) The training should focus on:
 - a) Awareness of the syllabus.
 - b) Capacity building: Understanding of concepts that are relatively difficult and effective transaction of curriculum in the classroom.
 - c) Understanding of students' requirements.
 - d) Awareness of expectations of stakeholders.
 - e) Competency in spoken English.
 - v) In case of TGT Social Studies, History background teachers should be given exposure to Economics and Geography and vice-versa. Similarly for the TGT (Bio), teachers with background in bio should be given exposure in physics & chemistry and vice-versa.
 - vi) Wherever group discussions, case studies, perception exercises, life skill activities, etc. are used, details should be worked out during Orientation Programme.
 - vii) Stress on communication and spoken English skills should be emphasized. (20% of the In-service Course time should be allotted for spoken English for PRTs and for the remaining courses 10% of the time should be allotted).
 - viii) Adolescence Education and Personality development, soft skills and 21st century skills should be made mandatory components in the course design.
 - ix) Local Experts should be selected on the basis of required topics and not the other way round.
 - x) Use of Educational Technology in the classroom, computer aided instruction should be discussed.
 - xi) Copy of the finalized training module should be handed over to the Course Director at the venue of the Orientation Course itself.

- xii) **The pre-test for PGTs and TGTs, HMs & PRTs which has to be conducted only during I spell, should be of 03 hours duration and the test for PRTs/ HM it shall be for two hours.** The test should cover content areas as well as general topics to be covered during the course.
 - xiii) There shall be **two tests during the conduct of the course of one hour duration each** (1 mid test & 1 post test) on 6th and 11th day of the I Spell and 5th and 9th day of II Spell respectively from the areas covered / included in those periods.
 - xiv) In addition, the activities carried out by the participants like model lessons, assignments, participation in discussions etc., shall also be evaluated. The overall grading shall be done in the ratio of 60:40 for the written tests and activities respectively.
 - xv) A teacher securing less than 75% marks in the overall grading even in second spell of the courses shall be asked to repeat the training at the next available opportunity.**
 - xvi) Latest trends in evaluation with special focus on CCE (for Primary/middle/secondary) and on HOTS (High Order Thinking Skills) and OTBAS for Secondary/Senior secondary classes should be discussed.
 - xvii) Grading system in Primary class should be discussed in PRT/HM courses.
 - xviii) **NCF- 2005** with special focus on constructivist approach to learning should be discussed
 - xix) Innovations and experimentation in classroom teaching-learning process, action research should be discussed.
 - xx) Ways and means to tackle individual differences among students should be discussed.
 - xxi) Emphasis should be given on carrying out the activities given at the end of each lesson of NCERT / CBSE books to enable students to have better understanding in the lesson/ subject.
 - xxii) Concept of projects / assignments and their evaluation be discussed and a uniform system be adopted.
 - xxiii) Special emphasis should be given on Common Minimum Programme for Primary Education as circulated by KVS (HQ) in PRT/HM Courses and EQIUP for TGTs.
 - xxiv) Orientation on National/International Olympiads and competitions like: KVYP, NTSE, INMO, Physics Olympiad, Chemistry Olympiad, Cyber Olympiad, Science Olympiad, Intel Science fair etc. needs to be taken up.
 - xxv) For PGT (Computer Science) focus should be on CBSE syllabus for “Computer Science” and “Informatics Practices”. The other important areas to be covered are:
 - a) Role and responsibilities of PGT (Computer Science) maintenance of ICT infrastructure in KVS.
 - b) Developing effective Information Management structure in KVs: maintenance and updating of Websites, e-learning, content mapping for e-learning.
 - xxvi) All the trainees should be exposed to latest trends in their subject area with focus on use of ICT to become more resourceful in sharing and use of learning resources.
 - xxvii) Sensitization of teachers towards differently-abled/special children.
 - xxviii) Work-life balance of teachers.
 - xxix) The Deputy Commissioners are requested to depute PGT(Computer Science) from the vicinity of the training centre/ the in-service course venue or the school itself for 2 hours per day for 5 days.
11. It may be ensured that all the trainees be given minimum basic comfort at each training venue for a conducive learning environment. A small committee of participants may be constituted to oversee food and other arrangements in consultation with the Course Director and participants.
12. Various Educational Organizations like Sainik Schools, Military Schools, Central Tibetan School Administration (CTSA), ISRO, DAV schools, Army Public Schools and similar chains of Govt.

funded schools as well as private schools are approaching KVS for permitting their teacher (s) of various cadres to undergo In-service Courses organized by KVS. You are requested to allow such teachers from these organizations/schools to attend in-service courses with following conditions separately (for both 12 and 10 days courses):

- i) The Organization / Schools will send the list of teachers nominated for course (s) to the Principal / Director of training venue with a copy to the concerned, ZIET, and teacher/s so deputed for any In-service course will report to the Director at the training venue with course fee of Rs. 5,000/- (Rupees Five thousand only) in case of teachers of Govt. funded schools and Rs. 7500/- (Rupees Seven thousand five hundred only) in case of teachers of the private schools for each spell of course in the form of Demand Draft in favour of the concerned KV /ZIET. The charges towards board and lodging will be borne separately by the participant on actuals basis as per KVS norms.

13. The Deputy Commissioner /Directors of ZIETs / AC / Officers of KVS HQ will visit the various training venues in consultation with Joint Commissioner (Trg) to assess the efficacy of the programmes.

14. All the course Director (s) will send following inputs to ZIETs as per distribution given below.

- ❖ A consolidated feed back given by the participants at the end of the training.
- ❖ Participant wise entry and exit test results.
- ❖ Session wise report for each course.
- ❖ List of participants present/absent with name, designation and category (SC/ST/OBC/GEN) KV. **(To be sent on the second day of the course)**

ZIET Mysore, Gwalior and Chandigarh, Bhubaneswar after consolidating course-wise information on all the above courses will send the same to ZIET Mumbai. ZIET Mumbai will consolidate all the inputs and send a final report to KVS(HQ).

This issues with the approval of the competent authority.

भवदीय,



(डॉ. शची कान्त)

संयुक्त आयुक्त (प्रशिक्षण)

Enclosures: As above

प्रतिलिपि:

1. PS to Commissioner, KVS (HQ), New Delhi.
2. PS to Addl. Commissioner (Admn./Acad.), KVS(HQ), New Delhi .
3. DC(EDP), KVS(HQ) with the request to upload on the KVS website.
4. Guard File.

KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI

IN-SERVICE COURSE FOR TEACHERS 2016-17

SAMPLE TIME-TABLE FOR THE I SPELL

Venue:		TGT/PGT			Subject:	
	90 minutes	90 minutes	90 minutes	90 minutes	REMAINING ONE HOUR	
DAY 1	Inauguration	General Topic 1	Training Need Assessment/Allotment of Group Work		Pre test	
DAY 2	Subject Area	General Topic 2	Spoken English	Group Work	Demo Lesson	
DAY 3	Subject Area	General Topic 3	Demo Lesson	ICT	Demo Lesson	
DAY 4	Subject Area	General Topic 4	Subject Area	ICT	Demo Lesson	
DAY 5	Subject Area	General Topic 5	Demo Lesson	Group Work	ICT	
DAY 6	Mid test	General Topic 6	Subject Area	Group Work	ICT	
DAY 7	EDUCATIONAL TRIP					
DAY 8	Subject Area	General Topic 6	Demo Lesson	Demo Lesson	Group Work	

DAY 9	Subject Area	General Topic 7	Demo Lesson	Demo Lesson	Subject Area
DAY 10	Subject Area	General Topic 8	Spoken English	Demo Lesson	Demo Lesson
DAY 11	Post test	General Topic 9	Spoken English	Demo Lesson	Demo Lesson
DAY 12	Subject Area	General Topic 10	Subject Area / Practical experiments	Subject Area	Valedictory

This time table is purely Suggestive .Exact session time slots may be finalized as per availability of guest lecturers.

However, the number of sessions on subject area including demo lessons should not be reduced

EACH SESSION OF 90 MINUTES DURATION				
LUNCH BREAK 01 HOUR	TEA BREAKS 15 MINUTES EACH			

KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI

IN-SERVICE COURSE FOR TEACHERS 2016-17

SAMPLE TIME-TABLE FOR THE II SPELL

Venue:		TGT/PGT		Subject:	
	90 minutes	90 minutes	90 minutes	90 minutes	REMAINING ONE HOUR
DAY 1	Inauguration	General Topic 1	Subject Area	Group Work	ICT
DAY 2	Subject Area	General Topic 2	Spoken English	Group Work	Demo Lesson
DAY 3	Subject Area	General Topic 3	Demo Lesson	ICT	Demo Lesson
DAY 4	Subject Area	General Topic 4	Subject Area	ICT	Demo Lesson
DAY 5	Mid test	General Topic 6	Subject Area	Group Work	ICT
DAY 6	Subject Area	General Topic 6	Demo Lesson	Demo Lesson	Group Work
DAY 7	Subject Area	General Topic 7	Demo Lesson	Demo Lesson	Subject Area
DAY 8	Subject Area	General Topic 8	Spoken English	Demo Lesson	Demo Lesson
DAY 9	Post test	General Topic 9	Spoken English	Demo Lesson	Demo Lesson

DAY 10	Subject Area	General Topic 10	Subject Area / Practical experiments	Subject Area	Valedictory
---------------	--------------	------------------	--	--------------	-------------

This time table is purely Suggestive .Exact session time slots may be finalized as per availability of guest lecturers.

However, the number of sessions on subject area including demo lessons should not be reduced

EACH SESSION OF 90 MINUTES DURATION				
LUNCH BREAK 01 HOUR				
TEA BREAKS				
15 MINUTES EACH				

KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI
ZONAL INSTITUTE OF EDUCATION AND TRAINING, MUMBAI
SUGGESTED LIST OF GENERAL TOPICS FOR THE IN-SERVICE COURSE 2016-17

Venue:

In-Service Course for TGT/PGT:

Subject:

Please select the topics that you plan to take up in the first spell and second spell (9 to 10 topics for each spell)		Choice	
S.No	TOPICS	1st Spell	2nd spell
MANDATORY			
1	Inclusive Education & RTE 2009		
2	Personal Claims (2 sessions)		
3	Gender sensitization		
4	AEP		
5	SOP for Terrorist attack/Disaster Management/Safe Schools		
6	First Aid and Emergency		
7	Code of Conduct & Article 81 B		
8	Corporal Punishment		
9	Yoga/ Wellness Programme/Stress Management		
10	Communication skills		
11	Prevention of sexual abuse among children		
12	Learning Disability and identification & Handling of Students with L.D.		
13	Guidance and counselling		
14	Human rights and child rights		
15	Conduct of Subject Committee meetings		
16	Constructivism / Multiple Intelligence		
17	PBL(Project Based Learning)		
18	Action Research		
19	Green Practices in Schools		
20	KVPY/Olympiads		
21	Java only for PGT Computer Science teachers (2 days)		
22			

23			
24			
25			
26			
27			
28			
29			
30			
OPTIONAL			
31	Grievance Redressal / Right to information		
32	Technology aided learning		
33	Work Life Balance/Stress management		
34	Grading and assessment of students w.r.t. C.C.E		
35	Leadership & Personality development		
36	Spoken English		
37	Careers in Biology		
38			
39			
40			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			

“The mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, the great teacher inspires.”

William Arthur Ward

IN-SERVICE COURSES

by Ms.Usha Aswath Iyer
Deputy Commissioner & Director
ZIET Mumbai

DESIGN BRIEF ON 'IN-SERVICE COURSES'

- Aim:**
- i) To make Course Directors (Principals & Assistant Commissioners) aware of the mandatory requirements of a 21/22 day in-service course.
 - ii) To make them aware of the planning required for conducting an in-service course.
 - iii) To create awareness of principles of andragogy (teaching of adults)
 - iv) To make Course directors realise the importance of their role.
 - v) To give details regarding important activities to be taken up during the in-service course.

Introduction: The 21/22 day in-service course is a yearly exercise to cater to the training needs of all categories of teaching staff of Kendriya Vidyalayas. As the number is very large, Zonal Institutes of Education and Training (ZIETs) and Regions together conduct the same. The training of TGT P&HE, Librarians, Yoga, Work Experience and PRT Music teachers is done at the ZIETS or by the ZIETs.

To conduct these in-service courses, Course Directors are nominated. To assist them, a team of Associate Course Director along with Resource Persons is nominated based on their experience, their contribution to KVS and other parameters

- Training Strategies:**
1. Whole class
 2. Small groups
 3. Individual

Training Settings A conference hall with capacity for 50 persons with chair and table. The hall shall have provision for Public address system, White Board with marker pen, Computer facility with Internet, LCD projector or Interactive board

Unit-1 Objectives of In-Service Courses.

Time: 20 min

Training Objectives:

- i) To develop awareness of need for training.
- ii) To create an understanding of changing trends in education and needs of society
- iii) To generate an awareness in need of soft skills
- iv) To develop awareness of need for IT

Training Material Required:

- i) **KVS Training Policy 2012 document**
- ii) **Create Job Aids/Handout**

Distribute KVS Training Policy 2012 document

Sequence of Activities:

- i) Discussion on the handout
- ii) Interaction with participants

Discussion:

- i) To develop academic competence.
- ii) To create an understanding of students' needs.
- iii) To train in developing soft skills
- iv) To give exposure in handling IT:

Evaluation:

- I. **Which of the following statements are TRUE? Give Reasons.**
 - a) Attending an In-Service Course is a voluntary activity.
 - b) In Service courses develop academic competence.
 - c) In Service courses expose teachers to latest pedagogical practices.
 - d) Students have changed in the 21st Century and so the teachers need to change too.
 - e) In Service courses are a way of discovering the drawbacks of teachers and punishing them.

Unit-2 Pre-Planning by Course Director

Time: 30 min

Training Objectives:

- i) To create awareness of the need for assessing training needs.
- ii) To highlight the need to plan the design of training
- iii) To make participants come prepared with areas for discussion as well as demonstration.

Training Material Required:

- i) PPT on Pre-Planning by Course director

Sequence of Activities:

- i) Power point presentation
- ii) Discussion on the topic
- iii) Interaction with participants

Discussion:

- i) **To assess academic areas.**

- ii) To differentiate between soft skills and academic areas.
- iii) To ensure that new policies are also catered for in training design..

Create Job Aids / Hand Outs:

Areas of focus to be noted by participants.

EVALUATION:

- I. **Answer in brief:**
 - a) Mention any two important areas in which teachers need to be enriched..
 - b) How can Needs of in-service course participants be collected?
 - c) Why is pre-planning an important part of any In Service Course?
 - d) Mention any two important tasks the Course Director should take up to ensure the participants are comfortable?

Unit-3 Qualities and Duties of a Course Director

Time: 20 min

Training Objectives:

- (i) To create awareness about need to strengthen academic competence in one's own subject.
- (ii) To be aware of the needs of adult learners.
- (iii) To ensure that all the components of an in-service training course are met

Training Material Required:

- i) List of qualities on the Blackboard.

Sequence of Activities:

- i) Display of List
- ii) Discussion

Discussion:

- i) Academic competence
- ii) Ability to keep participants' needs in mind; take up measures to ensure their comfort.
- iii) Good rapport with neighbouring institutions.

Create Job Aids / Hand Outs:

Evaluation:

- II. **Which of the following features are desirable for an In Service Course?**
 - a) Comfortable furniture.
 - b) Continuous teaching sessions.
 - c) Hands-on sessions with computers.
 - d) Discussions.
 - e) One Way interactions.

- f) Discipline and Punishment.
- g) Focus on building up academic competence.
- h) Focus on building up soft skills.
- i) Scope to develop Communication skills.
- j) Group work, pair work are important methodologies.
- k) To discourage innovative practices.
- l) To stop discussion of problems

Unit-4 **Qualities and Duties of the Associate Course Director and Resource Persons**

Time: 20 min

Similar to Qualities of Course Director.

Training Objectives:

Training Material Required:

Sequence of Activities:

- i) Discussion on the topic
- ii) Interaction with participants

Discussion:

Create Job Aids / Hand Outs:

EVALUATION:

Which of the following persons would you select as your Associate Course Director or Resource Person?

- a) Mr. Dharam Pal: He is good in his subject and reads the latest journals. He also keeps abreast of the latest news and happenings. He is short-tempered and uses abusive language occasionally.
- b) Mr Sundar: He is soft-spoken and well-mannered. He is hard working and obedient. His language skills need to be improved.
- c) Ms Shaheen: She has an excellent academic record. She is very shy and refuses to speak in front of an audience. She is extremely tech-savvy.
- d) Ms Leela Phadnis: She is a very innovative teacher. She undertakes all assignments willingly. She has a good sense of humour.
- e) Mr. Sushant Kumar: He is an experienced teacher, and knows how to handle all the difficult topics in his subject. He is not very tech-savvy but he is willing to work hard and is a good team worker.

Unit-5 **Day to Day Schedule of Activities and Time Frame**

Time: 30 min

Training Objectives:

- i) To create awareness of the day to day responsibilities of organising an in-service course.

Training Material Required:

- i) Table of activities with time frame.

Sequence of Activities:

- i) Distribution of table of activities
- ii) Interaction with participants

Discussion:

- i) Dates of tests.
- ii) Dates when information has to be sent to HQ/ZIETs
- iii) Duties to be completed on the last day.

Create Job Aids / Hand Outs:

Printed copy of sheet to be given.

EVALUATION:

Write the day of the activity against the item given:

S No	Day	Activity to be completed
1	ONE	
2	TWO	
3	SEVEN	
4	LAST DAY	

READING MATERIAL FOR IN-SERVICE TRAINING

The term 'in-service teacher education programme' connotes any programme provided to teachers already working in schools, with the explicit purpose of updating and renewing their knowledge, technical skills, etc., for main-training and/or enhancing their efficiency. In-service teacher education can be seen as a continuation of pre-service teacher education. Even in the case of an effective pre-service programme, the impact on recipients can wear out over time. Teaching, being creative and individualistic, requires periodic rejuvenation of teachers' attributes and upgrading of their technical know-how. Over the years, every batch of students that a teacher faces is a new batch whose entry behaviour makes unforeseen demands on the same teacher, for which he/she is obviously not prepared. Every teacher can perceive his/her own diminishing 'impact' on students. This creates a psychological conflict between one's perception of one's performance as a student teacher, and the students' reactions, which are not always favourable. Besides, in the case of 'mediocre' teachers, the effect of their initial training wears off faster, and over the years they become increasingly ineffective. Meaningful in-service education could be one way of maintaining them at least at the minimum level of efficiency.

In-service education programmes must enhance a teacher's understanding and skills, enable him/her to get 'better equipped', and thereby improve the quality of his/her functioning in the field. They must, further, have the capability to cater to different needs of teachers working under distinctly different conditions, facing peculiar problems and with varying degrees of

technical 'wearing out'. This is what justifies the need for greater periodicity of in-service education. The variety of programmes for in-service education, thus range from substantive upgrading in different school subjects, to enhancement of pedagogic skills, to field-based problem-solving.

The formal teacher education programme first initiated in India was meant only for those employed as teachers. They were trained in the normal schools where they worked. In this sense, school teachers were provided on-service training. At that time, the present concept of refresher courses was both unnecessary and inapplicable as even first-level training was not available to most teachers. It was only when the body of trained school teachers grew larger and their training became a matter of some significance that the need for refresher courses emerged. It was during the 1930^s that the refresher courses were organised for school teachers in accordance with the recommendation of the Hartog Committee (1929), which was later also endorsed by the Sargent Committee (1944).

Since Independence, teacher education has had to shoulder the responsibility of not only providing training to a large workforce of teachers to service the growing number of schools, but also training the large backlog of untrained teachers who had been working for quite a long duration, and ensuring proper and continuous development of trained working teachers and professionals.

New entrants, who had completed school education and/or collegiate education and wanted to be trained to become teachers, were provided with pre-service training through the existing programmes of teacher education. Working teachers required two types of training programmes. In continuation of the existing practice adopted prior to Independence, untrained working teachers both in primary and secondary schools were sponsored by state governments and local bodies for various institutions. One significant development which supported in-service education of school teachers was the establishment of the Central Institute of Education in 1947. This institute was given the explicit task of promoting continual professional development of school teachers and also of carrying out systematic field studies for assessing teachers' needs and generating meaningful and tested training modes. The Secondary Education Commission (1952) also seemed to agree with this.

The Education Commission strongly recommended that large-scale and coordinated programmes of in-service education for teachers should be organised by universities, training institutions and teachers' organisations, for teachers at all levels so that every teacher would receive at least two or three months' in-service education in every five year of service.³

Alongside such attempts at clearing the 'backlog' of untrained teachers through 'pre-service training', efforts also continued in respect of actual in-service education and training programmes, which have come to be popularly recognised as in-service teacher education programmes. Apart from national and state-level institutions like the National Council of Educational Research and Training and the State Institutes of Education, several other institutional structures, most of which were established during the early decades of Independence, indicate a variety of aspects on which orientation facilities had been visualised - subject matter updating in different disciplines during summer with specific orientation such as educational and vocational guidance, development and use of audio-visual materials, language teaching, and so on. In addition, another set of institutions providing orientation and training to teachers in specific areas of specialisation were established. Of these, institutions for the development of languages and language instruction need particular

mention. The Central Institute for English and Foreign Languages and the Regional Institutes of English set up in different parts of the country have paid special attention to helping school teachers teach English as a foreign language as well as a second language. Several private agencies have since come up with similar agenda. All these institutions provide full-fledged certificate, diploma and degree courses in their respective specializations, apart from in-service programmes. A similar initiative has been taken in respect of the Indian Languages. For this, the Central Institute of Indian Languages in Mysore with its regional units and the Kendriya Hindi Sansthan, Agra, have been set up. It is significant to note that national concern and recognition of school needs, as well as the required infrastructural facilities were translated into action expeditiously.

All the different agencies entrusted with the responsibility of in-service teacher education, such as the Central Institute of Education, later the National Institute of Education under the aegis of the National Council of Education Research and Training, the State Institutes of Education and universities, conducted scores of in-service programmes on varied themes of significance for teachers of primary and secondary schools. It became increasingly clear that the available network was inadequate for catering to the large workforce of teachers. Besides, the efficacy of the principles of 'downward filtration' and 'ripple effect' proved limited. The 'ripple' generated by training a few from different institutions, regions and levels, disappeared before it widened to encompass others. In the meantime, certain other developments in the field of education greatly influenced teacher education. The launching of National Adult Education Programme and the Non-Formal Education Programme in 1979, and the United Nations International Children's Emergency Fund sponsorship of improvement in elementary education through several national projects in the same year, led to changed perceptions about the teacher education programme and their significant role in making these new programmes effective. All these programmes had serious implications for the operation of the teacher education programme. They highlighted the need for greater sensitization of not only entrants but also of in-service teachers towards social and economic issues of the community, and the unpreparedness of the teaching force to effectively respond to the emerging roles of teachers.

With this realization, new institutional structures emerged with a concern for ensuring qualitative improvement and professional development of school teachers. It was considered relevant to mobilize efforts at the state level in order to make in-service education and field research more appropriately tailored to state-specific needs and also to enhance the participation and responsibility of state experts in the process of quality improvement in school education.

As a consequence of the National Policy on Education of 1986, yet another set of institutions have been established providing for localised specifications and needs that came to be recognised to be wide and varied even within the same state. In line with the National Policy on Education 1986 direction for greater decentralisation and local relevance in all educational endeavours, leading institutions have been established at each district for the purpose of in-service education of elementary school teachers. These District Institutes of Education and Training have been functioning since 1988. The District Institutes of Education and Training, as envisaged by the National Policy on Education 1986, will be established with the capability to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As District Institutes of Education and Training get established, sub-standard institutions will be phased out. These are by now set up in most states.

