

# REPORT ON MINOR RESEARCH

Evaluation of Diploma in  
Elementary Education  
Programme offered by  
KKHSOU:  
Lessons from its  
implementation

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Risha Borooh

## LIST OF ABBREVIATIONS

**B Ed:** Bachelor of Education

**BRCC** Block Resource Centre Coordinator

**CTE:** College of Teacher Education

**DEC:** Distance Education Council

**DIET:** District Institute of Education and Training

**IGNOU:** Indira Gandhi National Open University

**KKHSOU** :Krishna Kanta Handique State Open University

**NCTE:** National Council for Teacher Education

**NPE:** National Policy on Education

**RTE:** Right to Education

**SCERT:**State Council for Educational Research and Training

**SSA:** Sarva Shiksha Abhiyaan

**SLM:** Self Learning Material

**TET:** Teacher Eligibility Test

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## BRIEF SUMMARY OF THE REPORT

### **Rationale**

This study examines the effectiveness of Diploma in Elementary Education Program offered to in-service teachers of Assam by Krishna Kanta Handique State Open University. Since its introduction in 2013, hundreds of TET qualified teachers appointed by SSA Assam have enrolled and graduated from this program but no attempt has been made to measure its effectiveness. To bridge this gap, an attempt was made to study the instructional component, its impact on the appointed teacher trainees and effectiveness of numerous stakeholders involved in its implementation.

### **Objective**

This study would make an attempt to:

- Examine the instructional component of the programme, ie, the self-learning materials, counselling sessions on the basis of its stated objectives.
- Examine the impact of the programme on enrolled teacher trainees in the light of its stated objectives.
- Evaluate the effectiveness of stakeholders involved in the implementation of the programme on the basis of its stated objectives.

### **Methodology**

To measure three components of the programme: the instructional component, its impact on enrolled teacher trainees and the effectiveness of stakeholders involved in its implementation, an assessment framework was created on the basis of the objectives of Diploma in Elementary Education program. The tools for data collection were created on the basis of indicators in the assessment framework.

To gather data about the three components of the study from the 100 study centres where the programme is currently functioning, stratified random sampling method was used and 10% of the universes, i.e., 10 study centres are considered as the sampling frame. The sample size was selected such that it reflects diversity in language, ethnicity in terms of hill and plains tribes, rural and urban population from four geographical divisions of Assam. To collect data from teacher trainees, the 2015 batch of teacher trainees deputed by SSA in October of 2015 and February 2016 whose session began from July 2016 is considered as the universe. 2% of the universe, i.e., 264 Teacher trainees were considered as the sample size.

## **Major Findings of the Study:**

### **Findings about the instructional Component:**

#### **(i) Self Learning material:**

- 58% of teacher trainees have found the SLM useful. Out of them 12% gave positive feedback while 20% gave negative feedback about the SLM's content and language.
- 48% of Counselors and Coordinators gave positive feedback about the SLM while 64.5% of counselors and coordinators gave negative feedback.

#### **(ii) Practicum:**

- 95.5% of teacher trainees have conducted practicum, 78% among them found it useful. Also, 85% of teacher trainees have maintained workbooks and 41% gave positive feedback about it.

#### **(iii) Counseling sessions:**

- From the classroom observations, it has been gleaned that the counselors and coordinators possess fairly good communication skills but their content knowledge is below average. They possess average skills of facilitation and classroom management.
- Among the 10 sample study centres, only one provides teacher trainees with access to computers and library.

### **Findings about teacher trainees:**

- The teacher trainees possess average knowledge about perspectives on education, content and pedagogical knowledge specifically language and EVS. But their pedagogical knowledge on maths is low.
- They possess good skills of classroom management but average time management skills. More than half of them use TLMs almost every day and visit community frequently.
- In terms of having an understanding about assessment, only half of them have an understanding about CCE and their awareness of different techniques of assessment is below average.
- For their personal and social skills development, 95% have attended some form of professional development programme. 50% have an understanding of research and they are highly reflective about their teaching practice.

### **Findings about counselors and coordinators**

- All the coordinators have provided guidance to teacher trainees in the practicum component and maintenance of workbook.
- Out of 12 sample coordinators, 7 of them take counseling sessions.
- Less than half of the counselors and coordinators have responded to the questions on perspective of education.

- Around 90% counselors are familiar with the content of the SLM. 70% either go through the SLMs or reference material before conducting a counseling session. For more than half of them lecture is the preferred method of transacting content.
- In terms of skills, 54% of counselors and coordinators are aware of different techniques of classroom management. But only 9% have prepared TLM with teacher trainees
- As for their understanding about assessment, 70% responded to the question on understanding of CCE. A little more than half mentioned written and oral methods to be the most effective forms of assessment.
- All except one has participated in some form of capacity enhancement programme. Half of them have conducted some form of research.
- 19 counselors and coordinators gave feedback about the teacher trainees.
- 9 counselors and coordinators gave feedback about the programme.

## 2. INTRODUCTION

This study attempts to examine the effectiveness of Diploma in Elementary Education Program offered to in-service teachers of Assam by Krishna Kanta Handique State Open University. To evaluate its effectiveness, three components of the program had been examined:

- (i) the instructional component consisting of Self-Learning Material(SLM) and the delivery of counseling sessions in study centres,
- (ii) its impact on teacher trainee, the recipients and
- (iii) the effectiveness of stakeholders namely counselors and coordinators in implementing it.

### 2.1 Historical background

Education plays a key role in the process of nation building as it has the potential to be a catalyst for social transformation. Its importance gets pronounced in a country like India which has deeply embedded structural inequalities in terms of “inter-generational cycles of poverty, deprivation and exploitation” due to its capacity to empower individuals and communities to break free of the traditional inequalities of caste and gender. Education is the catalyst for social transformation and teachers are its agents. Though teachers are the agents of social transformation, teacher education has remained neglected. The journey to professionalize teacher education since independence has been an extremely slow one. The importance of Teacher Education has been emphasized in policy documents on education. In 1966 the report of Kothari Commission initiated discussion on it by stressing its significance in improving quality of education. Subsequently it has been mentioned in the reports of Chattopadhyay Commission (1983) and National Commission on Teachers (1985). The first attempt to professionalize teacher education was made with the establishment of NCTE (1973). This was followed by the directives of the NPE 1986, to approve a Centrally Sponsored Scheme of restructuring and reorganizing teacher education by setting up DIETs, strengthening SCERTs, CTEs and departments of education in universities that would offer both in-service and pre-service teacher training. Presently, the implementation of the RTE Act, 2010 has created a demand for qualified teachers which has led to numerous private and government organizations offering degrees and diplomas on education to serve the pre-service aspect of teacher development. As there is a serious paucity of both qualified teachers and institutions offering teacher education programs, Section 23 of the RTE recognizes that the state governments might not have the “capacity for professional training of teachers” and hence, the central government has given relaxation till 2015 for all TET qualified teachers to acquire the prescribed qualifications.

## **Background**

With the implementation of RTE in Assam, the state government reported 68,727 TET qualified teachers appointed by SSA Assam to be untrained. The state government lacks adequate institutional machinery, time or resources to conduct teacher education programme for this large number of untrained TET qualified teachers in a face to face manner. Hence, it was decided to be conducted through an intensive elementary education programme in a distance mode. The state government in association with Assam SSA zeroed in on Krishna Kanta Handique State Open University to design and implement this programme through its study centres. This two year Diploma in Elementary Education Programme has been designed in collaboration with the state government, experts of various subject disciplines and academic support from IGNOU and DEC in light of NCTE guidelines. Since its introduction in 2012, four batches of in-service teachers, consisting of recently appointed as well as those who have been in-service for years but lack pre-service training have been enrolled. Till the academic session of 2016-17 38,621 teachers have enrolled in this programme and three of its batches have graduated.

## **2.2 Understanding the Programme**

### **Course structure and stakeholders involved in its implementation**

The two year D. El Ed programme is a blend of theory with practice. At the time of its inception, the programme had 14 theory courses, 2 workshops and 6 practicum courses spread evenly across 2 years and a component on practice teaching in the second year. Presently the number of theory courses has increased to 16, 9 in the first year and 7 in the second year and the rest of the programme has remained same. The programme uses a multi- pronged approach; it has printed Self-Learning material (SLM) for each course, multi-media learning materials consisting of audio-video aids, regular counselling sessions in study centres that take place every Sunday, annual 12 day workshops, practicums that the teacher trainees have to conduct within the school under the supervision of a mentor and submit 3 take-home assignments per course. The practicum includes three components:

- (i) work and education,
- (ii) school and health and
- (iii) maintenance of workbook to be updated by TTs regularly.

At the end of each term, an examination is conducted for every course which the teacher trainees have to pass to be promoted to next term. The programme has been designed to have 144 contact hours during the weekly counselling sessions and 24 days of workshops within a period of two years. The teacher trainees are required to have 80% attendance for the weekly counselling sessions. It is compulsory to attend the annual workshops failing which the trainees would not be allowed to sit for the end of term examination.

The programme is designed and implemented by multiple stakeholders at different levels. In terms of designing the programme, though it has been created by KKHSOU in consultation with local academicians and experts from IGNOU and DEC, the content of SLM has been written by various experts

from the field of education. It is implemented in 100 study centres that operate within the premises of government colleges, B Ed Colleges, DIETs and Normal schools. The study centres of KKHSOU that offer the programme have a strong in-house faculty of education. The principal of the college, DIET or Normal school where it is located is its Centre-in-charge. KKHSOU employs a Study Centre Coordinator, usually a professor of education from the college, DIET or Normal school, where it is located. The Study Centre Coordinator has to depute counselors for counselling sessions conducted every Sunday and external resource persons for annual workshops. The counselors are either external resource persons or members of in-house faculty; they provide academic support to teacher trainees. In addition to this, there is a mentor, usually a senior teacher or headmaster of the teacher trainee's school who supervises and evaluates the practicum, that are basically, school based activities.

### **Why this study?**

Though this programme has been initiated in 2012 and three batches of teacher trainees have graduated, no attempt has been made to examine its impact, reach or contribution of numerous actors in its implementation. To bridge this gap, this study has been designed to observe the instructional component of the programme and examine its impact on teacher trainees in terms of the manner it has affected their perspective on education, given them the necessary tools to design curriculum or develop child-centred pedagogy and create alternative methods of assessment. In addition to this, the role of different stakeholders like counselors and coordinators in enhancing the effectiveness of the programme would also be measured.

### **1.3 Aims and Objectives**

This study would make an attempt to:

- Examine the instructional component of the programme, ie, the self-learning materials, counselling sessions on the basis of its stated objectives.
- Examine the impact of the programme on enrolled teacher trainees in the light of its stated objectives.
- Evaluate the effectiveness of stakeholders involved in the implementation of the programme on the basis of its stated objectives.

### **1.4 Hypothesis/Research questions**

- How does the course content of the Diploma in Elementary Education Programme fulfill its objectives?
- What impact has the Diploma in Elementary Education programme made on teacher trainees?
- How effective are the stakeholders: the counsellors, co-ordinators involved in the implementation of the programme?

### 3. THEORETICAL FRAMEWORK AND LITERATURE REVIEW

As this study entails evaluating the Diploma in Elementary Education Programme, a course for teacher professional development, an attempt was made to explore the concept of teaching and teacher professional development by understanding it from different perspectives. A number of scholars have attempted to describe what teachers need to know and how they can be prepared towards the act of teaching. Before understanding the concept of teaching, it needs to be mentioned that teaching is linked with learning. Learning means, "having acquired ability to do something on the basis of experience and effecting a change in the learner's understanding."<sup>1</sup> The act of learning can be independent of teaching, even without the learner being conscious of it but teaching is necessary for the kind of learning that contributes to the aims of education.

#### 3.1 What is teaching?

To understand the concept of teaching, one can look at P H Hirst & R S Peters' definition of teaching. They believe teaching to be an educational process with, "the intention to bring about learning by indicating what is to be learnt and taking into consideration the learner's cognitive state through content and methods."<sup>2</sup> As teaching is intentionally planned both in objectives and learning activities, they have suggested three logically necessary conditions for the central cases of teaching activities:

"(i) they must be conducted with the intention of bringing about learning,

(ii) they must indicate or exhibit what is to be learnt,

(iii) they must do this in a way which is intelligible to, and within the capacities of, the learners."<sup>3</sup>

Therefore, teaching is an intended act involving activities to achieve mastery over knowledge the learner did not previously possess with an objective of bringing about a measurable change in the learner's knowledge, beliefs and skills. Moreover, the methods and content employed to reach this objective have to be developed keeping mind the learners' capacity, age and context. This is reflected in their statement, "it is important to distinguish (a) what is to be learnt as a result of teaching, learning activities that are being planned, (b) the content or the subject matter to be used to express what is to be learnt, and (c) the method or form of representation of this content."<sup>4</sup> Hence the act of teaching including pedagogy has to be designed keeping in mind the content and learner's abilities such that it reaches the objective.

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<sup>1</sup>Hirst, P.H. and Peters, R.S. (1970)

<sup>2</sup>Hirst, P.H. and Peters, R.S. (1970)

<sup>3</sup>Hirst, P.H. and Peters, R.S. (1970)

<sup>4</sup>Hirst, P.H. and Peters, R.S. (1970)

### 3.2 What are the components of teacher knowledge?

While trying to answer the question of what a teacher needs to know, Lee Shulman proposed a required “knowledge base” for teaching. He suggested that, “teaching needs to be considered from a viewpoint in which the knowledge of what is to be taught, and how is that to be taught should be taken into account.” Rajesh Kumar draws from this framework to propose a framework for teacher knowledge base that would enable the teacher to be a reflective practitioner. The components of teacher knowledge consists of four broad heads of,

- “(i) knowledge of educational aims: curricular ideals, subject nature and subject matter knowledge,
- (ii) knowledge of learners: socio-cultural background and cognition,
- (iii) knowledge of education systems: state, policy and society and
- (iv) knowledge of pedagogy.”<sup>5</sup>

3.2.(i) The first head consisting of knowledge of educational aims is determined by the present social, political and economic climate. The knowledge of subject nature would consist of a body of knowledge as the nature of systematically connected concepts of a subject, inherent procedures for establishing truth for the given body of knowledge and above all, public justification for the knowledge claim.

3.2. (ii) The second head of knowledge of learner comprises of the knowledge of children’s social, and cultural background, which unfolds in the form of the language of children, their identity, and also their cultural disposition. The knowledge of children’s cognition; how they acquire language, construct their beliefs, develop concepts and construct knowledge is important for teachers to know.

3.2.(iii) The third category is critical for the teacher’s sense of accountability, autonomy, responsibility and professional status. The teacher is a part of a bureaucratic set-up with a responsibility to make provision for education.

3.2.(iv) The fourth category of knowledge of pedagogy implies knowledge of instructive strategies including knowledge of managing a class of diverse and homogenous groups of children, ability to explain concepts in a manner understood by the children. It includes self-assessment of teaching practices and assessment of children’s learning.

The National Academy of Education Committee on Teacher Education, in the first chapter of their publication, “A Good teacher in every classroom” mentions that a teacher needs to know, “knowledge of learners and their development, knowledge of subject matter and curriculum goals and knowledge of teaching.”<sup>6</sup> By knowledge of learners and their development they refer to the theories of the process of learning, human development and language acquisition. Knowledge of teaching involves teaching subject matter, teaching diverse learners, assessment and classroom management.

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<sup>5</sup> (Knowledge, 2013)

<sup>6</sup> Linda Darling Hammond, J. B. (2005)

From the above discussion, it can be summarized that there are numerous elements of teacher knowledge. While conducting the study to evaluate the effectiveness of a teacher education programme, all these elements were kept in mind. The three components of Diploma in Elementary Education Programme were evaluated with the help of an assessment framework that was designed taking into consideration these elements. In addition to this, the D. El. Ed. Curriculum, the objectives of the Diploma in Elementary Education Programme as well as Azim Premji Foundation's Teacher Assessment Framework was observed to construct an Assessment Framework.

## 4. RESEARCH METHODOLOGY

This study entails examining three components:

- (i) the instructional component consisting of the SLM and classroom transactions,
- (ii) its impact on teacher trainees the recipients' of the programme and
- (iii) the effectiveness of counselors and coordinators in implementing the programme.

### 4.1 Sampling Method, Research Universe, Sampling Frame

By using stratified random sampling method, the sample size has been selected such that it reflects diversity in language, ethnicity in terms of hill and plains tribes, rural and urban population from four geographical divisions of Assam. The samples were collected from four geographical divisions of Eastern, Western and Central Assam, the Hill districts and Barak Valley.

As the programme is currently being implemented in 100 study centres across the state, all of the 100 study centres were considered as the universe. Though there are 151 study centres across Assam, the course was not functional in all of them as the enrollment of Teacher trainees depend upon the need of a particular district. 10% of the total universe was considered as the sampling frame, that is, 10 study centres were considered as the sample size. Table 3.1 contains sample distribution with the number of study centres representing each of the four divisions of the state.

Division	No. of study Centre	Name of study centre
Eastern Assam: 7 districts	2	Jorhat Normal School, Pithubar College
Western Assam:9 districts	3	B N College, DhubriFakiragram College,Goreswar College
Central Assam:6 Districts	3	Nowgaon College of education, Morigaon DIET, Rangia Teacher Training Centre
Hill Districts+ Barak Valley: 6 Districts	2	Diphu Commerce College, Cachar College
<b>Total</b>	<b>10</b>	

**Table 1: Sampling distribution of study centres**

For the second component of the programme, the 2015 batch of teacher trainees deputed by SSA in October 2015 and February 2016 whose session began from July 2016 is considered as the universe. While collecting primary data from KKHSOU about the 2015 batch, it was found that there are 13233 Teacher trainees enrolled in 100 study centres. Hence, the sampling frame is the complete list of TTs enrolled in 100 study centres. 2% of the total universe, ie, 264 TTs is considered as sample size from a sample of 10 study centres selected through stratified random sampling method. From Table 2, it is evident that the sample is drawn from 10 study centres located across the four geographical divisions

Division	No. of study Centre	Sample Drawn
Eastern Assam	2	30
Western Assam	3	108
Central Assam	3	79
Hill Districts+ Barak Valley	2	47
<b>Total</b>	<b>10</b>	<b>264</b>

**Table 2: Sample distribution of teacher trainees**

of Assam. The teacher trainees from the study centre were also selected on the basis of stratified random sampling method.

For the third component, measuring effectiveness of stakeholders involved in transaction of the programme: counselors and course coordinators, one course coordinator and two counselors from each of the 10 sample study centres was considered as the sample size.

Division	No. of study Centre	Coordinators/ Study Centre In-charge	Counsellors
Eastern Assam	2	2	3
Western Assam	3	3	6
Central Assam	3	5	6
Hill Districts+ Barak Valley	2	2	4
<b>Total</b>	<b>10</b>	<b>12</b>	<b>19</b>

**Table 3: Sample distribution of counselors and coordinators**

### **Sources of data types**

As the study intends to measure the programme's instructional component, its impact on teacher trainees and effectiveness of counselors and coordinators, data was collected from three sources: (i) self-learning material (ii) classroom observations, (iii) teacher trainees, (iv) coordinators and counsellors. The study would involve examining its impact with the help of multiple qualitative tools constructed for this purpose.

### **Procedure**

An analysis on the self-learning material was carried out and an indepth review of the self-learning material of a particular course was conducted. To gather data about the other three sources, the researcher visited the 10 study centres once on days when they were functional, that is, on Sundays. During the field visits, the researcher administered the four tools that have been designed to gather data about classroom transactions, impact of the programme on teacher trainees and the counselors and coordinators who deliver the programme.

## 4.2 Assessment Framework

This study consists of measuring three major components: the course content, the teacher trainees who have been receiving inputs and the multiple stakeholders involved in its delivery. To measure these three components, multiple methods were constructed on the basis of an assessment framework to examine whether the programme objectives are fulfilled.

The study being an evaluation of D El. Ed. Programme offered by KKHSOU, the framework has been constructed keeping in mind the Programme objectives. As mentioned in the D El. Ed. Programme's Programme Guide, the objectives are:

- i) To equip the teacher trainees with the background knowledge that they require to develop an understanding of the elementary school children and their developmental processes.*
- ii) To acquaint the teacher trainees with the historical, political, economic and cultural trajectories of contemporary Indian and Assamese society.*
- iii) To develop an understanding of philosophical, sociological and historical dimensions of education.*
- iv) To engage the teacher trainees in adopting a pedagogic approach, as well as, theory and practice within the classroom and school setting.*
- v) To enable the teacher trainees to develop a holistic understanding of the range of issues and dynamics that constitute school education.*
- vi) To develop the communicating skills of the trainees in transacting the prescribed curriculum effectively.*
- vii) To develop the capacity of the teacher trainees to access various aspects of children's learning.*
- viii) To develop the capacity in teacher trainees to facilitate personal growth and social skills in their own students.*
- ix) To develop the practical skills of the trainees in organizing various school based activities effectively and to make them efficient in taking the teaching learning process outside the confines of classroom and beyond the medium of text-books.*
- x) To develop the skills of the learners to use various techniques of effective teaching which they have learned to apply theoretically in actual classroom situations."*

By keeping in mind the above mentioned objectives, the theoretical framework as well as directives of D El. Ed. curriculum developed by SCERT Assam and NCTE 2010, an assessment framework was constructed on the basis of which the tools were created. While developing the framework, the D El Ed Curriculum framework was consulted in order to observe its interconnections with the programme and its objectives. Alongwith this, Azim Premji Foundation's Teacher Assessment Framework has also been studied to understand the process of development of indicators within domains so that they reflect the essence of the programme.

