

Evaluation of In-service Training Programmes of NCERT

A Report



National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi-110016

March, 2016



COMMITTEE

Prof. Saroj Yadav, Dean (Academic) *Chairperson*

Prof. M. A. Khader (Retd.) *Member*

Prof. A. K. Srivastava, Head, DER *Member*

Prof. Ranjana Arora, Head, RMSA *Member*

Prof. B. P. Bhardwaj, Head, DTE *Member*

Prof. Amarendra Behera, Head, ICT, CIET *Member*

Prof. M. Siraj Anwar, Head, PMD *Convenor*

Prof. Santosh Panda, *Chairperson*, NCTE (Special Invitee)

ACKNOWLEDGEMENTS

Since its inception, the National Council of Educational Research and Training (NCERT) has been contributing in pre-service and in-service education of teachers and time to time evaluation of these programmes is done to relook into these programmes with new perspectives for bringing further improvement.

I would like to express my sincere gratitude to Prof. H.K. Senapathy, Director, NCERT for constituting this committee on 'Evaluation of In-service Teacher Training Programmes' conducted by the NCERT' and also providing his support and encouragement in the completion of this task.

I also express my thanks to Prof. B. K. Tripathi, Joint Director, NCERT and Mrs. Sudeshna Sen, Secretary, NCERT for their support & guidance.

My sincere thanks to Joint Director, CIET, Principals of all the RIEs and Heads of NIE departments/divisions/cells, and other faculty members for providing data on in-service teacher training programmes conducted in last three years in the department/constituent units.

I take this opportunity to thank my committee members Prof. M.A. Khader, Prof. A.K. Srivastava, Prof. M. Siraj Anwar, Prof. B.P. Bhardwaj, Prof. Amarendra Behera and Prof. Ranjana Arora for their contribution in completing this research work. I also express my sincere thanks to Prof. Santosh Panda for his guidance. I also acknowledge the support of Dr. Ashitha, Dr. K.Vijayan, Dr.J. Patidar and Dr. Subhash for their timely help in analysing data collected for the study.

Thanks are due to my PA Mrs. Rani Sharma, JPF Ms. Manju Stephen and Mr. Shamim Javed for facilitating work related to presentation of data and compilation of report.

Prof. Saroj Yadav
Chairperson

CONTENTS

Committee Member	iii
Acknowledgement	v
Executive Summary	vi
Chapter 1 Introduction	1
Chapter 2 In-service Training Programmes – A View	5
Chapter 3 Planning of In-service Training Programmes	15
Chapter 4 Execution of In-service Training Programmes	25
Chapter 5 Evaluation of In-service Training Programmes	36
Chapter 6 Finding of the Study	41
Chapter 7 Suggestions and Recommendations	47
Annexure-I	57
Annexure-II	58
2. Performa A & Performa B	59

EXECUTIVE SUMMARY

With a view to review and strengthen NCERT's in-service training programmes, a Committee has been constituted (see Annexure I). The following are the objectives of this Committee.

OBJECTIVES

- To evaluate the in-service training programmes conducted by NCERT.
- To provide recommendations for organizing quality training programmes in future.

TOOLS USED

Tools consisting of Format A and Format B was used for collecting information about various in-service training programmes. Format A included details of training programme in terms of year wise number of programmes, areas covered, target groups, participants invited and attended, duration and venue.

Format B was related to programme wise detailed information about rationale, planning, execution, evaluation, follow-up and issues and challenges faced while conducting the programme. (see Annexure II)

PARTICIPATION

As per the mandate, in-service training programmes organized by all the eight constituents unit of NCERT conducted during the last three years (2012-15) are evaluated. A total 238 in-service training programmes for various stakeholders conducted in last 3 three years (2012-15) by different constituent units of NCERT were evaluated except PSSCIVE.

PROCESS ADOPTED

The Committee met to finalize the strategy for conducting this evaluation study. The design was discussed and finalized. A draft tool was prepared and shared with all the members of the Committee. The finalized tool was sent to all the Departments of NIE, RIEs, CIET and PSSCIVE along with guidelines. Information was also given to all the Heads of the Department through email and phone about the evaluation of in-service training programmes. All the

Heads of the Departments and Principals of RIEs, and Joint Director of CIET and PSSCIVE were requested to send the information related to various in-service training programmes conducted during 2012-2015 in the tools provided to them.

The detailed information from various units of NCERT was studied and master charts related to different dimensions of evaluation of in-service training programmes were prepared. Based on the implementation provided by all the constituent units of NCERT master charts analysis was done by the Committee members.

Major Recommendations :

- Analysis of the suggestions received from Constituent units of NCERT about conducting the in-service training programmes has led to the following major recommendations for future in-service teacher training programmes:
- Comprehensive guidelines for the conduct of In-service Teacher Professional Development Programmes focusing on the components such as Interdisciplinary approaches, Specialisation, Planning aspects, Modalities of conducting sessions(including ICT).
- The NCERT needs to bring a paradigm shift in conducting its in-service training programmes from one-shot training to continuous professional development of the teachers and teacher educators. For this adequate training materials ,infrastructure needs to be ensured at all its constituent units.
- Need assessment tools for in-service teacher professional development across the subject areas need to be developed and finalized after piloting by the NCERT for sharing it with the States/UTs.
- Professionalism urges that there is an emerging need for integration of research, development and training in the same programme. For instance, a study on classroom process or teacher professionalism will give ideas of training leading to development of materials followed by training. In the same programme we may witness all the three. The emblem of NCERT presents the intertwined image of three swans Where one represents research, the other development and the third training. In fact, the emblem symbolises the integrated vision of our founders.

- Specialised In-service Teacher Professional Development courses i.e. curriculum development, inclusive education, ICT enabled education, adolescence education, guidance and counselling , science education , mathematics education, assessment, etc need to be designed and offered as per the needs of the States/UTs.
- List/briefs of training material available in NCERT, Feedback , Follow-up, Identification of expertise as Resource Persons, Practical sessions/hands-on experience, etc., need to be brought out by the NCERT.
- On-line In-service Teacher Professional Development (ITPD) Management Information System need to be implemented by the NCERT with adequate networking with the States. This will help in adequate follow-up of the impact of these programmes.
- While annual planning of the NCERT programmes, annual training calendars need to be developed by the respective Institute/ Department/Division/Cell and consolidated during the Programme Advisory Committee, which must be placed on the NCERT website and communicated to all the constituent units as well as to the States
- Development of any training material must involve all the constituent units to avoid duplicity in the similar kinds of material. Further, material developed by any constituent units must be shared with all other units for feedback and dissemination.
- For maintaining quality in the programmes conducted by the States where NCERT's RPs support is sought by the States/UTs, a brief guidelines for the States/UTs for conducting these programmes focusing on the need based material, modalities of transaction, feedback, assessment, etc., need to be developed and shared with States/UTs.
- TA/DA norms of training programmes need to be separately revised taking in view the geographical conditions in different States/UTs.
- Adequate administrative and accounts support staffs for managing the training programmes (correspondences/finance) need to be in place for smooth organization the in-service training programmes.
- While inviting/involving the faculty of NCERT from other constituent units of NCERT, their consent must be obtained at the time of planning of programme.

- The Heads of different constituent units should allow their faculty to involve in the programmes of other Institute/Department/Division/Cell, in case their names were included in the programmes at the time of planning.
- Resource Persons for training programmes need to be selected based on their expertise in the specific area and also their experiences. Rather than inviting a large number of external experts, more involvement of faculty members from across the NCERT constituent units as resource persons need to be ensured. Ratio of internal/external resource persons need to be maintained.
- In view of reducing the effect of cascade mode of in-service teacher training for improving the quality and impact of these trainings at the grass root level, planning need to be done to cover entire population of teachers and teacher educators belonging to varied subject area for training in phase-wise manner.

_____ * * * _____

CHAPTER ONE

Introduction of In-service Training Programmes

Introduction

NCERT is an apex organization in school education. It has eight constituent units consisting of NIE, CIET, PSSCIVE at Bhopal and five RIEs located at Ajmer, Bhopal, Bhubaneshwar, Mysore and Umiam and PSSCIVE at Bhopal. All the units are constantly engaged in improving the quality of education through various programmes and activities. The major objectives of NCERT and its constituents are to:

- Undertake, promote and coordinate research in areas related to school education; prepare and publish model textbooks, supplementary material, newsletters, journals and develop educational kits, multimedia digital materials, etc.
- Organise pre-service and in-service training of teachers;
- Develop and disseminate innovative educational techniques and practices;
- Collaborate and network with state educational departments, universities, NGOs and other educational institutions;
- Act as a clearing house for ideas and information in matters related to school education; and
- Act as a nodal agency for achieving the goals of Universalisation of Elementary Education.