Another programme introduced under the centrally sponsored scheme of teacher education is for providing support to strengthen some of the existing teacher education institutions with a potential for diversification and quality work. Under this programme, some outstanding secondary teacher education institutions were identified as Colleges of Teacher Education and Institutions of Advanced Study in Education. These were to be established in a phased manner during the Seventh Plan period, which in actual implementation was extended to the Eighth Plan period. In effect, by 1996-97, 425 District Institutes of Education and Training, 76 Colleges of Teacher Education and 34 Institutions of Advanced Study in Education had begun functioning in different states/union territories. These categories of institutions are expected to provide in-service education to elementary and secondary school teachers along with their regular pre-service teacher education. The Colleges of Teacher Education are expected to organise two kinds of in-service education programmes for secondary school teachers: subject-oriented programmes of three to four weeks duration; shorter theme specific programmes of three to ten days. These programmes are to be organised in such a way that every teacher undergoes at least one subject-oriented course once in five years, apart from short theme-specific ones.

R. Gardner, 'On-Service Teacher Education', in *Second International Encyclopedia of Education*, Pergamon Press, Vol. X, 1994,

Ministry of Education and Social Welfare, Government of India, *Report of the Education Commission (1964-66)*,

NCTE, *Minutes of the first meeting of Elementary Education Committee; 1975*, p.6

Ministry of Human Resource Development, Government of India, *National Policy on Education, 1986*,

MANDATORY REQUIREMENT AS PER KVS TRAINING POLICY 2012

TRAINING TARGET: It will be an endeavor of the KVS to provide for a **three week training** to the teachers at least **once in five years**, besides induction/orientation and other need-based courses they undergo and at least **5-day training** to all its other employees in **every cycle of 3 years** likewise.

IN-SERVICE TRAINING IN KENDRIYA VIDYALAYA SANGATHAN:

1. The 21/22 day in-service training in KVS has become a mandatory requirement for staff members to be eligible for Senior Scale and Selection Scale.
2. For TGT AE, WE, P&HE, Yoga and for PRT Music the course is held in one spell of 21 days. This training is given by the ZIETs only in collaboration with
3. For other cadres of PRT, TGT and PGT the course is held in 2 spells- the first one of 12 days in May or June of the year and the second consisting of 10 days in December.
4. During in-service training, the focus is on Academic areas, Soft Skill areas and on promotion of IT skills.
5. Under academic areas comes the capacity building of teachers. For example, a Trained Graduate Teacher of Science may require more training in handling topics from Physics if she is a Biology graduate. Similarly Post graduate teachers of Biology

may be having a Master's degree in Botany will require assistance in handling Zoology and vice versa.

6. In-service courses also cater to the changing needs of policies, society such as Child Rights, Human Rights, Gender Sensitization, and Banning Corporal Punishment etc.
7. Personal growth of teachers can be built in with focus of IT skills, soft skills, communications and others.
8. According to KVS Training Policy 2012, the need for in-service and other short term training programmes is to cater to:

.a. Competencies to handle the needs of the students and that of the society

b. Commitment to serve the learners and their profession and to pursue excellence in education

c. Positive attitude towards life and faith in the capacity of the child

d. Readiness to perform in the classroom in particular and in school in general effectively

9. OBJECTIVES OF INSET IN KVS:-

2. To sensitize the teachers towards the needs, interest and problems of the students.
3. To facilitate acquisition of new knowledge in their subjects of specialization and to provide them with a broad understanding of current problems and trends pertaining to it.
4. To promote awareness and provide assistance in acquiring new competencies of effective teaching.
5. To strive for desirable attitudinal change among the teachers.
6. To initiate the teachers to innovation and improvisation of curricula, methods and aids.
7. To provide adequate educational technocracy.
8. To prepare the teachers for their changing roles as facilitators of learning in view of changing needs of students and societal demands.
9. To help teachers identify their problems and to solve them through pooled resources and wisdom.
10. To promote the habits of self-study, independent thinking and creative approaches.

ROLE OF COURSE DIRECTORS

A] PRE-PLANNING STAGE

The Course Director plays an important role in the design, plan and execution of any in-service course. Like the Principal sets the tone of a school, the Course Director will be the main influence on how a course progresses. As the participants in an in-service course are adults, learned and experienced to varying degrees, handling them will require skill, affection and tolerance. Unlike students, it is not advisable to be overly strict and act like a disciplinarian. Discussion, laying down of ground rules with common consensus and solving problems and hitches through group representatives will lead to a congenial atmosphere.

1. Planning- This includes a Training Needs Analysis. Preferably send a questionnaire to each of the participants, through the Principal, assessing the participants' training needs. Summarize them and then decide on a Plan of Action.
2. Make the timetable keeping in mind that certain areas need more time than others. For example sufficient time has to be kept for individual demonstrations, spoken skills etc.
3. If possible, send the reading material for each session, by e-mail to the participants, so that they can come prepared for discussion.
4. Similarly assign work to be done so that the participants come prepared with the material or with the texts required for the same.
5. Contact guest lecturers keeping in mind the requirements of the participants. Give the Guest Lecturer a clear outline of what is to be covered during the session.
6. Plan the work output you expect from each participant. Keep an eye on the quality and avoid overloading the participants with too much work.
7. During the Orientation and again before the course actually begins, finalize the time table and the pre-test question papers.

B] DAY TO DAY PROCEEDINGS

1. Collect the day to day reports and start scrutinizing them every day.
2. Attend the Morning Assembly and do give tips on how to make the assembly better. Remember to praise too!
3. Ensure punctuality of yourself, the Resource Persons and the Participants.
4. Check that the attendance sheet is signed twice daily.
5. Generally keep an eye on the quality of meals being served, the cleanliness of the lecture hall, the dining area and the hostel/class rooms if the participants are staying in the premises, the availability of drinking water etc..
6. See that computer labs are accessible and that the computers are in working condition and that Internet connectivity is available as least during some part of the day.
7. Arrange for fans, lights to be repaired as and when required. Install some mobile charging points if possible.

QUALITIES OF THE COURSE DIRECTOR

1. Awareness of andragogy- Science of teaching adults.
2. Knowledge of latest developments and changes in KVS policy.
3. Possess good communications skills and is a good teacher too.
4. Should be a good organizer.
5. Should be able to handle technology to some extent.
6. Should have good contacts with neighbourhood organizations which can provide experts for sessions.
7. Ability to handle different kinds of demands, without losing his/her temper.
8. Should keep the welfare of the participants in mind, and at the same time adhere to KVS' demands/rules and regulations.
9. Should prepare the topics assigned to him/her and use modern teaching methods like discussion, seminar, case study, quiz etc.
10. Should follow the expenditure norms as laid down by Sangathan.

QUALITIES OF THE ASSOCIATE COURSE DIRECTOR

1. Should work in close co-ordination with the Course Director.
2. Should supervise the day to day proceedings, ensure that punctuality is maintained.
3. Should be well-versed with the subject.
4. Should prepare the topics assigned to him/her diligently.
5. Should be familiar with the use of technology.
6. Should assist in the evaluation of answer sheets of Pre, Mid and Post tests.
7. Should scrutinize the question papers set for the various tests.
8. Should anticipate and solve problems which may arise, both academic as well as inter-personal.
9. Should be ready to take over charge of the course in case the Course Director has to leave due to some exigency.

DUTIES OF THE RESOURCE PERSONS

1. Should ensure that the instructions of the Course Director are carried out faithfully.
2. Should take care of the Attendance, of record of marks.
3. They should be responsible to ensure that all the participants complete their demo classes on time.
4. They should observe the behavior of each and every participant and note it for their overall assessment.
5. They should be physically present in time for the Morning Assembly.
6. They should regularly check that the course is proceeding along the lines visualized by the Course Director.
7. They should see that the participants report back after the tea breaks and lunch interval on time.
8. They should be thoroughly prepared to take the topics allotted to them.
9. They should accompany the participants on the Field Trip as well as other local tours arranged during the course.
10. It is their duty to see that the handouts required are ready on time.

TIME FRAME OF ACTIVITIES FOR 12/10 DAYS IN-SERVICE COURSE

DAY 1	REGISTRATION, INAUGURATION, ONE MAIN LECTURE, ICE BREAKING, GROUP FORMATION, PRE-TEST (BOTH SPELLS)
DAY 2	SEND ATTENDANCE DETAILS TO ZIET MUMBAI, JC (Trg) & ZIET CONCERNED- ALL 3 ANNEXURES (BOTH SPELLS)
DAY 3	DEMONSTRATION CLASSES CAN START (BOTH SPELLS)
DAY 6/5	MID-TEST (BOTH SPELLS)
DAY 7	FIELD TRIP- ONLY FOR FIRST SPELL
DAY 9/8	DEMOS TO BE COMPLETED
DAY 10/8	POST TEST (BOTH SPELLS)
DAY 11/9	COMPLETE MONITORING TOOL PROFORMA
DAY 12/10	COLLECT FEEDBACK; VALEDICTORY FUNCTION; DISTRIBUTION OF CERTIFICATES, CDs OR MANUALS TO EACH PARTICIPANT. PAYMENT TO RESOURCE PERSONS & ASSOCIATE COURSE DIRECTOR & COURSE DIRECTOR (IF NOT FROM ZIET) (BOTH SPELLS)
DAY 13/11	SEND CONSOLIDATED ATTENDANCE WITH ALL 4 ANNEXURES

INCLUDING NAMES OF PARTICIPANTS WHO SECURED LESS THAN 75% (BOTH SPELLS) ; SEND MONITORING TOOL PROFORMA OF EACH PARTICIPANT TO THE PRINCIPAL OF HIS/HER SCHOOL
--

CIRCULARS TO BE GIVEN

1. Expenditure Norms as issued by KVS. **(Annexure I)**
2. Letter regarding experience of Resource Person equivalent to Participant issued by JC (Trg) **(Annexure II)**
3. Letter on Working Lunch (issued by JC Trg) **(Annexure III)**
4. Monitoring Tool/Proforma **(Annexure IV)**
5. Grading Pattern **(Annexure V)**
6. Letter regarding In-Service Course issued by KVS (HQ) **(Annexure VI)**
7. Pattern of Certificate, Feedback Proforma **(Annexure VII)**



PRE-PLANNING BY
DIRECTOR.pptx



Evaluation
Sheets..docx

TRAINING MODULE ON CORPORAL PUNISHMENT

Ms.Usha Aswath Iyer
Deputy Commissioner & Director
KVS ZIET Mumbai

INTRODUCTION:

Corporal Punishment has been around for so many years that most of us accept it as a part of schooling and growing up. An occasional slap, a spanking, beating with a cane is most commonly termed as 'measures to "improve" the child'. Yet when I think back to my own schooling- and I was in a girls' school, I vividly remember two incidents- one when the Physical Education teacher slapped a girl on the thighs for not doing the exercises properly and another when a Social Science teacher slapped a girl in a quiet classroom for not doing her homework. And I was not even a party to the punishment!

One can well imagine the effect of such physical punishment on the child who actually faces it. Physical punishment involves physical abuse and the effects can be disastrous. It can lead to deafness, blindness, loss of mental alertness and many more. Its effects on the mind and emotions are worse, because they are not visible. Depression, Suicidal tendencies, a poor self-image and in contrast a spirit of aggression, of bullying may also be seen. When the abuse is by a parent or guardian, then it is worse. The child feels he deserves the punishment or that he is not loved by his parent. It instils a feeling that use of physical power

is O K and the strong will beat up the weak. It will lead to a chain of abuse with the child growing up to abuse his wife and/or children. It also gives rise to feelings of helplessness- if the guardian is the abuser, then who does one turn to for help?

WHAT IS CORPORAL PUNISHMENT?

The ambit of corporal punishment has been widened to include all forms of physical punishment such as beating, spanking, whipping with a belt or cane, pinching, scratching, pulling the hair and many more; it also defines mental harassment such as comments on a student's stature, physical or mental abilities, his caste, religion or state, and covers gender too. A very important point to note is that discrimination too has been covered under the definition of corporal punishment. No child can be denied education or kept segregated because of sex, caste, his or her parents HIV status, their occupation among others. Even ignoring the child could be a form of corporal punishment for the child, which the adult may not perceive.

REFERENCE:

1. GUIDELINES UNDER SECTION 35(1) OF THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE) ACT, 2009 FOR ELIMINATION OF CORPORAL PUNISHMENT IN SCHOOLS (Extracted from office memo of MHRD)- Definition of Corporal Punishment.

EFFECTS OF CORPORAL PUNISHMENT

1. **Physical-** This is the effect that is most widely reported by the media and garners most attention. That it is harmful is not denied at all. A child is a fragile being and still developing. A slap or smack may end up causing hearing impairment or head injury. Similarly beating with an instrument can cause loss of eyesight, a fracture or dislocation or even loss of a limb.
2. **Mental-** Punishment can scar a person for life. I remember during one of the training sessions, one of the participants needed ten minutes time to stand up and talk about the beating he had got when he was in Class 2! Corporal punishment can dent your self-confidence; make you a laughing stock before peers, lead to depression and suicidal tendencies. The problem is aggravated because there is nobody to turn to for consolation. Most parents too feel you are punished because you deserve it.
3. **Emotional-** A child who is beaten by an adult feels unsure about the relationship. A parent is a figure of love and authority. So if such a person beats you, can he be wrong? Is the beating an expression of love? The child is left confused. Using physical force is not appreciated at home, in school or in society. But here the parent is doing it. So maybe it is that I deserve this punishment or that I don't deserve to be loved.
4. **Promoting Violence-** When an adult uses physical force be it a parent, guardian or teacher, the child is made to feel that the use of physical force is acceptable if the perpetrator is superior in position. He will follow the same theory when he grows up and inflict physical harm on any one he perceives as his subordinate- his wife, his children, his workers...
5. **Effect on the Perpetrator-** The adult who uses corporal punishment slowly becomes insensitive to the hurt he is causing. It becomes an easy way to vent one's anger or

frustrations on somebody who is not even the cause of your anger. Self-control is lost and what starts as a simple spanking may escalate into an act of violence.

6. **Right of the Child-** Corporal punishment affects the dignity of the child. It affects his safety and freedom. The child is too helpless to protect himself and it is the duty of the State and the people who are duty bound to look after him to ensure that no child is harmed. Children should be made aware of their rights, given the opportunity to express their feelings and fears and be assured of a happy, safe childhood.

ALTERNATES TO CORPORAL PUNISHMENT

1. PRAISE GOOD BEHAVIOR.
2. PRAISE EFFORT EVEN IF RESULT IS NOT SATISFACTORY.
3. GIVE DOs RATHER THAN DONTs.
4. GIVE ACKNOWLEDGEMENT OF GOOD BEHAVIOR.
5. USE HUMOUR INSTEAD OF SARCASM.
6. DISCUSS PROBLEM BEHAVIOUR AND AGREE TO PUNISHMENT.
7. INVOLVE STUDENT COUNCIL.
8. INVOLVE PARENTS.
9. INVOLVE WHOLE SCHOOL COMMUNITY
10. DON'T LOSE YOUR TEMPER.
11. DON'T ABUSE OR INSULT.
12. DON'T COMPARE WITH OTHER STUDENTS.
13. OBSERVE BEHAVIOUR CHANGES IN STUDENTS.
14. TALK TO THE CHILD AND LISTEN WHEN HE TALKS.
15. DISCUSS PROBLEM BEHAVIOUR IN STAFF MEETINGS AND PTA.
16. HAVE CLEARLY LAID OUT METHODS FOR HANDLING PROBLEM BEHAVIOR.
17. DISCUSS WITH STUDENTS WHAT IS ACCEPTED AND UNACCEPTED BEHAVIOR.
18. DECIDE WITH STUDENTS WHAT PUNISHMENT IS ACCEPTABLE TOO.
19. HAVE LIFE SKILLS EDUCATION.
20. BUILD EMPATHY.
21. TEACH ANGER MANAGEMENT
22. DEVELOP CRITICAL THINKING, DECISION MAKING SKILLS THROUGH CLASS AND THROUGH OUTSIDE EFFORTS SUCH AS INVOLVE STUDENTS IN COMMUNITY /SOCIAL SERVICES_ TO DEVELOP EMPATHY.
23. ENCOURAGE PARTICIPATION IN CLASSROOM ACTIVITIES
 - a) TO INCULCATE ACCEPTANCE OF OTHER'S VIEWS, TOLERANCE, SHARING, CARING AND HARMONY IN GENERAL
 - b) AS WELL AS A WAY TO ENGAGE IN FRUITFUL ACTIVITIES TO DISSIPATE THE ADOLESCENT SURGE OF ENERGY.

TRAINING MODULE ON CODE OF CONDUCT

Compiled by Mrs. Pushpa Verma
PGT Economics
ZIET Mumbai

DESIGN BRIEF

AIM: 1. To make the teachers aware of the Code of Conduct followed in KVS
2. Expected and Accepted Behavior/Conduct
3. Providing guidance for teachers to identify and understand Do's and Don'ts as a Teacher in the Organization and Society.

INTRODUCTION: A **code of conduct** is a set of rules outlining the social norms and rules and responsibilities of or proper practices for an individual, party or organization. Related concepts include ethical, honour, moral **codes** and religious laws.

TRAINING STRATEGIES: 1. Whole class
2. Small groups
3. Individual

Unit1. Do's as a teacher (Detailed discussion)

Unit2. Don'ts as a Teacher (Detailed discussion)

Unit3. Article 81 B: Termination of services of an employee found guilty of immoral behaviour towards students.

Training Methodology – Lecture, Demonstration and Technology Aided (web based Resources; Teacher prepared Resources, Videos, Demos etc.)

Time distribution: (90 Minutes)

50 mins → PPT on Code of Conduct (+ Discussion)

20 mins → PPT on Article 81 B

20 minutes open discussion

Evaluation Activity: Questionnaire will be given as Assignment

CODE OF CONDUCT FOR TEACHERS - ARTICLE 59 OF EDUCATION CODE **FOR KENDRIYA VIDYALAYAS**

Introduction:

A code of conduct is a set of rules outlining the social norms and rules and responsibilities of, or proper practices for, an individual, party or organization.

Our Code of Conduct is rooted in our values of integrity, empathy, diversity and responsibility. It supports our commitment to doing what is legal, fair and right and provides guidance for the decisions we make every day. This Code does not attempt to provide a detailed and exhaustive list of what to do in every aspect of your work. Instead, it represents a broad framework that will help you decide on an appropriate course of action when you are faced with an ethical issue.

While 'the Department' is often referred to as one entity responsible for decisions and outcomes, the reality is it is a large and complex organization that achieves good outcomes when employees exercise sound judgement in fulfilling the duties of their particular roles. This also requires managers to supervise, support and provide training to staff.

The Code places an obligation on all of us to take responsibility for our own conduct and work with colleagues cooperatively to establish consultative and collaborative workplaces where people are happy and proud to work.

Article 59 of Education Code applicable to the teachers of KVS. Violation of these rules shall make an employee liable for action under the CCS (CCA) Rules 1965.

Unit 1: Do's as a teacher

1. It shall be the duty of every teacher:

(i) To respect the National Flag and the National Anthem.

(ii) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities and to renounce practices derogatory to the dignity of women.

(iii) To develop scientific temper, humanism and spirit of enquiry and reform.

(iv) To safeguard public property and to abjure violence.

(v) To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement.

2. Every teacher shall, by precept and example, instill in the minds of the pupil, entrusted to his care, love for the motherland.

3. Every teacher shall, by precept and example, inculcate in the minds of his pupils respect for law and order.

4. Every teacher shall organize and promote all school activities which foster a feeling of universal brotherhood amongst the pupils.

5. Every teacher shall, by precept and example, promote tolerance for all religions amongst his pupils.

6. Every teacher shall take a stand against unhealthy and bad customs and practices in modern society and must strive his best to instill in the minds of his pupils the principles of co-operation and social service.
7. Every teacher shall regard each individual pupil as capable of unique development and of taking his due place in the society, and help him to be creative as well as co-operative.
8. Every teacher shall be temperate and sober in his habits. He shall scrupulously avoid smoking, chewing of betel leaves and such other undesirable habits in the presence of students and within the precincts of the Vidyalaya.
9. The teacher shall always be on the alert to see that his pupils do not take active part in politics.
10. Every teacher shall have an exemplary moral character. His dealing with the members of the opposite sex in the Vidyalaya or outside, shall not be such as would cause reflection on his character or bring discredit to the Vidyalaya.
11. Every teacher shall co-operate with and secure the co-operation of other persons in all activities which aim at the improvement of the moral, mental and physical well-being of pupils.
12. Every teacher shall be strictly impartial in his relations with all his pupils. He shall be sympathetic and helpful particularly to the slow learners.
13. Every teacher shall be a learner throughout his life not only to enrich his own knowledge, but also of those who are placed in his care. He shall plan out his work on approved lines and do it methodically and vigilantly, eschewing all extraneous considerations.
14. Every teacher shall take pride in his calling and try to promote the dignity and solidarity of his profession.
15. Every teacher shall be an advocate of freedom of thought and expression and the development of scientific temper in himself and his students.
16. Every teacher shall be clean and trim. He shall not be casual and informal, while on duty. His dress shall be neat and dignified. He shall on no account be dressed so as to become an object of excitement or ridicule or pity at the hands of students and his colleagues.
17. Every teacher shall be punctual in attendance in respect of his class work as also for any other work connected with the duties assigned to him by the Principal. He shall realize that he is a member of the team and shall help in developing a corporate life in the school.
18. Every teacher shall abide by the rules and regulations of the Vidyalaya and show due respect to the constituted authority, diligently carrying out instructions issued to him by the superior authority.

19. Every teacher shall avoid monetary transaction with the pupils and parents and refrain from exploiting his Vidyalaya influence for personal ends. He shall generally conduct his personal matters in such a manner that he does not incur a debt beyond his means to repay.

20. Every teacher shall consider Vidyalaya property and funds as if placed in trust with him and shall exercise the same with prudence and care as he would do in respect of his own property or funds.

21. If a teacher is convicted by a Court of Law or arrested, it shall be his duty to inform his immediate superior the fact of his conviction or arrest and the circumstances connected therewith as soon as it is possible for him to do so. Failure to do so will be regarded as deliberate suppression of material information.

22. (a) Every teacher shall at all times

(i) Maintain absolute integrity.

(ii) Maintain devotion to duty.

(iii) Do nothing which is unbecoming of an employee of the Sangathan

(b) Nothing contained in part (a) of this Article shall be deemed to take away or abridge the right of a teacher:-

(i) To appear at any examination to improve his qualification;

(ii) To become or to continue to be a member of any Literary, scientific or professional organization;

(iii) To make any representation for the redressal of any bona fide grievances, subject to the condition that such representation is not made in any rude or indecorous language.

23. It is the responsibility of the class teacher or the teachers to ensure security and safety of the children under his control and supervision in the discharge of his duties. The teachers who are to escort children to excursions, tours, Scout & Guide camp, NCC Camps, & Sports Meets, etc., shall ensure the safety and security of the children.

24. A teacher is described as a role model, a guru from time immemorial and he should maintain moral and ethical values and set an example to the children. He must not demonstrate unethical activities towards the children. He should keep reasonable distance from the female students and female teachers and shall not indulge in an unwelcome sexually determined behaviour like (i) physical contact and advances (ii) demanding or requesting for sexual favours (iii) passing on sexually coloured remarks (iv) showing any pornography and (v) any other unwelcome physical, verbal or non-verbal conduct of sexual nature.

Unit 2:- Don'ts as a Teacher:

25. No teacher shall be a member of any political party or carry on activities either openly or in camera in support of any such party. He shall also not have any association with either any

political party or any organization which has been declared by the Sangathan to be carrying out its activities against the aims, objects and functions of Kendriya Vidyalayas.

26. No teacher shall be a member of the State or Central Legislature. He shall resign his job before contesting for elections as a candidate.