The assessment framework consists of five broad segments: perspectives on education, content and pedagogy knowledge, skills, assessment and personal & social skills development with indicators that have been formulated from the programme's objectives. The assessment framework consisting of indicators with corresponding objectives is mentioned in table 5:

**Table 4: The Assessment Framework**

<b>Indicator</b>	<b>Objectives</b>
<b>1. Perspectives on education:</b> <ul style="list-style-type: none"> <li>• On Education (philosophy – what and why)</li> <li>• On Society (sociology)</li> <li>• Child Development (psychology)</li> <li>• School and Systems Understanding</li> </ul>	Objective (iii) Objective (ii) &(iii) Objective (i) Objective (v)
<b>2. Content and Pedagogy Knowledge</b> <ul style="list-style-type: none"> <li>• Subject Content</li> <li>• Pedagogy</li> </ul>	Objective (v) Objective (iv)&(x)
<b>3. Skills</b> <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Time management</li> <li>• Differential / Remedial Teaching</li> <li>• TLM preparation and usage</li> <li>• Community Connect</li> </ul>	Objective(x) Objective(ix) Objective (vi)&(x) Objective (vi)&(ix) Objective(ix)
<b>4. Assessment (What, Why, When, How)</b>	Objective (vii)
<b>5. Personal and Social Skills Development</b> <ul style="list-style-type: none"> <li>• Interpersonal / Intrapersonal</li> <li>• Reflective Practitioner</li> <li>• Research</li> </ul>	Objective(viii)&(ix) Objective(viii)&(ix) Objective(viii)&(ix)

On the basis of the above assessment framework that consists of five segments including fifteen indicators, the tools of collecting data for different sources were constructed.

## 5. RESEARCH DESIGN

### 5.1 Tools and techniques for data collections

On the basis of the Assessment Framework, a number of quantitative and qualitative tools have been created to measure its instructional component, impact on teacher trainees and effective delivery mechanism.

Tools	Administration Details
(i) Classroom Observation Checklist	9 Counselling sessions observed across 10 study centres
(ii) Questionnaire for teacher trainees	The self-administered questionnaires were filled by 264 teacher trainees
(iii) Interview schedule for coordinator	11 coordinators interviewed
(iv) Interview schedule for counsellor	20 counsellors interviewed

**Table 5: Administration details of tools**

A brief description of the tools alongwith the stakeholders on whom it was implemented, is given below:

**(i) Observational checklist for counseling sessions:** The aim of observational checklist is to observe the programme's instructional component especially counseling sessions and physical infrastructure of the study centres on the basis of indicators in the assessment framework. It consists of 11 items related to indicators and 4 about the physical infrastructure. The observational checklist is attached in this report as **Annexure 2**.

**(ii) Self-administered questionnaire to be filled in by teacher trainees in presence of researcher:** The questionnaire has been constructed with an objective of examining the impact of the programme at a theoretical and practical level of the enrolled teacher trainees. Created on the basis of 15 indicators outlined in the assessment framework, it consists of both close ended and open-ended questions. It has seven questions related to respondent's personal background and 25 questions about the program constructed on the basis of the assessment framework. Out of 25 questions, 16 of them are close-ended multiple choice questions and 9 open-ended questions. The close-ended questions include multiple choice questions, dichotomous questions and caselets, hence the scale of data would be in the form of nominal and word based data. The questionnaire is attached in this report as **Annexure 3**.

**(iii) Structured interview schedule for the coordinator:** The objective of the structured interview schedule is to examine the effectiveness, theoretical and practical knowledge of the Coordinator on the basis of indicators in the assessment framework. For the coordinators, an additional category of "role effectiveness" has been added in the assessment framework. The questions in the interview schedule are broadly "knowledge, descriptive and behavior questions". It consists of 22 questions related to programme and six questions about the coordinator's personal background. The interview schedule is attached in this report as **Annexure 4**.

**(iv) Structured interview schedule for the counsellor:** The objective of the structured interview schedule is to examine the effectiveness of the counsellors in implementing the programme. It has been constructed keeping in mind the indicators in the assessment framework. It consists of 6 questions on personal background of the counsellors and 19 about the programme. Like the interview schedule for the coordinator, it consists of open ended questions that are descriptive, on behavior, knowledge or contrast questions and would have different forms of responses like filled-in, structured or unstructured. The interview schedule for counselor is attached in this report as **Annexure 5**.

To understand how the four tools have been created on the basis of the assessment framework, table 6 depicting the question number from every tool that represent each indicator of the assessment framework is given below:

Indicators in the assessment framework	Q. No from Questionnaire for Teacher trainees	Q. No from Interview schedule for Course Coordinator	Q. No from Interview schedule for Counsellor	Q. No from observational checklist for counselling session
Perspectives of education: philosophy	4,9	11,12	7,8	
Perspectives of education: sociology	3	10	6	
Perspectives of education: psychology	1,8	9	5	
School and Systems Understanding	10			
Content Knowledge	5, 13, 17	5,21	1,16	12
Pedagogy Knowledge	6,7	6,7,8	2,3,4	9,11
Skills: Classroom management	11	13	9	7,8, 15,16
Skills: Time management	12			
Skills: Differential / Remedial Teaching	18			
Skills: TLM preparation and usage	16,22	14	10	10
Skills: Community Connect	15			
Assessment	14,24	15,16	11,12	
Personal&Social Skills Development: Interpersonal / Intrapersonal	23	17,18	13,14	13
Reflective Practitioner	19, 21,25	20	17,18,	14 TT
Research	2,20	19	15	

**Table 6: Connection of indicators with the tools**

Hence the items included in the tools were constructed in such a manner that they reflect the indicators of the assessment framework so that the study yields effective and authentic responses.

## 5.2 Data Collection and management

To gather data on the basis of the tools, the researcher visited the 10 study centres from four divisions of Assam, once on Sundays. During the field visits, the four tools were implemented on the teacher trainees, counselors and coordinators to collect data about them. The coordinators were informed beforehand about the study who in turn informed the teacher trainees and counselors. Their verbal consent was obtained. In the course of the visit, the researcher gave a brief of the study to the teacher trainees and verbal consent was obtained from those who volunteered to participate in the study. The teacher trainees filled up the self-administered questionnaire in the presence of the researcher.

Classroom observation was carried out while the counselor conducted counseling session. During classroom observations, the researcher took notes and filled up the observational checklist on the basis of it. The teacher trainees who volunteered to participate in the study filled up the questionnaires in the presence of the researcher. The researcher conducted interviews with the counselors and coordinators that were recorded with the help of a voice recorder and later transcribed by the researcher. The same counselor whose counseling session was observed during the classroom observation period was interviewed.

Name of study centre	No. of TT	No. of Coordinators/ centre in charge	No. of Counselors	Observational checklist filled (Y/N)
Nagaon College	27	2	1	Y
Rangia TT	26	2	3	Y
Normal School	15	1	2	Y
Pithubor College	15	1	1	Y
Diphu College	23	1	2	
Cachar College	24	1	2	Y
Fakiragram College	36	1	2	Y
BN College	36	1	3	Y
Morigaon Diet	26	1	2	Y
Goreswar College	36	1	1	Y
Total	264	12	19	

**Table 7: Details of Data collection**

### Data entry and Analysis

This study has both quantitative and qualitative tools. The data gathered from the quantitative tools were coded and it was entered in SPSS software. The SPSS software was used to analyze the data into percentage and frequency.

The data gathered from the qualitative tools have been analyzed on the basis of five broad themes of the assessment framework, namely perspectives on education, content and pedagogy knowledge, skills, assessment and personal and social skills development.

## 6. LEARNING FROM PILOT STUDY

A pilot of the study was implemented in a study-centre in Kamrup(M) , SKHazarika College in the month of January. The objective of the pilot was to examine accuracy, clarity of tools and to see whether all indicators are reflected in the tools that have been developed according to a detailed assessment framework.

### **Process**

The site of the pilot was visited twice to gather data on the basis of four tools. Classroom observation of a counselor conducting a counseling session was carried out and the classroom observational checklist was filled on the basis of these observations. Twenty-nine(29) teacher trainees filled up the questionnaires for teacher trainees. An interview was conducted with the coordinator according to a semi-structured interview schedule. The same counselor whose counseling session was observed was also interviewed. The interviews were recorded and then transcribed by the researcher.

### **Learning:**

The pilot provided an opportunity to test the accuracy and clarity of the tools and refine them. The interview with the course coordinator gave a fair idea about their roles and responsibilities, enabling the researcher to refine the interview schedule. The classroom observational checklist was also revisited to examine the instructional component of the programme. All four tools were refined on the basis of the respondents' responses.

- Questionnaire for TT: questions increased from 21 to 25, language made more lucid
- Interview schedule for counselor: questions increased from 18 to 19
- Interview schedule for coordinator : questions increased from 21 to 22
- Observation checklist: questions increased from 15 to 20

Hence, the learning from the pilot played a pivotal role in designing the methods of data collection as well as its management.

## 7. FINDINGS ABOUT THE INSTRUCTIONAL COMPONENT

The first objective of this study was to examine the instructional component of the programme. The instructional component consists of printed self-learning material (SLM) for each course, multi-media learning materials including audio-video aids, counseling sessions in study centres every Sunday, annual 12 day workshops, practicums to be conducted by teacher trainees within school under the supervision of a mentor and submit 3 take-home assignments per course.

This study was designed in such a manner that the three segments of the instructional component: the self-learning materials, practicum and counseling sessions were examined by different stakeholders. The self-learning material was reviewed by the researcher and feedback was provided by teacher trainees, counselors and coordinators. The counseling sessions were also observed by the researcher on the basis of the observational checklist and feedback on the practicum was provided by the teacher trainees and course coordinators.

### 7.1 Self-Learning Material

There are currently 16 theory courses spread across the 2 year programme: 9 in the first year and 7 in the second. For each course, a course book in the form of a SLM is provided to the trainees. In the period of 4 years since the implementation of this course, the number of theory courses has increased and there have been modifications in the curricular content of the SLMs. To have an understanding of the SLM, one specific course material was reviewed and feedback about the SLM was collected from teacher trainees, counselors and coordinators.

#### 7.1.1 Review of Self Learning Material

The researcher conducted a review on Course 3 “Fundamental of Teaching” based on the indicators mentioned in the assessment framework and found out the following:

**(i) Perspectives on education:** While going through the SLM, it was observed that the SLM seem to be written from the behaviorist perspective of education though the objective is to encourage teachers to practice constructivist pedagogy.

- In the first unit in the section on “**child-centred education**” (Pg6-10), it was observed that the meaning and nature of child centred education was listed by exploring its meaning from different educationist’s perspectives. But it doesn’t include how child centred learning can be practiced by creating child centric curriculum, pedagogy and assessment. Similarly, in the

second unit, “**designing learning experience**”, there is no mention of how a concept can be taught by using child centred pedagogy or discovery method.

- The section on “**Disciplinary practices: meaning and necessity**”(Pg 20-22) reflects the behaviorist school of thought. Sentences like, “some discipline must be injected into the lives of children and adolescents, for without that they cannot achieve the goal of maturity” need to be revisited as they emerge from the belief that, “children are empty vessels that need to be filled up”.

**(ii) Content and pedagogy:** In terms of **content of the SLM**, some of the concepts need to be elaborated.

- In Unit 1, “pedagogic practices and processes of learning”, there is a section on “**concept formation**” (Pg 12), which tries to explain how children learn. But it does not include how the process of concept formation happens at the cognitive level of humans due to the presence of “mental schemas”. Mental schemas enable us to organize our interpretation of experiences into meaningful categories depending upon different forms of understanding. Piaget’s theory of assimilation and accommodation where experiences are continuously fitted into schemas<sup>7</sup> and how schemas change to allow new information needs to be included in this section.
- In the section on “**Role of teacher**” as facilitator, how a facilitator is different from a teacher needs to be detailed out. Pg 16 contains a section on enquiry based learning, where the importance of asking right questions to children could have been included. There is an over emphasis on children’s self-learning ability when in reality the teacher plays a crucial role in helping a child in the process of concept formation.
- In the section on “**steps for maintaining discipline in school**”,(Pg22)a number of measures are mentioned to maintain discipline. However the concept of motivation to maintain discipline, both intrinsic and extrinsic needs to be included. The relationship of motivation with how children learn and how teacher behavior affects students’ motivation needs to be elaborated.

The overall **pedagogy** used in SLM seems to be of information dissemination, there is no space for the reader to engage, reflect or analyse the text.

**(iii)Skills:** The teacher ought to possess skills like classroom management, time management, methods of differential/ Remedial Teaching, TLM preparation and usage and how to connect with community. Unit 4, “Reflection on the role of the teacher” deals with the skills of classroom and time management, and community connect.

- In section on “classroom management”, different methods of managing a class have been enumerated. However, it lacks the idea of creating an enabling classroom environment, free from fear to encourage children to be active learners. Though there is a mention of creating democratic classrooms, “It involves the creation of such a democratic environment where children can work together” (Pg64). But there is no mention of how a democratic environment

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<sup>7</sup> Mukunda, K. V.(2009)

can be attained by encouraging children to actively engage in the functioning of classroom processes like setting up norms to maintain discipline and develop a sense of accountability.

- In the section on time management, methods of peer learning, group discussions and grouping children according to their learning level needs to be included. The method of grouping children according to their learning levels imply seating arrangements that change on the basis of children’s learning needs. Seating arrangements can be in the form of small groups, large circle to enable self-study, peer-learning, discussion, learning through demonstration or by doing.
- In the section on “criteria for choosing technology for teaching,” which implies TLM preparation and usage, the criteria that it should “not bind the learner and be flexible enough to be used in variety of ways needs” to be included. Also, the process of creating the material should be such that it encourages learning through one’s own effort.
- In the Section on parent-teacher relationship, the importance of regularly interacting with the community to communicate the processes of an educational programme has been highlighted. But what needs to be included is how interaction with community helps in understanding a “child’s lived experiences” to enable development of a contextual curriculum.

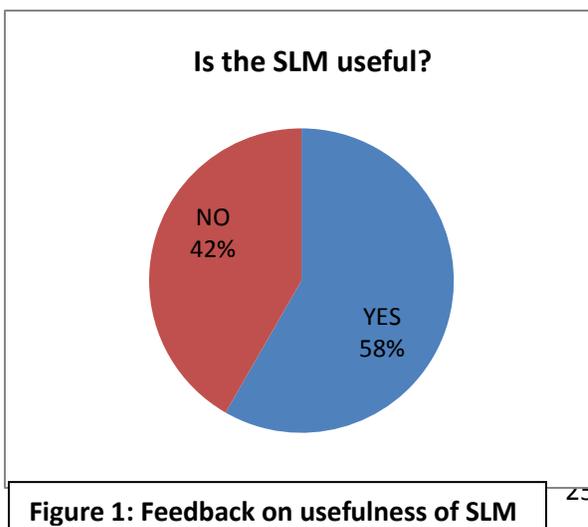
**(iv)Assessment:** Unit 5 deals with assessment but it is dealt from the perspective of measuring performance of learners rather than their competence.

- In the section on CCE, it needs to be included that CCE can be inbuilt during classroom transaction rather than creating separate tools for assessment. A child’s progress can be documented through observation and documentation method.
- Every unit of the self-learning material contains a section on self-assessment for the teacher trainees, “Check your Progress”. It contains questions that check their powers of memorization when it could have examined their understanding.

### 7.1.2 Feedback on Self Learning Material

Feedback about the SLM was collected from teacher trainees, course coordinators and counselors.

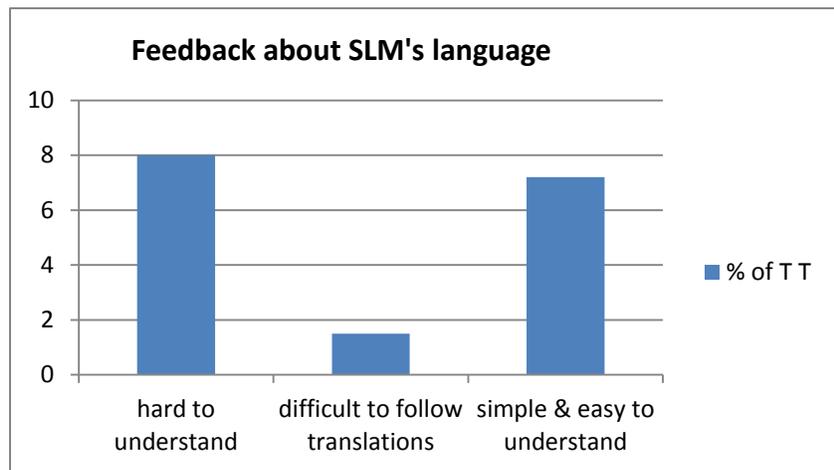
#### (i) Feedback by Teacher Trainees



The teacher trainees gave feedback about the SLM on the basis of its usefulness, content and language.

As evident from Figure 1, 58.3% of the teacher trainees have found the SLM useful. They mentioned that it has helped them in learning new concepts about environment, language and literature. It has a positive effect on their pedagogy and helped in their teaching process. At the same time, 42% of them found it difficult,

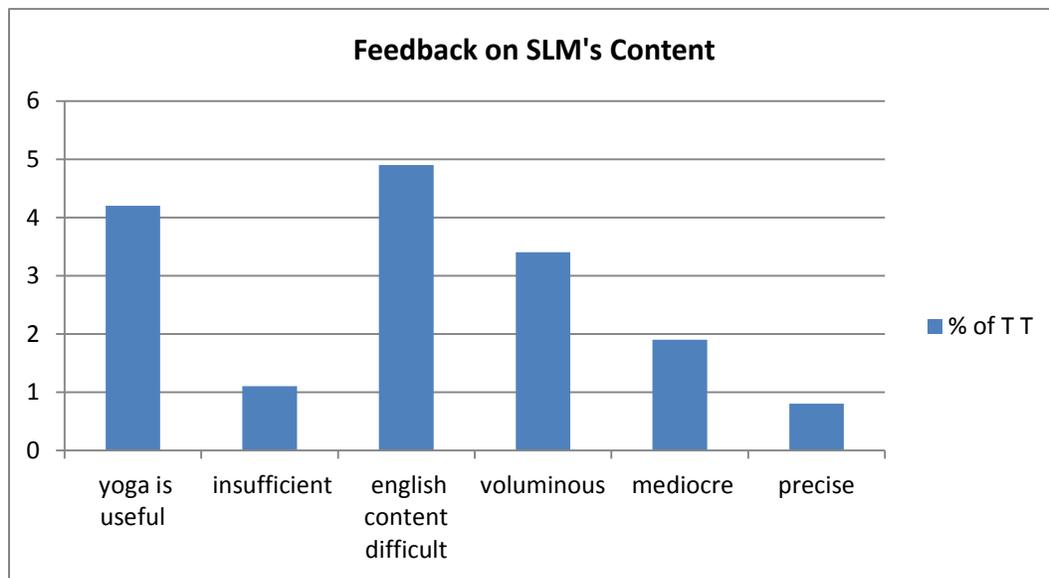
containing a lot of errors and insufficient information. They felt that it should be bilingual, containing content either in Bodo or Bengali as well as English language.



Only 16% of the teacher trainees gave feedback about the SLM's language. From Figure 2, it is visible that only 7% of Teacher trainees found the SLM's language easy to follow. Similarly, more than 9 % of teacher trainees found it either difficult to understand or follow the SLMs that have been translated to Bodo or Bengali.

**Figure 2: Feedback on SLM's language**

16.3 % of teacher trainees gave feedback about the SLM's content. From figure 3, it can be seen that 5% of teacher trainees gave positive feedback about the SLM's content. They found the content precise and the content on yoga useful. However 11.3% of teacher trainees gave negative feedback about its content. They found the content either insufficient or voluminous, the English content difficult to follow or found it mediocre.