For achieving above objectives, NCERT conducts a number of programmes and activities. One of the important thrust of NCERT is to organize quality in-service training programmes to enhance the institutional capacity of teachers and teacher educators at all levels of school education in the country. The National Curriculum Framework, 2005 also recognised the need of the professional preparation of teachers. The Kothari Commission (1964–66) emphasised the need for teacher education to be brought into mainstream academic life. The Education Commission also recommended that in-service education for teachers should be organised to enable every teacher to receive two or three months of in-service education once in five years and should be based on research inputs. The training institutions should work on a

12 month basis and organise programmes like refresher courses, seminars, workshops and summer institutes. The Chattopadhyaya Committee (1983–85) recommended that the length of training for a secondary teacher should be five years following completion of Class 12. The Yashpal Committee Report (1993), *Learning without Burden*, stated that, “The emphasis in these programmes should be on enabling trainees to acquire the ability for self-learning and independent thinking.”

The NCF also elaborated the importance of in-service training programme in the professional growth of teachers and function as an agent for change in school-related practices. The in-service training helps teachers gain confidence by engaging with their practices and reaffirming their experiences. It provides opportunities to engage with other teachers professionally and to update knowledge. Following NPE 1986, efforts have been made to develop institutions like DIETs, IASEs and CTEs for providing in-service education to primary and secondary school teachers; 610 DIETs (Functional 585), 121 CTEs (Functional 120), 39 IASEs (Functional 32), and 30 SCERTs/SIEs have been set up, although many of them have yet to function as resource centres. A major indicator of quality of training is its relevance to teachers’ needs. NCERT and RIE organized number of in-service training programmes for State level Key Resource Persons including teachers. Various studies though on a smaller scale reported impact of in-service training programmes (SCERT AP, 1971 Panch Bhai 1990, Eswaran 2009, Kumar 2011 and Yadav 2012). In spite of the widespread efforts and specific geographical areas which have shown improvements, by and large the in-service inputs have not had any noticeable impact on teacher practice (DESS 2015). The approach adopted has remained lecture based, with little opportunity for trainees to actively participate. Ironically, concepts such as activity-based teaching, classroom management of large classes, multigrade teaching, team teaching, and cooperative and collaborative learning, which require active demonstration, are often taught through lectures.

As stated in the NCF the “in-service education cannot be an event but rather it should be a process, which includes knowledge, development and changes in attitudes, skills, disposition and practice — through interactions both in workshop settings and in the school. In India there are nearly 10 million teachers including teacher-educators. Adopting adhoc and sporadic in-service programmes are not going to help the teaching community to deliver quality education. How to strengthen the in-service teacher training programme with coverage is the need of the hour in the country. NCERT

being a national level organization is responsible for training of strong pool of resource persons who in turn organise training of teachers at various levels without much transaction loss.

The programmes of NCERT/RIEs were reviewed by various committees appointed by Ministry of Education/MHRD such as Nag Choudhury Committee (1968), J. N. Kapur Committee (1974), Review Committee under the chairmanship of Director, NCERT (1976), Review of ASCI, Hyderabad (1978), Review by R. C. Das Committee (1980), Review by P. S. Sabanayagam, Education Secretary (1980), Review by Bose-Kulkarni Committee (1981), Review by Task Force on NCERT (1985), Review by R. C. Das Committee (1987), Abbreviated Review of NCERT by MHRD (1995) and also Review of NCERT's pre-service and In-service training programmes organised at RIEs by R. Govinda Committee (2007).

These Committees had given many recommendations to improve the quality of pre-service and in-service teacher training programmes being conducted at RIEs. On pre-service teacher training front, as per the recommendations of these committees, the programmes were reformulated revising syllabi and training material. However, on in-service training aspect, recommendations of these committees were not adequately discussed and implemented.

In last few years, efforts in the area of in-service teacher training have been intensified under Sarva Shiksha Abhiyan, Right to Education Act, Rashtriya Madhyamik Shiksha Abhiyan, etc., The NCERT has also come out with plenty of training material and different models of in-service training programmes. Further, after eight years of R. Govinda Committee, and in view of initiatives in the field of school and teacher education, it is now the time to reflect on how in-service training programmes are being conducted by various constituents of NCERT to achieve the overall objectives of NCERT and to address the needs of various stakeholders in the contexts of new initiatives. With a view to review and strengthen NCERT's in-service training programmes, a Committee has been constituted (see Annexure I). The following are the objectives of this Committee.

OBJECTIVES

- To evaluate the in-service training programmes conducted by NCERT.
- To provide recommendations for organizing quality training programmes in future.

TOOLS USED

Tools consisting of Format A and Format B was used for collecting information about various in-service training programmes. Format A included details of training programme in terms of year wise number of programmes, areas covered, target groups, participants invited and attended, duration and venue.

Format B was related to programme wise detailed information about rationale, planning, execution, evaluation, follow-up and issues and challenges faced while conducting the programme. (see Annexure II)

PARTICIPATION

As per the mandate, in-service training programmes organized by all the eight constituents unit of NCERT conducted during the last three years (2012-15) are to be evaluated. The Committee received information from all the Departments of NIE, CIET and all the five RIEs. However, no information was received from PSSCIVE. The report therefore does not include in-service training programmes organized by PSSCIVE.

PROCESS ADOPTED

The Committee met to finalize the strategy for conducting this evaluation study. The design was discussed and finalized. A draft tool was prepared and shared with all the members of the Committee. The finalized tool was sent to all the Departments of NIE, RIEs, CIET and PSSCIVE along with guidelines. Information was also given to all the Heads of the Department through email and phone about the evaluation of in-service training programmes. All the Heads of the Departments and Principals of RIEs, and Joint Director of CIET and PSSCIVE were requested to sent the information related to various in-service training programmes conducted during 2012-2015 in the tools provided to them.

The detailed information from various units of NCERT was studied and master charts related to different dimensions of evaluation of in-service training programmes were prepared. Based on the implementation provided by all the constituent units of NCERT master charts analysis was done by the Committee members.

CHAPTER TWO

In-service Training Programmes – A View

This Chapter contains information on diverse aspects, such as themes covered, target groups, number of participants invited and attended, and the duration and venue, about all in-service training programmes conducted by the constituent units of NCERT during 2012-15. It may be mentioned that the analysis is based on the information provided by the constituent units. Further, the information was not provided uniformly by all and some of them did not provide the required data.

2.1 Departments / Constituent Units wise In-service Training Programmes (ISTP)

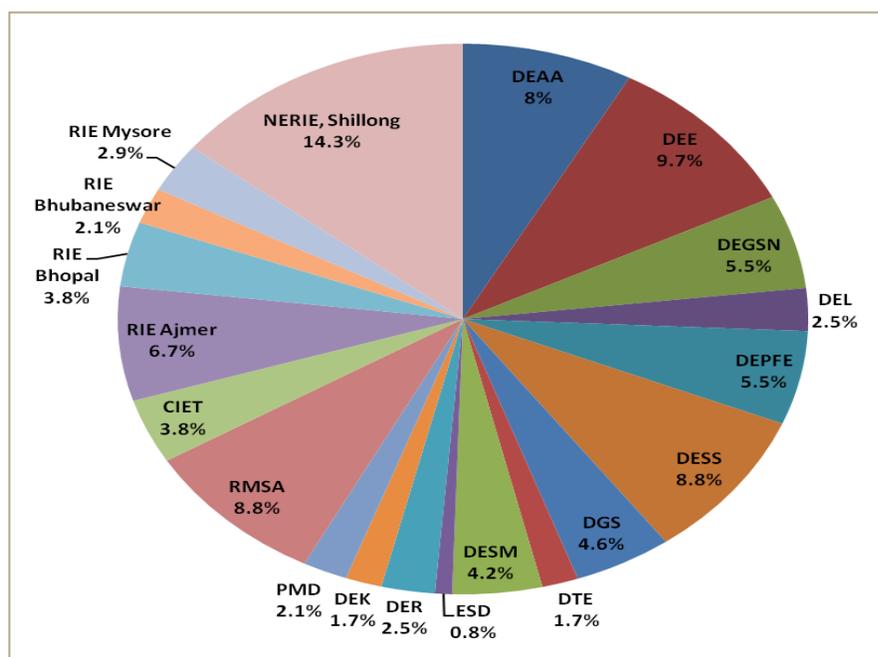
Table 2.1 shows the department wise total 238 in-service training programmes organised by different Departments/Constituent units of NCERT in last three years. It may be mentioned that the information was not received from all the units and was also incomplete in many cases. Further, NERIE organised highest number of training programmes during the last three years, which was followed by DEE, DESS, RMSA Project Cell, DEAA, RIE Ajmer and others. DESS includes programmes organised under National Population Education Project and Adolescence Education Programmes as both the projects are housed in this Department. ESD, DTE and DEK have organised least number of programmes. In case of DEK, it may be because of a very small division having only a single academic faculty.