27. No teacher shall, except with the previous sanction of the Sangathan, give any talk on the radio, publish any statement or document either in his own name or anonymously, pseudonymously or in the name of any other person, which has the effect of an adverse criticism of any current or recent policy or action of the Central Government or a State Government, or which is capable of embarrassing the relations between the Central Government and a State Government or between the Central Government and the Government of any foreign state.

28. No teacher shall indulge in or encourage any form of malpractice connected with examinations or other school activities.

29. Confidential matters relating to the institution and the Department shall not be divulged by any teacher.

30. No teacher shall undertake private tuition or private employment or otherwise engage himself in any business.

31. No teacher shall prepare or publish any text-book or keys or assist directly or indirectly in their preparation, or use such publications without obtaining prior approval of the Sangathan.

32. No teacher shall engage himself as a selling agent or canvasser for any publishing firm/trader.

33. No teacher shall apply for an assignment or job outside the Sangathan directly. He shall invariably forward his application through proper channel.

34. Every teacher shall ensure that he/she should not use mobile phones in the class rooms in order to avoid teaching process.

35. No teacher shall present his grievances, if any, except through proper channel, nor will he canvass for any non-official or outside influence or support in respect of any matter pertaining to his service in the Vidyalaya.

36. No teacher shall accept or permit any member of his family or any other person acting on his behalf to accept any gift from any pupil, parent or any person with whom he has come into contact by virtue of his position in the Vidyalaya except as provided under Rule 13 of the CCS (Conduct) Rules, 1964.

37. No teacher shall, except with the previous sanction of the competent authority, ask for or accept contribution or other collections in cash or in kind in pursuance of any object whatsoever.

Unit 3: Article 81 B:

What is Article 81 B?

Article 81B) TERMINATION OF SERVICES OF AN EMPLOYEE FOUND GUILTY OF IMMORAL BEHAVIOUR TOWARDS STUDENTS

Where the Commissioner is satisfied after such a summary inquiry as he deems proper and practicable in the circumstances of the case that any member of the Kendriya Vidyalaya is prima-facie guilty of moral turpitude involving sexual offence or exhibition of immoral sexual behavior towards any student, he can terminate the services of that employee by giving him one month's or three month's pay and allowances accordingly as the guilty employee is temporary or permanent in the service of the Sangathan. In such cases, procedure prescribed for holding inquiry for imposing major penalty in accordance with CCS (CCA) Rules, 1965 as applicable to the employees of the Kendriya Vidyalaya Sangathan, shall be dispensed with, provided that the Commissioner is of the opinion that it is not expedient to hold regular inquiry on account of embarrassment to student or his guardians or such other practical difficulties. The Commissioner shall record in writing the reasons under which it is not reasonably practicable to hold such inquiry and he shall keep the Chairman of the Sangathan informed of the circumstances leading to such termination of services.

Note: Wherever and as far as possible, a summary inquiry in the complaint of immoral behavior by a teacher towards the students of Kendriya Vidyalayas may be got investigated by the Complaints Redressal Committees constituted in the Regional offices.

Evaluation Activity:

STATE WHETHER THE FOLLOWING ARE ACCEPTABLE OR NOT. GIVE REASONS

1. Mr. X gives a talk in the morning assembly against child marriage.
2. Mr. M wants to improve his educational knowledge; he attends the classes on Sunday and vacations.
3. Mr. K is a good poet and wants to publish his book privately.
4. Mrs. R receives a gift of flowers on teachers' day.
5. Mr. K promotes the attitude of social service among children.
6. Ms. V is transferred out of station. She asks parents to send a signed request for cancelling her transfer to the regional office.
7. A boy is a slow learner. Ms. RS. Decides to help him by practicing some questions from the question paper as revision.
8. Mr. S smokes regularly at home.
9. Mr. H is a very good teacher. Many students go to him for tuitions. His charges are nominal.
10. Mr. L compliments Ms. Y on her smart appearance.
11. A teacher wants to celebrate Vasant Panchami in school with his class. Each one contributes 20 Rupees.
12. A teacher wants to improve the performance of the children, supplies the required material to answer in the examination.

13. Mr. Z demands Rs. 10000/- from a parent.
14. Ms. S decides to have an all faith prayer for promoting tolerance and brotherhood.
15. Mr. Y loves to have a Paan after lunch. He eats it in his staff room only.



CHAPTER- VI CODE
OF CONDUCT .pptx

**TRAINING MODULE
ON
CONDUCT OF EFFECTIVE SUBJECT COMMITTEE MEETING**

Compiled by
Mrs.Radha Subramanian
PGT Biology
ZIET Mumbai

NUMBER OF SESSIONS: ONE

DURATION: 90 MINUTES

NEED FOR SUBJECT COMMITTEE MEETING:

Meeting is necessary for the following reasons:

- Interacting and sharing views on:
 - Subject based issues (Difficulties in subject content)
 - Student's progress (plan for the students who need improvement in their academic/curricular performance)
 - Projects given (vis-a-vis CCE format)
 - Issues related to Laboratory
 - Purchase
 - Stock maintenance
 - Issue
 - Breakage
 - Condemnation
 - Science Exhibitions/Science Congress/Science Fairs
 - Olympiads
 - Activities/Demonstrations chapter wise/class wise
 - Worksheets chapter wise/class wise
 - Academic planning
- Discussion on any of the above points
- Reporting (of any event, outing, participation)
- Review (the positives and negatives for improvement in future)
- Problem solving and decision making.

CONSTRAINTS:

Conducting a purposeful, participative and effective Subject Committee meeting is not an easy task. Common experiences include:

- Low attendance
- Long list of cynicisms and grievances
- Long discussions with no conclusion
- Uneven and uninterested participation
- Unwillingness to ask questions
- Decision making on the basis of inadequate information

These issues are not easily addressed, but meetings can become more effective if they are well planned with a clear purpose, effectively chaired and focused on decision-making.

OBJECTIVES:

At the end of the session, the committee members will be able:

- To familiarize themselves with one another.
- To describe the importance of interaction in performance improvement of the Subject (s) / students concerned
- To stimulate their thinking process to achieve the goals of the Institution
- To articulate, the necessity of shedding inhibitions to learn and perform.
- To be open to peer learning on a day to day basis, at work
- Team Building, a key stone to success

EXPECTED OUTCOME:

- Participants are introduced to each other,
- Familiarity develops
- Facilitation of transactions
- Enhanced learning and team-building
- Better output in the subject(s) concerned.

PLANNING THE SUBJECT COMMITTEE MEETING:

Committee meetings are more productive if they are planned beforehand. Responsibility for planning the meeting lies with the Subject Committee In-charge along with the Chair person and members of the Subject Committee. Plan meetings effectively by:

- Identifying the purpose of meeting
- Setting dates well in advance to maximize the number of members available to attend (and sending a reminder notice)
- Clarifying the purpose or focus of the meeting with the Agenda well in advance
- Ensuring that staff are concise and comprehensible
- Ensuring that minutes and agreed actions from the previous meetings are circulated.
- Ensuring that all papers are circulated well in advance
- Identifying which agenda items require a decision and which are for information or discussion, and planning your Subject Committee meeting is easier if the purpose of each meeting is clear

SUBJECT COMMITTEE MEETINGS ARE FOR:

- Monitoring and reviewing progress towards meeting the aims of the School
- Monitoring financial performance (Purchase of items for the Lab, materials for Science Exhibitions/Science Club/Nature Club/Science Park etc.)

- Delegating work (Setting of Question papers, Guiding students for Science Congress, Science Exhibitions, Olympiads, Intel Science Fair, Setting up of Science Park, Science Corner/Nature Club)
- Planning for the future and identifying new opportunities

EFFECTIVE CHAIRING BY THE CHAIR PERSON:

Chairing is a key factor in the effectiveness of meetings. It is customary for the Chair person-Principal/Vice-Principal to chair the meetings, but in their absence it is the responsibility of the Subject Committee In-Charge to direct the discussion of the Committee, ensuring that the objectives of the meeting can be met, and that the Committee effectively fulfills its responsibility in consideration of the items on the agenda. This involves ensuring that all are well briefed about each agenda item and that:

- Decisions are taken, recorded and carried out
- There is full attendance and participation
- The agenda is followed
- There are time limits set for the meeting as a whole and for agenda item individually

Productive meetings require the contribution of all members of the Subject Committee, working as a team and taking joint responsibility for ensuring that issues are given due consideration and decisions taken.

DECISION MAKING:

Committees may be responsible for making major decisions jointly with all members in making any big decision; a number of steps are involved, including some or all of the following:

- Information – ensure that the committee has read or heard all relevant information
- The goal - what is our aim and is it consistent with the aim and direction of the organization
- Agreement on the goal is a crucial stage in decision making
- Choices - what choices are available to us and what are the constraints
- The plan - how do we achieve our goal - what are the steps and what resources do we need

All committee members should be clear about exactly what has been decided and decisions should be clearly noted in the minutes. Each committee member has a contribution to make to the meeting effective .All members should:

- Prepare for the meeting
- Forward apologies if unable to attend
- Use the agenda
- Listen to the speakers
- Learn from other people
- Speak up when you have something to say, be concise and speak relevantly
- Ask questions if you are unclear or unsure
- Ensure the commitments made are complied with

THE CHAIR PERSON'S RESPONSIBILITIES:

(Principal/Vice-Principal/Subject Committee In-charge)

BEFORE THE MEETING:

1. Plan the agenda with the Subject Committee In-Charge. Include items brought to you by other members. Decide the order and timing of the agenda, and who will introduce each one.
2. Identify which agenda items are for information, discussion or a decision.
3. Be well briefed about each item, and actions taken since the last meeting.
4. Ensure all necessary background papers (including the last meeting's minutes) are sent out with the agenda beforehand.
5. Check with staff that all relevant practical arrangements have been made, e.g. room layout, visual aids, etc.
6. Arrive in good time before the meeting is due to start.
7. If the duration of the meeting is long, arrange for snacks and tea to be served for the members.

DURING THE MEETING:

Communicate

- Start the meeting. Welcome any new members. Make any necessary introductions.
- Receive apologies for absence.
- Ensure that additions or amendments to minutes are recorded.
- Set the scene. State the objectives of the meeting and each item.
- Try to be brief when making a point.

Control

- Maintain control. Set out any time limits.
- Allow flexibility and freedom of expression.
- Keep to the agenda.
- Ensure quorum is present.
- Ensure time is used effectively.
- Ensure that proper minutes are taken.

Coax

- Ensure full participation.
- Draw out quieter members and discourage those who are monopolizing the meeting.
- Be prepared to highlight issues that no-one else will
- To be the one who always has to ask the awkward questions.

Compare

- Analyze suggestions impartially
- All statements in favour of a point should be summarized along with all the points in favour

Clarify

- Ensure everyone understands what is being discussed
- Summarize
- Ensure that if jargon and abbreviations are used, all members understand them
- Ensure that decisions are recorded, together with who is going to implement them. It can be useful to record decisions as they are made

Decision Making

- Ensure that decisions are taken in the context of the values of the Department/School/ Institution and that they are recorded, together with who is going to implement them along with the timeframe.

Guide

- Remember that above all you are there to guide the meeting.
- Steer members to work harmoniously and purposefully as a team.
- Keep an eye on time.

AT THE END OF THE MEETING:

1. Summarize decisions taken and action points to be followed up e.g. who's responsible, by when the job is to be completed.
2. Agree a date for the next meeting - it is usually best to set dates for the next meeting well in advance.
3. Agree what special items will be put on the agenda of the next meeting and what work needs to be done, by whom etc.
4. Ensure that the minutes are written up, checked by the Chair and sent out in good time.

THE SUBJECT COMMITTEE IN-CHARGE'S RESPONSIBILITIES

The Subject Committee In-Charge is crucial to the smooth conduction of a Subject Committee meeting. This involves activities before, during and after Committee meetings. In order to be effective, the Subject Committee In-Charge should ensure that they carry out the following activities:

BEFORE THE MEETING:

- Consult with the Chairperson on the order of items for the meeting, and the way in which it should be dealt with on the agenda.
- Decide which point in the agenda requires discussion and what requires a decision by the Committee
- Ensure that the notice of the meeting is given well in advance
- Circulate to all members
 - (a) Any papers to be discussed at the upcoming meeting
 - (b) A copy of the agenda, minutes of the previous meeting
 - (c) Make sure that any report or information requested at the last meeting is available or that there is a good reason why not.

AT THE MEETING:

- Arrive in good time before the meeting with the minutes and with all the relevant correspondence for that meeting.
- Record the names of those who are present, and convey, record apologies received from those who are absent.
- Obtain approval of the minutes of the previous meeting, and if they are approved, note that fact.
- Report on actions or matters arising from the previous minutes.
- Read any important correspondence that has been received.
- Take notes of the meeting, recording the key points and making sure that all decisions and proposals are recorded, as well as the name of the person or group responsible for carrying them out. Make sure action points are clear.
- Make sure that the Chairperson is supplied with all the necessary information for items on the agenda, and remind the Chairperson if an item has been overlooked.

AFTER THE MEETING:

- Prepare a draft of the minutes and consult the Chairperson for approval.

Send a reminder notice of each decision requiring action to the relevant person, this can be done by telephone, or by an 'action list' with the relevant action for each person duly marked. **Format of the Minutes or Notes of the Meeting**

- 1. Subject Committee Meeting Number:
- 2. Date
- 3. Time
- 4. Room in which held
- 5. People present
- 6. Apologies for absence
- 7. Corrections to Minutes of previous meeting (if any)
- 8. Action taken reports (if any) relating to previous meeting
- 9. Items on the agenda
- 10. Items to be discussed and decided
- 11. Date, time and venue of next meeting
-
- Format of the Agenda for the Subject Committee meeting:
 - 1. Subject Committee Meeting Number:
 - 2. Date
 - 3. Time
 - 4. Room in which held
 - 5. People present
 - 6. Apologies for absence
 - 7. Action Taken Report relating to previous meeting
 - 8. Items for Information/Discussion/Decision
 - 9. Reports from sub-groups (if any)
 - 10. Any other agenda with the permission of the chair
 - 11. Date, Time and venue for the next meeting

TRAINING MODULE
ON
ACTION RESEARCH

Compiled by
Mrs.Radha Subramanian
PGT Biology
ZIET Mumbai

NUMBER OF SESSIONS: ONE

DURATION: 90 MINUTES

HOW IS ACTION RESEARCH DEFINED?

“Action Research is a fancy way of saying let's study what's happening at our school and decide how to make it a better place”.

Emily Calhoun

“Action research is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners.”

A.Christine Miller

“Action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies”

Parsons and Brown

NEED OF ACTION RESEARCH:

Current regulations, demand that ‘No Child is Left Behind’, hence the need for implementation of research-based instructional practices and techniques to ensure success for all students. Teachers are encouraged to reflect on and analyze student data on a consistent and collaborative basis to ensure success for all students. In order to meet the challenges being faced, schools are encouraged to restructure their professional development system providing faculty members with opportunities for collaborative inquiry, reflection, and dialogue what is derived from the student data.

METHODOLOGY: Power Point Presentation
Lecture and discussion method
Case Study to introduce the topic
Selection of a topic for Action Research

OBJECTIVES:

- The participants will be triggered to introspect and look for areas that could be improved in the student/class/teacher/school/class and section.
- Depending on the issue/problem under study/research the teacher may take up the project as an individual or as a team.
- The Action Research would be Scientific and unbiased for the benefit of the student/class/school/class and section.
- It provides the Principal and teachers an opportunity to better understand what happens in their School.
- It establishes a decision making cycle that guides the instructional planning for the school as well as individual classes.

EXPECTED OUTCOME:

At the end of this session the participant will be able to take on a project on Action Research with one or more of the following aims:

- Help an individual student
- Enriching and improving the overall class performance
- Experimenting for improvement of students in academic/co-scholastic fields
- Discovering the latent talents in the students and promoting their improvement
- Bringing about Gender Sensitization in schools
- Customizing the teaching –learning practices as per the need of the student/hour
- Enriching the School environment
- Enriching and improving the Class and section

INTRODUCTION OF THE TOPIC USING CASE STUDIES:

The participants may be grouped and given any one of the case studies (given below as sample) to discuss and choose a topic for Action Research either individually or as a team.

Case Study 1:

Jadish, a student of class XI Science is the only child of his parents. He was good in studies till class ten. Now he disturbs the class and does not allow the teachers to teach in the class. He loves to play foot- ball and finds excuses to be in the field any time of the school day. Teachers think it good that he is not in the class and in the field as he otherwise disturbs them when he is in the class.

What is your opinion?

Case Study 2:

Dolly, is a student of class XI Science .She has a younger brother, whom she loves and her parents dote upon. She was scoring above 80% till her class X. Her performance in class XI is a cause of worry to all her subject teachers as she does not even pass the class tests/Unit Tests/Half yearly's. The year is coming to an end and she is still a cause for her teachers worry. Her parents always scold her comparing her to her brother who is doing well in his studies. She has become very quiet and sits in a corner of the class. She is very good in Web designing and computer related work, but her parents are keen she becomes a Doctor and make her take Biology instead of Computer Science.

What is your opinion?

Case Study 3:

Vaibhav is a student of class XI Science. Loves to sketch and draw most of the times and is also a good foot-ball player. He does not like to study, but all his friends from Class X have taken up science to pursue engineering later. So he too has taken up Science with Maths and Biology. Although he could manage to score 60 % in class X, getting even 33% in class XI is major task for him. He is always giving excuses for his incomplete work, poor performance and even absenting himself during the scheduled test days.

What is your opinion?

Case Study 4: Shailaja is a student of class XI Science. She is the only daughter of a senior bank officer. She is talented and fluent in both Hindi and English. She studied in a convent school before taking admission in K.V. in class XI Science. She is constantly behaving badly with the teachers and students, criticizing them and making fun of their dress, language, style etc. Her performance in studies is not satisfying and her parents think the School and teachers are the cause for the same.

What is your opinion?

Case Study 5:

Shailender is the second son. His elder brother is doing Medicine. Shailender has been an average student of class XI Science. Sadly he is not interested in sports or any other co-curricular activities. Fed up of his parents constant comparison to his performance against that of his elder brother, he befriends other senior boys of the locality who have quit studies and cultivates habits like smoking and drinking. Of late he has become very arrogant and also behaves badly with both teachers and parents.

What is your opinion?

ACTION RESEARCH:

“The idea of action research is that at the classroom and school level itself, the educational problems and issues can be identified and investigated .When the teachers / Principals working in the school research into these issues in the prevailing settings and work ,the findings can be applied .Given the conducive environment ,the problems can be solved more quickly”.

Action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. Within the action research process, educators study student-learning related issues to their own teaching. It is a process that allows educators to learn about their own instructional practices and to continue to monitor improved student learning. Therefore action research is a continuous and reflective process where educators make.

Action research is demanding, complex, and challenging because the researcher not only assumes responsibilities for doing the research but also for enacting change. Enacting change is not easy—it requires time, patience, and sound planning, communication, and implementation skills.

FINDING CRITICAL FRIENDS TO WORK AS A TEAM:

- As a member of a collaborative action research team, whether pursuing an individual research study or a team study, it is important to engage colleagues in a process of collaborative inquiry to advance the developing research effort.
- Particular colleagues may be enlisted at the beginning of the research for a variety of reasons-because they are especially sensitive to emerging problems, or are creative and have ideas about how educational issues might be addressed, or are skilled in problem definition, or are greatly interested in a particular issue.

- A circle of 'critical friends' who work together to help define the research problem, formulate the questions, collect and analyze the data, and discuss the data and outcome of the study.
- To facilitate critical collegiality (co-operative interaction among colleagues) every one seeks to
Understand differences of perception before trying to resolve them, recognizing that early consensus can inhibit in depth and critical of analysis.
- In this critical process, members raise questions with each other when they don't understand ideas or what the data states.
- Members surface assumptions and use data to challenge them, actively searching for both challenges and support for what they believe is true.
- Discuss the problems, accumulation of overwhelming amount of data or possible areas that one can examine in doing action research.
- They describe their personal experiences in conducting classroom action research projects and provide insights into some of the pitfalls, issues, and other concerns you might have before initiating your own action research study.
- Critical friends share a commitment to inquiry, offer continuing support throughout the research process, and nurture a class and section of intellectual and emotional caring.

PRACTICING ACTION RESEARCH:

Some basic principles for conducting action research can be found in Gregory Bateson's "Rules of Thumb" for doing research:

- study life in its natural setting, being careful not to destroy the interactional integrity.
- think aesthetically; visualize, analogize, compare, and look for patterns and configurations.
- live with your data, be a detective, mull, contemplate, observe, and inspect. Think about through and beyond.
- be as precise as possible, but don't close off possibilities and keep your explanations as close to your data and experience as possible.

FIVE PHASES OF ACTION RESEARCH:

1. Selecting an area or focus
 - Identify the priority issue/area
 - Empathize with the students
 - Look at both immediate and long term effects
2. Collecting data
 - Collect relevant data
 - Collect data from various sources
 - Collect data regularly
 - The whole team working on the project should have access to the data.
 - Monitor data collection
3. Organizing data

Study the frequency of repetitions
Tabulate and represent the data graphically
Arrange data by class, section, and school level
Analyze the data objectively and unbiasedly

4. Analyzing and interpreting data

Segregate the data as significant or irrelevant to the case in study
Determine priority area(s) for action

5 Studying the professional literature

Study the literature available in the selected subject area
Analyze and interpret these materials for understanding and action
Short list the most suitable/appropriate actions

Taking Action:

- Co-relate the Professional Literature with the data analysis
 - Short list feasible options
 - Draft short term and long term plans
 - Implement some of the plans/actions immediately
 - Assess implementation of the plan/action
 - 'Rinse and Repeat' if and when required.
-

TEACHER SELF-ASSESSMENT

1. I have tried Action Research in my classroom this many times:
a) 1 b) 2 c) 3 d) 4 e) Other:.....
2. I have tried and used Action Research to help me solve my classroom problem:
a) strongly agree b) agree c) disagree d) strongly disagree
3. I did use Action Research to try a new method in my classroom to help improve students' learning:
a) strongly agree b) agree c) disagree d) strongly disagree
4. My classroom teaching has improved greatly because of my Action Research:
a) strongly agree b) agree c) disagree d) strongly disagree
5. Students learning has improved after my Action Research:
a) strongly agree b) agree c) disagree d) strongly disagree
6. Practicing Action Research has made me more confident as a teacher as I find students are learning more from my lessons:
a) strongly agree b) agree c) disagree d) strongly disagree
7. I am willing to do Action Research on a regular basis now because (check all that apply)
a) it improves my teaching b) it improves my confidence c) students learn more
8. I plan to use Action Research in future:
a) strongly agree b) agree c) disagree d) strongly disagree
9. Any other comments:

HOW TO FORM A RESEARCH QUESTION

<p>1. Identify the problem (Talk/discuss with critical friends)</p>	<p>Problem</p>
<p>2. Why is the problem happening? (the Why determines the Action Plan)</p>	<p>List several possibilities:</p> <p>a) b) c) d) e)</p> <p>Choose the one that represents your best guess and is one YOU can do something about in a reasonable period of time.</p>
<p>3. Brainstorm possible actions.</p>	<p>List several possibilities:</p> <p>a) b) c) d) e)</p> <p>Choose the one that YOU can do something about in a reasonable period of time and guess it might work.</p>
<p>4. Write your research question.</p>	<p>If I(fill in action plan),what will happen to the</p> <p>.....(fill in the problem)?</p>

5. What is your timeline for enacting your action plan and conducting your data collection?

Time	What you will do?
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

Action Research Plan Summary

1. Describe the problem or situation.

Ask questions about your practice and what YOU can do about them? (What control do you have over the problem? What changes can you make in your teaching to help solve the problem?)

2. Make a plan to resolve the problem in steps.

Step 1.....

Step 2.....