**Figure 3: Feedback on SLM's Content**

**(ii) Feedback by Course Coordinator and Counselor**

Thirty-one, 31 coordinators and counselors gave feedback about the SLM. Though they gave qualitative feedback about the SLM in terms of its content, language and practical inputs, it has been collated

quantitatively as evident from table 8. Eight respondents stated that the translations need to be improved. A counselor gave feedback about the translations, *“Individually both the English and assamese course material is fine but if you compare the English material with the assamese, you’ll find that the assamese material is not accurately translated from the English course material. This holds true for 20% of the material.”*

<b>Feedback about SLM</b>	<b>No. of coordinators/counselors</b>
Translations need to be better	8
Language: difficult to follow	5
Practical inputs	2
Appropriate & standard content	3
English difficult to follow	1
Easy & good SLM	9
Regular revision of course content	1
Content below standard, should be elaborated	6

**Table 8: Feedback on SLM by counselors and coordinators**

The respondents gave feedback about the SLM’s language; five of them said that it is difficult to follow. A counselor specifically mentioned, *“Language is not good of the Assamese SLMs. The explanation could have been detailed out; more examples could have been added. For instance while talking about multi-dimensional development, its examples could have been added.”*

Some 13 counselors and coordinators responded positively about the SLM. They said that it has appropriate and standard content; it is easy to understand and has good content. As one of them said, *“The SLM has maintained a certain standard; the course has included new concepts which we didn’t have in our D Eld Ed curriculum. The essential content that is required for teaching is included here. They have also revised their course content last year by including innovative concepts.”* However, six of them said that the content is below standard and should be elaborated.

**Some counselors gave feedback about specific SLM:**

**(i) Childhood, child development and learning:**

- *I feel the composition of the course material on child psychology and cognition is not good, there is too much of information based on mechanical and stereotyped information. Also the information is very general without specifying the source, for instance Piaget’s theory of development is mentioned without specifying his name; his findings are based on research which is not mentioned.*
- *The definitions in Education Psychology like Vygotsky’s concepts are not like how we were taught during our college days. There are gaps in the descriptions and some concepts are not explained. There are some confusing elements.*

**(ii) Proficiency in English:**

- *The paper gives us an idea of how one can be proficient in English language though it is not our mother tongue. It has six units; one can acquire skills of listening, speaking, reading, writing in first four units. At the beginning of first unit is nature of language, it has a nice introduction of English language with its position in India. Then there are two units on grammar and assessment. Though the syllabus is short, they have included so many things.*
- *The paper on teaching of English gives a practical overview, how one can teach in practical situations is based on classroom activities or other social context. Here we are given so many examples, practical situations on how we can teach students.*

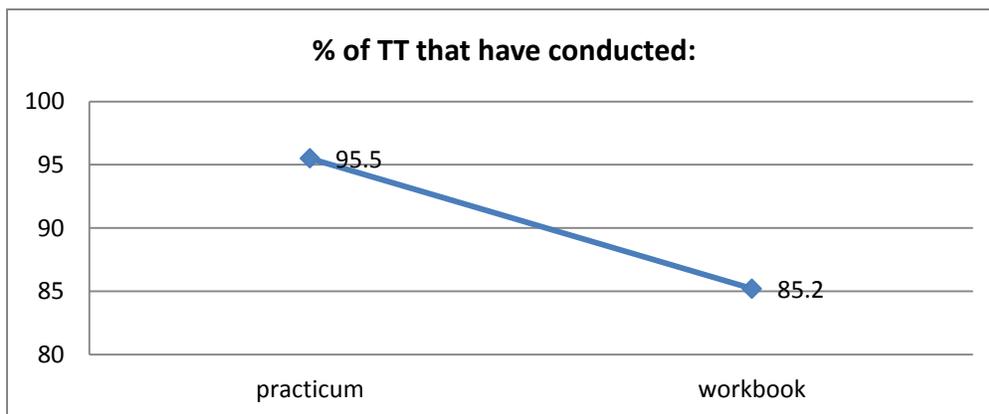
**7.2 Practicums**

The programme consists of practicum component that is to be conducted by the teacher trainees every year. In the first year, the teacher trainees conduct practicums on school based activities consisting of (i) Work and education, (ii) school and health and (iii) maintenance of workbook. In the second year, the practicum component consists of (i) IT Skill Development, (ii) Art and Drama in Education, and (iii) Teaching practice. The practicums are to be conducted during school hours, they are to be authenticated by a mentor who is usually the headmaster/senior teacher of the school where the teacher trainee teaches or a nearby school. The workbooks are to be maintained regularly by teacher trainees, they have to be checked by mentors appointed by coordinators.

For the practicum component, feedback was given by teacher trainees.

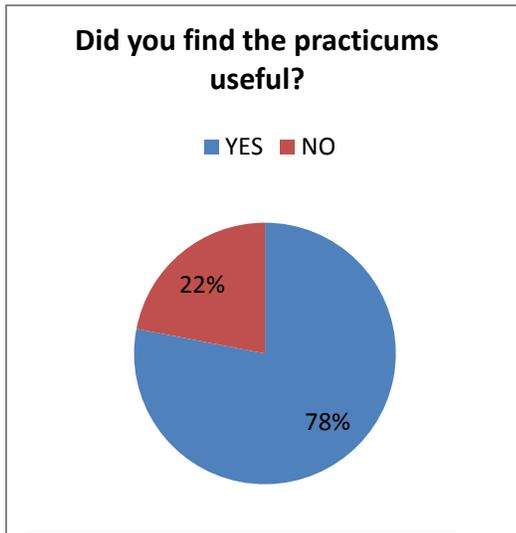
**7.2.1 Feedback by Teacher Trainees**

The feedback is based on the responses of 95% Teacher trainees (TT) who have conducted practicums and 85.2% of teacher trainees that have written in the workbooks as evident from figure 4.

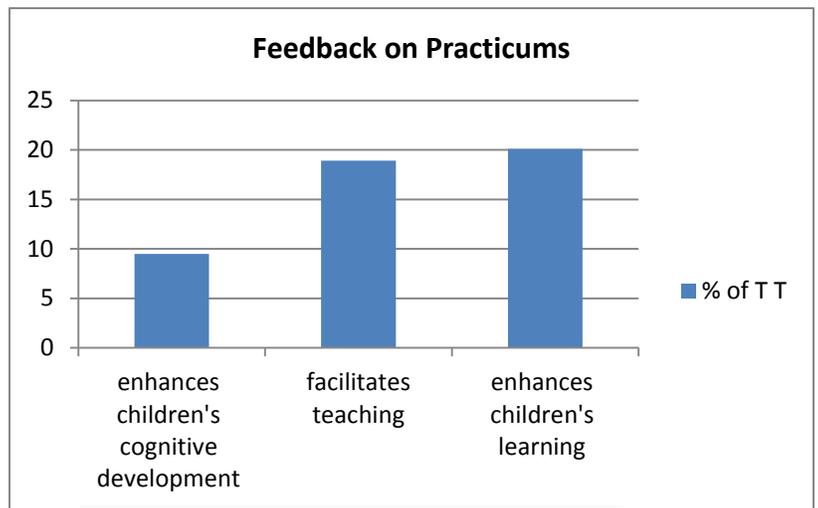


**Figure 4: % of TT that conduct practicums and write in workbooks**

From the figure 5, it is evident that 78% of TT found the exercise of conducting practicums and writing workbook about it useful while 22% found it meaningless.

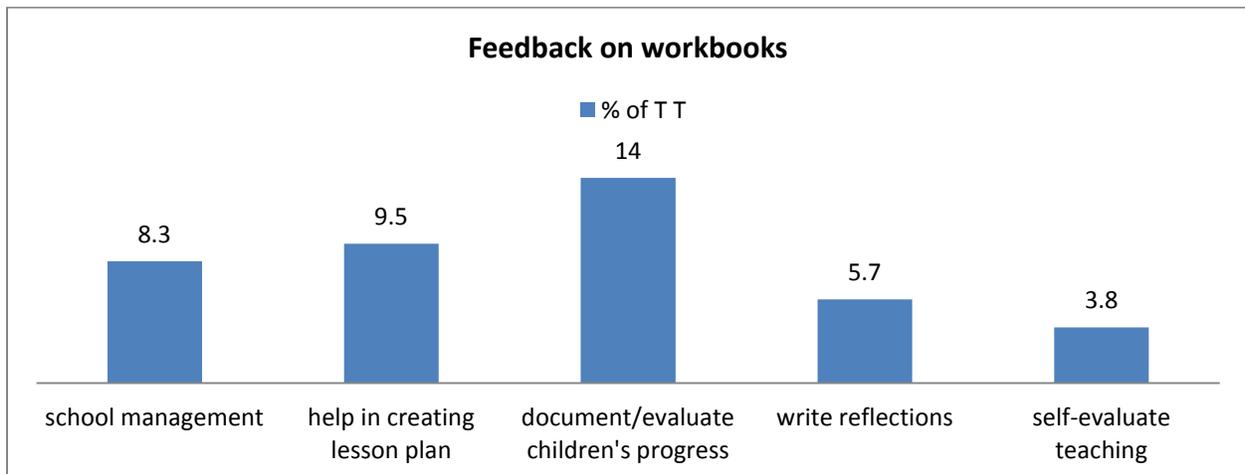


**Figure 5: % of TT that found practicum useful**



**Table 9: Feedback on practicum by TT**

Out of the 78% of TT who found the exercise of conducting practicums and writing workbook useful gave feedback on the practicums. From table 9, it is visible that around 49% of the TT responded positively about the practicums. 10% of TT said that it enhances children's cognitive development. A little less than 20% of TT mentioned that it facilitates the process of teaching; it enables them to teach by using different methods and comprehend whether a child has been able to understand a concept. 20% of teacher trainees believe that practicums enhance children's learning process by giving them a taste of practical learning and developing curiosity within them.



**Figure 6: Feedback on workbooks by TTs**

Around 41% of teacher trainees gave positive feedback about maintaining workbook. From figure 6, it is evident that 14% of teacher trainees maintain workbooks as it helps them to document and evaluate

children’s progress. The teacher trainees had given a wide range of responses on reasons for maintaining workbooks from helping them to create lesson plans, write reflections about the teaching learning process and self-evaluate their methods of teaching. They also mentioned that it helps in school management in terms of time management and maintaining discipline in school.

### 7.3 Counseling sessions

The third instructional component of the Programme consists of counseling sessions that are conducted by counselors in study centres. Classroom observations were conducted during the counseling sessions to observe the counselors’ knowledge on the indicators of content & pedagogy, skills of classroom management and TLM preparation and their personal skills of communication. It also measures the access of teacher trainees to teaching learning resources.

#### Description of data:

The data on counseling sessions has been gathered from classroom observations conducted across 9 sample study centres. In each of these study centres, the researcher observed the counseling session being taken by a counselor. The observation period of the counseling sessions lasted around 35 minutes to an hour. Around 90% of the teacher trainees were present during the counseling session in all except 2 study centres; where the attendance was 60% and 75%. The researcher observed counseling sessions of newly enrolled batch of teacher trainees in 6 study centres and counseling sessions of sample teacher trainees in 3 study centres.

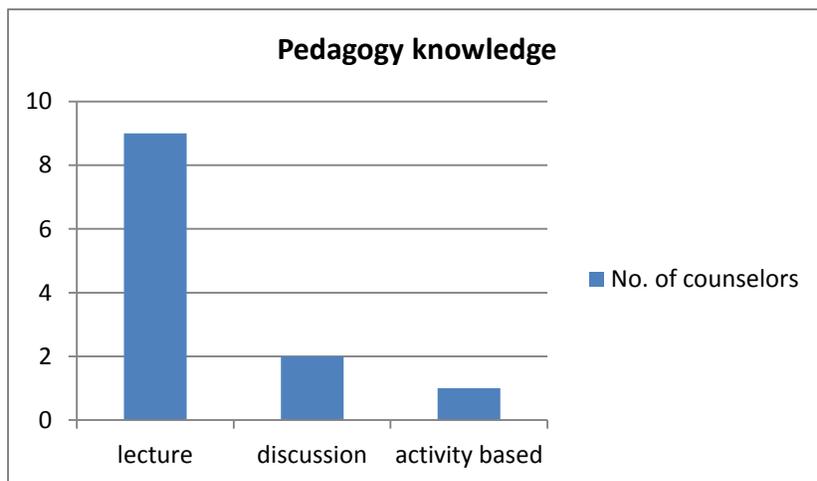
#### (i) Observations on Content & Pedagogy of counselors

Content Knowledge of Counselors	No. of Counselors
Sequences content	7
Explains concept with its application in real life	4
Links it with previous knowledge of learners	3
Refers to books and resources beyond text-book	1
Text-book driven transaction of content	7

**Table 10: Content knowledge of counselors**

From table 10, it is evident that though a majority of the counselors present the content in a sequential manner, its transaction is text book driven. A little less than half of them explain concept with its application in real life and even fewer of them link it with the previous knowledge of learners. Almost none of them refer to books and resources beyond text-books.

The graph in figure 7 represents the pedagogy used during counseling sessions in classroom observation period. For all the counselors, lecture method was the favored pedagogy. While a few questioned the



teacher trainees to initiate discussion on the topics about which lectures were being delivered. One counselor conducted an activity with the teacher trainees in the course of the counseling session. Hence the counseling sessions were being conducted in the form of delivering lectures on topics from the course materials.

**Figure 7: Pedagogy knowledge of counselors**

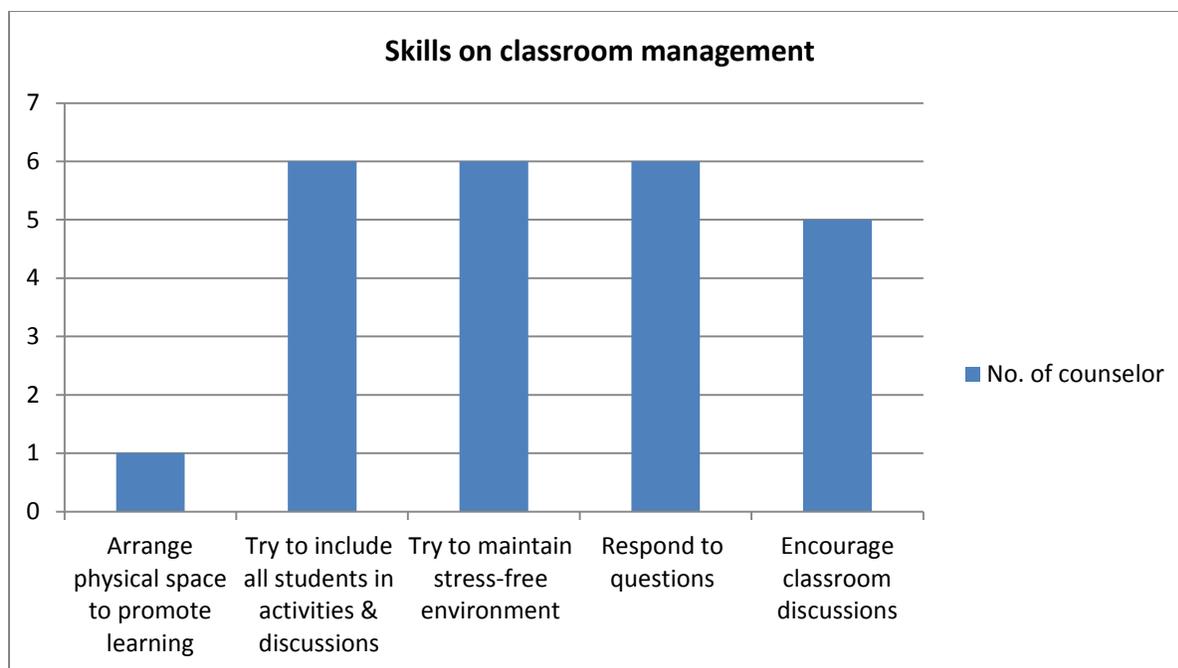
Facilitation skills	No of counselors
Begins lesson with an introduction	8
Addresses all learners	4
Poses challenging questions to learners	1
Provides opportunities for learners to question	6
Seeks ideas from learners	4
Accepts suggestions from learners	5
Maintains eye contact with learners	9
Clarity in speech	8

**Table 11: Facilitation skills of counselors**

Table 11 represents the pedagogical knowledge of counselors in terms of their facilitation skills. It seems they possess good skills of expression in terms of maintain eye contact with learners and clarity in speech but not all of them address all learners. Almost all of them begin the lesson with an introduction. Some of them accept suggestion, seeks ideas from learners and provides opportunities for learners to question. Almost none of them pose challenging questions to learners.

**(ii) Observations on skills of classroom management and TLM preparation**

In all the study centres it was observed that the teacher trainees were seated in rows. In most of the study centres the counselors gave their lectures from a desk on an elevated platform placed at a distance from the teacher trainees with an exception of one study centre where the counselor weaved in between rows while delivering lecture and interacted with the teacher trainees.



**Figure 8: Skills of classroom management**

Figure 8 depicts observations of nine counselors' skills of classroom management in terms of creating an enabling classroom environment by arranging physical space, trying to include students in activities and discussions and maintain a stress-free environment. It can be observed that almost none of them arrange the physical space while six of them try to include students in activities and maintain a stress-free environment. The classroom management skills of the counselors are evident in terms of more than half of them respond to questions and encourage classroom discussions.

In terms of TLM usage, it was observed that the counselors did not use any TLMs at all while conducting the counseling sessions.

**(iii) Observations on personal skills of counselor**

The observations on personal skills of the counselor include their communication skills.

Communication skills	No. of counselors
Writes in reader friendly styles	9
Use learner's primary medium of instruction for teaching in class	9
Use appropriate verbal and non-verbal skills to communicate with learners	8
Gives incomplete and unclear instructions for tasks or activities	1

**Table 12: Communication skills of counselors**

From the table 12, it can be deciphered that the counselors have good communication skills. Almost all of them write in reader friendly styles, use learners primary medium of instruction to teach and appropriate verbal and non-verbal skills to communicate with learners. Only one amongst them gives incomplete and unclear instructions for tasks or activities.

(iv) Observations on access to resources

No. of study centre with libraries	7
No. of study centre where TT had access to Library	1
No. of study centre with Computer	5
No. of study centre where TT had access to Computer	1

**Table 13: Observations on access to resources**

From table 13, it is visible that a study centre might have teaching learning resources but that doesn't necessarily imply that the teacher trainees would have access to them.

## 8. FINDINGS ABOUT TEACHER TRAINEES

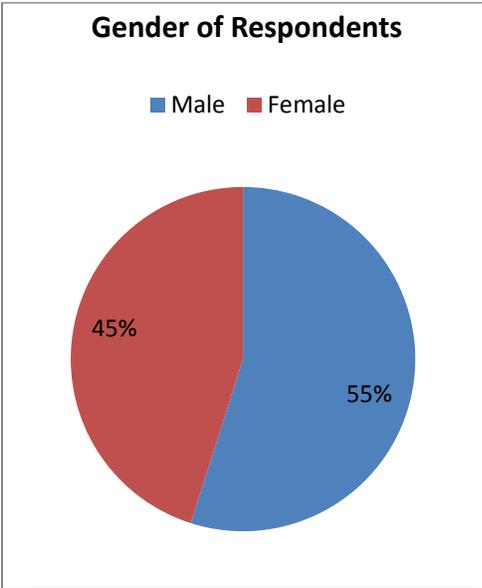
As the second objective of the study was to examine the programme’s impact on enrolled teacher trainees, an attempt was made to measure how the program has affected their theoretical and practical knowledge about education. The responses from the self-administered questionnaire have been analyzed on the basis of five indicators, namely perspectives on education, content and pedagogy knowledge, skills, assessment and personal and social skills development.

### Description of sample

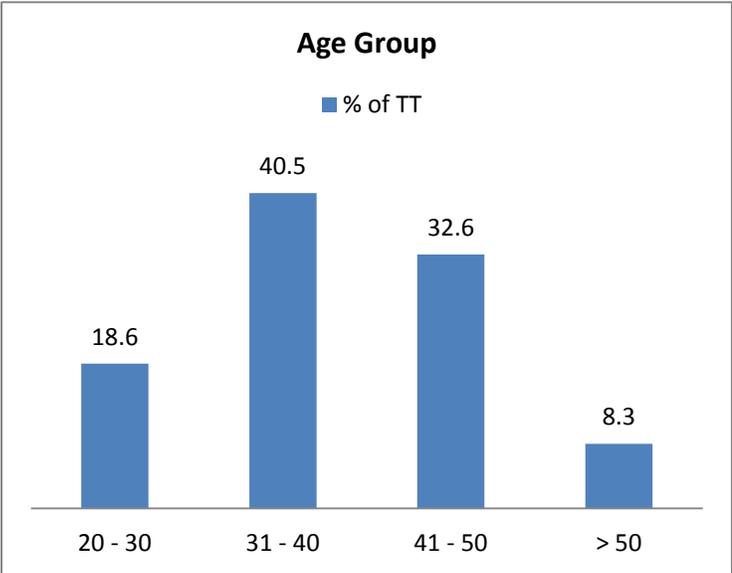
Data about the sample of 264 teacher trainees have been collected from 10 randomly selected study centres. To have a broad understating about the personal background of the sample, data has been collected about their gender, age, educational qualification and teaching experience in addition to their theoretical and practical knowledge.