Table 2.1 : Shows the department wise total number of programmes

No.	Departments/Constituent Units	Total Prog.	%
1	Department of Education in Arts and Aesthetics(DEAA)	19	8.0
2	Department of Elementary Education(DEE)	23	9.7
3	Department of Education of Groups with Special Need(DEGSN)	13	5.5
4	Department of Education in Languages(DEL)	6	2.5
5	Department of Educational Psychological and Foundations in Education (DEPFE)	13	5.5
6	Department of Education in Social Sciences (DESS)	21	8.8

7	Department of Gender Studies(DGS)	11	4.6
8	Department of Teacher Education (DTE)	4	1.7
9	Department of Education in Science and Mathematics (DESM)	10	4.2
10	Educational Survey Division (ESD)	2	0.8
11	Division of Educational Research (DER)	6	2.5
12	Division of Educational Kits(DEK)	4	1.7
13	Planning and Monitoring Division(PMD)	5	2.1
14	Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Project Cell	21	8.8
15	Central Institute of Educational Technology (CIET)	9	3.8
16	Regional Institute of Education(RIE) Ajmer	16	6.7
17	Regional Institute of Education (RIE) Bhopal	9	3.8
18	Regional Institute of Education (RIE) Bhubaneswar	5	2.1
19	Regional Institute of Education (RIE) Mysore	7	2.9
20	North East Regional Institute of Education (NERIE) Shillong	34	14.3
TOTAL		238	

Figure 2.1 : Showing distribution of INTP in percentage Departments/ Constituent Units



2.2 Themes Covered in In-service Training Programmes

Table 2.2 presents the themes covered during the in-service training programmes organised by different constituent units of NCERT. The available data showed that the constituent units of NCERT organised in-service training programmes on various themes relevant to their functioning. Most of the Departments/ Constituent Units organised the programmes related to their respective fields, the focus of DEL is only on Communicative Skills and of DEE was on ECCE and Early Literacy. Maximum themes and Areas were covered by NERIE. Overlapping of areas are also found with RMSA and other Departments/Constituent Units that need attention.

Table 2.2 : Themes Covered during In-Service Training Programmes

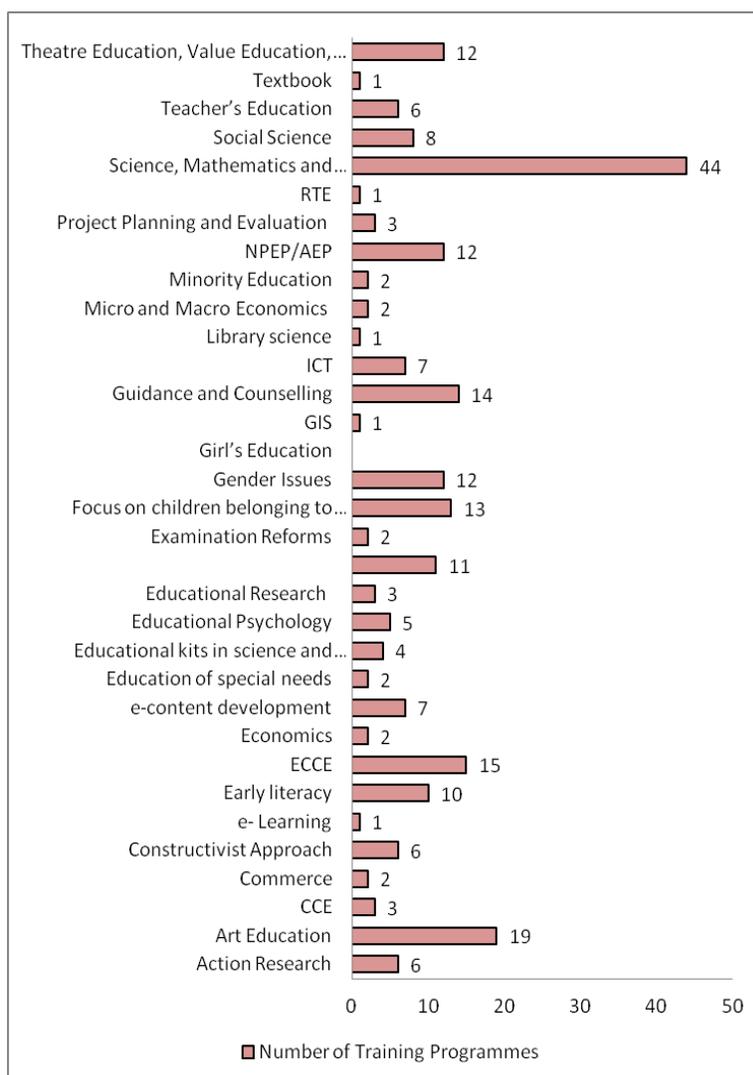
Departments /Constituent Units	Area (s) Covered	Theme wise No. of Training Programme	Total No. of Training Programme
DEAA	• Art Education	3	19
	• Art Integrated Learning	16	
DEE	• ECCE	13	23
	• Early literacy	10	
DEGSN	• Issues related to SC, ST and Minority	13	13
DEL	• Communicative skills	6	6
DEPFE	• Educational Psychology	13	13
	• Guidance and Counselling		
DESS	• Geographical Information System	1	21
	• Economics	1	
	• Commerce	2	
	• Social Science	5	
	• NPEP/AEPStates' Teachers	12	
DGS	• Gender Issues	11	11
	• Girl's Education		
DTE	• Elementary Teacher Education	4	4
DESM	• Teaching of science,	4	10
	Mathematics and	4	
	Environmental education	2	
ESD	• Examination Reforms	2	2
DER	• Action Research	6	6
	• Educational Research		

DEK	<ul style="list-style-type: none"> • Educational kits in science and mathematics 	4	4
PMD	<ul style="list-style-type: none"> • Project Planning and Evaluation • Micro and Macro Economics 	3 2	5
RMSA	<ul style="list-style-type: none"> • Science & Mathematics • Science • Mathematics • Hindi • Science, Mathematics, English 	11 3 3 1 1	21
CIET	<ul style="list-style-type: none"> • ICT 	9	9
RIE Ajmer	<ul style="list-style-type: none"> • Theatre Education, Value Education & Peace Education • Generic & Science subject specific areas • Minority • Skills of language, Teaching of Urdu script • ICT 	6 6 2 1 1	16
RIE Bhopal	<ul style="list-style-type: none"> • Pedagogy of Chemistry, Maths, Commerce, ICT, Peace, emerging concerns, Hindi 	9	9
RIE, Bhubaneswar	<ul style="list-style-type: none"> • CCE, ICT, Education of special needs 	5	5
RIE Mysore	<ul style="list-style-type: none"> • Guidance counselling • e- Learning • Librarian • Science, Maths, Social • Theatre craft, Printing, Tour to Heritage places 	1 1 1 1 3	7
NERIE, Shillong	<ul style="list-style-type: none"> • Science and Mathematics • Action Research • CCE • Guidance & Counselling • Understanding Gender Issues • Problems of adolescence • ECCE • Teacher's Education • Constructivist Approach 	5 4 1 3 1 1 2 2 6	34

<ul style="list-style-type: none"> • Psychosocial problems • Social science • Generic issues & English Language • ICT • Identification & dealing of CWSN in the classroom • Practical reflective activities in all aspects of history subject • Class VI Textbook (NCERT) 	<p>2</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p>	
Total		238

Figure 2.2 : Area wise Training programme

The data entered in the Figure 2.2 reveals that all the NCERT Constituents had organized In-service Training Programmes for Teachers and Educators during the period of reporting in 32 subject areas. The data further shows that a number of training programme have been organized in the area of Science, Mathematics and Environmental Education followed by Art Education- 19, Guidance and Counselling-14 and Children with Speical Needs-13 respectively. The data also reveals that RTE, GIS, e-learning (one each) very less number of programme were organized.



2.3 Number of Participants Invited and Attending the Training Programmes

Table 2.3 shows the average number of participants invited and attended the various in-service training programmes. The available data shows that, on an average, about 86 per cent of the invited participants attended the training programmes. However, one would also observe variation in this number from one constituent unit to another. The number of participants was particularly low in case of RIE Ajmer (43%) and NERIE (57%). This may be due to a number of reasons. First, these two RIEs cater to a large geographical area. Second, NCERT travel norms are probably not participant-friendly, particularly in case of NERIE where the participants have to spend greater time and face difficulties in travelling by road from one state to another. The NCERT norm does not permit air travel for participation in training programmes. Third, NCERT only reimburses the food and lodging bills on the last day of the programme. However, participants incur expenditure on their food, and in some cases lodging, in the return journey for which bill cannot be produced in advance, and, hence, remain unreimbursed fully. Sometimes delay in deputation by States results in low participation. Sometimes planning in initiating by NCERT to States also resulted in the low participation.