Step 3.....

Step 4.....

Step 5.....

3. Anticipate obstacles you might face in completing your plan and consider how you can overcome them.

State what you'll expect to see if the plan works as a research question.

“ If Ihow will students.....?”

4. What data will you collect to study the plan in action?

a) Two column observation sheet? What will you observe and when?

b) Check list? What will they include and when will you use them?

c) Students? Work ? What kind and when?

d) Interview? What will you ask and when?

e) Your own journal? What will you write and when?

Sample Action research questionnaire:

Name of the respondent: _____

Phone no: _____

Email: _____

Contact address: _____

Q1. Have you decided which class and section will be your research interest?

1. Yes
2. No

Q2. Please write the practical problem that you have located prevailing in the targeted section of the class and section to be researched.

Q3. At the context of the problem, do you think it is necessary to describe about the surrounding environment?

1. Yes
2. No

Q4. Please explain your response in the previous question.

Q5. For action research, how will you approach the class and section?

1. Going to each individual and interacting
2. Interacting with a small section of the community
3. Any other way of approaching (please mention _____)

Q6. To solve the problem, how will you give an action research prescription to the community?

1. In a written format
2. Application based knowhow
3. Both 'a' and 'b'

Q7. Is there any deadline for the action research to be performed?

1. Yes
2. No

Q8. Will you document the procedures of action research?

1. Yes
2. No

Sample Research Questionnaire:

Topic of research: _____

Research conducted by: _____

Participants: _____

Term of research: ___/___/_____ to ___/___/_____

Research commissioned by: _____

Main theme of research:

1. What is the primary purpose or objective(s) of this research work?

—

2. Is the area of work appropriate?

- Yes
- I am not sure
- No

3. What are the tools employed for this particular research?

4. Describe the work procedure specific to the research

—

5. What is the desired impact of the research?

6. What is the present status of the research?

7. Have you drawn any favourable conclusions?

- Yes
- No

In case of a Yes, give proper details: _____

8. What have been the pitfalls till date, regarding the course of work conducted for research?

9. Which are the areas where the research seems to be lagging behind?

10. What are your suggestions for improvement of work quality for this particular research? Mention the issues that require special concern.

—

—

—

Sample Social Research Questionnaire:

Social Research on: _____

Title of the research work: _____

Research conducted by: _____

Social motto of the organization [if any]: _____

Purpose _____ of _____ research:

Date of commencement of research: __ __ / __ __ / __ __ __ __

Estimated date of completion: __ __/ __ __/ __ __ __ __

Research supervised by: _____

1. Which area or zone of the society does the research specifically target at?

2. Explain the topic of social research in details.

3. What are the social aspects underlying the research work? Mention them.

- _____
- _____
- _____
- Definitely yes
- I am not sure
- No

4. Do you consider the research to be appropriate and really a matter of concern?

Kindly explain your answer: _____

5. What are the findings of the social research till date? Mention the problems assessed.

Problems:

- _____
- _____
- _____
- _____
- _____
- _____

6. What can be the possible solutions to the above stated problems?

7. How would you rate the social research and its effectiveness on a scale of 10? Explain

8. Give your comments/ remarks/ suggestions regarding the social research, in the space provided herein:

**TRAINING MODULE
ON
IDENTIFICATION AND HANDLING
OF STUDENTS WITH
'LEARNING DISABILITIES'**

Compiled by
Mrs.Radha Subramanian
PGT Biology
ZIET Mumbai

NUMBER OF SESSIONS: ONE

DURATION: 90 MINUTES

NEED:

Learning disability may not be obvious all cases and at all times. Many a times it is a hidden disability. The problems that students with LD experience may or may not be obvious in the classroom. History proves that given a conducive environment even a student with Learning disability may be nurtured to become famous. Many famous people have achieved significant accomplishments despite having severe learning disabilities. More than 90 terms have been used in the literature to describe individuals with LD. Some of the more commonly used terms are:

- Brain damage
- Minimal brain dysfunction
- Speech/Language delay
- Central processing dysfunction

QUESTIONS TO PONDER:

- Are there any student(s) with Learning Disability that you can identify in your class/school?
- Are they at a risk of dropping out of school?
- What are you as a Principal/Vice–Principal/teacher willing to do today to help turn things around for this student(s)?
- As a teacher, how well-versed are you about your students' need for IEP (Individualized Education Programme) and their transition plan to main stream.
- What are you willing to do today to make improvement?
- If your student has Learning Disability, what are you willing to do to ensure her/his success in school and in life as such?
- How many students of with Learning Disabilities do you think slipped through the gaps in the system during the past few years? Where do you think they are today?

OBJECTIVES / LEARNING OUTCOMES:

On completion of this session the trainee will be able to:

- Have a pre-view of specific Learning Disabilities and have adequate understanding of the characteristics of such disorders.
- Understand RTE and its components to intervention.
- Will have adequate knowledge of how to apply assistive technology in addressing students with Learning Disability through the use of the community/one to one teaching-Learning/internet.
- Motivate to intervene with the student(s) of the class/school.
- Understand the significance of Inclusive Education

METHODOLOGY:

- Power point Presentation
- Video clippings
- Lecture-cum-deliberation
- Group Discussion
- Role Play
- Case Studies

INTRODUCTION:

'EVERY STUDENT MATTERS'
And
'NO STUDENT IS LEFT BEHIND!'

As defined by UNESCO-the ‘**transformation of schools and other centers of learning to cater for the education of all students**’ The term ‘**differently abled**’ indicates that disability is not perceived as a deviation from the norm. The term ‘**disabled**’ might be misinterpreted to imply that the ability of the individual to function as a person has been disabled.

INCLUSIVE EDUCATION:

Every student is welcomed to the class room with care, respect and also valued regardless of their ability or disability. Giving every student the help they need to learn by placing them amidst caring peers, so that they receive the support and services necessary to receive an effective education.

Classrooms do exist where we have Student’s with Challenging Behaviour. Some of the conditions that assist us to explain why students’ can be so unpredictable, uncooperative, angry and aggressive may be because the student may be having any one or more of the following:

SpLD - Specific Learning Difficulties (Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Aphasia/Dysphasia)
Autism/ASD - Autistic Spectrum Disorder
ADHD - Attention Deficit Hyperactivity Disorder
Auditory and visual processing problems- Problems related to the ears and eyes

LEARNING DISABILITIES IN STUDENTS: TYPES OF LEARNING DISORDERS AND THEIR SIGNS:

Does your student struggle with studies and school? Does he or she dread reading out loud, writing an essay, or tackling a Maths problem? While every kid has trouble with homework from time to time, if a certain area of learning is consistently problematic, it might indicate a learning disorder. By understanding all you can about learning disabilities, you can ensure your student gets the right help to overcome classroom challenges and succeed in life.

WHAT ARE LEARNING DISABILITIES?

Learning disability, or learning disorders, is a blanket term used for a wide variety of learning problems. Lack of intelligence or motivation is not the cause of a Learning Problem. Also the students with learning disabilities aren’t lazy or lethargic. In fact, most cases they are just as smart as everyone else, if not better. Science is yet to understand completely how and why their brains are wired differently. This difference seems to be the reason why it affects how they receive and process information.

In other words, students and adults with learning disabilities do see, hear, and understand things differently. This leads to trouble with learning either new information or skills, and putting them to use. The most common types of learning disabilities involve problems with reading, writing, Maths, reasoning, listening, and speaking.

STUDENTS WITH LEARNING DISABILITIES ‘CAN’ AND ‘DO’ SUCCEED:

As a teacher it can be tough to face the possibility that your student has a learning disorder. Perhaps you or your colleagues who are concerned may be label such students as ‘slow’ or ‘slow learner’, ‘bloomers” etc. and may even assign them to a lower grade.

But the important thing to remember is that most kids with learning disabilities are just as smart as everyone else. They just need to be taught in ways that are tailored to their unique learning styles. By learning more about learning disabilities in general, and your student's learning difficulties in particular, you can help pave the way for success at school and beyond.

SIGNS AND SYMPTOMS OF LEARNING DISABILITIES AND DISORDERS:

If you notice any of the following and if you're worried, then don't wait-

If you suspect that your student's learning difficulties may require special assistance, please do not delay in finding support. The sooner you move forward, the better your student's chances of reaching his or her full inherent/latent potential.

Learning disabilities look very different from one student to another. While one student may struggle with reading and spelling, another may love to read books but can't understand Maths. Yet another student may have difficulty understanding what others are saying or communicating aloud. The problems are varied and very different, but they are all learning disorders.

It's not always easy to identify students with learning disabilities, because of the wide variations. There is no single symptom or profile that you can look to as proof of a problem. However, some warning signs are more common than others at different ages. If you're aware of what they are, you'll be able to catch a learning disorder early and take steps quickly to get your student the help required.

The following checklist cites some common signs for learning disorders. Remember that student who doesn't have learning disabilities may still experience some of these difficulties at various times and should not be confused. The time for concern is when there is a consistent unevenness in your student's ability to master certain skills even after repeated efforts either by you, your colleagues or the parents of the student.

EARLY SIGNS AND SYMPTOMS OF LEARNING DISABILITIES SEEN IN SCHOOL:

- Trouble learning the connection between letters and sounds
- Unable to blend sounds to make words
- Confuses basic words when reading
- Consistently misspells words and makes frequent reading errors
- Trouble learning basic Maths concepts
- Difficulty telling time and remembering sequences
- Slow to learn new skills
- Difficulty with reading comprehension or Maths skills
- Trouble with open-ended test questions and word problems
- Dislikes reading and writing; avoids reading aloud
- Spells the same word differently in a single document
- Poor organizational skills (bedroom, homework, desk is messy and disorganized)
- Trouble following classroom discussions and expressing thoughts aloud
- Poor handwriting

LEARNING DISABILITIES IN READING (DYSLEXIA)

There are two types of learning disabilities in reading. Basic reading problems occur when there is difficulty understanding the relationship between sounds, letters and words. Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs.

Signs of reading difficulty include problems with:

- Letter and word recognition
- Understanding words and ideas
- Reading speed and fluency
- General vocabulary skills

LEARNING DISABILITIES IN MATHS (DYSCALCULIA)

Learning disabilities in Maths vary greatly depending on the student's other strengths and weaknesses. A student's ability to do Maths will be affected differently by a language learning disability, or a visual disorder or a difficulty with sequencing, memory or organization.

A student with a Maths-based learning disorder may struggle with memorization and organization of numbers, operation signs, and number "facts" (like $5+5=10$ or $5\times 5=25$). Student's with Maths learning disorders might also have trouble with counting principles (such as counting by 2s or counting by 5s) or have difficulty telling time.

LEARNING DISABILITIES IN WRITING (DYSGRAPHIA)

Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty forming words and letters. Expressive writing disability indicates a struggle to organize thoughts on paper.

Symptoms of a written language learning disability revolve around the act of writing. They include problems with:

- neatness and consistency of writing
- accurately copying letters and words
- spelling consistency
- writing organization and coherence

OTHER TYPES OF LEARNING DISABILITIES AND DISORDERS

Reading, writing, and Maths aren't the only skills impacted by learning disorders. Other types of learning disabilities involve difficulties with motor skills (movement and coordination), understanding spoken language, distinguishing between sounds, and interpreting visual information.

LEARNING DISABILITIES IN MOTOR SKILLS (DYSPRAXIA)

Motor difficulty refers to problems with movement and co-ordination whether it is with fine motor skills (cutting, writing) or gross motor skills (running, jumping). A motor disability is sometimes referred to as an "output" activity meaning that it relates to the output of

information from the brain. In order to run, jump, write or cut something, the brain must be able to communicate with the necessary limbs to complete the action.

Signs that your student might have a motor coordination disability include problems with physical abilities that require hand-eye coordination, like holding a pencil or buttoning a shirt.

LEARNING DISABILITIES IN LANGUAGE (APHASIA/DYSPHASIA)

Language and communication learning disabilities involve the ability to understand or produce spoken language. Language is also considered an output activity because it requires organizing thoughts in the brain and calling upon the right words to verbally explain something or communicate with someone else.

Signs of a language-based learning disorder involve problems with verbal language skills, such as the ability to retell a story and the fluency of speech, as well as the ability to understand the meaning of words, parts of speech, directions, etc.

AUDITORY AND VISUAL PROCESSING DISORDERS: THE IMPORTANCE OF THE EARS AND EYES:

The eyes and the ears are the primary means of delivering information to the brain, a process sometimes called “input.” If either the eyes or the ears aren’t working properly, learning can suffer.

- **Auditory processing disorder** – Professionals may refer to the ability to hear well as “auditory processing skills” or “receptive language.” The ability to hear things correctly greatly impacts the ability to read, write and spell. An inability to distinguish subtle differences in sound, or hearing sounds at the wrong speed make it difficult to sound out words and understand the basic concepts of reading and writing.
- **Visual processing disorder** – Problems in visual perception include missing subtle differences in shapes, reversing letters or numbers, skipping words, skipping lines, misperceiving depth or distance, or having problems with eye–hand coordination. Professionals may refer to the work of the eyes as “visual processing.” Visual perception can affect gross and fine motor skills, reading comprehension, and Maths.

Common Types of Learning Disabilities

Dyslexia	Difficulty reading	Problems in reading, writing, spelling, and/or speaking
Dyscalculia	Difficulty with Maths	Problems doing Maths problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with motor skills	Problems with hand–eye coordination, balance, manual dexterity
Dysphasia/Aphasia	Difficulty with language	Problems understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty with differences between sounds	Problems with hearing, reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, Maths, maps, charts, symbols, pictures

OTHER DISORDERS THAT MAKE LEARNING DIFFICULT:

Difficulty in school doesn't always stem from a learning disability. Anxiety, depression, stressful events, emotional trauma, and other conditions affecting concentration make learning more of a challenge. In addition, ADHD and Autism sometimes co-occur or are confused with learning disabilities.

- **ADHD** – Attention deficit hyperactivity disorder (ADHD), while not considered a learning disability, can certainly disrupt learning. Student's with ADHD often have problems sitting still, staying focused, following instructions, staying organized, and completing homework.
- **Autism** – Difficulty mastering certain academic skills can stem from pervasive developmental disorders such as Autism and Asperger's syndrome. Students' with Autism spectrum disorders may have trouble communicating, reading body language, learning basic skills, making friends, and making eye contact.

Hope for learning disabilities: The brain can change. How does understanding the brain help a learning disorder?

Using a telephone analogy, faulty wiring in the brain disrupts normal lines of communication and makes it difficult to process information easily. If service was down in a certain area of the city, the phone company might fix the problem by re-wiring the connections.

Similarly, under the right learning conditions, the brain has the ability to reorganize itself by forming new neural connections. These new connections facilitate skills like reading and writing that were difficult using the old connections.

Science has made great strides in understanding the inner workings of the brain, and one important discovery that brings new hope for learning disabilities and disorders is called *neuroplasticity*. Neuroplasticity refers to the brain's natural, lifelong ability to change. Throughout life, the brain is able to form new connections and generate new brain cells in response to experience and learning.

For example, for students who have difficulty distinguishing between different sounds in a word, there are new computer-based learning programmes that slow down the sounds so that the student can understand them and gradually increase the speed of comprehension.

These discoveries about neuroplasticity provide hope to all students with learning disorders, and further research may lead to additional new treatments that target the actual causes of learning disabilities, rather than simply offering coping strategies to compensate for weaknesses.

DIAGNOSIS AND TESTING FOR LEARNING DISABILITIES AND DISORDERS:

As you've already learned, diagnosing a learning disability isn't always easy. Don't assume you know what your student's problem is, even if the symptoms seem clear. It's important to have your student tested and evaluated by a qualified professional.

That said you should trust your instincts. If you think something is wrong, listen to your gut. If you feel that a teacher or doctor is minimizing your concerns, seek a second opinion. Don't let anyone tell you to "wait and see" or "don't worry about it" if you see your student struggling. Regardless of whether or not your student's problems are due to a learning

disability, intervention is needed. You can't go wrong by looking into the issue and taking action.

Keep in mind that finding someone who can help may take some time and effort. Even experts mix up learning disabilities with ADHD and other behavioural problems sometimes. You may have to look around a bit or try more than one professional.

In the meantime, try to be patient, and remember that you won't always get clear answers. Try not to get too caught up in trying to determine the label for your student's disorder. Leave that to the professionals. Focus instead on steps you can take to support your student and address his or her symptoms in practical ways.

THE DIAGNOSIS AND TESTING PROCESS FOR LEARNING DISABILITIES:

Diagnosing a learning disability is a process. It involves testing, history taking, and observation by a trained specialist. Finding a reputable referral is important. Start with the school, and if the school is unable to help, ask the parents then seek the help of either the insurance company, doctor, or friends and family who have dealt successfully with learning disabilities some time or the other. Hence the role of the Teacher/Principal is very important in the observance and guiding of the parents of the student for necessary treatment/care. Types of specialists who may be able to test and diagnose learning disabilities include:

- school counsellors
- school psychologists
- clinical psychologists
- developmental psychologists
- neuropsychologist
- occupational therapist (tests sensory disorders that can lead to learning problems)
- speech and language therapist

Sometimes several professionals coordinate services as a team to obtain an accurate diagnosis. They may ask for input from the student's teachers. Recommendations can then be made for special education services or speech-language therapy if possible within the school system.

INTEGRATION, SEQUENCING AND ABSTRACTION: TECHNICAL TERMS FOR HOW THE BRAIN WORKS:

A professional learning disorders specialist might refer to the importance of "integration" to learning. Integration refers to the understanding of information that has been delivered to the brain, and it includes three steps: sequencing, which means putting information in the right order; abstraction, which is making sense of the information; and organization, which refers to the brain's ability to use the information to form complete thoughts.

Each of the three steps is important and your student may have a weakness in one area or another that causes learning difficulty. For example, in Maths, sequencing (the ability to put things in order) is important for learning to count or do multiplication (as well as learn the alphabet or the months of the year). Similarly, abstraction and organization are important

parts of numerous educational skills and abilities. If a certain brain activity isn't happening correctly, it will create a roadblock to learning.

Getting help for students with learning disabilities

When it comes to learning disabilities, it's not always easy to know what to do and where to find help. Turning to specialists who can pinpoint and diagnose the problem is, of course, important. You as a teacher may also want to work with your school authorities to make special accommodations for your student and get specialized academic help if you so think required. Even if this does not come your way, don't overlook your own role as a teacher. You know your student better than anyone else, so take the lead in looking into your options, learning about new treatments and services, and overseeing your student's education.

- **Learn the specifics about your student's learning disability.** Read and learn about your student's type of learning disability. Find out how the disability affects the learning process and what cognitive skills are involved. It's easier to evaluate learning techniques if you understand how the learning disability affects your student.
- **Research treatments, services, and new theories.** Along with knowing about the type of learning disability your student has, educate yourself about the most effective treatment options available. This can help you advocate for your student at school and inform the parents to pursue treatment at home.
- **Pursue treatment and services at home.** Even if the school doesn't have the resources to treat your student's learning disability optimally, parents can pursue these options on their own at home or with a therapist or tutor, provided they too realize and understand the need for the same.
- **Nurture your student's strengths.** Even though students with learning disabilities struggle in one area of learning, they may excel in another. Pay attention to your student's interests and passions. Helping students with learning disorders develop their passions and strengths will probably help them with the areas of difficulty as well.

Social and emotional skills: How you can help

Learning disabilities can be extremely frustrating for students. Imagine having trouble with a skill all of your friends are tackling with ease, worrying about embarrassing yourself in front of the class, or struggling to express yourself. Things can be doubly frustrating for exceptionally bright students with learning disabilities—a scenario that's not uncommon.

Kids with learning disabilities may have trouble expressing their feelings, calming themselves down, and reading nonverbal cues from others. This can lead to difficulty in the classroom and with their peers. The good news is that, as a teacher, you can have a huge impact in these areas. Social and emotional skills are the most consistent indicators of success for all students—and that includes kids with learning disorders. They outweigh everything else, including academic skills, in predicting lifelong achievement and happiness.

Learning disabilities, and their accompanying academic challenges, can lead to low self-esteem, isolation, and behaviour problems, but they don't have to. You can counter these things by creating a strong support system for students with learning disabilities and helping them learn to express themselves, deal with frustration, and work through challenges. By focusing on your student's growth as a person, and not just on academic achievements, you'll help him or her learn good emotional habits that set the stage for success throughout life.

Finding support while helping a student with learning disabilities

Teaching all students can be both exhilarating and exhausting, but it may seem most of the times that your student with a learning disability is especially so. You may experience some frustration trying to work with your student, and it can seem like an uphill battle when you don't have the information you need. After you learn what their specific learning disability is and how it is affecting their behaviour, you will be able to start addressing the challenges in school and advise the parents to address the issue at home as well. If you can, be sure to reach out to other teachers as well as parents who are addressing similar challenges as they can be great sources of knowledge and emotional support.

Remediation and training

There is a lack of well-conducted evaluations of intervention using randomized controlled trial methodology. Most evidence for effectiveness adopts weaker standards of evidence, such as showing that performance improves after training. This does not control for possible influences of practice, maturation, or placebo effects. Recent research has shown that practice with basic auditory processing tasks (i.e. auditory training) may improve performance on auditory processing measures and phonemic awareness measures. Changes after auditory training have also been recorded at the physiological level. Many of these tasks are incorporated into computer-based auditory training programmes such as Earobics and Fast for Word, adaptive software available at home and in clinics worldwide, but overall, evidence for effectiveness of these computerized interventions in improving language and literacy is not impressive. One small-scale uncontrolled study reported successful outcomes for students with APD using auditory training software.

Treating additional issues related to APD can result in success. For example, treatment for phonological disorders (difficulty in speech) can result in success in terms of both the phonological disorder as well as APD. In one study, speech therapy improved auditory evoked potentials (a measure of brain activity in the auditory portions of the brain).

While there is evidence that language training is effective for improving APD, there is no current research supporting the following APD treatments:

- Auditory Integration Training typically involves a student attending two 30-minute sessions per day for ten days.
- Linda mood-Bell Learning Processes (particularly, the Visualizing and Verbalizing programme)
- Physical activities that require frequent crossing of the midline (e.g., occupational therapy)
- Sound Field Amplification
- Neuron-Sensory Educational Therapy

VISUAL PROCESSING DISORDER

For special education purposes, a visual processing disorder, or visual perceptual disorder refers to a student's limited ability to make sense of information taken in through the eyes.

School vision screenings routinely check the ability to see clearly at a distance of 20 feet as measured by an eye chart. Unfortunately, this is all school vision screenings are designed to check, and a student's vision involves so much more.

Vital Role in the Learning Process

First of all, students must have crisp, sharp eyesight in order to see the print clearly. They must also be able to coordinate their eye movements as a team; follow a line of print, without losing their place; maintain clear focus as they read or make quick focusing changes when looking up to the board and back to their desks, and they must be able to interpret and accurately process what they are seeing. If students have inadequate visual skills in any of these areas, they can experience great difficulty in school, especially in reading.

Visual Processing Disorder usually Goes Untreated

In India, students begin school at the age of 5 years because on the average that is the age at which their eyes are mature enough to successfully engage in learning activities. If a student has difficulty remaining focused during the early years, the first place to look is for visual immaturity.

Problems arise in helping parents understand the true nature of a student's problem when they are told, "The school nurse checked your student's eyes, and his vision is normal." With this information, the parent is less likely to consider vision as a factor contributing to learning problems. As a result, many students with visual problems that would respond to intervention often go untreated.

There are at least twenty factors of vision, all of which could be the individual reason for difficulty processing visual information. It is possible for a student to have difficulty in one or a combination of these areas and still be able to see clearly at 20 feet.

An example of this is the fact that about ten percent of school-aged students have eye teaming problems. At the close up distances required for reading, students with eye teaming problems are only able to aim their eyes together correctly for short periods of time.