### Observations on personal background of respondents

From the pie chart in figure 9 depicting the gender of respondents, it is evident that the percentage of male respondents is on the higher side at 55%.The percentage of female teacher trainees from whom data has been collected is not far behind at 45%.



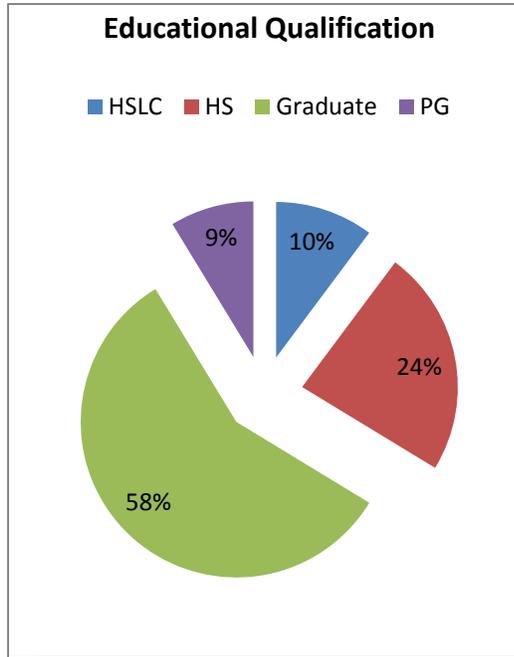
**Figure 9: Gender of respondents**



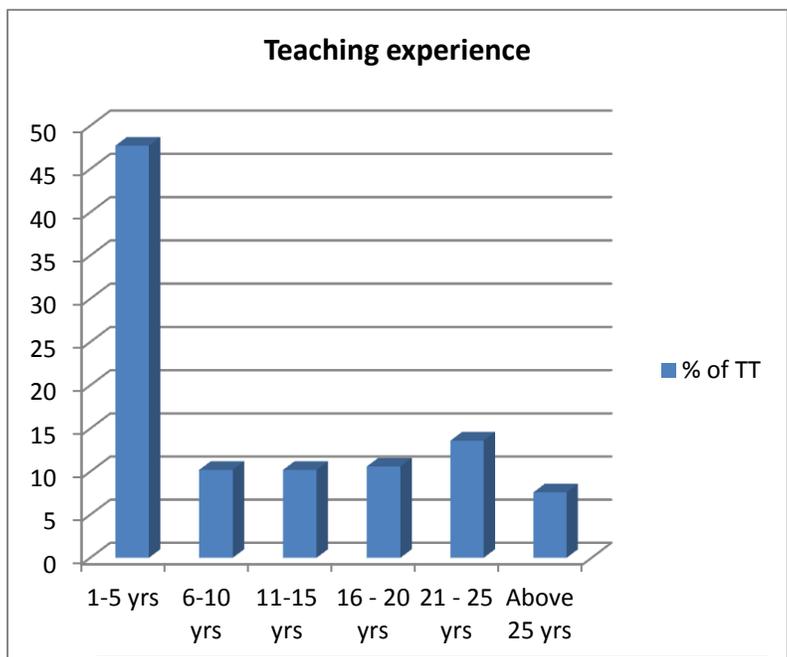
**Figure 10: Age group of respondents**

From Figure 10 representing age group of sample teacher trainees, it is evident that the majority of them belong to the age group of 31-40 years. The percentage of teacher trainees belonging to the age of group of 41-50 years is also quite high. There are very few them who belong to the age group of 20-30 and fewer still who are above 50 years.

The pie chart below represents the educational qualification of teacher trainees, it is evident that more than half of them are graduates, while a quarter of them are HS pass and a handful of them are either post graduates or HSLC pass.



**Figure 11: Educational qualification of teacher trainees**

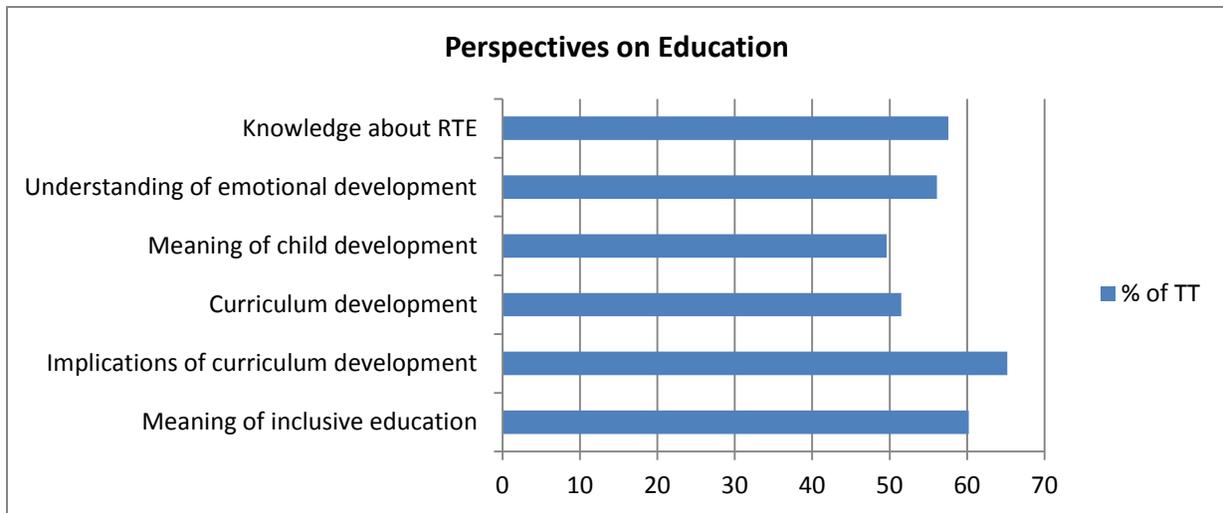


**Figure 12: Teaching experience of teacher trainees**

From the above graph representing teaching experience of teacher trainees, it can be observed that almost half of the teachers have a minimum amount of teaching experience between 1 to 5 years. The rest of the teachers have teaching experience ranging from 6-10 years to above 25 years.

### 8.1 Findings about TT'S Perspective on Education

In context of this study, perspectives of education refer to the philosophical, sociological and psychological perspectives on education; it also includes understanding about school and systems. To measure the teacher trainees' philosophical, sociological and psychological perspective on education, questions related to curriculum development, inclusive education, child development and emotional development were included in the questionnaire.



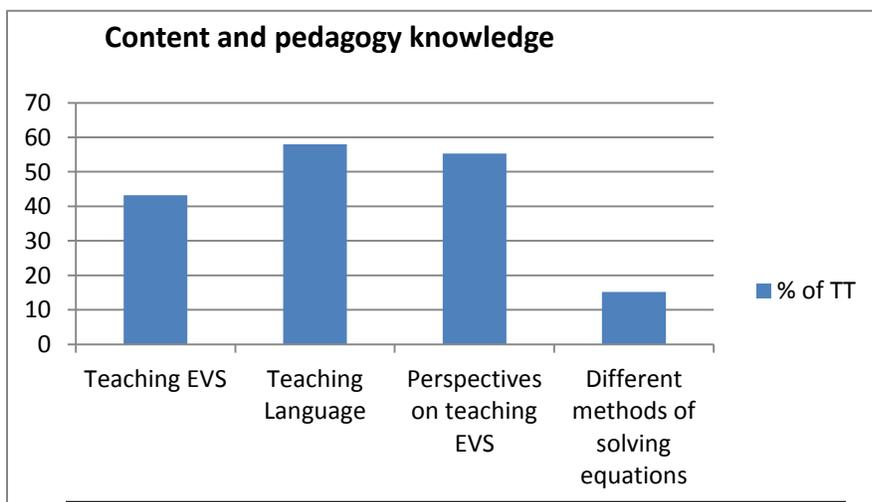
**Figure 13: Teacher Trainees response on perspectives of education**

The graph in figure 13 shows the teacher trainees responses on perspectives of education. It is evident that more than half of the teachers have a fair understanding about emotional development, curriculum development and RTE. A little less than 50% of the teachers have an understanding about curriculum development but more than 60% of them are aware about the implications of curriculum development. 60% of them are aware of the meaning of inclusive education.

## 8.2 Findings about TT’s content and pedagogy knowledge

The content knowledge of TTs was measured on the basis of their perspectives on teaching EVS, their ability to solve mathematical equations through different methods and perspectives on teaching language. The pedagogical knowledge of TTs was measured on the basis of their knowledge about teaching EVS and language.

From the above graph, it evident that a little more than 50% of the teacher trainees have pedagogical



**Figure 14: Content and pedagogy knowledge of respondents**

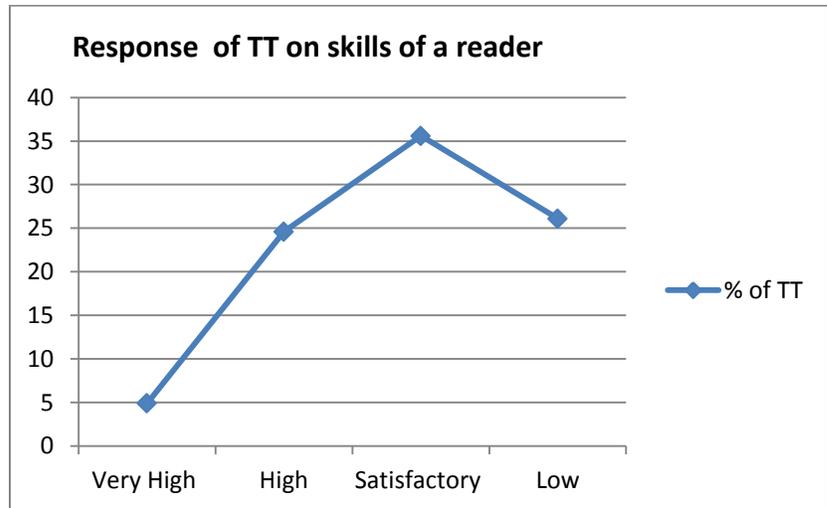
knowledge of teaching language and content knowledge on perspectives of teaching EVS. A little less than 50% of teacher trainees have an understanding about teaching EVS. Only 15% of teacher trainees have a hold over maths content in terms of knowing about different methods of solving equations.

## Observations on content knowledge about language

On the question related to content knowledge about language which dealt with the skills that a reader ought to possess, each teacher trainee gave more than one response.

Skills of a reader	% of TT
Listen	9.5
Write	13.6
Comprehend text	13.6
Fluency	38.3
Phonemic awareness	46.2
Vocabulary	17.4
Cognitive development	10.2
Openness to learn	9.5
Grammar	12.9
Concepts of print	4.2
Spelling	14.4

**Figure 15: % of TT's response on skills of reader**



**Figure 16: Response of TTs on skills of reader**

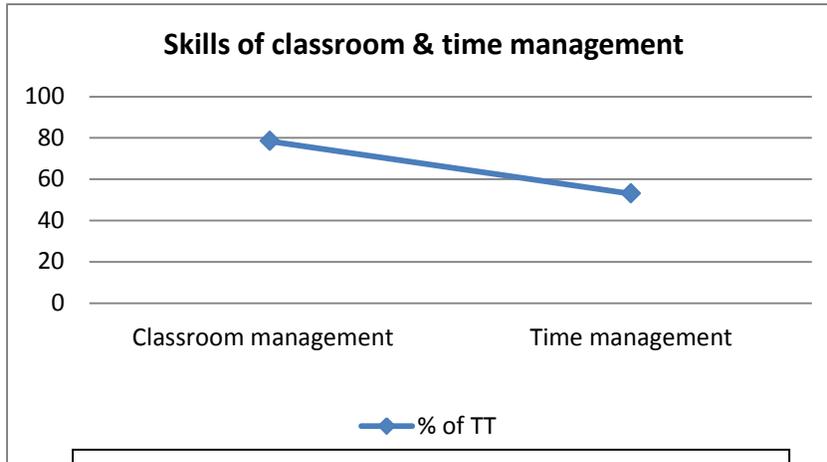
From the responses of TT on skills of a reader, it is evident that the majority of TTs believe phonemic awareness and fluency including the ability to read fearlessly, confidently, reading and speaking as the skills that a reader ought to possess. Some of them mentioned knowledge about vocabulary, writing, comprehending text, grammar and spelling. Quite a few of them believe the act of reading will make the reader open to learn in terms of increasing their interest, curiosity, self-expression and concentration. From the responses of the teacher trainees, a graph has been plotted to depict the percentage of teacher trainees that possess knowledge about skills that a reader ought to possess. It is evident that only 5 % of teacher trainees possess very high knowledge about skills that a reader ought to possess. While a quarter of teacher trainees possess high content knowledge about language, around 35% of teacher trainees possess satisfactory knowledge about it. However, a little more than 25% of the teacher trainees possess low content knowledge about it.

### **8.3 Findings about TT's Skills**

To measure the skills possessed by TTs, their knowledge about classroom and time management, differential / remedial teaching, TLM preparation and usage and community participation was observed.

**(i) Observations on skills of classroom and time management:**

From the graph in figure 17, it is evident that a little less than 80% of the teacher trainees possess skills

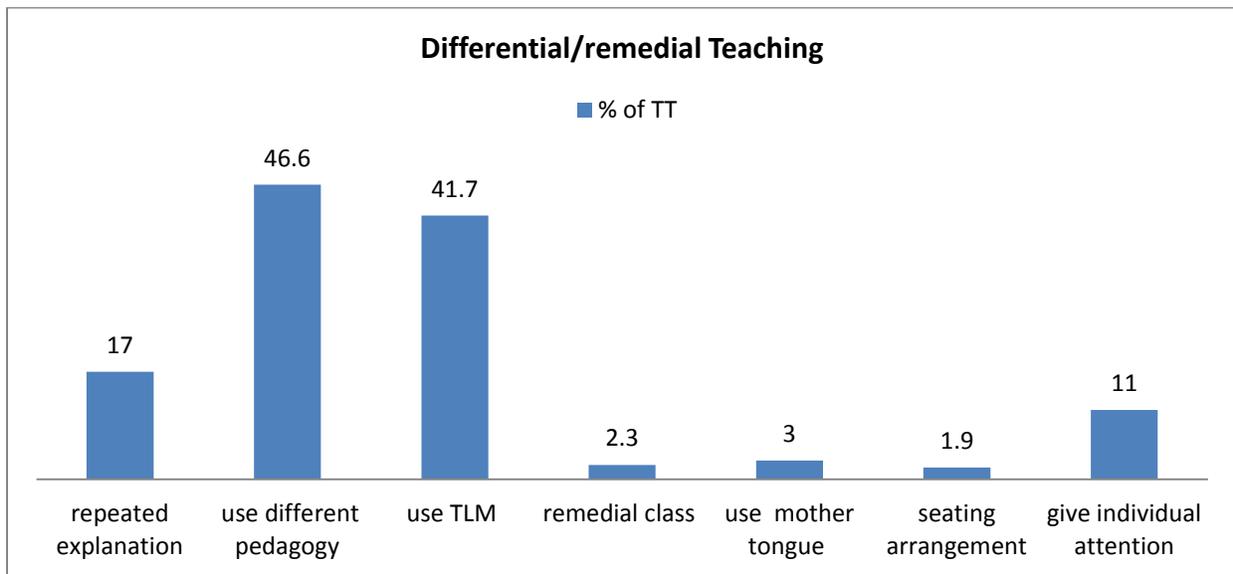


of classroom management and are aware of different methods of managing learners. While a little more than 50% of teacher trainees possess skills of time management like managing syllabus taking consideration the learners' learning levels and their context.

**Figure 17: TT's skills of classroom & time management**

**(ii) Observations on skills of Differential / Remedial Teaching**

To measure the skill of differential or remedial teaching, the teacher trainees' understanding of different strategies to deliver a concept was explored.



**Figure 18: TT's skills of differential and remedial teaching**

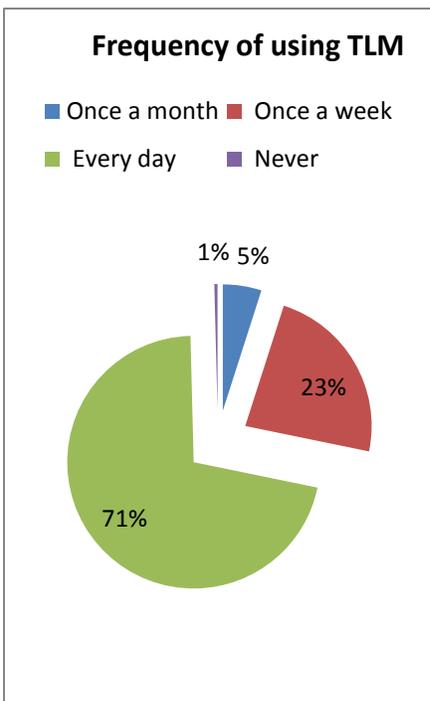
From the graph in figure 18, it is evident that teacher trainees use different methods to explain a concept that children face difficulty in understanding. A majority of them use different pedagogy like play method, practical, activity based learning, experiential method or use TLMs to teach a concept. Some of them repeat an explanation so that the learner understands the concept. Around 11% give individual attention to the children who face difficulty in understanding a concept, ask them where they face problem. A few of them use mother tongue to teach the concept or change the seating

arrangement of the learner, making him/her sit with an “intelligent” child so that he/she can learn it from the other child.

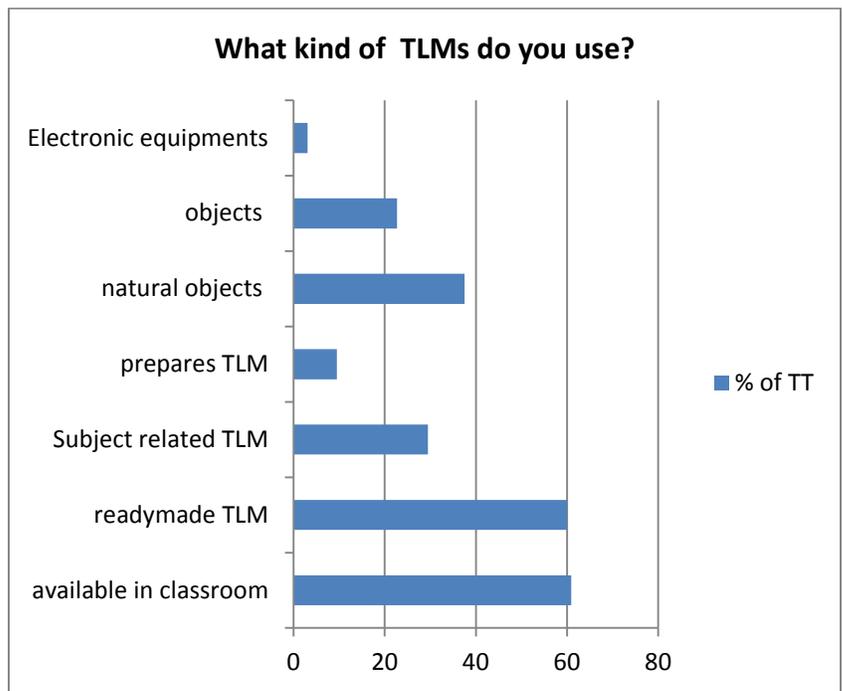
**(iii) Observations on skills of TLM preparation & Usage**

This skill has been measured by observing the kind of TLMs used by TTs alongwith its frequency.

From the pie-chart in figure 19, it is evident that more than 70% of TT use TLMs almost every day. A quarter of the respondents use them once a week. Very few TT use them once a month and only 1% has never used it.



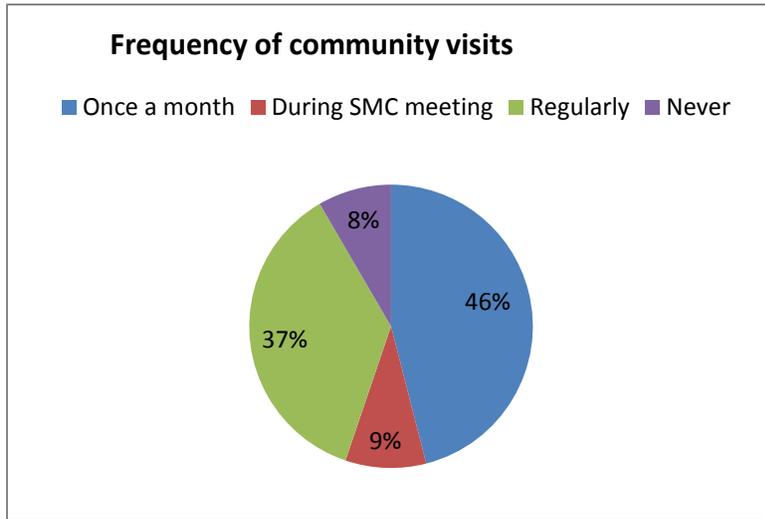
**Figure 19: Frequency of TLM usage by TTs**



**Figure 20: Kind of TLM used by TTs**

The graph in figure 20 depicts the kind of TLMs used by teacher trainees. For this question, the teacher trainees have given more than a single response. Around 60% of teacher trainees use TLM available in classroom like blackboard, duster, pointer, chalk, pen, pencil or TLM available in the market like chart, poster and map. Around 35% of them use natural objects like pebbles, leaves, forest, wood, fruit seed as TLM and little more than quarter of teacher trainees use TLM related to their subject like geometry box, globe. Some of them also create TLM like models or activities or use electronic equipment like TV, computer, internet and mobile phone.