Table 2.3 : Average Number of Participants Invited and Attended the In-service Training Programmes (Range is given in Parenthesis)

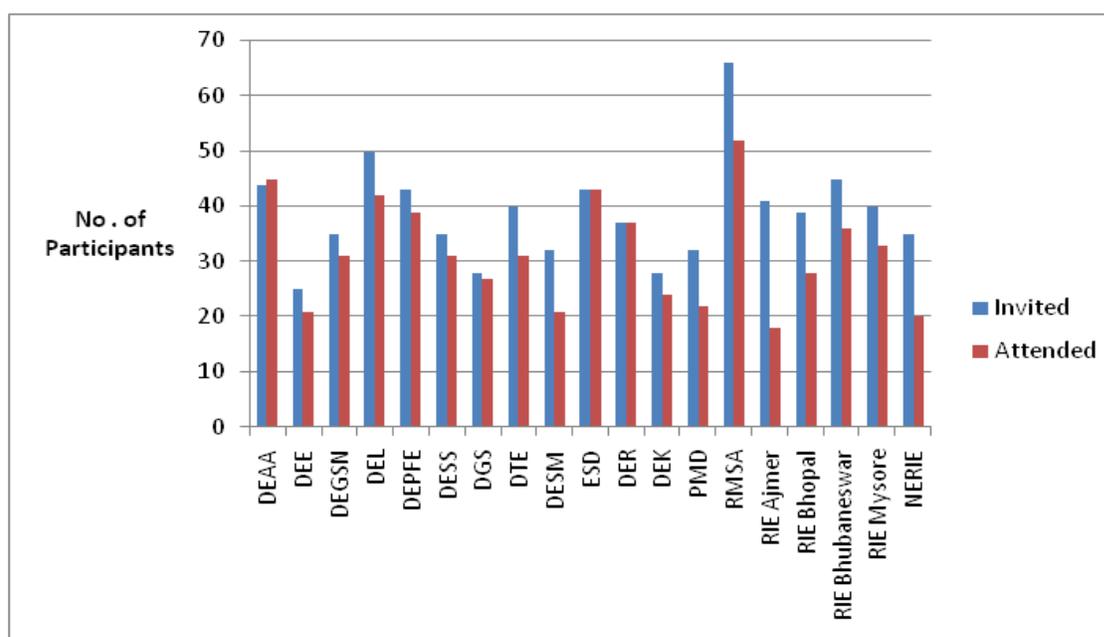
Name of Department/ Constituent Units	Participants	
	Invited	Attended
DEAA	44 (35-60)	45 (19-86)
DEE	25 (15-30)	21 (12-20)
DEGSN	35 (16- 40)	31(16- 46)
DEL	50(40-50)	42 (22-37)
DEPFE	43 (30-50)	39 (21-60)
DESS	34 (20-55)	31 (13-55)
DGS	35 (20-60)	27 (15-53)
DTE	40 (30-40)	31 (31-32)
DESM	32 (20-50)	21 (13-35)
ESD	43 (40-45)	43 (36-50)
DER	37 (30-50)	37 (28-47)
DEK	28 (25-40)	24(17-37)
PMD	32 (30-40)	22 (17-34)

RMSA	66 (40-120)	52(14-90)
CIET	44 (29-40)	35 (26-44)
RIE Ajmer	41 (25-60)	18 (10-33)
RIE Bhopal	39 (0-40)	28 (11-40)
RIE Bhubaneswar	45 (30-65)	36 (27-45)
RIE Mysore	40 (25-50)	33 (17-48)
NERIE	35 (20-50)	20(2-49)
Total	42	36

Note: The numbers in brackets show the range of participants.

It is surprising to note that in some cases the number of participants attending the programmes has been higher than the number actually invited (e.g., DEAA, DEPF, and ESD). This shows lack of proper planning by the Departments.

Figure 2.3 : Showing Average Number of Participants Invited & Attended



2.4 Target Groups in In-service Training Programmes

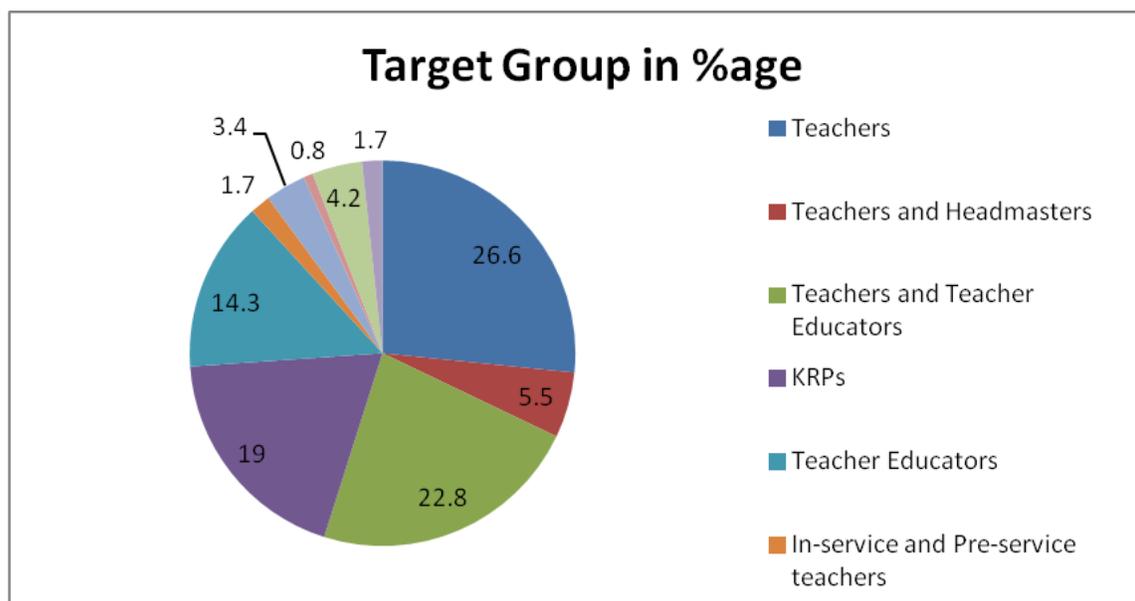
Table 2.4 contains information related to the categories of participants in various in-service training programmes of NCERT. These are teachers, Headmasters, teacher educators, and Key Resource Persons. About 32 per cent training programmes were organised for teachers and headmasters and

23 per cent addressed to a mix group of teachers and teacher educators. About 14 per cent programmes were for teacher educators and 19 per cent for key resource persons.

Table 2.4 : Target Groups during In-service Training Programmes

S.No.	Target Group	No. of trg. prog.	%age
1	Teachers	63	26.6
2	Teachers and Headmasters	13	5.5
3	Teachers and Teacher Educators	55	22.8
4	KRPs	45	19.0
5	Teacher Educators	34	14.3
6	In-service and Pre-service teachers	4	1.7
7	Principals	8	3.4
8	State Boards	2	0.8
9	Various functionaries of NIOS	10	4.2
10	Students	4	1.7
	Total	238	100

Figure 2.4 : Showing Target Groups during In-service Training Programmes



One of the main functions of NCERT is to organise pre-service and in-service training, mainly at an advanced level. The Council has been performing this role since its inception. However, the level of participants (teachers or teacher educators and KRPs) in **in-service training programmes needs to**

be discussed. It is an accepted fact that NCERT does not have mandate to train all teachers in the country. NCERT can at best help states in training teacher educators or KRPS who in turn, should take up the responsibility of training block, cluster and school functionaries. Of course, the suggested cascade model results into information loss which can be compensated to some extent if the states make efforts to depute motivated and committed teacher educators for training being given by NCERT.

2.5 Duration and Venue of In-service Training Programmes

Invariably short term training programmes of 3 to 5 days durations linked to certain projects like curriculum development, SSA, RMSA, evaluation etc. are conducted. The duration of a large number of NCERT programmes (about 66 %) varies between 3 to 5 days (Table 2.5). Larger duration programmes are relatively less in number and are conducted by a few constituent units. Probably short duration programmes are convenient to both organisers and participants. Also, as these are in-service training activities, it sometimes becomes difficult for the States to depute their functionaries for a longer period. However, in order to develop an in-depth understanding on particular issues, NCERT need to think differently regarding professional development of educators as the institutional development are increasingly felt. This is closely linked to quality issues. It is important that the Departments/ Constituent Units offer 3 or 6 months courses (longer duration) on specific areas as per the expertise exist. For example, courses such as language education, mathematics education, life science or physical science education or assessment and evaluation or psychology of teacher and teaching or text book writing etc., can be considered. These courses can be interdepartmental too. In case of a 6 month course, it will commence with 6 weeks face to face interaction during phase 1. Subsequently, they return to their work place and complete the project work or assignment or gathering field evidences in phase 2, and come back for 4 weeks face to face interaction, and wrap up the programme during phase 3. It can be a certificate course.