Visual Processing Disorder Often Misdiagnosed

Symptoms of eye teaming problems include loss of place as the print "swims" and moves, eyestrain, fatigue headaches and frustration. In addition, students with eye teaming problems can be easily distracted, finding it difficult to concentrate and remain on task when the strain on their eyes is so great (many of these students are often misdiagnosed with attention deficit disorder).

Students at risk for learning-related vision problems should receive a comprehensive eye examination. This evaluation should be conducted as part of a multidisciplinary approach in which all appropriate areas of visual function are evaluated and managed. Glasses alone will not correct many of these problems. Time and further maturation may improve the problem, but it is best to get proper evaluation and care.

Extensive information and strategies for visual processing disorders, classroom accommodations, and how to write the Individual Education Plan is available in Chapter XIV of our parent guide.

A two-way street—in order to build trust, you must be trustworthy.

- Necessary for open expression of ideas, questions, and raising doubts.
- To be successful this takes communication skills—those skills that enhance trust and promote respect.

The capacity to promote and sustain trust is often overlooked in the Collaborative process. Leaders sometimes believe that, once individuals or groups are gathered together, a plan can be made easily and commitment can be obtained. If a collaborative Leader fails to engender trust among participants; however, their involvement will wane, and the best ideas and innovative approaches will not be shared. In this context, the Collaboration will have lost its capacity to draw the best ideas from those involved.

TRUST BUILDING CHECKLIST: Various ways

- Practice focused listening
- Call each other by name
- Clearly identify the purpose for gathering
- Let people know what is expected of them
- Identify the time frame team will work within
- Balance *process* with *product*
- Ensure everyone has an opportunity to speak
- Use fair processes to get things done
- Have diverse representation of types of people
- Create working agreements

TRAINING SESSION FEEDBACK FORM

Employee Name: _____ Employee Code: _____

Designation : _____

Name of the training session attended: _____

Dates on which the training was conducted: From Date Month Year

To Date Month Year

Venue: _____

How would you rate the following (on a scale of 1-4 - 1 being the lowest & 4 being the highest rating)?

Course structure 1 2 3 4

Course content 1 2 3 4

Quality of exercise 1 2 3 4

Handout & Training aids 1 2 3 4

Duration of the Training programme 1 2 3 4

Training co-ordination and organization 1 2 3 4

Training environment 1 2 3 4

Trainer Feedback:

Subject Knowledge / Conceptual Clarity 1 2 3 4 _____

Trainer created and maintained an environment for learning 1 2 3 4

Rate the trainers training skills and competence 1 2 3 4 _____

Presentation methodology 1 2 3 4 _____

Guidance and support 1 2 3 4 _____

What did you like best about the session/content?

What could have been done better?

Based on the training course description, how did your learning experience compare to what you expected

when you began the training

Learned much more than I expected Learned somewhat less than expected

Learned somewhat more than I expected Learned much less than I expected

Do you think this session would help you in your current job responsibilities?

Definitely to a large extent Not Sure
Probably to some extent definitely not

Would you recommend this training session to your colleagues?

Definitely Not certain
Probably Definitely not

Participant's Signature _____

Date Month Year

Approved by _____

Date

Month

Year

Functional Head / Supervisor

TRAINING MODULE FOR EXTRACTION OF DNA

CLASS XII

SUBJECT: BIOLOGY

Prepared by
Mrs. Radha Subramanian
PGT Biology, ZIET Mumbai

Sl.No.	Components	
01.	Content	This module provides students the opportunity to practice advanced skills in molecular biology including DNA extraction and specifically to extract human DNA from cheek cells.
02.	Training Objectives	<ul style="list-style-type: none"> • Students will be able to explain what DNA is. • Students will be able to describe how DNA is extracted via laboratory methods.
04.	Materials required	<ul style="list-style-type: none"> • 2 teaspoons (10 ml) 0.9 percent salt water (2 teaspoons table salt in one litre of water) • disposable paper or plastic cup • large test tube (or any clear tube that can be sealed with a rubber or cork stopper) • 1 teaspoon (5 ml) 25 percent mild detergent or dishwashing soap, (1 volume detergent or soap + 3 volumes water) • 2 teaspoons (10 ml) 95 percent ethanol, chilled on ice • small clear tube with seal • slide of cheek cells stained with methylene blue
05.	Evaluation	Question the students to check their understanding: <ol style="list-style-type: none"> 1. Why add salt for DNA extraction? What is its purpose? 2. How is the cell wall of plant cells broken down? 3. Why does the DNA clump together?
06.	References	1. http://www.pbs.org/wgbh/nova/education/activities/2809_genome.html 2. http://learn.genetics.utah.edu/content/labs/gel/



TRAINING MODULE ON RTE AND INCLUSIVE EDUCATION

By M.Srinivasan
PGT Maths
ZIET Mumbai

TITLE:

INTRODUCTION TO RIGHT TO EDUCATION ACT- 2009 AND INCLUSIVE EDUCATION

INTRODUCTION

RIGHT TO EDUCATION ACT 2009

It is mandatory for all the employees of KVS to know about RTE 2009. Teacher should be in a position to explain the implication of RTE to the parents. The queries by the stack holders in RTE are to be answered by the teachers.

Right of children to free and compulsory education (RTE) act 2009 marks a historic moment for the children of India. For the first time in India's history, children will be guaranteed their right to quality elementary education by the state with the help of families and communities. The right of children to free and compulsory education act or right to education act (RTE), which was passed by the Indian parliament on 4 August 2009, describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under article 21A of the Indian constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010. There are **seven chapters; 38 sections** and **one schedule** in Right to Education Act – 2009.

The RTE act is the first legislation in the world that puts the responsibility of ensuring enrollment, attendance and completion on the government. The Act provides for a special organization, the National Commission for the Protection of Child Rights, an autonomous body set up in 2007, to monitor the implementation of the act, together with Commissions to be set up by the states. It is compulsory for every employee to know about the various sections and provisions in RTE.

Kendriya Vidyalaya and Navodaya Vidyalayas are recognized as Special category schools in RTE – ACT 2009. The bill provides 25% reservation in schools for disadvantaged children from the neighborhood, at the entry level. The government will reimburse expenditure incurred by schools, no donation or capitation fee on admission, and no interviewing the child or parents as part of the screening process. Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education then he or she shall be admitted in a class appropriate to his or her age. Schools responsibility is to provide necessary special training such entrants and make at par with other students of the class. No child shall ever be detained until the completion of elementary education. Minimum working hours for a teacher as per RTE act 2010 is 45 working hours per week. This includes preparation hours too.

The bill provides 25% reservation in schools for disadvantaged children from the neighborhood, at the entry level. The government will reimburse expenditure incurred by schools, no donation or capitation fee on admission, and no interviewing the child or parents as part of the screening process. Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education then he or she shall be admitted in a class appropriate to his or her age. To fulfil the constitutional mandate of reservation to SC/ST and also to implement the provisions of RTE Act under Rule 12(1) c procedure are adopted for admission to class I (with class strength of 41). As KV teachers are a part of admission committee it is mandatory for the teachers to know about the admissions in KVS under RTE.

INCLUSIVE EDUCATION

10% of the world's population lives with a disability, and 80% of these people with disabilities live in developing countries. The services available for people with disabilities differ widely between developed and developing countries. One of these services is education. The International Community, especially since the UN Convention on People with Disabilities, is becoming increasingly aware of the different models of special education. The three basic models, segregated, integrated and inclusive special education, have been differentiated between by international and governmental agencies, and overwhelming support is being shown by human rights activists, nonprofits, governmental organizations, governments and international agencies, all in favor of inclusive special education as the most beneficial type of education for people of all ability levels. The Government of India has created numerous policies around special education since the country's independence in 1947. Although the Government of India has attempted to create policies that are inclusive for people with disabilities, their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of "education for all" across the country. The Government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in India.

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

DUTIES OF TEACHERS

The duties of teacher demand the ability to multitask with a high level of performance. Understanding teacher duties attached to this position will improve the quality of student function and the overall success of the entire arrangement.

Inclusion teachers are educators who maintain a general education classroom with the enrollment of at least one student with special needs while establishing and maintaining a community environment where each of their students is welcome and attended to. The inclusion teacher duties are categorized and listed as follows:

- ✓ **Collaboration**
- ✓ **Accommodations and Modifications**
- ✓ **Meeting Standards**

TRAINING OBJECTIVES

- ✓ To explain the importance of education to future citizens of India.
- ✓ To make the participants aware of the four 'A' necessary for a child to enjoy the right to education
- ✓ To make the participants aware of History of RTE
- ✓ To make the participants aware of the important amendments in RTE 2010
- ✓ To make the participants aware of the various chapters, sections and schedule in RTE 2010.
- ✓ To make the participants aware of various provisions in RTE 2010
- ✓ To make the participants aware of the implementation of RTE in KVS
- ✓ To make the participants aware of the procedures to be followed in the implementation of RTE in KVS
- ✓ To make the participants aware of the importance of inclusive education

TARGET GROUP

- ✚ Employees of KVS

TRAINING MATERIAL

- ✓ Computer
- ✓ LCD projector
- ✓ White board and marker

TRAINING STRATEGY

- ✓ Discussion on 'importance of education' – 5 minutes
- ✓ Introduction to RTE through a power point presentation – 40 minutes

- ✓ Discussion on Admission policy in KVS – 5 minutes
- ✓ Discussion on need of inclusive education – 15 minutes
- ✓ Feature of inclusive education through a power point presentation – 25 minutes

EVALUATION






At the end of the session

- ✓ The participants will be aware of history of RTE
- ✓ The participant will be aware of the important amendments in RTE
- ✓ The participants will be aware of the implementation of RTE in KVS
- ✓ The participants will be aware of the importance of inclusive education

TRAINING SCHEDULE

- ✓ Planned during the in-service course for teachers
- ✓ Planned for 90 minutes

REFERENCE MATERIAL

S.No.	Particulars	Link to Open the file (Double click to open)
1	POWER POINT PRESENTATION ON 'INCLUSIVE EDUCATION'	 InclusiveEducation_final (1).ppt
2	EXAMPLES OF INCLUSIVE EDUCATION	 InclusiveInd.pdf
3	DRAFT RULES – RTE 2009	 draft-model-rules_rte_act_2009.pdf
4	RTE MODEL RULES	 rte_model_rules.pdf
5	KVS ADMISISON RULES	 ADM-14-15.pdf

TRAINING MODULE ON CHILD RIGHTS

by M.Srinivasan
PGT Maths
ZIET Mumbai

TITLE:

General Principles of Child Rights

INTRODUCTION:

The duty of a teacher to protect children does not come to an end once they are out of the school premises. The life of a child who is out of the school system can be changed with your positive intervention. The teachers have to prepare themselves for it and know more about their problems as well as what they can do to help.

Indian Constitution has a framework within which ample provisions exist for the protection, development and welfare of children. There are a wide range of laws that guarantee children their rights and entitlements as provided in the Constitution and in the UN Convention. 1950 UN Declaration of the Rights of the Child -- adopted by the UN General Assembly. This Declaration was accepted by the Government of India. As part of the various Five Year Plans, numerous programmes have been launched by the Government aimed at providing services to children in the areas of health, nutrition and education.

In 1974, the Government of India adopted a National Policy for Children, declaring the nation's children as 'supremely important assets'.

TRAINING OBJECTIVES:

- ✓ To make the participants understand the general principles of Child Rights
- ✓ To make the participants aware of various acts through which the rights of a child is protected.

TARGET GROUP:

-  Employees of KVS

TRAINING MATERIAL:

- ✓ Computer
- ✓ LCD projector
- ✓ White board and marker

TRAINING STRATEGY:

- ✓ Open session on the necessity of child rights – 15 minutes
- ✓ The general principles of child rights through a power point presentation – 25 minutes
- ✓ The articles in Child Rights through a power point presentation – 30 minutes

- ✓ The duties of teachers to ensure Child Rights through open discussion – 20 minutes

CONTENT:

All people – grownups and children alike – have rights. We can think of these rights as 'special powers' or entitlements which we have because we are human beings. Fundamental rights are those rights which we are all born with, and cannot be taken away from us, except under very extraordinary circumstances these rights are meant to ensure that we can all live with dignity and respect all round the world, countries have come together as members of the united nations organization (UNO) to commit to a promise to protect, nurture and provide for the development of children. This promise is in the form of an agreement called the United Nations convention of the rights of the child (UNRC) through which countries have agreed to take on certain obligations to protect their children. UNRC defines any person below 18 years of age as child

India participated in the UN general assembly summit in 1990 which adopted a declaration on survival, protection and development of children. India acceded to the convention on the rights of the child (CRC) on 11 December 1992. Crc is an international treaty that makes it incumbent on signatory states to all necessary steps to protect children's rights enumerated in the convention. Un general assembly special session on children held in May 2002 adopted an outcome document titled "a world fit for children" containing the goals, objectives, strategies and activities to be undertaken by the member countries for the current decade.

The national charter for children adopted in 2003 and was enacted by the parliament in the 56th year of the republic of India. The act of parliament received the assent of the president on the 20th January 2006 and the act is called **commissions for protection of child rights act, 2005.**

The special rights to children are:

- ✓ Right to Safe Environment
- ✓ Right to Food
- ✓ Right to Healthcare
- ✓ Right to Education
- ✓ Right against Child Marriage
- ✓ Right to Freedom
- ✓ Right to be free from Discrimination
- ✓ Right to Protection from Abuse
- ✓ Right to Protection from Exploitation and Neglect
- ✓ Right to be Heard and Participate Freely
- ✓ Right to Leisure and Free Time
- ✓ Right to Family Life

DUTIES AS A TEACHER:

- Understand children's rights as human rights and create such awareness in the community as well.
- Make children feel it is worthwhile attending your class.
- Be open to learning.
- Be a Friend, Philosopher and Guide to the child.
- Make the classes interesting and informative. Avoid one-way communication and give opportunities to children to come up with their doubts and queries.
- Learn to recognize and identify abuse, neglect, learning disorders and other not so visible disabilities.
- Create a relationship where children can express their views, concerns, anguish, fear etc. Try to engage with children in informal discussions.
- Be a good listener. Share and discuss various issues and problems which children are facing either in school or at home.
- Encourage children's participation in matters that affect their lives.
- Build children's capacities to participate effectively.
- Organize meetings of children with school authorities.
- Discuss child rights issues with the parents in the PTA meetings.
- Say NO to corporal punishment. Use positive reinforcement techniques like dialogue and counselling to discipline children.
- Say NO to discrimination. Take active steps to reach out to children from minority and other discriminated groups.
- Stop negative stereotyping and discrimination against working children, street children, child victims of sexual abuse, trafficking, domestic violence or drug abuse and children in conflict with law, to name a few categories of those who need protection.
- Stop use of child labor in your home and workplace.
- Be democratic but not unstructured.
- Ensure children are protected within the school as well as in the community, even if it requires calling the police and taking/facilitating legal action.
- Encourage them to put forward their views before the adults and the community.
- Involve children in organizing events. Give them responsibilities and at the same time give them the required guidance.
- Take children to nearby places for picnics and pleasure trips.
- Engage children in discussions/debates/quiz and other recreational activities.
- Encourage education and participation of girls through creative measures within the classroom.
- Follow-up on girls who drop out or attend irregularly to ensure it does not continue.

- All teachers can help in creating and strengthening a protective environment around children.
- Your observations are important, as they alone will help you to assess the growth and progress of a child in your class. If you see a problem, your next step should be to explore what could be the possible reason.
- Next question to you should be whether the child is under any pressures from family, relatives or friends.
- Spend some time with the child privately, without being imposing, humiliating and creating an embarrassing situation for the child.
- Help the child express her/his problem either through drawing and painting or by writing a story or simply talking to you or the school counsellor/social worker or to a friend in the class.

EVALUATION:





At the end of the session

- ✓ The participants will understand the necessity of child rights
- ✓ The participants will be aware of various articles in child rights.
- ✓ The participants will be aware of their duties and responsibilities.

TRAINING SCHEDULE:

- ✓ Planned for 90 minutes

REFERENCE MATERIALS

S.No.	PARTICULARS	EMBEDDED FILE (DOUBLE CLICK TO OPEN)
1	POWER POINT PRESENTATION ON CHILD RIGHTS	 CHILD RIGHT.pptx
2	PROTECTION OF CHILD RIGHTS ACT 2005	 National_Commission _for_Protection_of_C
3	PROTECTION OF CHILDREN FROM SEXUAL OFFENCE ACT 2012	 childprotection31072 012.pdf
4	NCPCR CHILD RIGHT MANUAL	 The NCPCR Chid Rights Manual.pdf

5	NCPCR EQUITY MANUAL	 The NCPCR Equality Manual.pdf
---	---------------------	--

Prepared by
M.GOPALA REDDY
P.G.T (PHYSICS)
ZIET, MUMBAI

DESIGN BRIEF ON ‘CLASS ROOM MANAGEMENT’

Aim:

- vi) To make aware of different strategies of class room management by class teacher and subject teachers
- vii) Teachers will be able to:-
 - (a) Describe what a well-managed classroom looks like Organize curriculum, time, space, and interaction with students Implement simple strategies that will promote well-managed classroom
 - (b) To train the teachers to plan, write a lesson plan incorporating relevant techniques and tools.
 - (iii) To help teacher to improve his/her managerial skills so as to make teaching learning more productive and fruitful

Introduction:

A class room is a place where various activities going on, where interactions take place, social situations are enhanced and norms are built up in instructional situations. The class room is an established organization in the society. The instructional process that goes on in the class rooms serves the purpose of cultivating student’s minds through significant practices accepted by the teachers. The teacher is often considered to be a manager of the teaching learning process. S/he makes efforts to organize teaching learning resources. The main objective of teaching –learning is to create a conducive class room environment so that the students learn and grow in more productive ways. Management and teaching are closely related in theory and practice. They structure the class room environment so as to maximize student’s instructional opportunities. The Classroom environment is the ultimate responsibility of the class teacher. The teacher who is actually teaching the class is expected to control his/her class fully.

Effective classroom management:-

- Establishes and sustains an orderly environment in the classroom.

- Increases meaningful academic learning and facilitates social and emotional growth.
- Decreases negative behaviors and increases time spent academically engaged.
- Although effective classroom management produces a variety of positive outcomes for students, chaotic classroom environments large issue for teachers and can contribute to high teacher stress burnout rates. Therefore, it is important to use effective classroom management strategies at the universal level in a tiered model, as they serve as both prevention and intervention methods that produce positive outcomes for students

Training Strategies:

4. Whole class
5. Small groups
6. Individual

Training Settings: A conference hall with capacity for 40 persons with chair and table. The hall shall have provision for Public address system, White Board with marker pen, Computer facility with Internet, LCD projector or Interactive board

Unit-1 Physical Set-up and arrangement of good classroom (Infrastructure of Class Room)

Time: 20 minutes

Training Objectives:

- v) To develop awareness of Class room Management
- vi) To know how to arrange the infrastructure like student's furniture, teacher's table, chair, dust bin, ceiling fans, tube lights, black board, duster, display board etc. of the class room.
- vii) To create awareness about need of visibility of board to the students, comfortable seating by students, proper ventilation for light, fixing of sufficient number of tube lights and fans in the class room

Training Material Required: PPT, Hand outs

Sequence of Activities:

1. Discussion on the handout
2. Interaction with participants

Discussion:-

- i) Introduction on Class room Management
- ii) Discussion on Physical setup and Arrangement of a good class room
- iii) Discussion on Class room environment and management
- iv) Interaction with participants

Evaluation: -

Which of the following statements are TRUE? Give Reasons

1. Setting of furniture in Class room is important
2. Without proper ventilation and light teaching learning process is ineffective

3. Seating arrangement of the students should be based on their age
4. Supervision of Physical arrangement in Class room is the responsibility of Class teacher and subject teachers
5. Display of school rules & class rules, Time table, is not required in the class room

Unit-2

Non Verbal Communication in Class room Management

Time: 10 minutes

- Training Objectives:**
1. To bring awareness about Non Verbal Communication in Class room Management
 2. To enhance Nonverbal communication of teachers

Training Material Required: PPT, Hand outs

Sequence of Activities:

1. Discussion on the handout
2. Interaction with participants
3. Role play

Discussion:-

1. Discussion about communication skill
2. Discussion about different types of communication
3. Discussion about Nonverbal communication

EVALUATION:-

Which of the following statements are TRUE? Give Reasons

1. *Maintain eye contact* with the audience and stand up straight to project confidence
2. *Teachers should encourage students to ask questions* to discover their areas of interest and confusion.
3. Non Verbal Communication saves time and contributes to noise free atmosphere

Unit-3

Positive measures to maintain discipline

Time: 25 minutes

Training Objectives:

- iv) To insist on self-discipline
- v) Tips to teachers for positive measures to maintain discipline
- vi) To make understanding about importance of self-discipline.

Training Material Required:

- ii) PPT and hand outs

Sequence of Activities:

- iii) Power point presentation
- iv) Discussion on the topic
- v) Interaction with participants

Discussion:-

1. Discussion about importance of discipline
2. Discussion about positive measures to maintain discipline
3. Discussion about self-discipline

EVALUATION:

Choose correct answer in the following

1. Praise student for positive behaviour (True/False)

2. Teachers should use vague rules (True/False)
3. Teachers should use corporal punishment ((True/False)
4. The more engaged a student is the better he behaves (True/False)
5. Too many rules in Class room leads to indiscipline among students (True/False)

Unit-4 Curriculum Transaction and constructivism

Time: 35 min

Training Objectives:

- (iv) To train teachers to use a variety of instructional modes and methods of teaching.
- (v) To help teacher improve his/her managerial skills so as to make teaching learning more effective
- (vi) To bring awareness among teachers about activities as per need and interest of child

Training Material Required: PPT and Handouts.