(iv) **Observations on skills of community connect:**

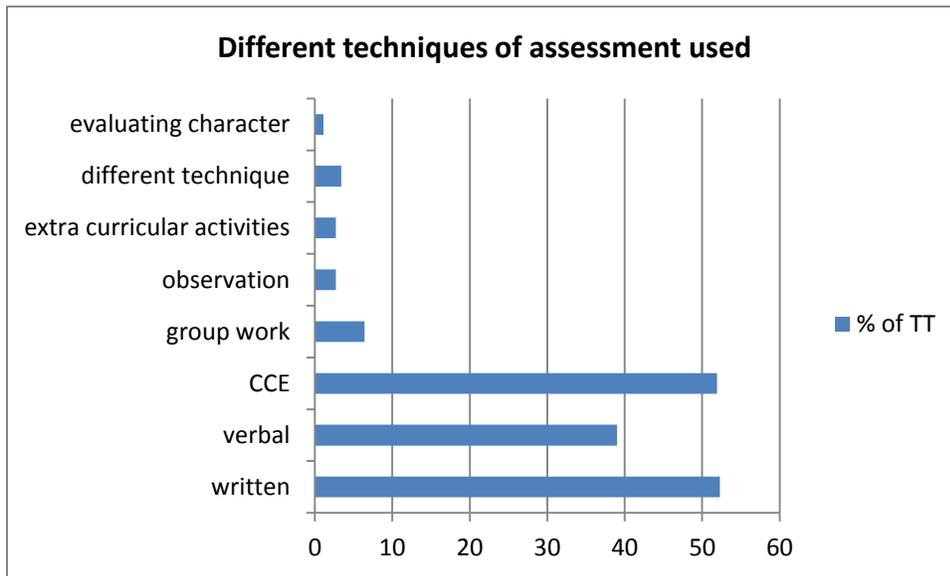


**Figure 21: Frequency of community visit**

From the pie diagram in figure 21, it is evident that the majority of teacher trainees visit the community either once a month or regularly. However there is a percentage of respondents that find the exercise of community visit meaningless, hence they do not visit them. There are also a few teacher trainees who meet people from the community only during SMC meetings.

**8.4 Findings about TT’s understanding on Assessment**

The component on assessment is measured on the basis of the teacher trainees’ understanding of CCE and different techniques of assessment practiced by them.

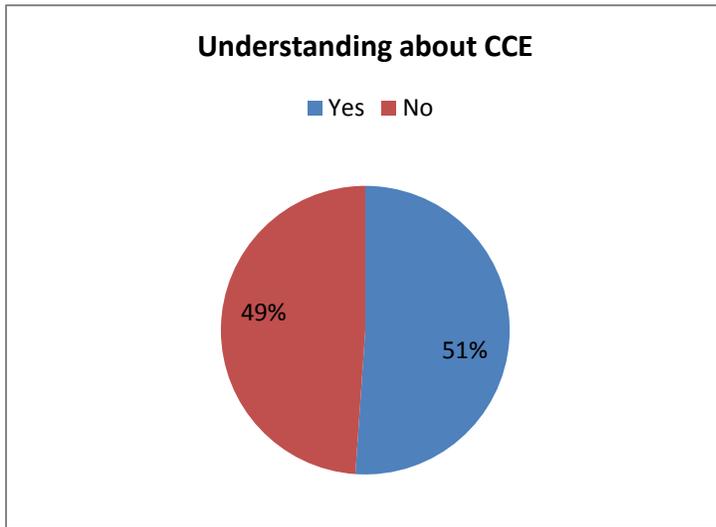


**Figure 22: Different techniques of assessment used by TT**

From figure 22, it is evident that written methods of assessment like test, project work, writing on blackboard, handwriting, writing in workbook, assignments, exams, homework are the most preferred form of assessment technique used by teacher trainees. This is followed by

CCE. A little less than 40% of teachers use verbal methods of assessment like recitation, reading, oral test, discussion, conversation and listening. Some of them use techniques like group work, observation and they evaluate learners during extra-curricular activities like handwork, sport and drama. A few of

them use different methods like using TLM, activity based methods, quiz, games, evaluate learners during practical conducted in laboratory and self-evaluation to assess learner.



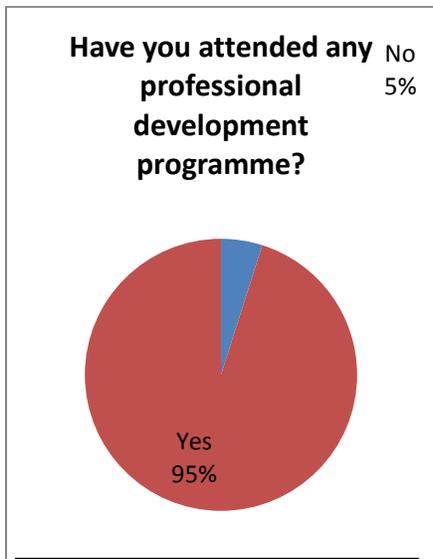
From the graph in figure 23, it is evident that only half of the teacher trainees have an understanding about CCE. The other half consider it to be a method of assessing learner’s learning outcomes in scholastic and co-scholastic areas by making them prepare projects and assignments and appear in examinations. This is alarming considering the fact that most of the teacher trainees use CCE as a method of assessing their students.

**Figure 23: TT’s understanding of CCE**

### 8.5 Findings about TT’s Personal and Social Skills Development

This component of skills on personal and social development consists of observation on teacher trainees’ interpersonal skills, understating about research and whether they are reflective practitioners.

(i) **Observations on TT’s participation in professional development programme**



**Figure 24: TT’s participation in professional development programme**

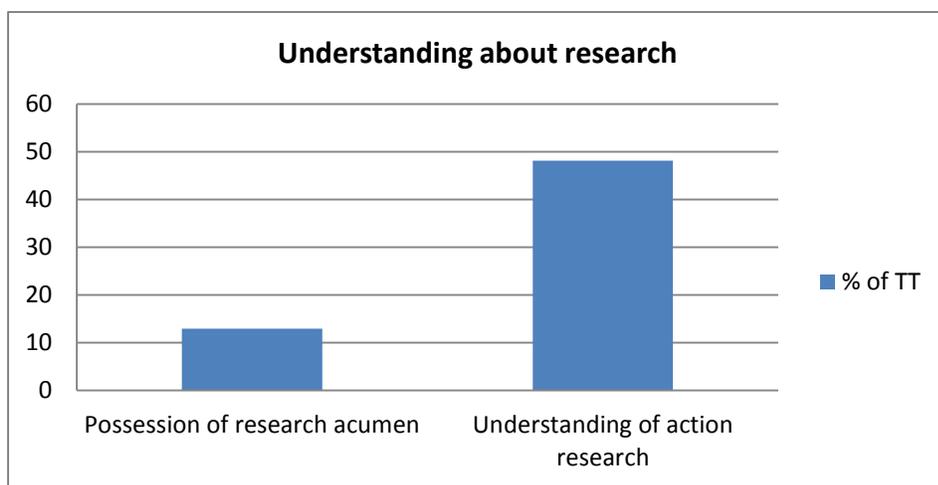


**Figure 25: TTs attendance in professional development programme**

To have an understanding about the teacher trainees' interpersonal skills, their participation in professional development programme was observed. From the pie chart in figure 24, it is evident that 95% of the teacher trainees have attended some kind of professional development programme for their individual capacity enhancement. Out of these 95%, as visible in figure 25, 69% of teachers have attended workshops, 6.8% have attended seminars and only 1.5 % of teachers have attended conferences. It seems that the teacher trainees have been participating regularly in workshops but not in conferences or seminars.

**(ii) Observations on understanding about research**

From the graph in figure 26, it is evident that a little less than 50 % of the teacher trainees have an



understanding of action research. That might be the reason why only 12 % of teacher trainees possess research acumen; that is, they have conducted some form of research.

**Figure 26: TT's Understanding about Research**

**(iii) Observations on being a reflective practitioner**

Change in Teaching practice in the areas of:	% of TT
Use of Black Board	92.4
Grouping children	94.7
Questioning learners	95.8
Developing competencies in children	90.2
Teaching multi-grade	81.1
Activity Based Learning	71.6
Different assessment / evaluation techniques	92.8
Creating resources from locally available material	79.5
Co-curricular activities	91.3
Teaching with multi-media	18.2
Working with community	80.7

To measure the teacher trainees' abilities of being a reflective practitioner, they have self-evaluated their practice of teaching. From table 13, it is evident that the teacher trainees have stated that there has been a visible change in their teaching practice in all areas except in teaching with multi-media. This implies that the teacher trainees are highly reflective about their teaching practice.

**Table 13: Observations on being a reflective practitioner**

## 9. FINDINGS ABOUT COUNSELORS AND COORDINATORS

The third objective of the study was to examine the effectiveness of counselors and coordinators who transact the programme. The responses of the counselors and coordinators to the semi-structured interviews were recorded, transcribed and then analyzed on the basis of indicators of perspective on education, content and pedagogy knowledge, skills, assessment and personal and social skills development. As the primary responsibility of the coordinator is to implement the program, an added indicator of role effectiveness is observed for the coordinators. Though the counselors and the coordinators have slightly different roles, their responses have been clubbed and presented together.

The findings about the coordinators and counselors on the six indicators have been presented both in a quantitative and qualitative manner.

### Description of Sample

To have an understanding about the counselors and coordinators who transact the programme, data was collected from a sample of 12 coordinators and centres -in -charge and 19 counselors from 10 randomly selected study centres. Data about the 31 respondents 'personal background like their age, gender, educational qualification and teaching experience was collected. In addition to this, data about their theoretical and practical knowledge on education was also gathered.

### Observations about personal background:

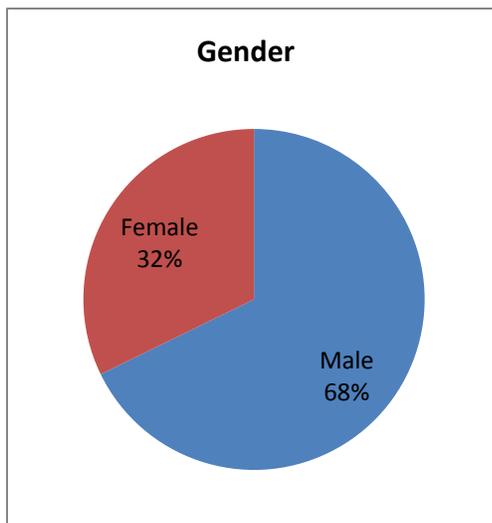


Figure 27: Gender of respondents

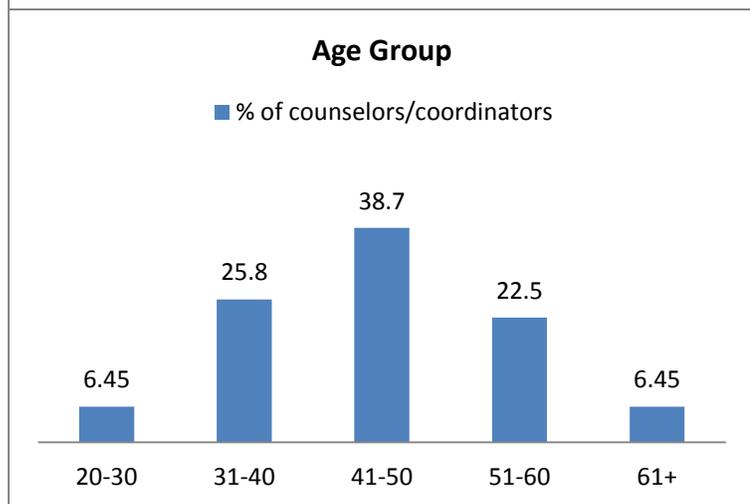
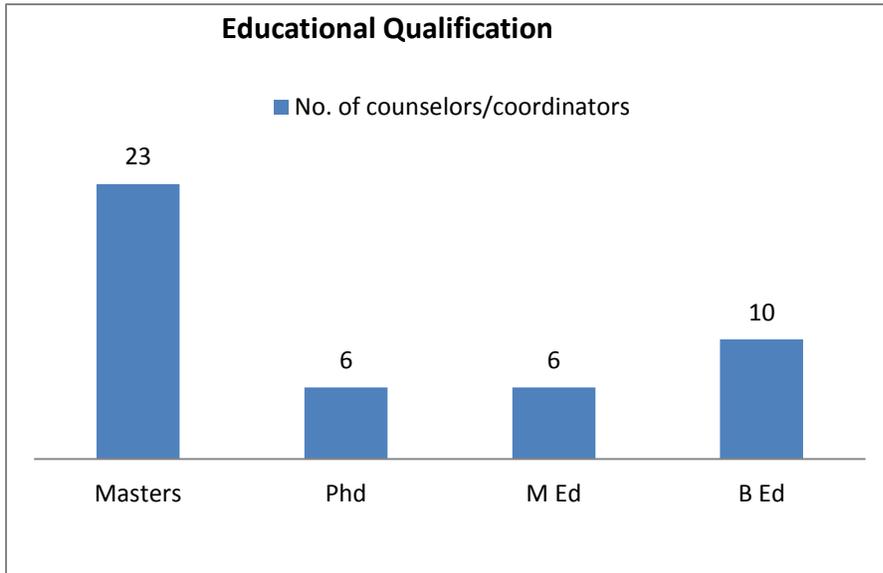


Figure 28: Age group of respondents

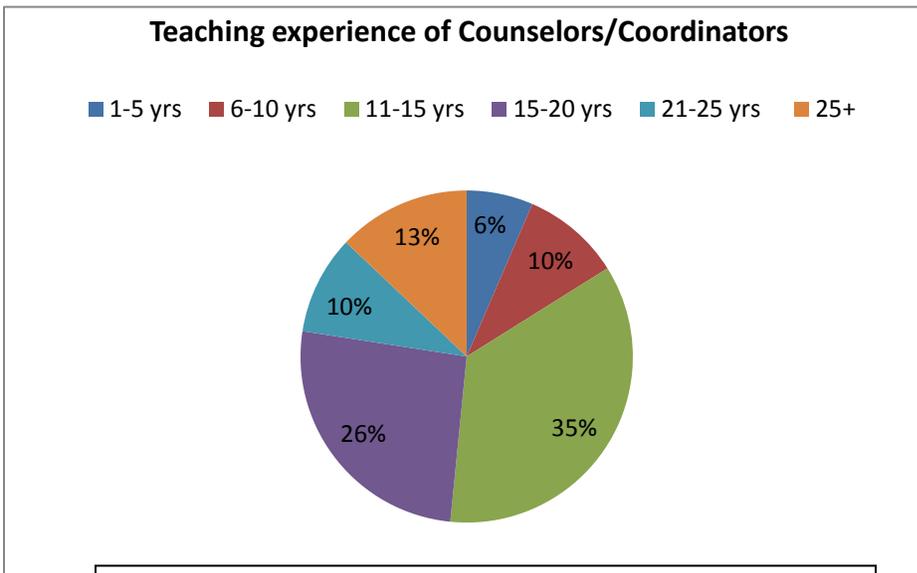
From figure 27, it is evident that the majority of counselors and coordinators are male and a little less than one-third are females. Figure 28 represents that the majority of counselors and coordinators are of the age group between 41 to 50 years. Almost a quarter of counselors and coordinators are between

the age group of 31 to 40 or 51 to 60 years. A small percentage of counselors are very young between the age of 20 to 30 or above 61 years.



From Figure 29, it is visible that the maximum number of counselors and coordinators are post-graduates. 10 of them have completed their B Ed. degrees. A handful of them have completed their PhDs and M Eds.

**Figure 29: Educational qualification of counselors and coordinators**



From figure 30, it is evident that the majority of counselors and coordinators have teaching experience of 11 to 15 years. A quarter of them have taught for 15 to 20 years. While a little more than 10% have taught for more than 25 years, 10 % of them have teaching experience of good 21 to 25 years. Similarly,

**Figure 30: Teaching experience of Counselors/Coordinators**

there are only a handful of beginners, that is, counselors and coordinators with teaching experience of 1 to 5 years and 6 to 10 years.

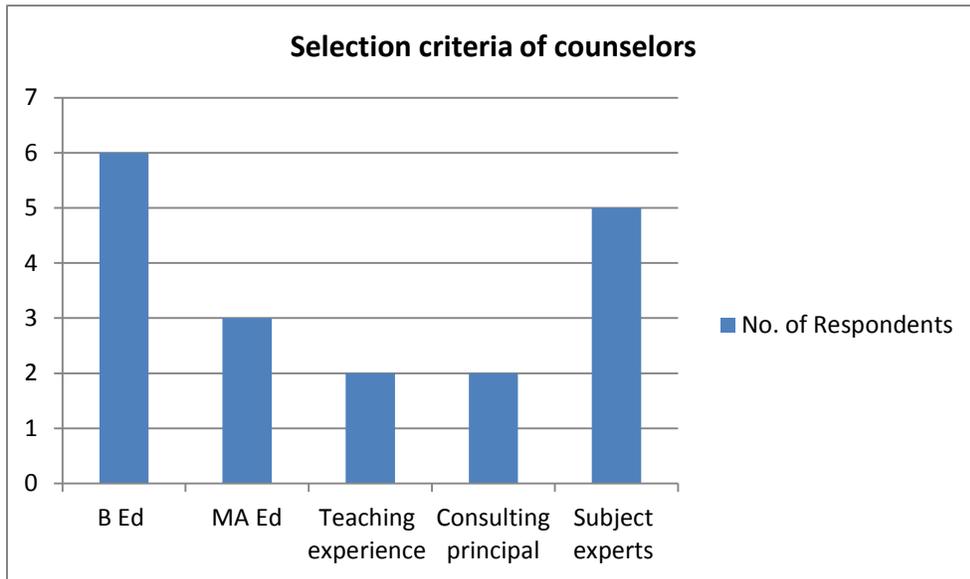
### 9.1 Findings about role effectiveness of coordinators

The coordinators have the responsibility of implementing the programme. They act as the go between KKHSOU and the institution where the study centre is located. They have the duty of selecting

counselors, ensuring that the teacher trainees carry out the practicum component, select mentors for it and submit their workbooks. In addition to this, some of them also conduct counseling session.

**(i) Observations on selection criteria of counselors**

From the above graph, it is evident that most coordinators consider a B Ed degree to be the minimum



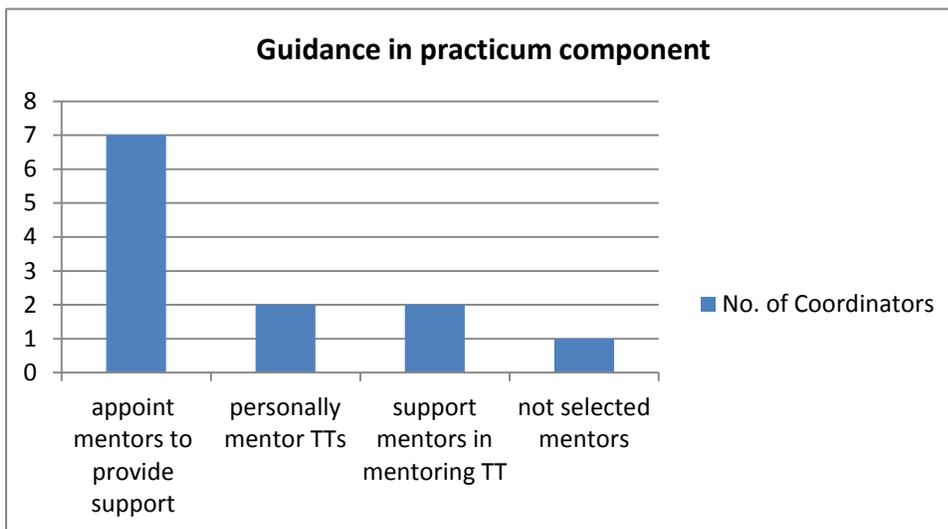
requirement of a counselor. They prefer to appoint counselors who are subject experts or have a master’s degree in education. Two of them take the decision of appointing a counselor in consultation with the Principal of the institution or they

**Figure 31: Selection criteria of counselors**

select counselors with teaching experience.