It may be further noted from the table 2.5 that about more than half of the programmes are conducted in the premises of the concerned constituent units. This, of course, makes the task easy in terms of infrastructural facilities, and other operational issues. It may, however, be better for a national organization like NCERT to make its presence felt at the state level by organising more number of programmes outside the premises of NCERT constituents.

Table 2.5 : Duration and Venue of In-service Training Programmes

Department/ Constituent Units	Duration (in days)					Venue	
	1-2	3-5	6-8	9-10	11+	NCERT	Outside NCERT
DEAA	1	5	12	3	-	6	15
DEE	6	16	-	-	1	11	12
DEGSN	2	11	-	-	-	6	7
DEL	-	6	-	-	-	2	4
DEPFE	-	10	-	-	3	6	7
DESS including NPEP/AEP	-	6	12	1	2	14	7
DGS	-	4	5	2	-	10	1
DTE	-	4	-	-	-	1	3
DESM	-	6	-	-	4	10	-
ESD	-	2	-	-	-	-	2
DER	-	4	-	-	2	3	3
DEK	-	3	1	-	-	4	-
PMD	-	3	-	-	2	5	-
RMSA	-	21	-	-	-	7	14
CIET	-	7	-	-	2	9	-
RIE Ajmer	-	14	-	-	2	4	12
RIE Bhopal	-	7	1	-	1	9	-
RIEBhubaneswar	-	1	1	1	1	4	-
RIE Mysore	-	5	1	-	-	6	-
NERIE, Shillong	2	21	2	6	1	17	15
TOTAL	11	156	35	13	21	134	102
Percentage	4.7	66.1	14.8	5.5	8.9	56.8	43.2

The preceding discussion calls for our attention towards a number of issues. First, there is a need to relook into the TA/DA norms for participants attending the training programmes, particularly in case of participants from the north-eastern region. Second, it may be appropriate to deliberate about the level of participants, such as teachers or teacher educators and key resource persons, in the in-service training programmes organised by NCERT and what should the role of state governments be in taking the training skills provided to the grass root level. Third, the duration (short-term or long-term) and the modality (face-to-face or distance or blended mode) of in-service training programmes also need to be deliberated.

CHAPTER THREE

Planning of In-service Training Programme

Planning of In-service Training Programmes necessitate identification and assessment of training needs, preparation of training design, development of training material and involvement of experts. For identifying training needs, the organizers may personally visit schools/other institutions, meet teachers and other stake holders individually and collectively or gather information by sending questionnaire focusing both on content and pedagogy and the difficulties faced by the teachers in their classroom transaction. Need assessment will also include the observations based on various training programmes organized earlier. This exercise helps the organizers to carry out need based training. In this chapter, what process has been adopted by various constituent units of NCERT while planning the In-service Training Programmes have been analysed. The analysis is based on the information provided by different departments as information was not provided uniformly by all and some of them did not provide the required data.

3.1 Need Assessment for Organisation of In-service Training Programmes

To understand the different process adopted by various constituents of NCERT while planning in-service training programmes, the data collected were analysed and described using percentage and graphical analysis. The table 3.1 gives the information regarding the number of programmes organized with the help of proper need analysis.

Table 3.1 : Details about Need Assessment-Department/Constituent Units wise

Department/ Constituent Units	Total No. of Programmes	No. of Programme based on Need Assessment	% of Programme based on Need Assessment
DEAA	19	19	100.0
DEE	23	22	95.7

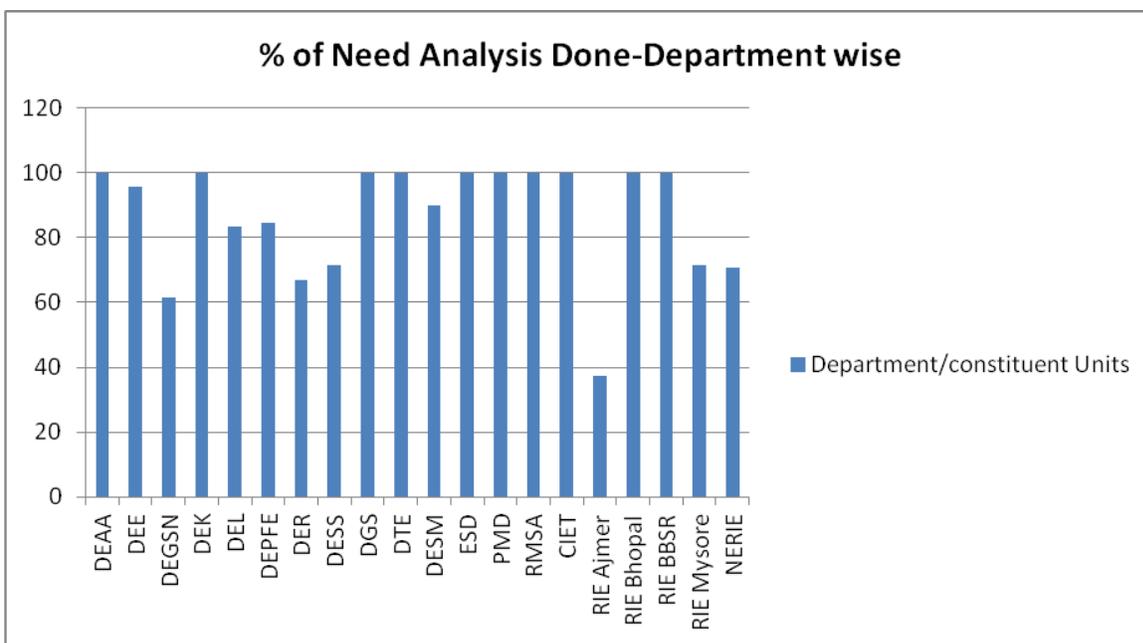
DEGSN	13	8	61.5
DEK	4	4	100.0
DEL	6	5	83.3
DEPFE	13	11	84.6
DER	6	4	66.7
DESS	21	15	71.4
DGS	11	11	100.0
DTE	4	4	100.0
DESM	10	9	90.0
ESD	2	2	100.0
PMD	5	5	100.0
RMSA	21	21	100.0
RIE Ajmer	16	6	37.5
NERIE	34	24	70.6
RIE BBSR	5	5	100.0
RIE Mysore	7	5	71.4
RIE Bhopal	9	9	100.0
CIET	9	9	100.0
Total	238	198	83.2

The above table 3.1 reveals that 10 out of 20 Departments/Constituent Units used need assessment procedure in all programmes while planning various components of the in-service training programmes. It is also observed from the above table that in 70% cases almost all Departments/Constituent Units has conducted various type of need assessment organized by them during this period except RIE Ajmer where need assessment was conducted in 37.5% programmes.

This may be so primarily because most of the training programmes conducted for functionaries and their needs are relatively considered known.

Although even in the context of their training, needs assessment may be a very useful activity, as the needs of different participants of the same target audience vary. It is useful to identify those varied needs that may be addressed in the forthcoming training programme.

Figure 3.1 : Showing Percentage of Need Analysis Done-Department wise



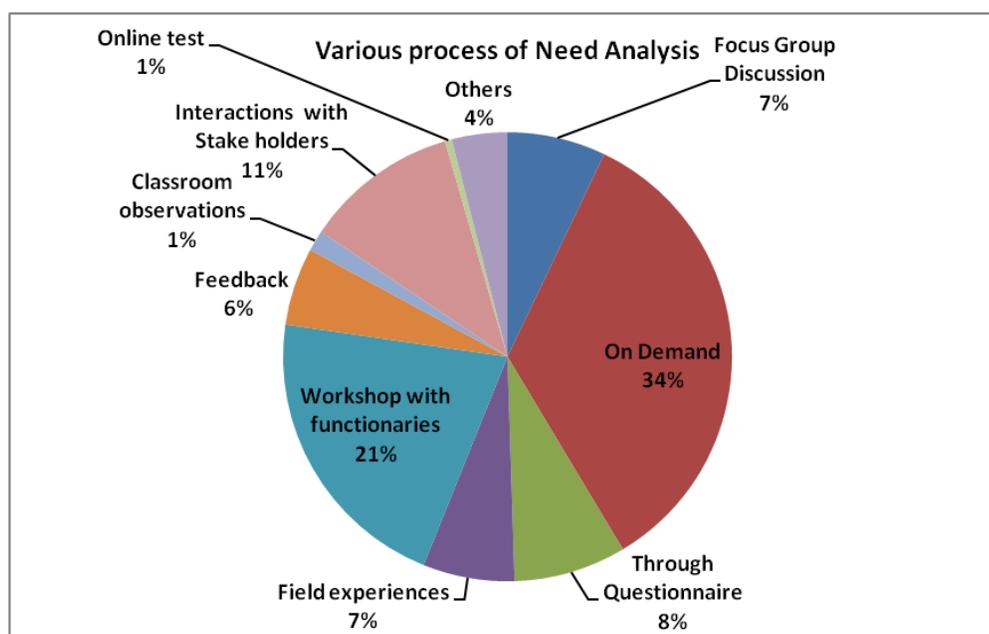
In 83.2% of training programmes organized by various Departments/Constituent Units during this period used one or more types of need assessment method. The result shows the credibility of most of the programmes organized by various constituents of NCERT. The themes/areas to be transacted or discussed during the training programmes needs to be finalized on the basis of the need felt by the stakeholders. Success of any programme by and large depends on the satisfaction of the participants. Hence training organized based on the needs of the participants ensures the success of the programme. It has also been shown in the figure 3.1 above.