Sequence of Activities: -

1. Discussion on the handout
2. Interaction with participants

Discussion:-

1. Discussion of curriculum transaction
2. Brief explanation about constructivism
3. Discussion on constructing knowledge through past experiences
4. Discussion on role of ICT

Evaluation:-

- m) The transaction of Curriculum means management of Curriculum (True/False)
- n) ICT means Information Communication Technology (True/False)
- o) Setting clear goals and expectations for students before curriculum transaction in class room is most important (True/False)
- p) Motivating students to learn is not the responsibility of the teacher (True/False)

Unit-5 Summing up

Time: 10 minutes

Training Objectives:-

- ii) To recapitulate all the points of good Class room management
- iii) To evaluate learning outcome and compare with objectives of the topic

Training Material Required: PPT, Hand outs

Sequence of Activities: -

1. Discussion on the handout
2. Interaction with participants

Discussion:-

1. recapitalize all the points discussed through questioning
2. Interaction with participants
3. Evaluation

EVALUATION: -




Which of the following statements are TRUE? Give Reasons



1. Effective classroom management decreases negative behavior of children

2. Student praise is one of the most effective ways of increasing positive behavior
3. **Assertive discipline** is another systematic approach of classroom management.
4. A structured and instructionally sound classroom will not eliminate a majority of misbehaviors
5. The 3 most important student behavior to teach on the first days of school are: Discipline , Procedures, Routines
6. Which of the following points are related to general rule
 - a) Respect others b) Be in class on time
 - c) Be polite and helpful d) a, c
7. Match the following




COLUMN A	COLUMN B
1. Ideal teacher	a. Explore
2. Penalty	b. Ambience, Lighting, Space for activities.(with the scope for natural lighting)
3. One of the principle of Constructivism	c. Enjoys teaching- learning with students.
4. Class room arrangement	d. Gestures and body languages
5. One of the five E's of Constructivist approach	e. Teachers assess learning in the context of daily teaching
6. Non Verbal Communication	f. Loss of reward



TRAINING MODULES FOR PHYSICS


SI. No.	Components	Alternating Current and Tuned circuit for Class XII Physics
01	Content	Characteristics of alternating currents and voltages Various components that can be used in an AC circuit L-R, C-R, L-C-R Circuit, Phasor diagram, LC Oscillations <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Alternating emf and alternating current.doc </div> <div style="text-align: center;">  INTRODUCTION TO TUNED CIRCUITS.doc </div> <div style="text-align: center;">  ALTERNATING CURRENT.ppt </div> </div>



02.	Training Objectives	<ul style="list-style-type: none"> • To describe the current and voltage in an AC circuit as a function of time • To understand the function of inductor/capacitor/resistor in Various circuits • To enable to differentiate the phasor diagram of various circuits like L-R, C-R, L-C-R circuits • To understand the concept of resonance in an LCR circuit and then its applications • To understand the concept of LC Oscillations and its practical applications
03.	Training Methodology	Lecture On LCD , Discussion cum demonstration Problem solving method
04.	Materials required	LCD, PPTS, Black board
05.	Evaluation	<p>oral , Short answer questions</p> <ol style="list-style-type: none"> 1. State the applications of a resonant circuit. 2. Identify the conditions that exist in a resonant circuit. 3. State and apply the formula for resonant frequency of an a.c. circuit. 4. State the effect of changes in inductance (L) and capacitance (C) on resonant frequency (f_r). 5. Identify the characteristics peculiar to a series resonant circuit. 6. Identify the characteristics peculiar to a parallel resonant circuit. 7. State and apply the formula for Q. 8. State what is meant by the bandwidth of a resonant circuit and compute the bandwidth for a given circuit. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  EMI and AC - work sheets.doc </div> <div style="text-align: center;">  EMI and AC- numerical worksheets </div> </div>

06	References	NCERT Text Books, H.C. Verma, Web sites- www.colorade.edu, www.physics.web.org
07	Prepared by	M.GOPALA REDDY P.G.T(PHYSICS), ZIET, MUMBAI

Sl.No.	Components	Electronic devices – Diode- Class XII Physics
01	Content	Formation of P-N Junction diode, Types of rectifier, Full wave rectifier, Different types of diodes like Zener diode, LED, Photodiode  Semiconductor Devices (2).ppt  Semiconductor Devices (2).ppt  1. (a)Semiconductor Devices gist & mind m
02.	Training Objectives	<ul style="list-style-type: none"> To understand the concept of formation of P-N Junction diode To enable to know about rectifier and its types To understand the circuit diagram and working of full wave rectifier To understand different types diodes and its uses in day to day life
03.	Training Methodology	Discussion through PPT on LCD, Question & answer method
04.	Materials required	PPT, LCD, Different types of diodes, Working model of Full wave rectifier
05.	Evaluation	Oral and short answer questions Learning outcome on the concept can be tested by asking oral questions on the topic

		  2.(b)Worksheets- semiconductor devices 3.(c)Numerical Problems Worksheets-
06	References	NCERT TEXT BOOK, H.C. VERMA, WEB SITE:- www.CBSE +2 level physics.com , www.plus2physics.com
07	Prepared by	M.GOPALA REDDY P.G.T(PHYSICS),ZIET, MUMBAI

SI. No.	Components	Electronic Devices—Transistor for Class XII Physics
01	Content	Characteristics of Transistor, Transistor as an amplifier,  transistor.ppt Transistor as an Oscillator
02.	Training Objectives	To understand the circuit diagram of characteristics of transistor To understand the circuit diagram and working of common emitter configuration of transistor as an amplifier To understand about various types of gains like current gain, voltage gain, power gain etc. To understand the circuit diagram and working of transistor as an Oscillator
03.	Training Methodology	Discussion through PPT on LCD , Demonstration
04.	Materials required	LCD, PPT, Working model of transistor as an amplifier and Oscillator

05.	Evaluation	Oral test may be conducted and short answer questions   2.(b)Worksheets- semiconductor devices 3.(c)Numerical Problems Worksheets-
06	References	NCERT TEXT BOOK, H.C.VERMA, WEB SITES:- www.colorade.edu , www.plus2physics.com
07	Prepared by	M.GOPALA REDDY,P.G.T(PHYSICS) ZIET, MUMBAI

TRAINING MODULE
on
EFFECTIVE COMMUNICATION SKILLS

Prepared by Mr. Eugin Dulles Leen
 PGT English
 ZIET, Mumbai

Introduction

Effective communication helps us better understand a person or situation and enables us to resolve differences, build trust and respect, and create environments where creative ideas, problem solving, affection, and caring can flourish. It is needless to say how important effective communication is for teachers who deal with hundreds of students. Effective communication skills in teachers not only help them to be successful in their profession, it is useful for the students too in many ways and it can be developed in children easily and effectively.

Objectives

- To identify the key components of the communication process.
- Demonstrate increased awareness of forms of communication and social behaviour.
- To explore the use of words, tone of voice, and body language in communication.
- To identify ways to establish rapport in communication.

- Recognize and understand the power of communication.
- Enhance your knowledge of non-verbal communication.
- Demonstrate effective communication through role play.

Materials Required

1. Communication Quiz – worksheet
2. Key to communication Quiz
3. Score interpretation & counting method
4. Power point presentation
5. Role play dialogues

Time allotted: 90 minutes

Methodology/Strategies

(a) Warm up activity – Communication Quiz (15 Minutes)

- Each participant is given a worksheet.
- Participants solve individually but they are allowed to discuss with others.

The Communication Quiz – Worksheet (10 minutes)

***Instructions:** For each statement, tick the box in the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score in the 'wrong direction'.*

S. No	Statement	Not at all.	Rarely	Sometimes	Often	Very Often
1	I try to anticipate and predict possible causes of confusion, and I deal with them up front.					
2	When I write a memo, email, or other document, I give all of the background information and detail I can to make sure that my message is understood.					
3	If I don't understand something, I tend to keep this to myself and figure it out later.					
4	I'm sometimes surprised to find that people haven't understood what I've said.					
5	I can tend to say what I think, without worrying about how the other person perceives it. I assume that we'll be able to work it out later.					
6	When people talk to me, I try to see					

	their perspectives.					
7	I use email to communicate complex issues with people. It's quick and efficient.					
8	When I finish writing a report, memo, or email, I scan it quickly for typos and so forth, and then send it off right away.					
9	When talking to people, I pay attention to their body language.					
10	I use diagrams and charts to help express my ideas.					
11	Before I communicate, I think about what the person needs to know, and how best to convey it.					
12	When someone's talking to me, I think about what I'm going to say next to make sure I get my point across correctly.					
13	Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, and so on).					
14	I try to help people understand the underlying concepts behind the point I am discussing. This reduces misconceptions and increases understanding.					
15	I consider cultural barriers when planning my communications.					

- The trainer displays the scoring key /counting method.
(5 minutes)

The Communication Quiz – Score counting method

S. No	Statement	Not at all.	Rarely	Sometimes	Often	Very Often
1	I try to anticipate and predict possible causes of confusion, and I deal with them up front.	1	2	3	4	5
2	When I write a memo, email, or other document, I give all of the background information and detail I can to make sure that my message is understood.	5	4	3	2	1
3	If I don't understand something, I tend to keep this to myself and figure it out later.	5	4	3	2	1
4	I'm sometimes surprised to find that	1	2	3	4	5

	people haven't understood what I've said.					
5	I can tend to say what I think, without worrying about how the other person perceives it. I assume that we'll be able to work it out later.	5	4	3	2	1
6	When people talk to me, I try to see their perspectives.	1	2	3	4	5
7	I use email to communicate complex issues with people. It's quick and efficient.	5	4	3	2	1
8	When I finish writing a report, memo, or email, I scan it quickly for typos and so forth, and then send it off right away.	1	2	3	4	5
9	When talking to people, I pay attention to their body language.	1	2	3	4	5
10	I use diagrams and charts to help express my ideas.	1	2	3	4	5
11	Before I communicate, I think about what the person needs to know, and how best to convey it.	1	2	3	4	5
12	When someone's talking to me, I think about what I'm going to say next to make sure I get my point across correctly.	5	4	3	2	1
13	Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, and so on).	1	2	3	4	5
14	I try to help people understand the underlying concepts behind the point I am discussing. This reduces misconceptions and increases understanding.	1	2	3	4	5
15	I consider cultural barriers when planning my communications.	1	2	3	4	5

- Then the trainer reads out the score interpretation

Score Interpretation

Score	Comment
56-75	Excellent! You understand your role as a communicator, both when you send messages, and when you receive them. You anticipate problems, and you choose the right ways of communicating. People respect you for your ability to communicate clearly, and they appreciate your listening skills. (Read below for more.)
36-55	You're a capable communicator, but you sometimes experience communication problems. Take the time to think about your approach to communication, and focus on receiving messages effectively, as much as sending them. This will help you improve. (Read below to start.)
15-35	You need to keep working on your communication skills. You are not expressing

yourself clearly, and you may not be receiving messages correctly either. The good news is that, by paying attention to communication, you can be much more effective at work, and enjoy much better working relationships! The rest of this article will direct you to some great tools for improving your communication skills. (Read [below](#) to start.)

(b) Power point presentation with demo (50 Minutes) **Lecture & Demo**



Effective_communica
tion_skills.ppt

(c) Role play (25 Minutes)

- Group formation -2 members in a group
- Role play dialogues are distributed to each group.
- Each group discusses and presents the role play in front of the whole class.

Role play dialogues

O The Perfect Son.

A: I have the perfect son.

B: Does he smoke?

A: No, he doesn't.

B: Does he drink whiskey?

A: No, he doesn't.

B: Does he ever come home late?

A: No, he doesn't.

B: I guess you really do have the perfect son. How old is he?

A: He will be six months old next Wednesday.

O Dancer

Girl: You would be a good dancer except for two things.

Boy: What are the two things?

Girl: Your feet.

O Doctor -Patient

The doctor to the patient: 'You are very sick'

The patient to the doctor: 'Can I get a second opinion?'

The doctor again: 'Yes, you are very ugly too...'

- O A man goes to the doctor and says, "Doctor, wherever I touch, it hurts."
The doctor asks, "What do you mean?"
The man says, "When I touch my shoulder, it really hurts. If I touch my knee - OUCH! When I touch my forehead, it really, really hurts."
The doctor says, "I know what's wrong with you - you've broken your finger!"
- O Patient: Doctor, I have a pain in my eye whenever I drink tea.
Doctor: Take the spoon out of the mug before you drink.

O Teacher - student

Two boys were arguing when the teacher entered the room.

The teacher says, "Why are you arguing?"

One boy answers, "We found a ten dollar bill and decided to give it to whoever tells the biggest lie."

"You should be ashamed of yourselves," said the teacher, "When I was your age I didn't even know what a lie was."

The boys gave the ten dollars to the teacher.

O A: Just look at that young person with the short hair and blue jeans. Is it a boy or a girl?

B: It's a girl. She's my daughter.

A: Oh, I'm sorry, sir. I didn't know that you were her father.

B: I'm not. I'm her mother.

O Mother: "Did you enjoy your first day at school?"

Girl: "First day? Do you mean I have to go back tomorrow?"

O Headmaster: I've had complaints about you, Johnny, from all your teachers. What have you been doing?

Johnny: Nothing, sir.

Headmaster: Exactly.

O A: Why are you crying?

B: The elephant is dead.

A: Was he your pet?

B: No, but I'm the one who must dig his grave.

O A teenage girl had been talking on the phone for about half an hour, and then she hung up.

"Wow!," said her father, "That was short. You usually talk for two hours.

What happened?"

"Wrong number," replied the girl.

O Little Johnny: Teacher, can I go to the bathroom?

Teacher: Little Johnny, MAY I go to the bathroom?

Little Johnny: But I asked first!

O Teacher: Why are you late?

Student: There was a man who lost a hundred dollar bill.

Teacher: That's nice. Were you helping him look for it?

Student: No. I was standing on it.

Evaluation

Each group discusses and presents the role play in front of the whole class incorporating the following elements/components of communication skills.

- Verbal – accent, tone & voice modulation
- Non-verbal – gesture, body language, facial expression, eye - contact
- Suitable space distancing etc.

Content

Effective Communication Skills

Everyone uses communication skills. We use them at home with our families, in the workplace with our bosses and co-workers, on our computers when we answer email, and on the telephone for various purposes. People send us messages in every interpersonal communication encounter. Those messages can be explicit (verbal comments) or implicit (nonverbal facial expressions, other body language, and physical space).

DEFINITION OF COMMUNICATION

Communication can be defined in many ways. In simple terms communication is:

- Information transmitted
- A verbal or nonverbal message
- A process by which information is exchanged between individuals through a common system of symbols, signs, or behavior

KEY ELEMENTS IN COMMUNICATION

There are three key elements in the communication process. They are:

- You
- Your audience
- Your message

YOU bring professional experience and education and training to the communication process. In order to be an effective communicator, you need to know who your AUDIENCE is. If your audience is a student, then you can talk effectively about various subjects. If your audience is the public, you need to switch from academic jargon to "plain English." The principles of effective interpersonal communication are the same whether your "audience" is one person, ten people, or one thousand.

The MESSAGE element is equally important. What do you want to say? What is the best way to communicate the message? There is a basic rule used by journalists for writing a newspaper story that can help you focus your message. A well-written story should contain the who, what, when, where, why, and how of the story in the first paragraph or two. If it does not, it will not hold our attention.

The same principle applies to your message in the process of interpersonal communication. If you do not let your audience know quickly the who, what, when, where, why, and how of your message, you risk their losing interest, being inattentive, and tuning out. Therefore, whether spoken or unspoken, messages should contain most of these elements.

COMMUNICATION TOOLS

There are four basic communication tools:

- Listening
- Speaking
- Reading
- Writing

All four of these basic tools can be learned and improved. First, you must want to improve your communication skills. Next, you must understand them, and recognize their importance in the communication process. Then, you need to learn some new skills. Finally, you must practice good skills to become a better, more effective communicator.

At an early age we begin to learn to speak, early enough that it is difficult to remember the process. However, most of us can recall learning to read and write. These are skills we learn from parents and teachers. We spend most of our communication time listening. Yet, listening is a skill we are not taught, unlike writing, reading, and speaking. Probably, listening is the most important communication skill we can develop.

HOW WE GET AND USE INFORMATION

How much information we retain in the communication process depends on many factors. It is important for each of us to recognize how we learn best. Do we remember most of what we read? Most of what we hear? Do we learn more if someone shows us?

Typically, we retain information at these rates:

10 percent of what we read

20 percent of what we hear

30 percent of what we see

50 percent of what we see and hear

70 percent of what we see and discuss

90 percent of what we do

Another way to think about how we retain information is this adage:

Tell me and I will probably forget,

Show me and I might remember,

Involve me and I will learn.

NONVERBAL COMMUNICATION

Nonverbal communication is behavior, other than spoken or written communication, that creates or represents meaning. In other words, it includes facial expressions, body movements, and gestures. Nonverbal communication is talking without speaking a word. It is very effective, may be even more so than speech. Some sources say that it may be 60 to 78% of communication between people. In other words, nonverbal communication may be the most important part of communicating with other people. Remember the saying, "Actions speak louder than words."

You may be surprised to know that not only humans respond to this kind of communication. If you have a pet, especially a dog, it may follow directions and respond to hand and body movements more than your words. Dogs will even get confused if you say “sit” but give the hand motion that you usually use for “stay”.

There are **two main types** of nonverbal communication. **Body language** is the first. Body language is body movements that depend on a person’s attitude or feelings. Body language includes the way people walk, how they stand, and their facial features. In other words, any kind of meaning that is shown by a person's body attitude or movements. For example, when a boy is sad he may droop his head and walk slowly. Or, if a girl is happy, she might run and jump or stand up straight and put her hands in the air. People don't have to say anything to show how they feel about things. Body language can be voluntary (on purpose) or involuntary (a person can't help it). An interesting fact is that blind children will smile when happy even though they have never seen a smile.

The next main type of nonverbal communication is **gestures**. Gestures are communications like facial expressions, hand signals, eye gazing, and body postures. Examples include smiles, handshakes, waving, and raising certain fingers to say something.

SPACE

In order to communicate effectively with people, whether in our own culture or in others less familiar, we need to understand accepted boundaries. The use of space between people who are communicating has been studied extensively. Here is a brief description of how we use space in the communication process:

Public space ranges from 12 to 25 feet and is the distance maintained between the audience and a speaker, such as the President and reporters at a press conference, or a professor and students in a classroom.

Social space ranges from 4 to 12 feet and is used for communication among business associates, as well as to separate strangers using public areas such as beaches and bus stops.

Personal space ranges from 2 to 4 feet and is used among friends and family members, and to separate people waiting in lines at teller machines or fast food vendors for example.

Intimate space ranges out to one foot and involves a high probability of touching, as in whispering and embracing. We reserve intimate space for parents, our children, spouses, and close friends.

Use of public, social, personal, and intimate space is interesting to observe in all cultures.

Reference

www.mindtool.com

Jokes for ESL classroom

TRAINING MODULE ON PERSONAL CLAIMS

Compiled by Mr.S.K.Singhal
PGT Commerce
ZIET Mumbai

DESIGN BRIEF

AIM: 1. To define and laydown KVS rules on reimbursement of expenses incurred on official travel in India.

2. To understand grades of central government servants for the purpose of Entitlement of T.A /D.A. for official travel in India.
3. To define minimum hours of absence from H.Q.for claiming D.A.
4. To define categories of employees eligible to travel by Air/Rail/Road.
5. To understand settlement of T.A./D.A. claims either by old rates or by new rates.

INTRODUCTION: Travelling allowance and Daily allowance are allowed to an employee for any official visit from duty point/residence at headquarters to the duty point at the distant station and vice versa . Travelling allowance on tour includes fare for journey, road mileage for road journey and D.A. for the entire period of absence from headquarters including journey period.

Daily allowance includes expenditure incurred towards stay and food during official visit . Daily allowance is allowed either from old rates or from new rates for a journey and allowed as per the time of absence from H.Q.

TRAINING STRATEGIES: 1. Whole class
2. Small groups
3. Individual

Training settings: A training hall having LCS projector, white board with marker and public address system with seating capacity for 30-40 persons.

Time distribution:(90 Minutes)

1. Meaning of T.A. /D.A. and grades of employees for T.A./D.A.

10 Minutes

Display of various Grade Pay on white board for the classification of employees for T.A/D.A. entitlement.

2. Entitlement for D.A.

30 Minutes

Explanation through PPT

Evaluation : Activity based on calculation of pay range in V pay commission if old rates of D.A. are opted .

3. Entitlement for T.A. on tour

30 Minutes

Detailed discussion on classes of entitlements for T.A. on tour through power point presentation.

Activity: For calculation of T.A. on tour

4. Entitlement for T.A. for local journey

10 Minutes

Explanation for T.A. entitlement for local journey through PPT

5. Evaluation

10 Minutes

Short question paper consisting objective type questions related to T.A. /D.A.

Module : Personal claims (T.A./D.A)

Introduction:

Travelling allowance and Daily allowance are allowed to an employee on official tour approved by the controlling officer . An employee should observe utmost economy in incurring expenditure during tour . Following are the important points regarding T.A./D.A bills:

1. All T.D. /D.A. claims should be submitted in form CS-17.
2. Every T.A. bill should be countersigned by the controlling officer before payment and also got pre-audited by the Regional office /Sangathan where necessary.
3. An employee forfeits his claim to T.A.(Including D.A.) if he/she fails to produce the claim within one year form the date on which it falls due.
4. T.A. bill should be properly annexed by self- certified receipts for the claim specially food bill to claim D.A. A copy of tour approval should also required to be attached.

Grades of employees for T.A/D.A. entitlement :

For the purpose of T.A/D.A. , employees are divided into five grades :

- (1) Rs10,000 and above and those in pay scale of HAG+ and above.
- (2) Rs7600,8700 and 8900.
- (3) Rs5400 and 6600.
- (4) Rs4200,4600 and 4800
- (5) Below Rs4200

Entitlement for Daily allowance (w.e.f 1st September 2008)

1. **Rates for D.A. :** Daily allowance is allowed as per grade pay of the employee

Grade pay	Reimbursement for		
	Hotel Accommodation(Rs)	Local conveyance (Rs)	Food bill per day (Rs)
Rs10,000 and above and those in pay scale of HAG+ and above.	5000	AC Taxi Charges upto 50 Kms.	500
Rs7600,8700 and 8900.	3000	Non-Ac Taxi charges up to 50 Kms	300
Rs5400 and 6600	1500	Taxi charges up to Rs150 per day	200
Rs4200,4600 and 4800	500	Up to Rs100 per day	150
Below Rs4200	300	Up to Rs50 per day	100

Note: These rates shall automatically increase by 25% if Dearness allowance on revised pay goes up by 50% .

2. **Basis for D.A. Calculation:** D.A. is calculated on the basic of absence from head quarter on calendar day basis i.e. from midnight to midnight maximum up to 180 days

S.N.	Period of absence from H.Q.(In hours)	% of D.A.
1	Not exceeding 06 hours	NIL
2	Exceeding 06 hours but less than 12 hours	70%
3	Exceeding 12 hours	100%

Note:

1. No D.A. is admissible for leave and R.H. availed while on tour.
2. Full D.A. is admissible only for a maximum 180 days for continuous halt at a station on tour/temporary transfer/training.
3. Claim for D.A. should be supported by vouchers.
4. Luxury tax charged by hotels allowable subject to overall ceiling.

3. D.A. at old rates i.e. as per OM 17/04/1998

Rates of Daily allowance on tour may be regulated either with new rates or with old rates as per OM 17/04/1998. For D.A. entitlement from old rates pay in pay range from old rates are required to be compared with revised pay in pay band as per the schedule below and then entitlement for D.A. is fixed:

Pay range (OM)	Revised pay in pay band (Not G.P.)
Rs16400 and above	Rs30500 and above
Rs8,000 and above but less than Rs16,400	Rs15000 and above but less than Rs30500
Rs6500 and above but less than Rs8000	Rs12500 and above but less than Rs15000
Rs4100 and above but less than Rs6500	Rs8000 and above but less than Rs12500
Below Rs4100	Below Rs8000

(a) When employee stays in government/public sector guest house or makes his own arrangements:

Pay range (1)	Localities other than those mentioned in columns (3,4&5) (2)	B-1 class and expensive cities (3)	A class cities and specially expensive localities (4)	A-1 class cities (5)
Rs16400 and above	135	170	210	260
Rs8,000 and above but less than Rs16,400	120	150	185	230
Rs6500 and above but less	105	130	160	200

than Rs8000				
Rs4100 and above but less than Rs6500	90	110	135	170
Below Rs4100	55	70	85	105

(b) When employee stays in the hotel or other establishment providing boarding or lodging :

Pay range (1)	Localities other than those mentioned in columns (3,4&5) (2)	B-1 class and expensive cities (3)	A class cities and specially expensive localities (4)	A-1 class cities (5)
Rs16400 and above	335	425	525	650
Rs8,000 and above but less than Rs16,400	225	330	405	505
Rs6500 and above but less than Rs8000	200	250	305	380
Rs4100 and above but less than Rs6500	130	160	195	245
Below Rs4100	65	85	100	125

Note:

1. The option for claim will be available as a complete package for a particular tour i.e. an employee can claim either at old rates or at new rates for a tour .
2. These rates shall automatically increase by 25% if Dearness allowance on revised pay goes up by 50% .

Evaluation:

Q-1 State true or false:

1. T.D. /D.A. bills must be presented in CS-17.
2. An employee can avail T.D./D.A. re-imbusement with old and new rates for same tour.
3. If an employee on official tour remains absent for 8 hours from HQ , he/she will be entitled for full day D.A.
4. Vice principals are allowed Rs150 per day for local conveyance.
5. Pay range of PGT in 5th pay commission i.e.Rs7500 is equal to Rs12500 above but less than Rs15000 in revised pay band for the purpose of D.A.