**(ii) Observations on guidance in practicum component**

All the coordinators provide guidance to the teacher trainees in carrying out the practicum component

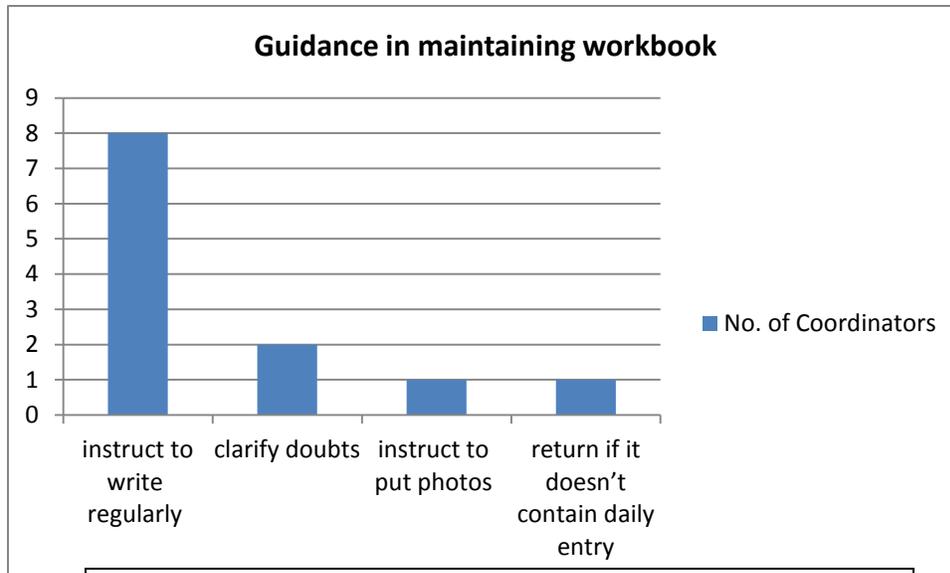


of work & education and school & health. From figure 32, it can be observed that seven of them have appointed mentors, the headmaster or retired headmaster of the school they teach in. Out of these seven coordinators, one had mentioned that, “I counsel the learners, have an orientation

**Figure 32: Coordinator’s guidance in practicum component**

programme with learners about the entire course. A timeframe is given, so they get sufficient time to conduct their practicums". Two of them teach in the DIET and are mentors themselves; hence they personally visit the schools of teacher trainees for classroom observation. Two coordinators provide support to mentors in mentoring TT, they discuss with mentors and head-teachers the progress of teacher trainees taking practice teaching class to ensure its smooth functioning. However one coordinator hasn't been able to appoint mentors for far away schools.

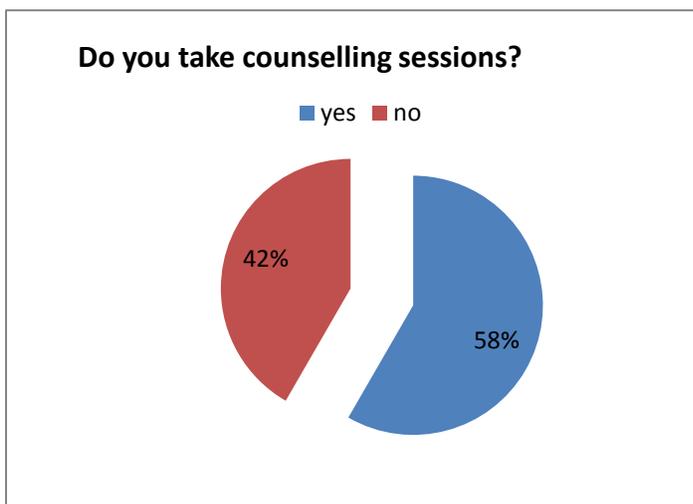
**(ii) Observations on guidance in maintaining workbook**



**Figure 33: Guidance in maintaining workbook by coordinators**

From figure 33, it is evident that 8 coordinators instruct the teacher trainees to write their daily reflections in the workbook. They are given instructions according to the university guidelines. 2 coordinators have provided support in

terms of clarifying TT'S doubts and confusions about writing in the workbook. A coordinator has instructed the teacher trainees to paste photos alongwith the practicum's description while writing daily reflections. Another one has returned workbooks to the teacher trainees if it doesn't contain daily entries with instructions of writing it regularly.



**Figure 34: Do coordinators take counseling sessions?**

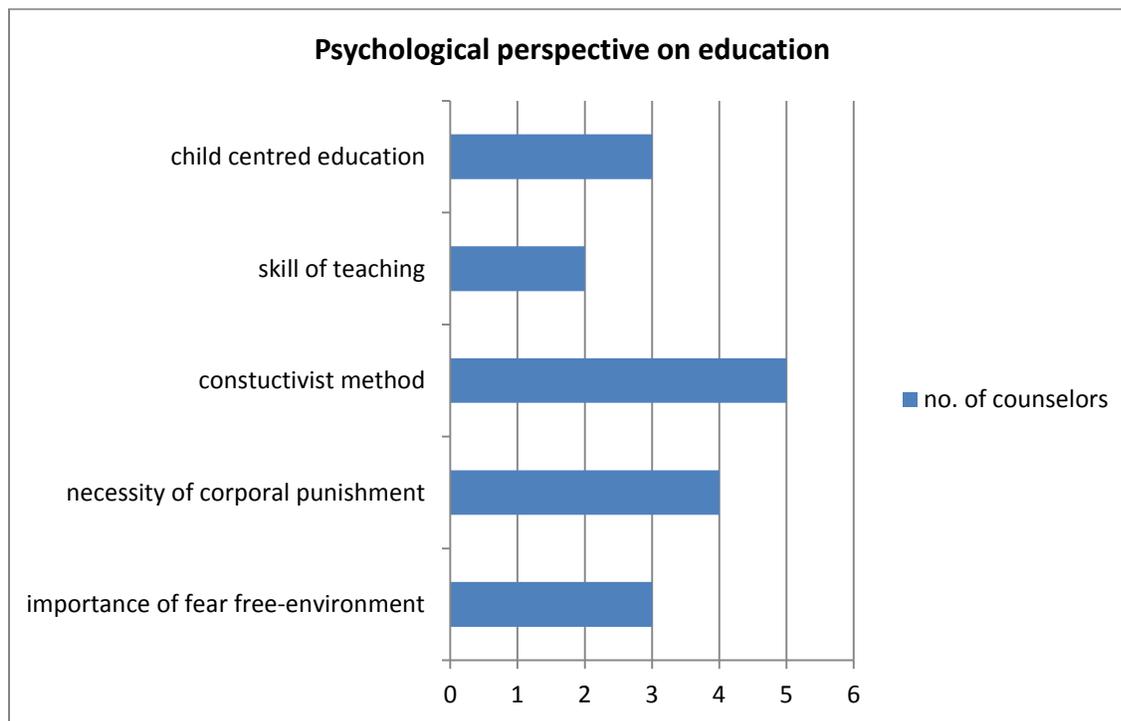
From the pie-chart in figure 34, it is evident that almost 60% of coordinators conduct counseling session. This implies that 7 coordinators take counseling session and 5 of them do not.

## 9.2 Findings about Perspectives on education

The indicator on perspectives of education includes knowledge about psychological, sociological and philosophical perspectives on education.

### (i) Observations on psychological perspective of education

To measure the counselors and coordinators understanding about psychological perspective on education, their opinions about corporal punishment, importance of fear-free environment, different methods of teaching and skills of teaching was gathered. Out of the sample of 31 counselors and coordinators, only 21 of them responded to the question about psychological perspective on education.



**Figure 35: Counselors & coordinators' psychological perspective on education**

From Figure 35, it is visible that three respondents stressed on **the importance of providing a fear-free environment** to enhance learning. On this, one counselor shared, *“Children learn better in a fear free environment, so it is important to have such an environment. I couldn’t read aloud in class till I was in class VIII, I was scared of the teacher. While reading, I would skip from one line to the other, though I knew how to read. I was good in studies; I used to stand first in class. I was so scared of the teacher that I couldn’t read aloud. It was only when I was in college that I realized a teacher is a friend and helps us learn.”*

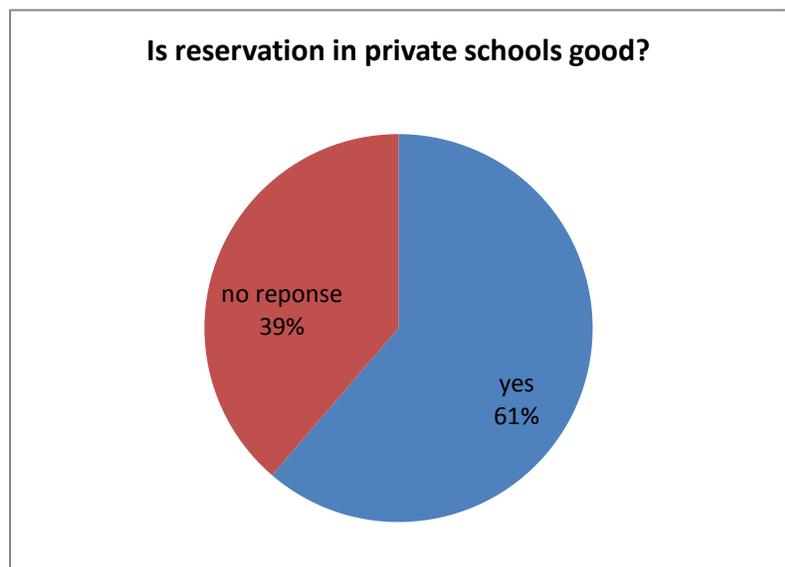
Some of them gave their opinion about corporal punishment. Four of them stressed on **the importance of corporal punishment** to maintain discipline in class. As one respondent shared, *“I was caned frequently by my teachers, they were strict disciplinarians, men of principles, we were physically punished. I’m not saying that because I was punished, today’s children ought to be punished. But first*

generation learners take time to understand certain things when the same is understood by a 7th or 8th generation learner in one go. When a child shows his/her teeth to you, misbehaves with you, what will you do?" Another counselor had similar views about corporal punishment, "there is a necessity of punishment; it is for a child's own good. We have grown up with beatings from our elders; no harm has come to us. Nowadays, parents are too loving, they complain if their children are slapped by us. I feel there is a need for punishment depending upon the situation, environment and its effect on the child." However, some vehemently opposed corporal punishment. One counselor shared, "in a lot of schools, teachers hit children, which is not a good thing. Children should be taught with love and care."

Five of them specified that the **constructivist method** is good, but only one or two has been able to practice it. A counselor mentioned, "Theory of constructivism is very good but we have not been able to create a situation which will enable learning through this method." On the positive side, another counselor said, "I use constructivist method in counseling sessions by asking the teacher trainees to demonstrate what they have understood, so that they can teach in class."

Two of them mentioned learning depends upon the **teacher's teaching skills**. As one counselor shared, "The effectiveness of any method depends on environment of institution and teaching skill of the teacher." Three counselors believe that **child centred education** enhance the process of learning. About this a counselor mentioned, "In the past, rote learning was stressed but now the stress is on developing understanding, on learning by doing and child centric education. In the past, the teacher was active and children passive; now, the children are active and teachers passive."

**(ii) Observations on sociological perspective of education**



**Figure 36: Respondents' sociological perspective on education**

For the question on reservation of seats in private schools for economically weak children, 61% of the counselors and coordinators responded in positive while 39% of them didn't respond as visible in figure 36. The coordinators and counselors who have responded positively feel that the economically poor children face a different set of problems. One counselor shared that, "poor children have difficulty coping up with studies; they have to balance their studies and work. One of our RTE kids work as a laborer, I

can see the difficulty he faces in maintaining the balance." They may face discrimination as mentioned by a respondent. "The non RTE children might discriminate against the RTE children – they might learn from their parents to discriminate against poor people. If this happens, a sensitive child might feel bullied. In a class with both rich and poor children, I feel that a poor child will not be given adequate attention by

teachers.” Some of them feel that the gap between the poor and rich has been increasing. As one respondent said, “I feel the difference in society between high and low status has been growing, the low status people always hesitate. As a whole RTE is good but if the teacher has to egg learners to be equal, it loses its meaning.”

**(iii) Observations on philosophical perspective of education**

To gain an insight about the respondents’ philosophical perspective on education, their understanding about the aims of education and their notion of an ideal teacher was examined.

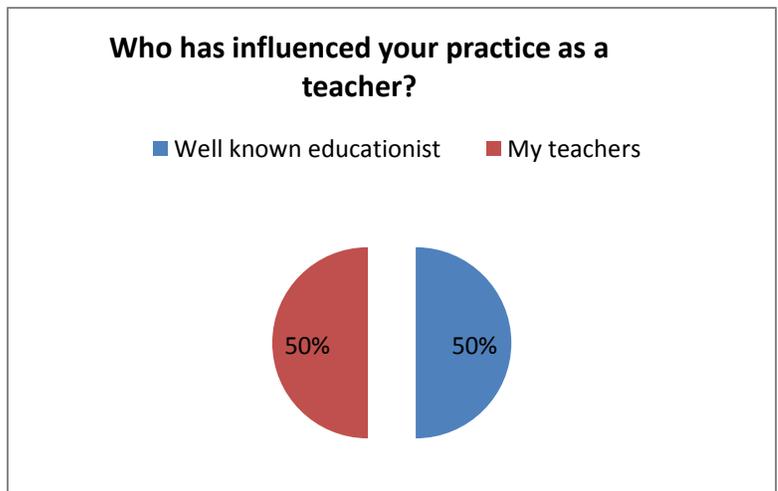


From the graph, it is evident that a low number of counselors and coordinators have responded to the questions about philosophical perspective of education. Out of 31, only 12 counselors and coordinators have responded to the query on aims of education and 10 about a person that has influenced their practice as a teacher. For the question on aims of education, the responses

**Figure 37: Respondents’ philosophical perspective on education**

ranged from all around development of an individual to create good citizens. As one respondent said, “All round development of a child. In today’s world, it is not enough to be good in studies, he/she should have the ability to communicate, adjust with society and develop oneself according to changing environment- all this constitute the aim of education.” Some respondents have linked it to development of citizenship to sustain democracy, “Without education, democracy, social integration, emotional integration or integrity cannot exist.”

On the question about a person that has influenced the respondents’ practice as a teacher, it is evident from figure 38 that half of them have listed down names of well known educationist while other half mentioned their teachers’ names. The list of well known educationist included Gandhi, Montessori, Froebal, Tagore, Abdul Kalam. One counselor mentioned, “I like certain

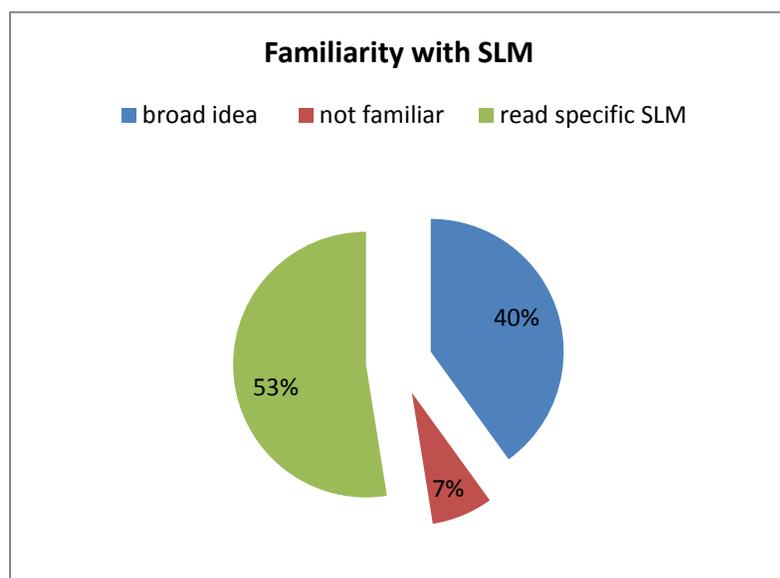


**Figure 38: Who has influenced your practice as a teacher?**

educationists' work like Gandhi, Tagore, Abdul Kalam, Krishna Kanta Handique. They have influenced my work. I like the philosophy of Indian philosophers rather than western, it is my dream to work in a Gurukul kind of environment like how Tagore taught in Shanti Niketan. I feel that the aims of education are fulfilled in such an environment. If such institution is set up, it will be ideal."

### 9.3 Findings about Content and pedagogy knowledge

The content knowledge of 12 coordinators and 19 counselors was measured on the basis of their familiarity with SLM. To understand their pedagogy knowledge, the kind of preparation they take before conducting a session and the pedagogy they use to transact was observed.

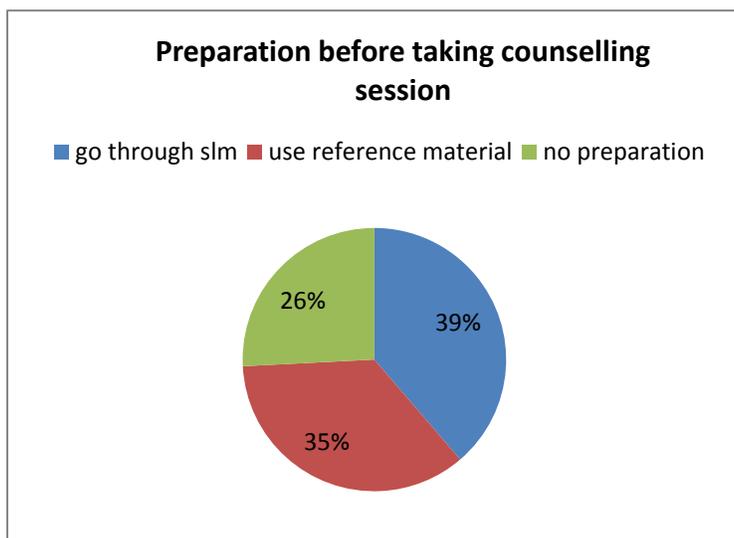


**Figure 39: Familiarity with SLM**

gone through the entire set of SLMs in a detailed manner.

From the chart in figure 39, it is evident that more than half of coordinators and counselors have a broad idea of the SLMs but they haven't gone through them in a detailed manner. A little less than half of them have read specific SLMs, the ones that contain topics on which they take counseling sessions. A handful of them are not familiar with the SLMs, especially the coordinators who do not take counseling sessions. Therefore, it can be inferred that none of the coordinators or counselors have

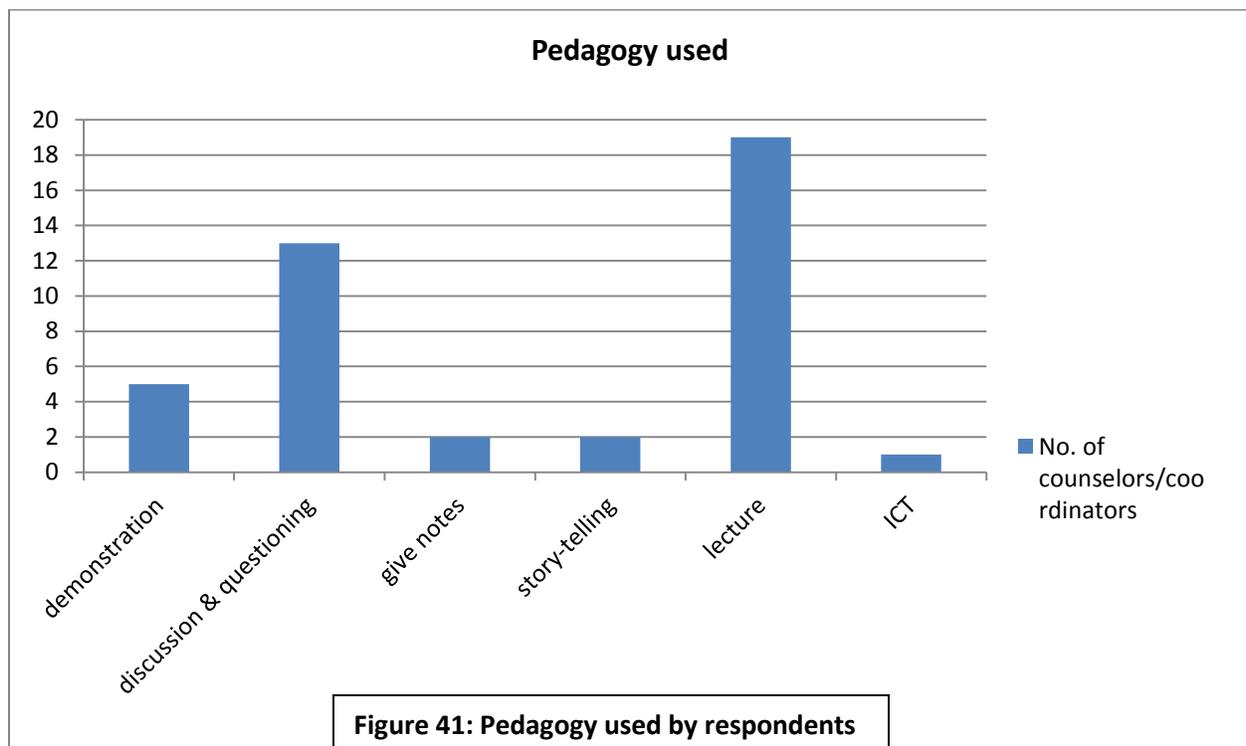
From figure 40, it is evident that the majority of counselors and coordinators go through SLM before taking a counseling session. 35% of them use reference materials like B Ed. materials, relevant material from the internet, subject specific books, prepare models and charts. As one of the counselor mentioned, "Even though I have been teaching for a long time, before going to class I have to read something, teaching is a profession where one has to constantly read to update one's knowledge base. I check new editions of the same books to keep myself updated. Students are well informed due to access to internet; we get



**Figure 40: Preparation before counseling session**

into trouble if we are not prepared". Another one suggested, "If KKHSOU can provide the books listed in bibliography of every SLM, they can be shown to the learners." From figure 40, it is evident that around a quarter of them do not prepare for the counseling sessions at all.