3.2 Information about the Process adopted for Need Assessment conducted

A variety of need assessment procedures were used by various Departments/Constituent Units for collecting information regarding the needs of the trainees. The table 3.2 gives the details about the various processes adopted for need assessment.

Table 3.2 : Shows Process of Need Assessment conducted for In-Service Training Programmes

Process	No. of Training Prog.	Percentage
Focus Group Discussion	14	7.1
On Demand	68	34.3
Through Questionnaire	16	8.1
Field experiences	13	6.6
Workshop with functionaries	42	21.2
Feedback	11	5.6
Classroom observations	3	1.5
Interactions with Stake holders	22	11.1
Online test	1	0.5
Others	8	4.0
Total	198	100.0

Figure 3.2 : Various process of Need Analysis

Almost one-third of the programmes were organised based on demand. This indicates that, the specific requirements received from States/ Institutions/ Organisations were the basis of organizing those training programmes. Other two prevalent procedures were workshops with functionaries (21.2) and Interactions with Stake holders (11.1). Procedures like Focus Group Discussions, Questionnaire, Field Experience, Feedback, and Classroom

Observations were also used while organising some of the programmes. In one of the programme on line test was used as a procedure for assessing the training needs. Out of the 8 programmes mentioned under other category, 6 of them mentioned that need assessment were done without specifying any procedure, where as in one programme, it was mentioned that advocacy and in another Population data.

From the information collected it was also found that in some of the programmes a combination of need assessment procedures were used. The mostly used one was considered in the analysis time but combinations like FGD and Observations, Workshop and Interactions, etc were also utilized in some of the programmes.

The Table 3.2 and Figure 3.2 above depicts the variety of need assessment procedures utilized by the faculty members while organizing various types of in-service programmes. Definitely a combination of two or three types of these procedures will give an exact idea about the various topics/themes to be discussed during the programme.

3.3 Development of Concept Note or Working Paper

Concept Note or Working Paper is considered as an essential component of any Programme, which gives glimpse about the programme. In the case of a training programme it needs to mention about the Objectives, Topics/Areas/Themes, Schedule, Activities, and Methodology etc. The table 3.3 describes about the details of concept note developed for various in-service training programme.

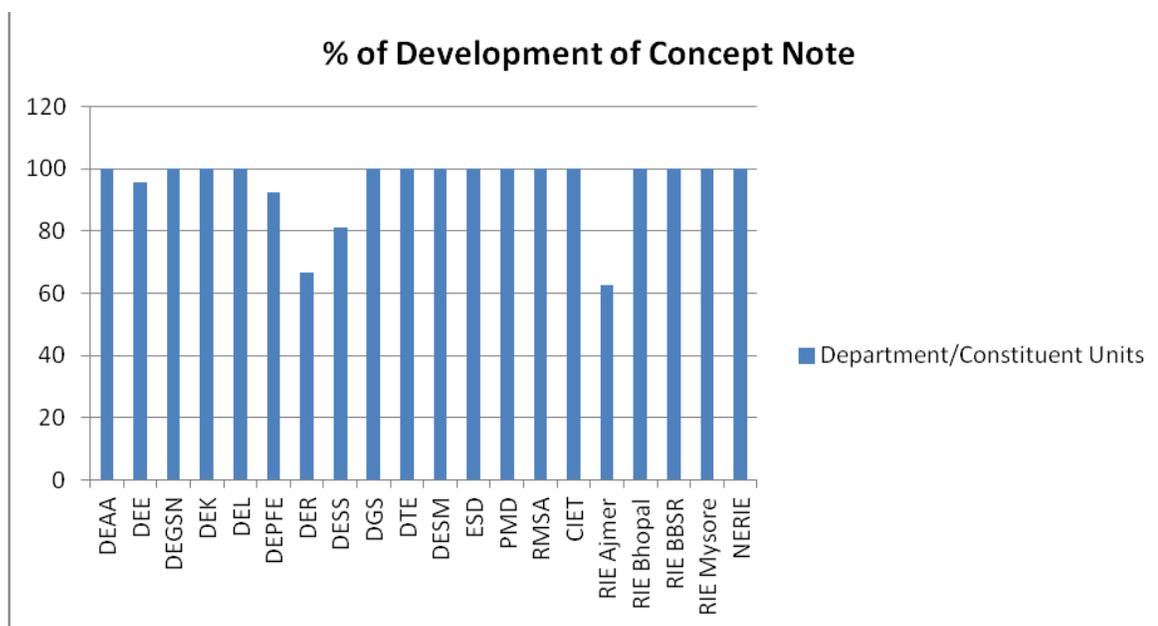
Table 3.3 : Details about the Development of Concept Note for Training Programmes

Department/ Constituent Units	Number of Programme	Concept Note Developed	Percentage
DEAA	19	19	100.0
DEE	23	22	95.7
DEGSN	13	13	100.0
DEK	4	4	100.0
DEL	6	6	100.0
DEPFE	13	12	92.3
DER	6	4	66.7

DESS	21	17	81.0
DGS	11	11	100.0
DTE	4	4	100.0
DESM	10	10	100.0
ESD	2	2	100.0
PMD	5	5	100.0
RMSA	21	21	100.0
CIET	9	9	100.0
RIE Ajmer	16	10	62.5
RIE Bhopal	9	9	100.0
RIE BBSR	5	5	100.0
RIE Mysore	7	7	100.0
NERIE	34	34	100.0
Total	238	224	94.1

The table 3.3 reveals that three fourth of the Departments/Constituent Units has developed concepts note for all the in-service programmes they organized during this period. It can be also seen that only two Departments/Constituent Units - RIE Ajmer and DER organized around One-third of in-service training programmes without having a concept note.

Figure 3.3 : Development of Concept Note – Department Wise



Merely developing the concept note will not serve its purpose. It has to be shared with various stake holders like Participants, RPs, Internal Faculty Members, etc. The table 3.4 gives an idea about the sharing of concept notes developed by the organizers.

Table 3.4: Details about Sharing of Concept Note During Training Programmes

Department/ Constituent Units	Total No. of Prog- rammes	No of Prog- rammes for which Concept Note Developed	Percentage of Concept Note Shared with		
			Trainees/ Participants	RPs	Internal Faculty Members
DEAA	19	19	78.9	68.4	68.4
DEE	23	22	50.0	100.0	63.6
DEGSN	13	13	100.0	100.0	0.0
DEK	4	4	100.0	100.0	0.0
DEL	6	6	16.7	16.7	33.3
DEPFE	13	12	41.7	58.3	25.0
DER	6	4	0.0	0.0	50.0
DESS	21	17	100.0	76.5	70.6
DGS	11	11	100.0	90.9	45.5
DTE	4	4	0.0	0.0	100.0
DESM	10	10	100.0	90.0	50.0
ESD	2	2	0.0	0.0	0.0
PMD	5	5	100.0	100.0	0.0
RMSA	21	21	76.2	95.2	95.2
CIET	9	9	100.0	100.0	0.0
RIE Ajmer	16	10	50.0	60.0	20.0
RIE Bhopal	9	9	100.0	100.0	0.0
RIE BBSR	5	5	100.0	100.0	40.0
RIE Mysore	7	7	28.6	85.7	0.0
NERIE	34	34	85.3	41.2	26.5
Total	238	224	74.6	74.1	41.5

From the table 3.4, it can be seen that Departments/Constituent Units shared the concept notes developed in three forth programmes with trainees/ participants about the programmes. At the same time the departments

like DER, DTE, and ESD has not shared the concept note developed for the specific programmes with the participants. It also reveals that almost one-third of the Departments/Constituent Units failed to share the concept note with participants in almost more than 50 % of the in-service training programmes.

In the case of sharing with RPs, the trend is more or less the same and in the case of sharing with Internal Faculty Members, the result shows a more discouraging trend. On an average 41.5 % of the programmes in which concept note developed were shared with internal faculty members.

While analysing this particular information, it was found that, in some of the programmes organized by few Departments/Constituent Units, the concept notes developed were only shared with higher level State functionaries like, SPDs, Director of SCERTs, etc.,.However in all programmes organised under National Population Education Project and Adolescence Education Programmes and DTE, concept note were prepared and shared with Participants, RPs, including Internal Faculty Members in all the programmes.

3.4 Development of Training Materials/ Modules

Development and use of Training Materials can be considered as an important aspect for ensuring comprehensiveness and success of the programme.