Q-2 Mr. A, PGT in G.P. 5400 attended 12 day in-service course. During Onward journey he spent Rs500 on food but could not produce any bills. Later on while submitting the T.D/D.A. bill he claimed that he should be reimbursed with new rates for the supporting vouchers and with old rates for the journey period. State whether or not Mr. A's claim is admissible.

T.A. on Tour

Travelling allowance on Tour is admissible from duty point or residence at headquarters to duty point at the distant station and vice versa. It includes:

1. Fare for journey by rail/road/air/sea as per G.P. of the employee.
2. Road mileage for road journey otherwise than by bus.
3. D.A. for the entire period of absence from H.Q. including journey period.

T.A. entitlements

Grade pay	Air	Rail	Road
Rs10,000 and above and those in pay scale of HAG+ and above.	Business/Club class	AC-I Class	AC taxi/ordinary taxi/Auto rickshaw/ Own scooter /Motorcycle/ Moped/Any public bus including AC bus
Rs7600,8700 and 8900.	Economy Class	AC-I Class	Ordinary taxi/Auto rickshaw/ Own scooter /Motorcycle/ Moped/Any public bus including AC bus
Rs5400 and 6600	Economy Class	AC-2 Tier class	Ordinary taxi/Auto rickshaw/ Own scooter /Motorcycle/ Moped/Any public bus including AC bus
Rs4200,4600 and 4800	N.A.	AC-2 Tier class	Ordinary taxi/Auto rickshaw/ Own scooter /Motorcycle/ Moped/Any public bus including AC bus
Rs2400 and above but less than Rs4200	N.A.	First class/AC-3 Tier/AC chair car	Auto rickshaw/ Own scooter /Motorcycle/ Moped/Any public bus.
Below Rs2400	N.A.	First class/AC-3 Tier/AC chair car	Auto rickshaw/ Own scooter /Motorcycle/ Moped/Any public bus.

Note:

1. In case of places not connected by rail, travel by AC bus for all those entitled to travel by AC-2 tier and above by train and by deluxe/ordinary bus for others is allowed.
2. All govt. servants are allowed to travel below their entitled class of travel.
3. Employees with G.P. 7600 and above may travel by executive class in Shatabdi trains and AC-1 in Rajdhani Express.
4. Travel by premium trains on official duty is NOT allowed, the fare charged for premium trains by the Indian Railways for the journey performed by premium trains shall not be reimbursable.
5. Reimbursement will be made only for the shortest route by the entitled class or class travelled whichever is lower.
6. Employees who are entitled to travel by air , both domestic and international , where the Govt. of India bears the cost of air passage , the officials have to travel only by AIR INDIA.
7. Rate of road mileage:
 - (a) Actual fare will be paid if the journey is performed by public bus.
 - (b) Mileage allowance @Rs1.2 per K.M. for journey by bicycle and Rs5 per K.M. for journey by foot.
 - (c) For journeys by auto rickshaw /taxi/car , entitlement will be at the rates notified by the concerned Director of Transport.
 - (d) If no rates have been notified, prevailing rates in the Metro-politan city of the state may be adopted. If no such rates have been fixed, then the rates of the neighbouring state be adopted and even after this no rates are available following rates may be fixed:
 - (1) For journey performed in own car/taxi Rs16 per K.M.
 - (2) For journeys performed by auto rickshaw/own scooter Rs8 per K.M..

T.A. for local journeys

T.A. for local journey is admissible only when the temporary place of duty is beyond 8 km from the normal place of duty, irrespective of whether the journey is performed from residence or from the place of duty.

- 1) Mileage allowance for the journeys performed on all the days spent on temporary duty in addition 50% of the admissible D.A. Option is available either to claim reimbursement of conveyance hire charges or normal T.A.
- 2) The bus/rail fare/mileage allowance will be based on the actual distance travelled or the distance between the normal duty point and temporary duty point whichever is less.

Evaluation :

Q-1 Mr.Ramaprasad PRT with G.P. 4200 was deputed for a 05 day workshop in the same city . Duty point was 10 km from residence. Mr.Ramaprasad used his

own

scooter as conveyance . Duration of workshop was 08 hours a day .Calculate T.A/D.A. entitlement for Mr.Ramaprasad if:

- (a) Rates of local conveyance in nearby metro politan city is Rs18 per K.m.

- (b) When no rates for local conveyance are available.
- Q-2 Ms. G.R. Naidu PGT English in G.P.5400 attended I spell of in-service course. She travelled by air to & fro using INDIGO flights .
- (a) State whether or not Mrs.Naidu's T.A. admissible .
- (b) If she stays in a hotel what will be her entitlement for D.A.

TRAINING MODULE ON MULTIPLE INTELLIGENCE

by Mrs. R. Jayalakshmi
HM
ZIET, Mumbai

Introduction

What is the theory of multiple intelligences (M.I.)?

*“ An intelligence is the ability to solve problems,
or to create products, that are valued within
one or more cultural settings. ”*

— Howard Gardner
FRAMES OF MIND (1983)

All human beings have multiple intelligences right from birth. These multiple intelligences can be **nourished** and **strengthened**, or **ignored** and **weakened**.

According to Howard Gardner, each individual has nine intelligences:

- All human beings possess all nine intelligences in varying amounts.
- Each person has a different intellectual composition.
- We can improve education by addressing the multiple intelligences of our students.
- These intelligences are located in different areas of the brain and can either work independently or together.

These intelligences may define the human species.

Sl.No.	Components	Multiple Intelligence and Learning
01.	Content in Brief	<p>Multiple intelligence Theory and Effective Teaching Learning Process</p> <p>The multiple intelligences approach encourages teachers to regard intellectual ability more broadly. Teachers are able to see that visual arts, music and dance can be just as valuable to students' understanding of the world they live in as traditional academic subjects. Classroom activities frequently activate and utilize more than one of the multiple intelligences.</p>

		Each person possesses more than one form of intelligence and this is reflected in our ability to multitask. However, the following activities can help decide our leanings towards a particular activity.
02.	Training Objectives	<ol style="list-style-type: none"> 1. To make the participants aware of the importance of identifying MI in their Pupils. 2. Identify nine different multiple intelligences. 3. Identify the abilities of pupils based on their strong area of MI 4. To encourage teachers to use a variety of teaching methodology to cater to the Multiple Intelligence of their students. <p>Enabling Objectives</p> <p>Explain the need of training on Multiple intelligence</p> <ol style="list-style-type: none"> a. Use the identified MI among pupils to strengthen and enjoy their learning experiences. b. Design Learning Activities Catering to the needs of the individual pupils involving the strong MI inherent in the pupil.
03.	Training Methodology	Presentation on MI, Group Discussions / Group Activity/Individual Activity
04.	Materials required	Presentation, handout of different activities for different Intelligence
05.	Evaluation	Work Sheet on MI, Role Play, Group Activity

Training Methodology –

10 mins → Startup Activity.

- ❖ Getting to know the strengths of each other
Find and Fill up at least one Name for each question.

Sl.No.	Question	Names of Participants
01.	Names of fellow participants who can sing/compose music	
02.	Names of fellow participants who	

	like to draw.	
03.	Names of fellow participants who like to read books	
04.	Names of fellow participants who like to socialize	
05.	Names of fellow participants who love pets.	

5 min: Discussion about the inherent talents of the participants, thereby connecting to the topic of the session.

Or

Prepare the classroom atmosphere by displaying few videos/pictures /audio of people performing different type of activities.

Eg: Speech of Dr.APJKalam/, Dance of Great Dancers, play the music of great men etc..

Identify the talent of these men.

25 mins → Presentation on MI



MULTIPLEINTELLIGE
NCE.ppsx

30 mins:

Group activity : Divide the participants into 8 groups. Each group will be identified with one MI. Group will prepare one enabling learning activity /assignment involving that MI

For eg:

Verbal Linguistic: conducting a debate, storytelling activity, dramatizing etc

Musical intelligence: learning activity involving music – tuning a poem, dance drama of a prose text, musical presentation of EVS activity etc...

16 minutes: presentation of the activity prepared by the group (2 mins each)

04 minutes: Summing up of the session.

Web resources

1. <https://howardgardner.com/>
2. <http://infed.org/mobi/howard-gardner-multiple-intelligences-and-education/>
3. http://www.institute4learning.com/multiple_intelligences.php
4. <http://www.thirteen.org/edonline/concept2class/mi/>
5. http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm
6. <http://iwypreschool.com/curriculum.php>
7. <http://holmgt.weebly.com/multiple-intelligences.html>

READING MATERIAL

MULTIPLE INTELLIGENCE

by Mrs.R.Jayalakshmi
HM
ZIET
Mumbai

Howard Gardner claims that all human beings have multiple intelligences. These multiple intelligences can be nurtured and strengthened, or ignored and weakened. He believes each individual has nine intelligences:

Verbal-Linguistic Intelligence -- well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words

Mathematical-Logical Intelligence -- ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns

Musical Intelligence -- ability to produce and appreciate rhythm, pitch and timber

Visual-Spatial Intelligence -- capacity to think in images and pictures, to visualize accurately and abstractly

Bodily-Kinaesthetic Intelligence -- ability to control one's body movements and to handle objects skilfully

Interpersonal Intelligence -- capacity to detect and respond appropriately to the moods, motivations and desires of others.

Intrapersonal Intelligence -- capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes

Naturalist Intelligence -- ability to recognize and categorize plants, animals and other objects in nature

Existential Intelligence -- sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.

Multiple Intelligence Activities

According to Gardner,

- All human beings possess all nine intelligences in varying amounts.
- Each person has a different intellectual composition.
- We can improve education by addressing the multiple intelligences of our students.
- These intelligences are located in different areas of the brain and can either work independently or together.
- These intelligences may define the human species.

The multiple intelligences approach encourages teachers to regard intellectual ability more broadly. Teachers are able to see that visual arts, music and dance can be just as valuable to students' understanding of the world they live in as traditional academic subjects. Classroom activities frequently activate and utilize more than one of the multiple intelligences.

Each person possesses more than one form of intelligence and this is reflected in our ability to multitask. However, the following activities can help decide our leanings towards a particular activity.

Linguistic Intelligence is all About Expression, Using Words

- Write a story and read it aloud.
- Impromptu speaking.
- Debate.
- Read books or articles.
- Write a poem, an essay, plays or news articles.
- Conduct an interview (role-play) or do talk shows.
- Write and present theories.
- Play games that use tongue twisters and spellings.
- Write journals or diaries.
- Document and present a thesis.

Logical Intelligence is an Area of Numerical and Logical Skills

- Solve problems.
- Create number patterns.
- Conduct an experiment on a particular theory.
- Solve puzzles.
- Develop a computer program to solve mathematical queries.
- Describe the patterns or symmetry of any chemicals.
- Play games using money.
- Make spreadsheets for calculations.
- Conduct experiments using deductive / inductive reasoning.
- Collect data and sequence or organize them.
- Learn about scientific models and explain them.
- Solve geometric problems.
- Make predictions using theories.
- Make a scientific model using measurements.

Musical Intelligence Involves all Rhythmic Auditory Inclinations

- Sing songs.
- Play or compose music.
- Write lyrics or short jingles.
- Create rhythmic patterns.
- Play different musical instruments in a group.
- Participate in choir or solo singing.
- Hum and rap.
- Demonstrate the working of a musical instrument.
- Explain differences and similarities in tones and sounds.

- Practice singing in a group.

Bodily-Kinaesthetic Intelligence Involves Physical Activity

- Role-play an event.
- Make a castle of cards or a sand castle.
- Build or construct a model of some structure.
- Repair mechanical equipment.
- Plan and go on a field trip.
- Demonstrate a hands-on activity
- Dance.
- Learn martial arts.
- Play games.
- Do physical exercises.
- Trekking or mountain climbing.

Spatial Intelligence is all about Visualizing Space and Images

- Demonstrate a piece of art.
- Make visual metaphors or analogies.
- Map historical events and stories using graphs.
- Make 3D projects.
- Sketch, paint or draw.
- Visualize patterns and create them.
- Play visual puzzles.
- Play photo memory games.

Interpersonal Intelligence Involves Being People-Smart

- Participate in group projects.
- Combined learning.
- Party in a group.
- Conduct a meeting to solve problems.
- Resolve conflict.
- Discuss and debate an issue.
- Brainstorm on any subject.
- Interpret others' feelings.
- Join a sports activity group.
- Form activity or social clubs.
- Participate in group book reading and share views.

Intrapersonal Intelligence Involves Being Aware of Self

- Pursue a new goal.
- Share meaningful personal experience.
- Write about your perceptions.
- Focus on some particular weakness and strengthen it.
- Reflect on your actions.
- Indulge in some individual reading, study and projects.

Naturalistic Intelligence Involves Nature and Environment

- Take care of animals and plants.
- Participate in nature clubs.
- Get involved in an environment protection program.
- Build a birdhouse.
- Keep an observation journal of the plants or animals in your care.
- Study cloud formation.
- Collect different coloured rocks.
- Research one particular plant or animal and demonstrate its importance in the nature cycle.
- Make a note of the difference in temperature and pollution.
- Map and demonstrate the ozone layer.
- Explain importance of recycling.

Multiple intelligence activities will provide children and adults an opportunity to enhance their level of intelligence and fully realize their potential.

Handout:

Multiple Intelligences Chart

List of activities

Verbal-Linguistic	Logical-Mathematical	Visual-Spatial	Bodily-Kinesthetic
choral speaking	problem solving	graphing	hands on experiments
declarizing	measuring	photographing	activities
storytelling	coding	making visual metaphors	changing room arrangement
retelling	sequencing	making visual analogies	creative movement
speaking	critical thinking	mapping stories	going on field trips
debating	predicting	making 3D projects	physical education activities
presenting	playing logic games	painting	crafts
reading aloud	collecting data	illustrating	dramatizing
dramatizing	experimenting	using charts	using cooperative groups
book making	solving puzzles	using organizers	dancing
nonfiction reading	classifying		

researching	using manipulatives	visualizing	
listening	learning the scientific model	sketching	
process writing	using money using geometry	patterning	
writing journals		visual puzzles	

Musical	Interpersonal	Intrapersonal	Naturalistic
humming	classroom parties	personal response	reading outside
rapping	peer editing	individual study	cloud watching
playing background music	cooperative learning	personal goal setting	identifying insects
patterns	sharing	individual projects	building habitats
form	group work	journal log keeping	identifying plants
playing instruments	forming clubs	personal choice in projects	using a microscope
tapping out poetic rhythms	peer teaching	independent reading	dissecting
rhyming	social awareness		going on a nature walk
singing	conflict mediation		build a garden
	discussing		studying the stars
	cross age tutoring		bird watching
	study group		collecting rocks
	brainstorming		making bird feeders
			going to the zoo

Ref: Google search engine

TRAINING MODULE
ON
PERSONALITY DEVELOPMENT

Compiled by Harman Churra
H.M
ZIET Mumbai

TITLE: PERSONALITY DEVELOPMENT

AIMS:

The training module is aimed at the promotion of the strategies for the personality development of the participants. The rationale behind this endeavor is the recognition of the multifaceted influence of the personality of the employees upon organizational effectiveness.

TRAINING OBJECTIVES

- ✓ To bring about personality development with regard to different behavioral dimensions that has far reaching significance in the direction of the organizational effectiveness.
- ✓ To bring out one's abilities and powers for making himself aware of his inner self and become more confident to face the outside world

TARGET GROUP

- ❖ Employees of KVS

TRAINING MATERIAL

- ❖ Computer
- ❖ LCD projector
- ❖ White board and marker

Methodology :

- Lecture-cum-discussion
- Group discussion
- Management Games
- Case studies

Duration : 90 Minutes

Training Strategies:

- Introduction : 5 Minutes
- Personality and factors which influence personality : 30 Minutes
- Self Awareness : 30 Minutes
- Personality Traits & Traits for building positive personality : 15 Minutes
- Group discussion and evaluation : 10 Minutes

CONTENT:

Unit 1: What is personality & factors which influence personality?

Personality Development is the growth and development of the thinking, perception, attitude, nature, mood, behavior and activities that differentiate among people. It is a tool to bring out one's abilities and powers for making himself aware of his inner self and become more confident to face the outside world. Personality means uniqueness, individuality and appearance of a person and his/her reflection of thinking, emotions, behavior, communication skills and corporeal characteristics.

Personality determinants

- **Heredity**– Physical structures, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level and biological rhythm are characteristics that are generally considered to be either completely or substantially influenced by who your parents were.
- **ENVIRONMENT**– The environmental factors that exert pressure on our personality formation are the culture in which we are raised , our early conditioning, the norms among our family, friends, social groups and other influences that experience.
- **The situation influences** the effects of heredity and environment on personality. An individual's personality although generally stable and consistent , does change in different situations.

Unit 2: Self Awareness.

Self Awareness or self knowledge is the starting point for effectiveness at work. Self awareness knows your motivations, preferences, personality & understanding how these factors influence your judgment, decisions and interaction with other people

Benefit of Self Awareness

- ✓ Understanding yourself in relation to others.
- ✓ Developing and implementing a self improvement
- ✓ Setting appropriate life & goals
- ✓ Developing relations with others.
- ✓ Managing others effectively
- ✓ Increasing productivity
- ✓ Ability to contribute to the organization, community & Family

How to gain Self Awareness?

- ❖ **Self-analysis** requires people to examine themselves as an object in an experience or event. It is requires a person to step back and observe the positive and the negative impact that may have influenced behaviour, attitudes,

thoughts or interactions. Self analysis is a necessary skill for synthesizing information relevant to professional or personal effectiveness.

- ❖ **Behaviour** : Behaviour is the way in which we conduct ourselves – the way in which we act. Our behaviour is influenced by our feelings, judgements, beliefs, motivations, needs, experience, and opinions of others

The four components of Behaviour :

- Motivation : to drive to pursue one action over another
 - Modes of thinking: Judgements or decision making
 - Modes of acting : the course of action you apply in a situation.
 - Modes of interacting : Communicate & share ideas, opinion, feelings with others.
- ❖ **Self Disclosure** : Another means of self- awareness is through self-disclosure – sharing your thoughts , feelings and ideas with others without self-deception, without distortion. Talking to others allows to share our feelings and responses. Self-disclosure is a key factor in improving self awareness.
 - ❖ **Diverse Experience**: Acquiring multiple experiences in diverse situations and with diverse persons is another way of increasing self awareness. As we encounter new situations, we use skills and acquire new ones, meet people and develop friendships, see new places and learn firsthand about things we might have only read about. Being open to experiences broadens our horizons.

Unit 3: Personality Traits

Personality traits are relatively stable set of characteristics, tendencies, and temperaments that have been formed by heredity and by social, cultural and environmental factors. Personality traits are enduring characteristics that describe an individual's attitude and behaviour.

- Openness to experience : This characterizes the degree to which people are interested to learning new things or sticking with what they already know
- Conscientiousness: Represents the degree to which an individual is dependable or inconsistent, can be counted on or is unreliable, follows through on commitments or are generally perceived to be careful.
- Emotional stability: The degree to which a person is consistent or inconsistent is how they react to certain events, reacts impulsively or weigh options before acting and takes things personally or looks at a situation objectively
- Agreeableness : measures the degree to which a person is friendly or reversed cooperative or guarded, flexible or inflexible, trusting or cautious good natured or moody, softhearted or tough, tolerant or judgmental
- Neuroticism: **Neuroticism** is a personality characteristic that describes how nervous or anxious a person tends to be, as well as the degree of self-confidence and self-contentment he or she possesses. Individuals who score high on levels of neuroticism will often be preoccupied with the 'what ifs' of life. They tend to be worrisome and preoccupied with things that might not be within their control.
- Attitude: **Attitudes** are evaluative statements or learned pre dispositions to respond to an object, person, or an idea in a favourable or unfavourable way. Strong attitudes can have an impact on professional and personal relationship. Our attitude can determine whether we think positively and take control of a

situation or think negatively and feel helpless to change or respond to a situation.

- **Perceptions:** **Perceptions** describes the process by which individuals gather sensory information and assign meaning to it. When we encounter a person or situation, we use our senses to absorb various inputs. Next our brain selects aspects from stored information in order to process and organize these inputs. Finally our brains interpret and evaluate the person or situation.

Unit 4 : Types of Personality

Perfectionists – are realistic, conscientious and principled

Helpers – are warm, concerned, nurturing and sensitive to other people's needs

Achievers – are energetic, optimistic, self-assured and goal oriented

Romantics – have sensitive feelings and are warm and perceptive

Observers – have a need for knowledge and are introverted, curious, analytical and insightful.

Questioners – are responsible and trustworthy.

Adventurers – are energetic, lively and optimistic. They want to contribute to the world

Asserters – are direct, self-reliant, self confident and protective.

Peacemakers – are receptive, good-natured and supportive. They seek Union with others and the world around them

Unit 5 : Traits for developing positive personality

- ✓ Accept Responsibility
- ✓ Show consideration
- ✓ Think Win- win
- ✓ Choose your words carefully,
- ✓ Never criticize, complain or condemn
- ✓ Smile and Be kind
- ✓ Put positive interpretation on other people's behaviour
- ✓ Be Good listener
- ✓ Be Enthusiastic
- ✓ Give honest and sincere appreciation
- ✓ When you make a mistake , accept it and make it easy to amend
- ✓ Discuss but don't argue
- ✓ Don't Gossip
- ✓ Turn your promises into commitment
- ✓ Be grateful but do not expect gratitude

- ✓ Be dependable and practice loyalty
- ✓ Avoid bearing grudges
- ✓ Practice honesty, integrity and sincerity
- ✓ Practice humility
- ✓ Be understanding and caring
- ✓ Practice courtesy on daily basis
- ✓ Develop a sense of humor
- ✓ Don't be sarcastic and put others down
- ✓ To have a friend be a friend Show empathy

DEVELOPING POSITIVE PERSONALITY

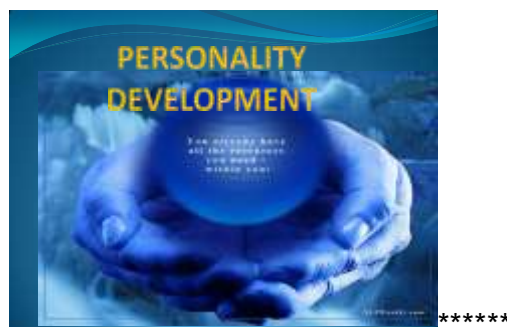
- ❖ Subconscious Programming :
eg. Do not do that, don't take risk, you cannot do that, you are not good in
.....
- ❖ Reinforced Programming / conscious Programming :
Autosuggestion and Repetition of the positive traits and despite negative response from comparison with the store house also gives success in programming for personality traits.
- ❖ Defensive Approach: One of this type of approach is protest or deny the negative traits at it's very beginning of the entering in the subconscious store.
- ❖ Imaginary Anchoring : Following the image or personality of a person
- ❖ Physical Action or Body Language :
- ❖ Domino – effect: direct exposure to good personalities or environment

Power point presentations

1. Who am I?

Recognize the personality
&
discuss about their personality

PPT Personality Development



TRAINING MODULE ON GENDER SENSITISATION

Compiled by
Mrs. Poonam Gupta
PGT Chemistry
K.V. Kathmandu

DURATION – 90 minutes

OBJECTIVES – To enable the participants

- To clarify the meaning of sex and gender
- To create an understanding of gender roles
- Practical and strategic needs of gender
- To understand what are gender stereotypes
- To identify causes and effects of gender discrimination
- To familiarize participants with the diverse range of gender-related issues in schools.