From figure 41, it is evident that the majority of counselors prefer lecture method as the mode of transaction in counseling sessions. Twelve (12) of them use discussion and questioning method to encourage teacher trainees to share their practical experiences of teaching.



Some use the method of demonstration to explain concepts, while two of them use story-telling to attract learners' attention. Two of them give notes to the teacher trainees and one use ICT to teach.

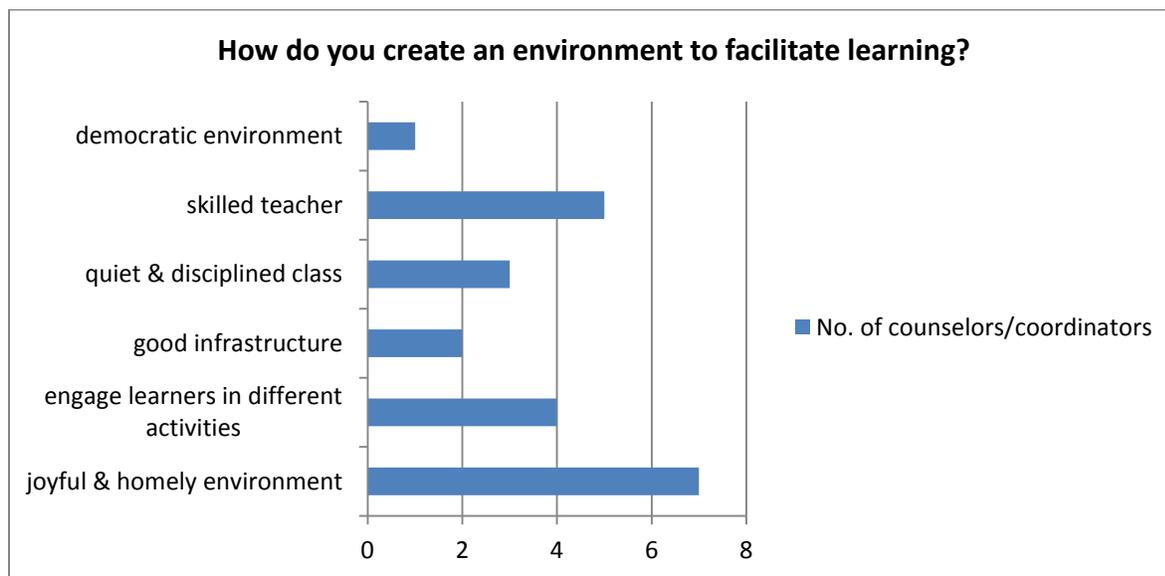
### 9.4 Findings about Skills

The indicators on skills consist of questions related to **classroom management and TLM preparation and usage**.

To have an understanding about the techniques of classroom management used by the coordinators and counselors, they were asked the question of "How do you create an environment to facilitate learning?" Twenty-two, 22 counselors and coordinators responded to this question. From figure 42, it can be seen that a majority mentioned creating a **joyful and homely atmosphere** facilitates learning. As one counselor said, "If children are imposed the responsibility of learning something, they are not enthusiastic but if they are provided a homely atmosphere and given a joyful learning experience, the children will get an opportunity to learn. By joyful learning, I don't mean dance and music, there has to

be a learning point in the activities. The teachers are facilitators so they have to provide opportunities for children to learn.”

Four of them stressed on the **importance of engaging learners in different activities** like learning by doing, play method, telling stories, singing songs or nursery rhymes, asking questions and motivating them. One of them mentioned, *“I encourage children to learn through play way method, if you let them do things on their own, they learn faster rather than giving a stereotypical lecture on a particular topic.”*



**Figure 42: Strategies used by respondents to create an enabling environment**

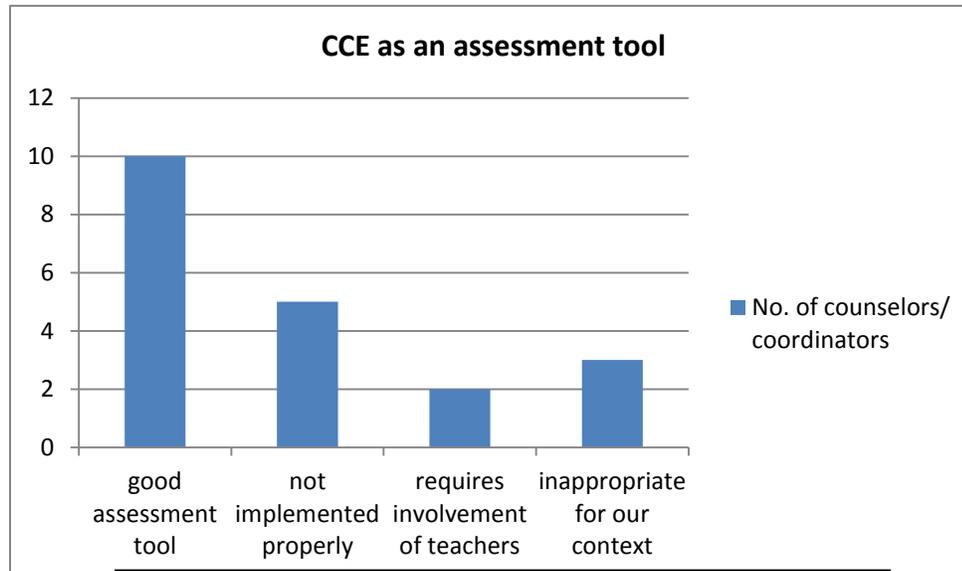
From the graph in figure 42, it is observed that two respondents believe good infrastructure in the school will facilitate learning. While three mentioned that a quiet and disciplined class enables learning. On this, a counselor mentioned, *“Classroom environment should be quiet, this creates interest towards the subject. Teachers should keep the children engaged by giving notes; otherwise they create noise.”*

Five respondents mentioned a skilled teacher is imperative to enable learning. According to them a skilled teacher possesses technical knowledge, attends school regularly and teaches by taking in consideration learner’s context. One respondent also mentioned that democratic environment enable learning, he mentions, *“Because we have provided a democratic and family environment, learners (teacher trainees) feel free to question and participate in discussions. They share the problems they face in school while managing classroom.”*

Fifteen counselors responded to the question on **TLM preparation with the teacher trainees**. They said that none of them personally made TLMs with teacher trainees. Three respondents have conducted one day workshops on TLM preparation in course of the 14 days’ workshop. Five of them have stressed on the importance of using TLMs to explain concepts.

## 9.5 Findings about assessment

To have an understanding about the counselors' and coordinators' ideas about assessment, their views about CCE as a form of assessment and the methods of assessment that they use have been gathered.



**Figure 43: Respondents' views on CCE as an assessment tool**

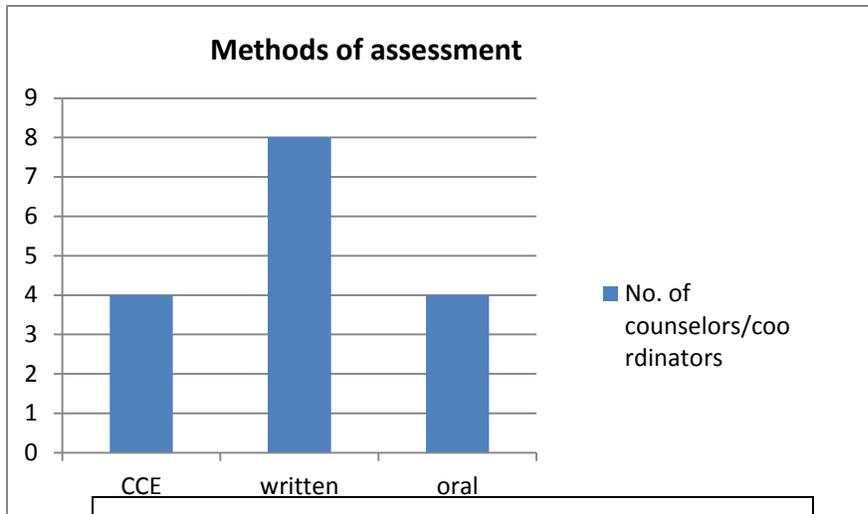
The question on CCE as a form of assessment was responded by 21 counselors and coordinators. 10 of them mentioned that CCE is a good assessment tool. With the help of CCE, children's progress in both scholastic and co-scholastic areas can

be documented.

One counselor shared, "CCE is a method of assessment introduced by CBSE. It is the best form of assessment as a child is not only assessed through examination but his/ her behavior is also observed. For instance, if a boy gets 80% in exams but his behavior is not good, in the traditional method of assessment, we would not have been able to assess it. But with CCE, children are being constantly observed and if their behavior is not good, they can be given counseling."

Five respondents mentioned that CCE is not implemented properly. One mentioned, "As a concept it is very good, children are being assessed on their overall achievement, both scholastic and non-scholastic throughout the year. But its implementation is not good. When a teacher is assessing a class due to paucity of time or because s/he is not dedicated, s/he is not impartial. The process of academic assessment has drawbacks."

Two respondents mentioned that CCE requires constant involvement of the teachers as they have to observe and document a child's progress. One of them said, "CCE requires involvement of teacher; when the learners are being assessed they have to be observed by the teacher. Both quantitative and qualitative assessment is carried out; the teachers provide sufficient feedback enabling learners to improve. Written examination entails quantitative feedback." Three respondents stressed that CCE is inappropriate for Indian context as there aren't enough teachers in schools to constantly monitor the progress of each and every student. As one of them said, "CCE has increased the burden of teachers; teachers are reduced to filling up forms."



**Figure 44: Methods of assessment used by respondents**

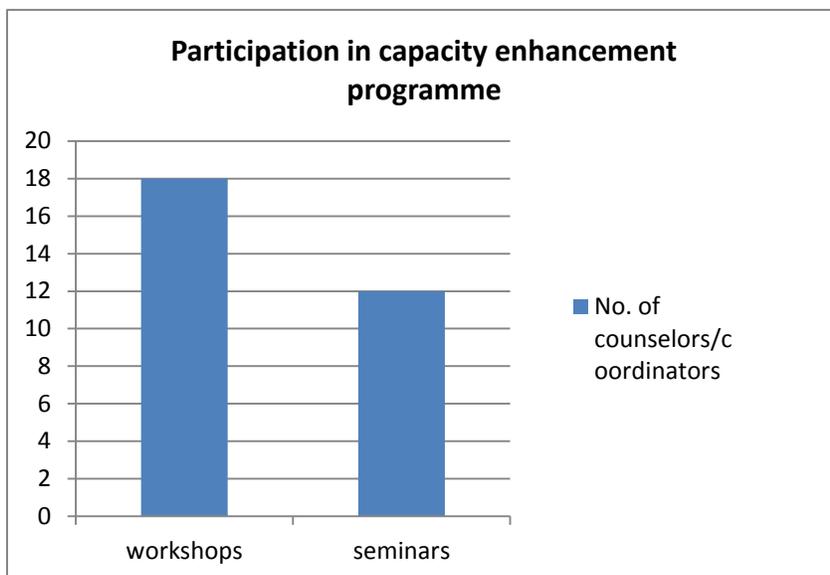
Sixteen, 16 counselors and coordinators responded to the question about their preferred method of assessment. From figure 44, it is evident that a majority of them stressed the effectiveness of written exams as a method of assessment. It examines whether a child can write and develops competition within them.

In addition to this, four respondents prefer CCE or oral method of assessment.

### 9.6 Findings about Personal and social skills development

The respondents' personal and social skills development has been measured on the basis of their participation in capacity enhancement programme and their ability of being a reflective practitioner. To have an understanding about their ability of being a reflective practitioner, their research acumen, analytical skills and ability to think critically was observed. Data was gathered about the number of research conducted by them, challenges of implementing the programme and their feedback on learners and the programme itself.

#### Observations on participation in capacity enhancement programme



**Figure 45: Participation in capacity enhancement programme**

To observe the respondents' participation in capacity enhancement programme, data was gathered about the number of workshops and seminars they had joined. From the graph, it is evident that the majority of respondents have participated in workshops. Twelve have participated in seminars. Almost all of them have participated in capacity development programme, most found them useful but some felt otherwise.

As one said, “I have attended a number of seminars, workshops. I have learnt a lot of new things from them and I share my learnings in class. But the suggestions that come up during the discussions are rarely implemented. This might be due to lack of financial support or motivation in part of learners.”

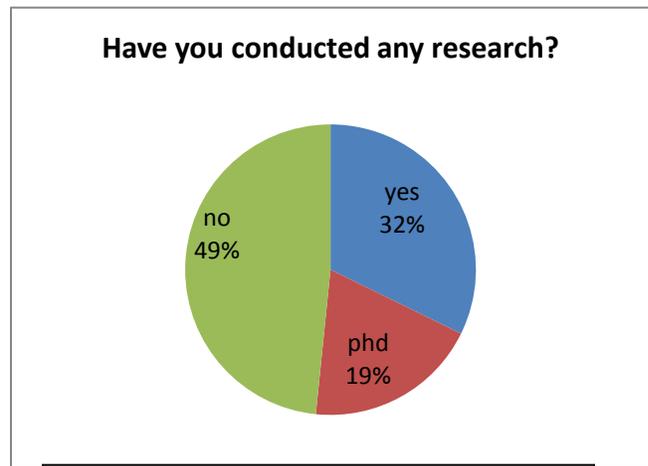
One of the respondent puts the onus of learning from the capacity enhancement programme on the participants. He said, “The effectiveness of participating in a seminar depends on how much one can work upon the findings of one’s study and use the feedback to take it forward.”

**Observations on being a reflective practitioner**

As mentioned earlier, to measure the ability of being a reflective practitioner, the respondents’ research acumen was observed. Their feedback on the challenges of implementing the programme, on learners and the programme itself was examined.

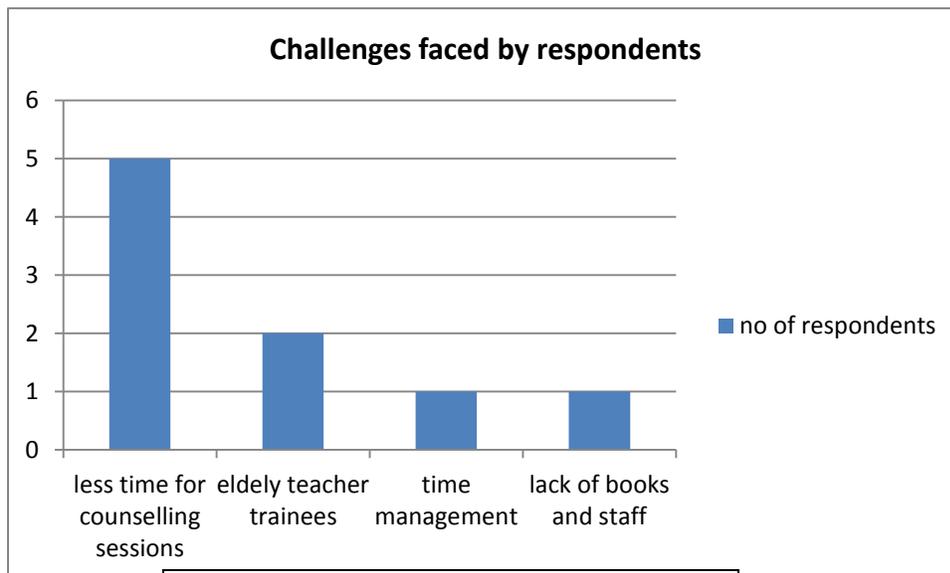
**(i) Observations on research acumen**

To measure the respondents’ research acumen, it was examined if they have conducted any form of research. From the figure 46, it is evident that almost half of counselors and coordinators haven’t conducted any form of research while the other half has. 32% of them have conducted research. Seven are currently pursuing PhDs and three are doing either action research with BRCC or conducting it independently. 19% of them have completed their PhDs. This reflects the counselors’ and coordinators’ interest in conducting research.



**Figure 46: Respondent’s Research acumen**

**(ii) Observations on challenges faced by respondents**



**Figure 47: Challenges faced by respondents**

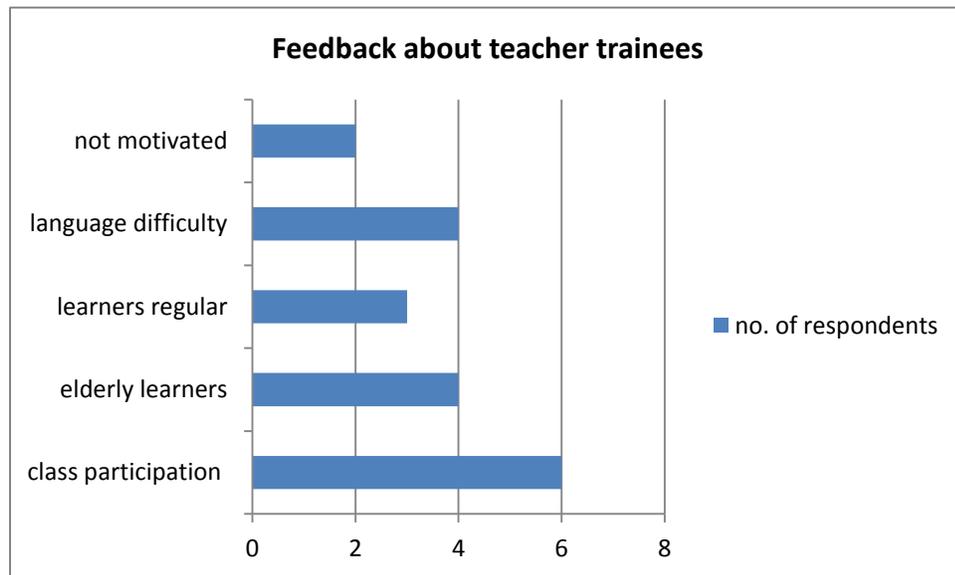
The question about the kind of challenges they have to deal with was answered by only 8 respondents. 5 of them mentioned that the amount of time allotted to deal with each topic during the counseling session isn’t enough. As one respondent

lamented, “There are only 8 classes per course, how is it possible to finish the entire course in 8 classes? I require atleast 20 classes to finish my course but there is not enough time for this.” Two respondents said that it is difficult to work with elderly teacher trainees as they are not responsive like the younger ones and need to be constantly motivated. A counselor mentioned the problem of lack of books and staff. Another coordinator considers time management to be a huge challenge as both teacher trainees and counselors come from far flung areas. The teacher trainees need to be motivated to reach the study centre on time.

**(iii) Feedback about teacher trainees**

Nineteen, 19, counselors and coordinators gave feedback about the teacher trainees. Six respondents gave feedback on **class participation** of teacher trainees, four of them mentioned that the teacher trainees do not actively participate in discussions. Infact one mentioned that, “it’s the same three students who keep asking questions.” But at the same time, two respondents shared that the teacher trainees participate actively.

Four respondents said that it is difficult to work with the elderly teacher trainees. As one respondent said, “A student who is 18-19 has the capacity of picking up new concepts readily rather than a 50-60 year old. Some of them don’t recognize words, have difficulty in reading. They do not read; nor have the patience or the ability to read.” Three counselors shared that the teacher trainees are regular but they



**Figure 48: Feedback about teacher trainees**

do not get enough time to go through the material as they have to be in school during the weekdays.

Four respondents mentioned that the teacher trainees face difficulty in grasping the SLM’s language. “Most learners are from assamese medium background, they have difficulty in

grasping English words. They

speak a particular dialect of assamese not the standard assamese. So it is difficult for them to understand the language of SLM- an interpreter is required to simplify the language.” Two respondents believe that the learners are not motivated. One shared, “I try to motivate them but I don’t think they feel that they will learn something from this course or implement their learning. They see it as a qualification not as learning.”