Table 3.5 : Details about Training Materials Developed/Procured

Departments/ Constituent Units	Number of Programmes	Material Developed/ Procured	Percentage
DEAA	19	18	94.7
DEE	23	13	56.5
DEGSN	13	8	61.5
DEK	4	4	100.0
DEL	6	6	100.0
DEPFE	13	9	69.2
DER	6	4	66.7
DESS	21	21	100.0
DGS	11	11	100.0
DTE	4	4	100.0
DESM	10	9	90.0
ESD	2	2	100.0
PMD	5	5	100.0

RMSA	21	21	100.0
CIET	9	9	100.0
RIE Ajmer	16	15	93.8
RIE Bhopal	9	9	100.0
RIE BBSR	5	5	100.0
RIE Mysore	7	7	100.0
NERIE	34	22	100.0
Total	238	202	84.9

The process of its development and the involvement of various stakeholders in the development are also very crucial. The table 3.5 illustrates the details about the programmes in which the materials were developed.

The information shows that only around 85% of the in-service programmes organized during this period utilized training materials/modules. These materials may be developed or procured. 60 % of the Departments/Constituent Units were either developed or procured materials for organization of all the in-service training programmes. DEE comes in this list with least percentage of development/procurement of materials. The department has developed/procured materials in 56.5% of the training programmes they organized. Around 15% of programme, organizers did not developed/ procured any training materials. In most of these programmes topics/ themes were shared with RPs and they prepared materials in the form of PPT, handouts, etc during their interaction with participants.

The processes utilized by Departments/Constituent Units in developing/procuring the materials/modules are given in the table 3.6.

Table 3.6 : Process of Development/Procurement of Training Material

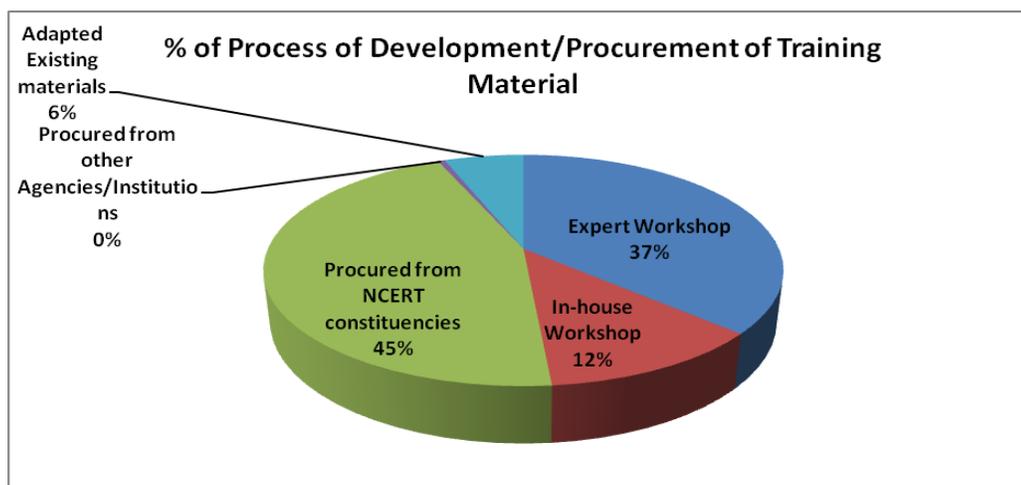
Method	No of Programmes	Percentage
Expert Workshop	74	36.6
In-house Workshop	24	11.9
Procured from NCERT constituencies	91	45.0
Procured from other Agencies/Institutions	1	0.5
Adapted Existing materials	12	5.9
Total	202	100.0

The table 3.6 shows that in most of the cases (45%) the materials developed by NCERT constituents were procured and utilized for the training programmes organized by various Departments/Constituent Units. The materials

developed by RMSA (ITDP Packages), NCF, Position Papers, Source Books, Exemplar Problems, Mathematics Kits, Science Kits, NROER, etc are some of these materials procured by various Departments/Constituent Units during training programmes.

In 36.6% cases Training materials were developed through expert workshop where as in 11.9% cases these materials were developed through in-house meetings. Around 6% cases materials already available in the department were modified and used. In one of the programme, it was found that the material developed by CBSE has been procured. This particular programme was an orientation programmes for DMS school teachers in CCE.

Figure 3.4: Process of Development/Procurement of Training Materials



One can conclude that Departments/Constituent Units did need assessment in only seventy percent programmes, if seen in totality organised by them. Almost one-third of the programmes were organised based on demand followed by workshop experiences. Use of such methods indicates that, the specific requirements received from States/ Institutions/Organisations were the basis of organizing those training programmes. However, the process need to be more scientific. Three fourth of the Departments/Constituent Units has developed concept note for all the in-service programmes they organized during this period but at the same time in many training programmes, the concept note/working paper was not shared with the trainees/participants and resource persons. The situation was more discouraging in case of sharing with the Internal Faculty Members. The information shows that around 15% of the in-service programmes organized during this period did not utilized training materials/modules, in most of the cases, the materials developed by NCERT constituents were procured and utilized for the training programmes.

CHAPTER FOUR

Execution of In-Service Training Programmes

Evaluation of the training programmes needs to look into the aspects of its execution. For the training to be effectively imparted, programmes should be implemented properly. The use of venue, resource persons, training materials, modalities etc are major aspects that are to be evaluated. This section discusses the manner in which the in-service training programmes are organised by various Department/Constituent Units of NCERT.

4.1 Selection and Involvement of Resource Persons (RPs) in Training Programmes.

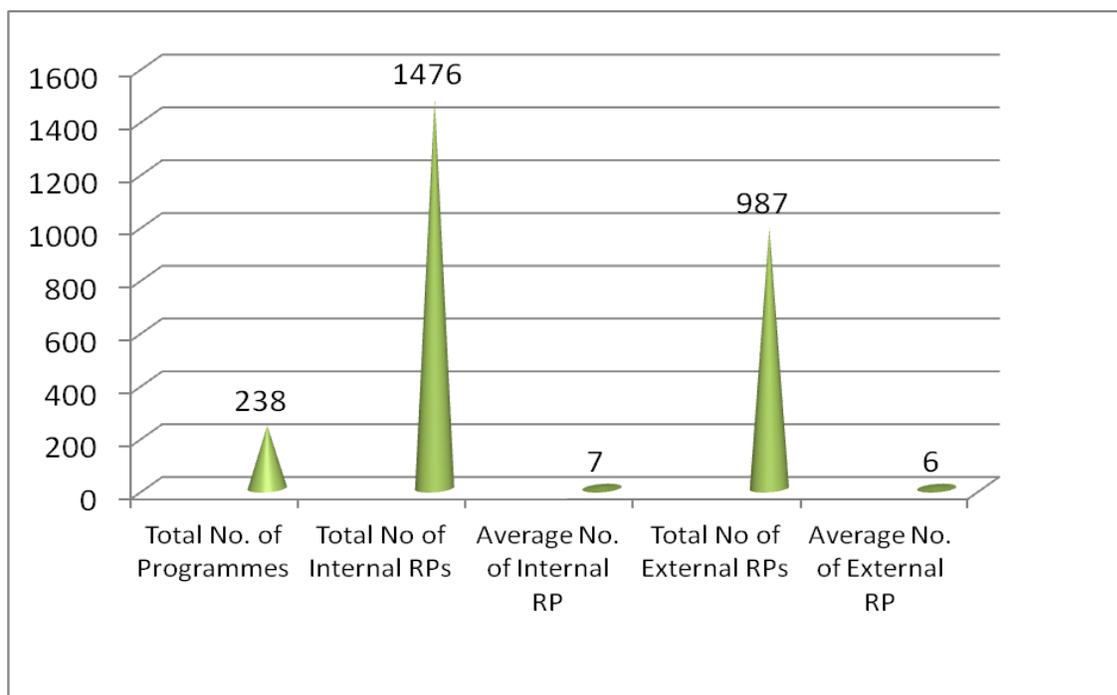
Resource persons constitute the most important part of any training programme. In-service training programmes undertaken by various Department/Constituent Units of NCERT, engage resource persons both external and internal. The table 4.1 and the figure 4.1 shows the total number of resource persons both internal and external whose services used and average number of RPs both both internal and external per programme. The numbers in brackets show the range of RPs per programme.