METHODOLOGY

- Group activity
- Quiz
- Hand Outs
- Power point presentation and discussion
- Case study

Pre training Questionnaire to be given by the facilitator and discussion to followed. (page 5)

CONTENT- Anne Oakley developed the conceptual distinction between sex and gender in 1972. Since then, it has become a useful analytical tool to clarify ideas and now accepted almost universally. According to this distinction, we determine sex as connecting with biology, whereas gender identity with Socially and psychological influence (and that means also historically and culturally. The following table highlights the distinctive features of each of these two terms:

Sex refers to the biological differences between men and women, which are universal and do not change.

Gender refers to social attributes that are learned or acquired during socialization as a member of a given community. Since these attributes are learned behaviours, they can and do change over time (with increasing rapidity as the rate of technological change intensifies), and vary across cultures. Gender therefore refers to the socially given attributes, roles, activities, responsibilities and needs connected to being men (masculine) and women (feminine) in a given society at a given time, and as a member of a specific community within that society.

GENDER	SEX
Socially constructed	Biological
Not born with	Born with

Can be changed	Normally, cannot be changed(unless they undergo a sex change surgery)
Women are capable of doing the jobs done by men and men are also capable of taking care of the children	While only women can give birth to a child, only men can provide the sperms

Activity -1(page 6) to be conducted by the facilitator

Gender Stereotype- Refers to the accepted role by women and men and it gives birth to Gender. If there is role reversal, society does not accept it easily and becomes violent. Gender shapes the individual's opportunities for work and authority. It also influences an individual's chances to get knowledge, control over production, reproduction and access to development. Except biological activities, which are given by nature, all other characteristics and attribute of women and men are socially and culturally given.

Thus, all socially given roles, activities, responsibilities and needs, which are categorized as feminine or masculine by a given society, at a given time, are differences of gender. Unlike the sex categories, gender categories are variable and often hierarchical in the distribution of power and privilege. Gender shapes the individual's opportunities for education, work, family, authority and reproduction. It also influences an individual's chances of making an impact on the production of knowledge and culture. The manner in which different societies value or de value women and men determine the level of inequalities prevailing in that society.

Activity – 2 (page 6)

Gender Needs --- As women and men have different roles and responsibilities therefore, they have different interests and needs. Some needs, which you consider essential for men, may not be so for women. Women have particular needs that differ from those of men, are only because of their triple role, but also because of their subordinate position in terms of men. Moreover, the priorities of needs to women and men also differ. However, women and men also have common needs. They have similar emotions and feelings of happiness and pain and suffer from similar diseases. Needs of food, house, cloth and water, therefore, are common to them.

PRACTICAL GENDER NEEDS:

These are often linked to women's reproductive role, to inadequacies in living and working conditions and to basic survival strategies. Such needs include food, shelter, income, employment, health etc. meeting practical needs does not, however, change the relationships which maintain the subordinate position of women as a disadvantaged group.

Strategic or Structural Gender Needs:

These are related to women's subordination to men in the context of SGN. They relate to issues such as equal pay for work, of equal value, rights to land and other capital assets, domestic violence, women's control over their own bodies,. Meeting these needs may require "Social Engineering". Meeting these needs helps women to achieve greater equality and challenge their subordinate position.

An Example:

Women's Practical Needs

- Food
- Shelter
- Clothes
- Respect in society
- Specific training
- Paid work.

Women's Strategic Needs

- Collective organization
 - Right to speak out.
- Skills in leadership
- Position in the project
- Education

WOMEN AND MEN HAVE DIFFERENT NEEDS AND PRIORITIES

A group of men was invited to a village meeting to jointly plan a community forestry project. The men told foresters that they wanted to plant hardwood tree species to make furniture and wood carvings to sell. Three thousand hardwood seedlings were provided. They all died. Why? Because in the village it was the task of women to care for seedlings, no one had told them that the seedlings were coming. Another meeting was held. This time, the women were included. Foresters learned that the women preferred soft wood fast growing species for fuel wood and fodder, when the project provided seedlings of both types, satisfying the needs of both women and men, the women planted and watered all of them.

Understanding and challenging sexual abuse and violations

The facilitator should emphasize on the following:

- There is nothing shameful in sharing one's experiences of violence and abuse with a trusted person/ institution. In fact, it is an act of courage to ask for timely assistance and support
- Schools can play a vital role in instilling attitudes that strongly discourage violence in any form and empower young people to counter it
- Wife beating is not justified under any circumstance.
- The recent 'Youth in India: Situation and Needs Survey' conducted by Indian Institute of Population Sciences and Population Council in 2006-07 clearly shows that wife beating is still accepted in society and this needs to change
- For example, among the 15-24 years old respondents in the above mentioned survey, substantial percentages of young men and women reported that wife beating is justified in the following circumstances:

GENDER RELATED ISSUES INSCHOOLS AND CLASSROOM SPACES.

Facilitator to initiate discussion on

- Gender related issues in classroom / school and ways by which teachers can prevent gender disparity .
- Synthesize strategies on how to be gender sensitive and address gender inequality in our classrooms.

ICE BREAKING
PRE-TRAINING QUESTIONNAIRE

S.NO.	QUESTION	AGREE	NOT SURE	DISAGREE
1	I think men and women are not equal.			
2	I think men and women behave differently due to biological reasons only			
3	I don't think discrimination is essential in daily life.			
4	I look forward to the day when women will be equal to man.			
5	Talking about gender issues does not cause a rift between men and women			
6	I find it easy to share my views in a group.			
7	I do challenge anyone who makes a discriminatory comment.			
8	I will promote equal opportunities for girls/ women			
9	Men and women should stick to the traditional roles and not cross over			
10	I can motivate people to change their mindset and bring a positive change			

Once the questionnaire has been answered by the participants, it may be compiled and discussion on their statements, without disclosing their identity. Discussion could be on the concepts of culture, on nature, sex, gender, stereotyping of gender roles.

Activity -1 -Fill in under each column those features among the list that you consider typically female and typically male respectively –

Gives birth to babies, Farmer, Housewife, Mother, Breadwinner, Bottle-feed, Nurse, Tailor, Cooks, Beautiful, Father, Saree, Smoker, Pilot, Leader, Teacher, Caring, Soldier, Tall, Fetch water

Male	Female

ACTIVITY- 2

The participants may be divided into five groups

- **Group A** Recall any experience of your childhood and act it out individually. That which you did as a child because you were a girl/boy.
- **Group B** Act out an activity you have to do because you are a women/man
- **Group C** Think of an activity you dream of and want to do because you are a woman/ man
- **Group D** Act things you like to do that you consider typical of you gender.
- **Group E** Act out an activity you hate doing that is typical for your gender

While doing the above activity, the facilitator should keep in mind the following points

- Discuss the factors that dictated the above roles
- Ask participants to tell the group what people expect in regard to men and boys in their society.
- Ask them to do the same for women/girls.
- For each expectation noted, discuss with participants if this expectation is based on sex or gender. For example, the expectation for women to have children is based on sex but the expectation for women to do the cooking for a family is based on gender.
- How do these stereotypes and myths affect our views of ourselves and of other women and men?
- Has this discussion brought to light any of your own assumptions and stereotypes about men and women?

References

- <http://www.un.org/womenwatch>
- <http://www.unifem.undp.org>
- <http://www.undp.org/undp/gender>
- www.dopt.nic.in

- www.unfpa.aep
- Oakley, Ann, 1985, Sex, Gender and Society
- Changing Perceptions, Tina Wallace
- Gender and Development, Scott. Catherine
- Gender, Stevi Jackson

FORMATS TO BE FILLED AND SENT ON THE SECOND DAY OF THE COURSE

TO ZIET, MUMBAI BY THE COURSE DIRECTOR

Kendriya Vidyalaya Sangathan New Delhi

Year: 2016-17

Format - I

Name of the Course:.....

Date of Course :.....

Name of the Venue:.....

Sr. No.	Category wise No. of participants present				Total No. of participants Present	Total No. of participants Absent
	General	SC	ST	OBC		
1						
2						
3						

Name & Signature of Director

DATA FOR CANDIDATES PRESENT

Format - II

Name of the Course:.....

Date of Course :.....

Sr. No.	Name of Participant	K. V. where working	Category	Region	Name of Venue
1					
2					
3					

Name & Signature of Director

DATA FOR CANDIDATES ABSENT

Format - III

Name of the Course:.....

Date of Course :.....

Sr. No.	Name of Participant	K. V. where working	Category	Region	Name of Venue
1					
2					
3					

Name & Signature of Director

DETAILS OF CANDIDATES SECURED LESS THAN 75% MARKS IN POST TEST

FORMAT- IV

Name of the Course:.....

Date of Course :.....

Name of the Venue:.....

Sl No	Name of The Participant	KV Where Working	Category	Name Of Region	Remarks
1					
2					
3					

केंद्रीय विद्यालय संगठन, नई दिल्ली

KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI

Year: 2016-17

PARTICIPANTS' FEEDBACK FOR IN SERVICE COURSE FOR TEACHERS

आयोजन			DATE:			
स्थल:						
/VENUE						
:						

भाग /अ -PART A

Put a tick mark/ आपकी सुविधा अनुसार कॉलम में / ग्रेड लगाएँ

S.No.	प्रश्न /QUESTION	उत्कृष्ट	बहुत अच्छा	अच्छा	औसत	औसत से कम
		EXCELLENT	VERY GOOD	GOOD	AVERAGE	BELOW AVERAGE
1	कार्यक्रम का विषयवस्तु /CONTENT OF THE COURSE					
2	निर्धारित कार्यक्रम /SCHEDULE PLANNED					
3	किस सीमा तक कार्यक्रम से आपकी अपेक्षाएँ पूरी हुई/EXTENT TO WHICH EXPECTATION WAS FULFILLED					
5	दिये गए व्याख्यान क्रियाओं / की गुणवत्ता/QUALITY OF LECTURES/ACTIVITIES					
8	मेहमान वक्ताओं द्वारा दिये गए व्याख्यान की गुणवत्ता/QUALITY OF LECTURES BY GUEST SPEAKERS/ INTERNAL SPEAKERS					
9	समूह कार्य की गुणवत्ता/QUALITY OF GROUP WORK/INTERACTION					
10	कार्यालय कर्मचारियों का सहयोग/ASSISTANCE FROM OFFICE STAFF					

11	कार्यक्रमके लिए मूलभूत सुविधाओं की उपलब्धता/INFRASTRUCTURE FACILITIES AVAILABLE FOR THE COURSE					
12	कार्यक्रमका सम्पूर्ण मूल्यांकन/OVERALL RATING OF THE COURSE					

भाग - ब/PART B

a)	वहव्याख्यान जो सबसे ज्यादा उपयोगी था /Name of the session / lecture which was most useful	
b)	उससत्र का नाम लिखिए जो सबसे कम उपयोगी रहा /Name of the lecture / session which was least useful	
c)	उसक्षेत्र का नाम लिखिए जिसे इस कार्यक्रम में अवश्य सम्मिलित करना चाहिए /Is there any other area which was left out in the In Service course? Name them if any	

भाग - स/PART C

कोई अन्य सुझाव /ANY OTHER REMARKS / SUGGESTIONS

--	--

पद वर्तमान पद परकार्य करने का अनुभव :(वर्ष में)		
NAME :	K.V.	SIGNATURE

केंद्रीय विद्यालय संगठन, नई दिल्ली

KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI

PARTICIPANTS' FEEDBACK FOR IN-SERVICE COURSE FOR TEACHERS

आयोजनस्थल:

DATE:

VENUE :

भाग /अ -PART D

GIVE REASONS IN BRIEF FOR FINDING THE SESSION MOST USEFUL AS
MENTIONED IN PART B (a)

PROPOSED EXPENDITURE NORMS FOR IN-SERVICE COURSE 2016-2017

A	PRT	Amount (in rupees)		
		I -Spell		II -Spell
		Existing w.e.f 2014		Existing w.e.f 2014
1.	Honorarium			
i)	*Director (1)	2500		2500
ii)	Guest Speakers (07 – Outside) @ Rs. 3000/ Rs.2500(incl. conveyance	21000/17500 [#]		21000/17500 [#]
iii)	Resource Persons @ Rs. 1000 x 3	3000		3000
iv)	Internal Speakers (1000 x 5) from KVS	5000		2500
v)	IT Experts @ Rs.1000 x 2	2000		2000
2.	DTP & Xerox	5000		5000
3.	Stationery & Teaching materials, Reports/Certificates	12000		12000
4.	Conveyance for field visit	10000		10000
5.	Misc. Expenditure	3000		3000
	Total Expenditure	63500/60000		53500/50000

B	HM courses	Amount (in rupees)		
		I SPELL		II SPELL
		Existing w.e.f 2014		Existing w.e.f 2014
1.	Honorarium			
i)	*Director &Asso. Director @ Rs.2500 x 1 & 2000x1	4500		4500
ii)	Guest Speakers (07 – Outside) @ Rs. 3000 / Rs.2500 (incl. conveyance	21000/17500 [#]		21000/17500 [#]
iii)	Resource Persons @ Rs. 1000 x 2	2000		2000
iv)	Internal Speakers (1000 x 5) from KVS	5000		5000
v)	IT Experts @ Rs.1000 x 2	2000		2000
2.	DTP & Xerox	5000		5000
3.	Stationery & Teaching materials, Reports/Certificates	12000		12000
4.	Conveyance for field visit	10000		10000
5.	Misc. Expenditure	3000		3000
	Total Expenditure	64500/ 61000		54500/51000

***No Honorarium will be paid to Director/Associate Director in case they belong to ZIETs.**

#KVS HQ letter No.F.11038-01/2014-15/KVS HQ Acad /M68 dated 27.2.14 to be referred for paying honorarium to guests

C	PGT(PHY / CHEM /BIO / GEO / Computer Sc.) COURSES	Amount (in rupees)					
		I SPELL			II SPELL		
		Existing 2014	w.e.f		Existing 2014	w.e.f	
1.	Honorarium						
i)	*Director & Associate Director @ Rs.2500 x 1 & 2000x1	4500			4500		
ii)	Guest Speakers (10 – Outside) @ Rs. 3000 / Rs.2500(incl. conveyance)	30000/25000 [#]			30000/25000 [#]		
iii)	Resource Persons @ Rs. 1000 x 2	2000			2000		
iv)	Internal Speakers (1000 x 5) from KVS	5000			5000		
v)	IT Experts @ Rs.1000 x 2	2000			2000		
2.	DTP & Xerox	5000			5000		
3.	Stationery & Teaching materials, Reports/Certificates	12000			12000		
4.	Conveyance for field visit	10000					
5.	Lab Material	4000			4000		
6.	Misc. Expenditure	3000			3000		
	Total Expenditure	77500/72500			67500/62500		

D	PGT(ENG./HINDI/HIST/ECO/ COMM/MATHS) COURSES	Amount (in rupees)					
		Existing 2012	w.e.f		Existing 2012	w.e.f	
1.	Honorarium						
i)	*Director & Associate Director @ Rs.2500 x 1 & 2000x1	4500			4500		
ii)	Guest Speakers (10 – Outside) @ Rs. 3000 / Rs.2500(incl. conveyance)	30000/ 25000 [#]			30000/ 25000 [#]		
iii)	Resource Persons @ Rs. 1000 x 2	2000			2000		
iv)	Internal Speakers (1000 x 5) from KVS	5000			5000		
v)	IT Experts @ Rs.1000 x 2	2000			2000		
2.	DTP & Xerox	5000			5000		

3.	Stationery & Teaching materials, Reports/Certificates	12000		12000	
4.	Conveyance for field visit	10000			
5.	Misc. Expenditure	3000		3000	
	Total Expenditure	73500/ 68500		63500/ 58500	

***No Honorarium will be paid to Director/Associate Director in case they belong to ZIETs.**

#KVS HQ letter No.F.11038-01/2014-15/KVS HQ Acad /M68 dated 27.2.14 to be referred for paying honorarium to guests

E	TGT (SCIENCE/MATHS) COURSES	Amount (in rupees)			
		I SPELL		II SPELL	
		Existing 2014	w.e.f	Existing 2014	w.e.f
1.	Honorarium				
i)	*Director & Associate Director @ Rs.2500 x 1 & 2000x1	4500		4500	
ii)	Guest Speakers (07 – Outside) @ Rs. 3000 / Rs.2500(incl. conveyance)	21000/ 17500 [#]		21000/ 17500 [#]	
iii)	Resource Persons @ Rs. 1000 x 03	3000		3000	
iv)	Internal Speakers (1000 x 3) from KVS	1500		1500	
v)	IT Experts @ Rs.1000 x 2	2000		2000	
2.	DTP & Xerox	5000		5000	
3.	Stationery & Teaching materials, Reports/Certificates	12000		12000	
4.	Conveyance for field visit	10000		0	
5.	Lab Material	5000		5000	
6.	Misc. Expenditure	3000		3000	
	Total Expenditure	68500/65000		58500/ 55000	

F	TGT (ENG/HINDI/SANSKRIT/S.ST) COURSES	Amount (in rupees)			
		I SPELL		II SPELL	
		Existing 2014	w.e.f	Existing 2014	w.e.f
1.	Honorarium				
i)	*Director & Associate Director @ Rs.2500 x 1 & 2000x1	4500		4500	
ii)	Guest Speakers (07 – Outside) @ Rs. 3000 / Rs.2500(incl. conveyance)	21000/17500 [#]		21000/17500 [#]	
iii)	Resource Persons @ Rs. 1000 x 03	3000		3000	
iv)	Internal Speakers (1000 x 3) from KVS	3000		3000	
v)	IT Experts @ Rs.1000 x 2	2000		2000	

2.	DTP & Xerox	5000		5000	
3.	Stationery & Teaching materials, Reports/Certificates	12000		12000	
4.	Conveyance for field visit	10000		0	
5.	Misc. Expenditure	3000		3000	
	Total Expenditure	63500/60000		53500/50000	

***No Honorarium will be paid to Director/Associate Director in case they belong to ZIETs.**

#KVS HQ letter No.F.11038-01/2014-15/KVS HQ Acad /M68 dated 27.2.14 to be referred for paying honorarium to guests

Expenditure norms for 21 Day In-service course.

G	PRT(MUSIC) & LIBRARIAN COURSES	Amount (in rupees)	
1.	Honorarium	Existing w.e.f 2014	
i)	*Director & Associate Director @ Rs.2500 x 1 & 2000x 1	4500	
ii)	Guest Speakers (10 – Outside) @ Rs. 3000 / Rs.2500(incl. conveyance)	30000/25000 [#]	
iii)	Resource Persons @ Rs.1500 x 02	3000	
iv)	Internal Speakers (1000 x 5) from KVS	5000	
v)	IT Experts @ Rs.1000 x 2	2000	
2.	DTP & Xerox	5000	
3.	Stationery & Teaching materials, Reports/Certificates/ Recording etc.	12000	
4.	Conveyance for field visit	10000	
5.	Misc. Expenditure	3000	
	Total Expenditure	74500/69500	

H	TGT(Art Education)/TGT(Work Experience) COURSES	Amount (in rupees)	
.1.	Honorarium	Existing w.e.f 2012	
i)	*Director & Associate Director @ Rs.7000 x 1 & 5000x1	4500	
ii)	Guest Speakers (10 – Outside) @ Rs. 3000 / Rs.2500(incl. conveyance)	30000/25000 [#]	
iii)	Resource Persons @ Rs. 1500 x 02	3000	
iv)	Internal Speakers (1000 x 5) from KVS	5000	
v)	IT Experts @ Rs.1000 x 2	2000	
2.	DTP & Xerox	5000	
3.	Stationery & Teaching materials, Reports/Certificates	12000	
4.	Conveyance for field visit	10000	
5.	Art & Craft Material	30000	
6.	Misc. Expenditure	3000	
	Total Expenditure	104500/99500	

***No Honorarium will be paid to Director/Associate Director in case they belong to ZIETs.**

#KVS HQ letter No.F.11038-01/2014-15/KVS HQ Acad /M68 dated 27.2.14 to be referred for paying honorarium to guests

Expenditure norms of Orientation Programme for Directors ,Associate Directors & Resource Persons

K	Orientation Programme for Directors ,Associate Directors & Resource Persons	Amount (in rupees)	
1.	Honorarium	Existing w.e.f 2014	
i)	*Director & Associate Director @ Rs.1500	3000	
ii)	Internal speakers (1000 x 3) from KVS	3000	
ii)	Guest Speakers -4 @ Rs. 3000 / Rs.2500 (incl. conveyance)	12000/10000 [#]	
iii)	IT Experts @ Rs.500 x 02	1000	
2.	Stationery & Teaching materials, Reports/Certificates	10000	
3	DTP & Xerox	5000	
4	Misc. Expenditure	2000	
	Total Expenditure	36000/34000	

***No Honorarium will be paid to Director/Associate Director in case they belong to ZIETs.**

#KVS HQ letter No.F.11038-01/2014-15/KVS HQ Acad /M68 dated 27.2.14 to be referred for paying honorarium to guest speakers

SUGGESTED DEMO LESSON ASSESSMENT FORMAT (Page 1)

Kendriya Vidyalaya Sangathan, New Delhi

Venue:

In-service Course for TGT / PGT..... Scoring Sheet

Year: 2016-2017						
First Spell (18.05.2016 to 29.05.2016)						
S.No	Name of the Participant	Pre Test	Mid-Test	Post-Test	Mid-Test	Post-Test
		100	50	50	10	50

Resource Person 1

Sign:

Name:

Resource Person 2

Sign:

Name:

Associate Course Director

Sign:

Name:

Director

Sign:

Name:

SUGGESTED DEMO LESSON ASSESSMENT FORMAT (Page 2)

Kendriya Vidyalaya Sangathan, New Delhi

Zonal Institute of Education and Training, Mumbai

In-service Course for TGT / PGT..... Scoring Sheet

First Spell (18.05.2016 to 29.05.2016)

S.No	Name of the Participant	Participation in Group Activities	Demo Lesson	Punctuality	Participation in Classroom Activities	Ability to prepare e - content lessons	Assignments	Attitude & Behaviour	Knowledge and Ability to use computers	Communication Skills (E7,H3)	40%	Mid test	Post test	total
		10	20	10	10	10	10	10	10	10	40	10	50	100
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

Resource Person 1

Sign:

Name:

Resource Person 2

Sign:

Name:

Associate Course Director

Sign:

Name:

Course Director

Sign:

Name:

KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI

YEAR: 2016_17

SUGGESTED ACTION PLAN

FOR

II SPELL IN-SERVICE COURSE

TGT /PGT.....

To be filled by the Teacher

1. Name of the Teacher Participant & Designation:

2. Name of K.V. where working

3. Region:

4. Venue :

i) I Spell_ Dates from:

ii) II Spell_ Dates from :

I. Topics taken up in the first spell:

S.N o.	Topic	Implementation in regular Classroom teaching	Constraints faced by the teacher	Need of further training in this area:ye s/ no	Outcome
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

- I. Action Plan taken to create interest in the subject among students of classes VI to X or Classes XI to XII (write in 100 words)

II. Efforts made by me for self-development like:

		Details	Date
1	Innovation in teaching		
2	Course /workshops attended other than subject related		
3	Titles of Books / articles read to improve classroom transaction		
4	Number of subscriptions for online Journals like: Learning Disability, Teach about, Libraries, School of educators, Brains.org, about.com, Help4teachers.com ,Khan Academy, etc.		
5	Workshops conducted by me for students: a) Personality Development b) Career Guidance c) AEP d) Life Skill Development e) Gender Sensitization f) Any other		

Teacher's signature with Date

III . Observatory remarks by the Principal

		Remarks
1	Attitude towards Profession	
2	Improvement in Classroom transactions	
3	Use of ICT in class room teaching	
4	Improvement in Teaching Skills / methodology	
5	Involvement in Innovation work	
6	Efforts made by teacher for self-improvement	
77	Involvement of Teacher in imparting Life Skills/AEP/Personality Development/Guidance & Counseling	
8	Efforts of the teacher for the all-round development of the students	
9	Any other	

IV. Areas in which Teacher requires training:

Principal's Signature with Date