**(iv) Feedback about the programme**

Nine counselors and coordinators gave feedback about the programme. Their feedback is mentioned below:

- *The main reason of children's low learning outcome is, that, teachers are unable to teach to build understanding. This training will rectify this; it will give theoretical understanding on emotional maturity of children, their IQ, and means to tap their creative talent.*
- *There is a need to organize an orientation workshop with the faculty and SLM writers, to gain clarity about the course.*
- *This training reforms the teacher trainees. There is a lot of difference between a trained teacher and an untrained one.*
- *The B Ed course is for graduates, it is of high standard. This course is of low standard. It teaches about lesson plans, micro teaching, etc.*
- *The pattern of workshops has changed. Last year, five days were taken up by yoga. Those classes could have been utilized to explain essential concepts related to the courses on theory. The learners could have had a better understanding of theories, had more time been devoted to them.*
- *It is unfair to impose this course on teachers who are at the end of their teaching career; most of them are around 50 years old. They face difficulty in the course.*
- *It is not comparable to a B Ed course; the D El Ed course gives a brief overview of the main concepts related to education. I feel a regular 2 year B Ed course would have been better for the teachers.*
- *There is a huge difference between what was in the syllabus 20 years ago and what is there now. I feel that, we, the middlemen, should have workshops to gain clarity on it.*
- *The government has spent a lot of money on training teachers; we have also spent our time, energy and effort on this. But is there any mechanism by which the government can gauge the practical implication of the course? Has the government made any provisions to evaluate whether the D El Ed trainees who have graduated in the first batch of the programme implemented their learning in classroom? For this the government should appoint people who can check schools where D El Ed trainees are working to observe whether they are implementing their learnings from the course, only then its practical evaluation will be done.*
- *The trainees feel that, had the course been transacted on a face to face mode, rather, than a distance mode, they would have benefitted more. They face problem, as they have to work in school and then come for classes on Sundays. Though the teacher trainees have holiday on Saturday, they have to go to school due to lack of manpower.*

## 10. CONCLUSION

This study has been conducted over a period of a year from December 2016 to February 2018 - it took two months to create the tools, a month to pilot it and 6 months on the field to gather data from 10 study centres across Assam. As mentioned earlier, the D El Ed programme was initiated in 2012 but neither its instructional component nor its impact had been studied. Due to its massive reach, it had to be evaluated in such a manner that the major divisions of the state are covered and the stakeholders involved in its implementation as well as its recipients are adequately represented. Hence, the study collected data not only on the instructional component including self-learning materials, practicums and counseling session, teacher trainees, counselors and coordinators but also on the study centres. As it is not possible to discuss indepth the details of the findings due to the huge amount of data gathered, an attempt has been made to present the key learnings by answering the question, “What have we learnt from the evaluation of the D El Ed programme?”

### 10.1 Summary of Key learning

#### 10.1.1. Learning about instructional component:

The study was designed in such a manner that data was collected on three segments of the instructional component: the self-learning materials, practicum and counseling sessions from different stakeholders. Some key learning about the instructional component has been summarized below:

##### **(iv) Self Learning material:**

- 58% of teacher trainees have found the SLM useful. Out of them 12% gave positive feedback while 20% gave negative feedback about the SLM’s content and language.
- 48% of Counselors and Coordinators gave positive feedback about the SLM while 64.5%of counselors and coordinators gave negative feedback.

##### **(v) Practicum:**

- 95.5% of teacher trainees have conducted practicum, 78% among them found it useful. Also, 85% of teacher trainees have maintained workbooks and 41% gave positive feedback about it.

##### **(vi) Counseling sessions:**

- From the classroom observations, it has been gleaned that the counselors and coordinators possess fairly good communication skills but their content knowledge is below average. They possess average skills of facilitation and classroom management.
- Among the 10 sample study centres, only one provides teacher trainees with access to computers and library.

### **8.1.2 Learning about teacher trainees:**

- Around 50% of the teacher trainees possess knowledge about perspectives on education
- Around 50 % of them possess content and pedagogical knowledge specifically about language and EVS. But only 15% of teacher trainees have pedagogical knowledge about maths.
- They possess good skills of classroom management but average time management skills. More than half of them use TLMs almost every day and visit community frequently.
- In terms of having an understanding about assessment, only half of them have an understanding about CCE and their awareness of different techniques of assessment is below average
- For their personal and social skills development, 95% have attended some form of professional development programme. 50% have an understanding of research and they are highly reflective about their teaching practice.

### **8.1.3 Learning about counselors and coordinators**

- All the coordinators have provided guidance to teacher trainees in the practicum component and maintenance of workbook.
- Out of 12 sample coordinators, 7 of them take counseling sessions.
- Less than half of the counselors and coordinators have responded to the questions on perspective of education.
- Around 90% counselors are familiar with the content of the SLM. 70% either go through the SLMs or reference material before conducting a counseling session. For more than half of them lecture is the preferred method of transacting content.
- In terms of skills, 54% of counselors and coordinators are aware of different techniques of classroom management. But only 9% have prepared TLM with teacher trainees
- As for their understanding about assessment, 70% responded to the question on understanding of CCE. A little more than half mentioned written and oral methods to be the most effective forms of assessment.
- All except one has participated in some form of capacity enhancement programme. Half of them have conducted some form of research.
- 19 counselors and coordinators gave feedback about the teacher trainees mentioned on page 56.
- 9 counselors and coordinators gave feedback about the programme mentioned on page 57.

## **10.2 Implications of the study:**

This study has clear implications for policy makers, curriculum designers, teacher educators and teachers.

**(i)Teacher Education:** The findings suggest that the programme has been able to affect around half of teacher trainees' perspectives on education, their knowledge about content and pedagogy and methods of assessment. But the teacher trainees' pedagogy knowledge of maths is abysmally low. This clearly implies that half of the teacher trainees' perspectives on education, knowledge about content, pedagogy and methods on assessment need to be examined and worked upon.

The Diploma in Elementary Education programme follows a cascade method of implementation, with the counselors and coordinators implementing the programme through counseling sessions. Hence the performance of teacher trainees on indicators of perspective on education, content and pedagogy is determined by the counselors' thoughts on the same. From the findings of this study, it is evident that a little more than half of the counselors and coordinators have responded to questions on perspectives on education and are aware of different pedagogy or different forms of assessment. This clearly implies that the counselors themselves require capacity enhancement workshops on the same

**(ii)Curriculum:** The findings of the study has far reaching implications on the curriculum of the D El. Ed. Programme including the Self learning material, the practicum component and take home assignment. Only 54% of teacher trainees have found the SLM useful. From the SLM review, it is visible that the content could include some updated information. This implies that the SLM needs to be revamped in such a manner that it enables the reader to read, reflect or analyze.

**(iii)Pedagogy and Assessment:** This study gives a broad idea about the kind of pedagogy used by the counselors; they prefer to give lectures from the SLM. As the teacher trainees do not get an opportunity to practically go through a joyful learning experience, it becomes difficult for them to understand its meaning or practice it. Teachers need to be exposed to different methods of teaching from observation, experimentation, experiential, to learning by doing so that they can use it in their classrooms.

From the study it is evident that the teacher trainees use only written and oral methods of assessment, the counselors do not have a clear idea of CCE, hence they have not been able to successfully implement it. The teacher trainees need to be exposed to different methods of assessment.

**(iv)Policy making:** The study points towards the urgent need of formulating coherent policies at the state and national level on teacher education. Though the states have been directed by the RTE Act to provide for Teacher professional development programme of appointed teachers, the inadequate number of institutes offering teacher training courses have led to implementation of this course through distance mode. The findings clearly indicates the need of carefully planned and executed teacher professional development programs.

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## Annexure 1

Table representing sample

Division	No. of Enrolled Teacher Trainees of 2015 Batch	Sample Drawn	No. of Centres	No of centres from which sample will be drawn	Sample Study Centre
Eastern Assam (Tinsukia, Dibrugarh, Dhemaji, Lakhimpur, Jorhat, Golaghat) 7 districts	A(188+208+350+0+140+130+488)=1504	A/13233*264= 30	M(3+5+3+0+2+3+6)=22	M/100*10=2 (2.2)	Jorhat Normal School Pithubar College
Western Assam (Dhubri, Goalpara, Barpeta, Nalbari, Kokrajhar, Bongaigaon, Baksa, Chirang, Udalguri) 9 D	B(1279+504+1059+457+632+552+388+369+199)=5439	B/13233*264=108.5	N(7+4+7+4+4+3+2+2+1)=34	N/100*10=3 (3.4)	B N College, DhubriFakiragram college Goreswar College
Central Assam (Sonitpur, Darrang, Nagaon, Kamrup, Marigaon) 6 D	C(495+987+1178+709+296+289)=3954	C/13233*264= 79(78.8)	R(3+5+8+5+3+3)=27	R/100*10=3 (2.7)	Nowgaon College of education Morigaon DIET Rangia Teacher Training Centre
Hill Districts+ Barak Valley (KarbiAnglong,DimaHasao, West KarbiAnglong+Cachar, Hailakandi, Karimganj)6	D(292+83+926+280+755)=2336	D/13233*264=47 (46.6)	S(2+1+5+3+6)=17	S/100*10=2 (1.7)	Diphu Commerce College Cachar College
<b>Total</b>	<b>13233</b>	<b>264</b>	<b>100</b>	<b>10</b>	

**Annexure 2**

**Observational Checklist**

1. Name of study centre:
2. No. of TT present:
3. No. of TT enrolled from batch of 2015:
4. Classroom Observation Period:
5. Was the counsellor present?  
 Yes  No
6. Name of the topic being discussed:
7. How were the learners seated?  
 In groups  In rows  
 Any other
8. Creating an enabling environment by the counsellor:  
 Arrange physical space to promote learning( arranges display, blackboard, TLM)  
 Makes effort to include all students in activities and discussions  
 Strives to maintain a stress-free environment
9. What kind of pedagogy was used to deal with the topic?  
 Lecture  Demonstration  Discussion  
 Debate  Peer-learning  Role Play  
 Group activity  Any other:
10. What resources were used by the counselor?  
 Charts  Newspapers / magazines  Audio  
 Live specimens  Reference books  Computers  
 Any other:
11. Facilitation skills of counsellor:

- Begins lesson with an introduction
- Addresses all learners
- Poses challenging questions to learners
- Provides opportunities for learners to question
- Seeks ideas from learners
- Accepts suggestions from learners
- Maintains eye contact with learners
- clarity in speech

12. Content knowledge of counsellor:

- Sequences content
- Explains concept with its application in real life and links it with other disciplines
- Links it with previous knowledge of learners
- Refers to books and resources beyond text-book
- Text-book driven transaction of content and doesn't provide any additional information

13. Communicating with learners:

- Writes in reader friendly styles
- Use learner's primary medium of instruction for teaching in class
- Use appropriate verbal and non-verbal skills to communicate with learners
- Demonstrates intimidating or threatening non-verbal cues
- Gives incomplete and unclear instructions for tasks or activities

14. What kind of questions was asked by learners?  Clarificatory  Probing

15. Were the questions responded to?  Y  N

16. Did the learners discuss freely in the class?  Y  N

17. Was there a library in the study centre?  Y  N

18. How many titles are present in the Library?

19. Were there computers?  Y  N

20. How many?  Were they at the disposal of the teacher learners?  Y

### Annexure 3

### Questionnaire for Teacher Trainees

**Date:**

Name (Optional):

Age:  20-30yrs       30-40yrs       40-50yrs       Above 50

Sex :  Male     Female                      Language(mother tongue):

Educational Qualification:  HSLC       Graduate       Post Graduate

Additional Qualification:  B Ed.     M Ed.  BTC

Teaching experience (in yrs):  1-5     6-10     11-15     16-20     21-25     25+

1. The meaning of child development is:

- a) Successive series of changes
- b) Successive series of changes resulting from motivation
- c) Successive series of changes resulting from motivation and experience
- d) Successive series of changes resulting from maturity and experience

2. Which of following statement is NOT true in context of action research?

- a) It is carried out by professionals
- b) It is carried out to find a solution to a specific problem
- c) It involves data collection to enable decision-making at a higher level
- d) It attempts to find solutions of day-to-day problems at local level

3. The meaning of inclusive education is:

- a) To teach all students without any discrimination in schools
- b) Method of teaching by which all students can learn
- c) Admission of a child without any screening test
- d) Education of special needs children in special schools

4. Which of the following represent the correct order of curriculum development?

- a) Aim → Teaching Methods → Testing → Feedback
- b) Aim → Testing → Teaching Methods → Feedback
- c) Feedback → Aim → Teaching Methods → Testing
- d) Testing → Aim → Teaching Methods → Feedback

5. What is the primary objective of teaching EVS as a subject?

- a) To provide additional learning opportunities
- b) To train children to locate and comprehend relationships between the natural, social & cultural environment
- c) To inculcate skills of observation, interpretation & analysis of physical environment within children
- d) To build an understanding of the importance of environment protection

6. Sarla is a primary school teacher. She teaches important topics of environmental studies (EVS) subject to students using poem recitation. The reason for this is:

- a) To develop students' interest in literature
- b) To make learning of the subject enjoyable
- c) To explain the subject contents in detail
- d) To improve students' learning of basic concepts of EVS

7. In your class a child is shy and often faces problem while speaking English in class. The best way to overcome this problem is to:

- a) Make child read aloud in class
- b) Organising games and activities in class which require verbal interaction
- c) Conducting special speech therapy
- d) Give English-speaking home

8. Which of following behaviour indicates emotional disturbance:-

- i. Delinquency
  - ii. Bullying
  - iii. Truancy
  - iv. Autism
- a) Only(i)
  - b) Both (i) and (ii)
  - c) (i), (ii) and (iii)
  - d) Only (iv)

9. While developing the curriculum, which of the following should be taken into consideration?

- a) Development of physical abilities of child
- b) Medium of instruction shall be in the official language of the state
- c) Conformity to local social and religious values
- d) All of the above

10. Right to Education Act 2009 makes it mandatory for every school to admit at least 24 per cent students from the economically weaker sections and disadvantaged groups, at which of the following levels?

- a) Standard 1
- b) Standard 1 or pre-school
- c) Have to maintain for classes throughout the school
- d) For all new admissions in the school for all the classes

11. According to you, which method is most effective for classroom management?

- (i) Give instructions and set norms for classroom discipline
  - (ii) Involve children in deciding classroom norms and encourage reflection on their behavior
  - (iii) Scold and humiliate children to maintain discipline in class
  - (iv) Hit children if they do not listen to the teacher
- a) Only(i)
  - b) Only (ii)
  - c) Both (i)and (iii)
  - d) Both (i) and (iv)

12. Priya has a week to finish the syllabus on number system. To have most effective result, which of the following strategy should she apply?

- a) Group smart children with mediocre ones so that they can help each other to understand concepts
- b) Teach the concepts once on the blackboard and give the rest as homework
- c) Divide the class into two groups of smart and mediocre children, let the smart ones work on their own and help the mediocre one in their work
- d) Finish as much as of the syllabus as possible within the week and leave the rest

13. Satish and Ravi has solved  $2x+4=8$  in two different method. Which method is correct according to you?

a) Satish's method	<b>Satish</b>	<b>Ravi</b>
b) Ravi's method	$2x+4=8$	$2x+4=8$
c) Both method	$2x+4-4=8-4$	$2x=8-4$
d) Both methods are incorrect	$2x+0=4$	$2x=4$
	$2x/2=4/2=2$	$x=4/2=2$

14. CCE advocates for

- a) Continuously and comprehensively holding examination to assess students
- b) Using multiple assessment tools inbuilt in classroom pedagogy to assess individual students' learning outcomes
- c) Making students prepare projects and assignments in addition to appearing in examinations to assess the students' learning outcomes in scholastic and co-scholastic areas.
- d) Holding compulsory examination

15. What is the nature of your interaction with the community?

- a) Interacts with the community members during the meetings with SMC
- b) Visit community once in a month
- c) Interact with community regularly to discuss school related problems
- d) Find the SMC meetings meaningless hence no interaction with community

16. How often do you use the pedagogical processes mentioned in the SLM?

- a) Once a month
- b) Once week
- c) Every day
- d) Never

17. What are the skills that a child who can read will possess?

18. What do you do when a child does not understand a concept?

19. a) Have you conducted practicums and maintained workbook?  Y  N

b) Have you written report on the practicums?  Y  N

c) Did you find them useful? Give reasons for your answer.

20. Have you undertaken any research while in service? If yes, please mention the topic.

21. Have you noticed any changes in your teaching practice on the following areas after taking this course?

No	Areas	Yes	No
1	Use of Black Board		
2	Grouping children		
3	Questioning learners		
4	Developing competencies in children		
5	Teaching multi-grade		
6	Activity Based Learning		
7	Different assessment / evaluation techniques		
8	Creating resources from locally available material		
9	Co-curricular activities		
10	Teaching with multi-media		
11	Working with community		

22. While teaching a topic, do you use any TLM other than text-book? If yes, please mention it.

23. How many workshops, seminars or conferences have you attended? Do you find them useful?

24. What methods of assessment do you use in your class?

25. Please provide feedback to improve the SLMs.

## **Annexure 4**

### **Krishna Kanta Handique State Open University**

#### **Interview schedule for Course Coordinators**

NOTE 1: The interview will take an hour to complete. The responses are to be recorded or detailed notes are to be taken.

NOTE 2: These questions are to be treated as suggestive and can be altered according to the need.

#### **PART I**

Background Information:

- Name(Optional):
- Age:
- Sex
- Educational Qualification:
- Language(mother tongue):
- Teaching experience (in years):

#### **PART II**

##### **Role Effectiveness**

1. What criteria do you keep in mind while choosing the counsellors?
2. What kind of guidance do you provide to the TTs in their practicum component: in maintenance of workbooks?
3. What kind of guidance do you provide to the TTs in their practicum components of work & education and school & health?
4. i) Do you take counselling sessions? If yes, on which topic and how often.  
ii) What kind of preparation do you undertake before counselling sessions?

##### **Content and Pedagogy Knowledge**

5. How would you grade your familiarity with SLM?
6. Do you do any prior preparation before conducting the sessions?
7. Is there any difference between regular classes and counselling session? If yes, please elaborate
8. What kind of pedagogy do you use to teach?

##### **Perspectives on education**

9. The D. El Ed curriculum talks about learning from different perspectives from the behaviorist to the constructivist. According to you which method is effective?
10. RTE entails reservation of 24% seat in private schools for marginalized section of society, leading children to mixing up children from different socio-background. Your views on it.

11. Can you think of any educational thinkers or philosophers who have influenced your practice as a teacher?
12. In your opinion what are the aims of education?

### **Skills**

13. How do you create an environment to facilitate learning?
14. The D El Ed curriculum talks about creation of TLMs to transact lessons. How important do you think are TLMs to encourage learning? Have you created any TLMs with the student learners?
15. How often do you teach in school?

### **Assessment**

16. What do you think about CCE as a form of assessment?
17. What methods of assessment are most effective?

### **Personal and social skill development**

18. How many training of trainer's workshops, seminars or conferences have you attended? Do you find them useful?
19. Have you attended any workshop prior to taking the counselling sessions about content or perspectives of education included in the SLM
20. Have you undertaken any research on any subject?
21. What challenges do you face while coordinating the programme.

### **Feedback about SLM**

22. How would you rate the SLM? What improvement would you suggest in the SLM?

## **Annexure 5**

### **Krishna Kanta Handique State Open University**

#### **Interview schedule for Counsellors**

NOTE 1: The interview will take an hour to complete. The responses are to be recorded or detailed notes are to be taken.

NOTE 2: These questions are to be treated as suggestive and can be altered according to the need.

#### **PART I**

##### **1. Background Information**

- Name:
- No. of years of teaching
- No. of years counselling in the study centre
- Academic qualification:
- Professional training
- During your course were you by taught any specific methods of teaching?

#### **PART II**

##### **Content and Pedagogy**

1. How would you grade your familiarity with the SLM.
2. Do you do any prior preparation before conducting the sessions?
3. Is there any difference between regular classes and counselling session? If yes, please elaborate.
4. What kind of pedagogy do you use to teach?

##### **Perspectives on education**

5. The D. El Ed curriculum talks about learning from different perspectives from the behaviorist to the constructivist. According to you which method is effective?
6. State your views on RTE especially on the reservation of 24% seat in private schools for marginalized section of society.
7. Can you think of any educational thinkers or philosophers who have influenced your practice as a teacher?
8. In your opinion what are the aims of education?

**Skills**

9. What kind of environment facilitates learning?
10. The D E I Ed curriculum talks about creation of TLMs to transact lessons. How important do you think are TLMs to encourage learning? Have you created any TLMs with the student learners.
11. How often do you teach in school?

**Assessment**

12. What do you think about CCE as a form of assessment?
13. What are the most effective methods of assessment?

**Personal and social skill development**

14. How many training of trainer's workshops, seminars or conferences have you attended? Do you find them useful?
15. Have you attended any workshop prior to taking the counselling sessions about the Content or perspectives of education included in the SLM?
16. Have you undertaken any research on any subject? If yes, what kind of research

**Feedback about SLM**

17. How would you rate the SLM? What improvement would you suggest in the SLM?

**Feedback about teacher trainees**

18. Are the trainees regular and receptive? Do they raise questions? What kind of questions?
19. What challenges do you face during the counselling sessions?