Table 4.1 : Resource Persons involved in the Training Programmes

Name of the Department/ Constituent Units	Total No. of Prog.	Total No of Internal RPs	Average No. of Internal RP	Min.-Max	Total No of External RPs	Average No. of External RP	Min-Max
DEAA	19	35	02	(01-03)	89	05	(04-08)
DEE	23	289	13	(02-24)	140	06	(00-10)
DEGSN	13	25	02	(01-03)	66	05	(04-09)
DEL	06	21	04	(02-05)	40	07	(05-10)
DEPFE	13	45	03	(01-08)	82	06	(02-15)
DESS	21	134	18	(01-20)	101	14	(00-12)
DGS	11	109	10	(03-20)	70	06	(02-14)

DTE	04	18	05	(03-08)	04	01	(00-02)
DESM	10	122	12	(01-33)	16	02	(01-04)
ESD	02	05	03	(02-03)	03	02	(01-02)
DER	06	11	02	(01-04)	03	01	(00-02)
DEK	04	19	05	(04-05)	31	08	(07-08)
PMD	05	38	08	(04-11)	30	06	(03-10)
RMSA	21	79	04	(09-10)	28	02	(00-06)
CIET	09	88	10	(07-09)	10	01	(00-05)
RIE, Ajmer	16	167	10	(04-19)	86	05	(02-14)
RIE, Bhopal	09	53	06	(01-25)	35	04	(00-09)
RIE, Bhub.	05	28	07	(01-14)	32	08	(04-11)
RIE, Mysore	07	30	04	(02-06)	43	06	(03-10)
NERIE	34	160	05	(02-12)	78	02	(02-04)
Total	238	1476	07	(1-20)	987	06	(0-10)

Resource persons are engaged in the various training programmes on the basis of their expertise in the respective field/area. They are also selected from those who were trained as master trainers in the earlier training programmes. Their expertise, experiences enriched the training. They were also associated with writing of modules/chapters for the training package/ materials. The number of resource persons engaged for the total 238 programmes conducted by the council was 2463 of which 59.9% percent were internal and 40.1% external resource persons. Most of the training programmes in the council were carried out with the help of the external expert in the subject area. In case of some departments, it was seen that the minimum and maximum resource persons engaged in the programmes ranged from 1-33, 1-20, 3-20 and 2-19 which means that in some training programmes more than 15 internal resource persons were engaged. While, the minimum of internal resource persons engaged were only one. In case of the resource persons there were programmes were no external resource persons were engaged while the maximum ranges were very high showing, 2-15 and 2-14. These high numbers of resource persons in some programmes were put into closer examination. This was may be due to the fact that these training programmes were of longer duration.

Figure 4 1: Resource Persons involved in the Training programmes

The Figure 4.1 reveals that out of 238 training programmes conducted by NCERT during the financial years 2012-2015, 1476 internal resource persons and 987 external resource persons contributed in the successful completion of the programmes. An average of 7 internal resource persons and 6 external resource persons were participated in a programme.

4.2 Information regarding Interaction with RPs before Training Programme

Information was also sought from various Department/Constituent Units whether interactions or meetings were organized with the resources persons before inviting them for taking the sessions and how.

Table 4.2: Meeting with RPs before Training to brief the Programme

Name of the Department/ Constituent Units	Total No. of Programmes	Meeting Conducted Prior to Training Programme	% of the Meeting Conducted
DEAA	19	17	89.5
DEE	23	13	56.5

DEGSN	13	10	76.9
DEL	6	5	83.3
DEPFE	13	5	38.5
DESS	21	12	57.1
DGS	11	11	100.00
DTE	04	4	100.00
DESM	10	9	90.0
ESD	02	2	100.0
DER	06	5	83.3
DEK	4	4	100.00
PMD	05	4	80.00
RMSA	21	11	52.4
CIET	09	5	55.6
RIE, Ajmer	16	16	100.00
RIE, Bhopal	09	5	55.6
RIE, Bhub	05	2	40.0
RIE, Mysore	07	4	57.1
NERIE	34	2	5.9
Total	238	146	61.3

The Table 4.2 indicates a lots of variations from 5.9 percent to 100 percent. NCERT gave enough attention to conduct meeting with the resource persons prior to the programmes to inform the resource persons regarding the need and importance of the programmes, objectives of the programme, mode of transaction to be used during the programmes, etc. These meetings contributed in the successful completion of the programmes. The Department/Constituent Units informed 100% interaction with RPs regarding the interaction meeting were DGS, DTE, EDS, DEK and RIE Ajmer. However, we see table 3.4 and 4.2 together, DTE and ESD did not share the concept note with the resource persons but conducted the interaction meeting 100 percent with them. Actually what has been shared need further examination. The table 4.2 also shows that least number of meeting conducted with RPs were by NERIE (though maximum number of training programmes) followed by DEPFE, RIE Bhubaneswar, RMSA CIET and others.

4.3 Information regarding Methods for Invitation of Participants

All the Department/Constituent Units were also asked about the Methods used for the invitation of participants. Table 4.3 presents that most of the participants (92 percent) of the training programme were deputed by their respective organisations.

Table 4.3 : Methods for Invitation of Participants for the Training Programmes

No	Name of the Department/ Constituent Units	Total No. of Prog.	Methods for invitation of participants		
			Deputation	Invitation	Application
1.	DEAA	19	19	-	-
2.	DEE	23	23	-	-
3.	DEGSN	13	12	01	-
4.	DEL	06	06	-	-
5.	DEPFE	13	10	-	-
6.	DESS	21	21	-	03
7.	DGS	11	01	-	-
8.	DTE	04	04	-	-
9.	DESM	10	10	-	-
10.	ESD	02	02	-	-
11.	DER	06	03	03	-
12.	DEK	04	04	-	-
13.	PMD	05	05	-	-
14.	RMSA	21	21	-	-
15.	CIET	09	09	-	-
16.	RIE, Ajmer	16	13	-	03
17.	RIE, Bhopal	09	07	-	02
18.	RIE, Bhubneshwar	05	02	-	02
19.	RIE, Mysore	07	05	-	02
20.	NERIE	34	32	-	02
Total		238	219 (92%)	4 (1.6%)	14 (5.8%)

The deputation was made on the basis of the request made by the respective coordinators of various Department/Constituent Units to the heads of the organisations like KVS, NVS etc and state offices like SCERTs, SIEs, Directorate of Education etc. Least number of participations were invited directly.

4.4 Information about the Materials used & Distributed in Programmes

Training materials form an important part of formal in-service training programmes. These materials help to ensure that consistency in presentation of content is maintained and all training information on content processes, skills and other information important for target group are together at one place. Availability of training material is more important in case of NCERT, as it train, in majority of cases, the teacher educators, resource persons and other functionaries who in turn are expected to train teachers and others at their levels. To minimise the transaction loss providing material is also necessary.

Table 4.4 : Shows Materials Distributed in the Training Programmes

No.	Name of the Department/ Constituent Units	Total No. of Prog.	Package/Material	Handouts/ Session wise	Audio- Video CD's	On- line
1.	DEAA	19	Training Package/ Focus Paper	01	7	-
2.	DEE	23	CEE, Early literacy	NA	NA	NA
3.	DESGN	13	Copy of Six modules, Hand outs, Training package	05	02	-
4.	DEL	06	Raindrops Book I-II, NCF-2005, CCE, Audio CDs of Marigold I-IV	-	01	-
5.	DEPFE	13	Course material, PPT	06	-	-
6.	DESS	21	Training Material, Handout of lectures/ PPTs	07	02	-
7.	DGS	11	Training modules and Background materials	01	-	-
8.	DTE	04	Training package	-	04	-
9.	DESM	10	Kit Boucher, Kit Manual & Activity Sheet.	10	-	-
10.	ESD	02	Continuous and Comprehensive Evaluation, Tools and Techniques of Assessment	NA	NA	NA

11.	DER	06	Research book, Research Proposal Format, Understanding Action Research, Process of Action Research	06	-	-
12.	DEK	04	Kit Boucher, Kit Manual & Activity Sheet	-	-	-
13.	PMD	05	Assignments and exercises	05	05	-
14.	RMSA	21	ITPD Packages, e-links on NCERT website	NA	NA	NA
15.	CIET	09	PPTs, DVDs, Information Brochure on NROER, ICT Curriculum	NA	NA	NA
16.	RIE, Ajmer	16	Kit Boucher, Kit Manual & Activity Sheet	11	-	-
17.	RIE, Bhopal	09	Modules, Training Package, Activities, Presentation, Group Work	NA	NA	NA
18.	RIE, Bhub.	05	Resource Material, Copy of RTE Act 2009, Model rules of West Bengal 2012	01	-	01
19.	RIE, Mysore	07	Training package on Guidance, CDs	01	01	-
20.	NERIE	34	NCF, Soft copies of the presentations, manual developed for the purpose, activity book, chapters on action research from the books, etc	NA	NA	NA
Total		238		54	22	1

Table 4.4 shows that the organisers of the programmes distributed varied types of materials viz., modules, hand outs, training packages, kit manuals, resource materials among the trainees for better understanding of the content of the programmes and also used it as a resource material for the future training programmes conducted by them in their concerned States.

Out of 238 training programmes in 54 sessions handouts were distributed and in 22 programmes audio-video CD's were distributed. Online material was given by RIE, Bhubaneswar only. Some Departments/Constituent Units did not provide information.

4.5 Transaction Modalities Used in the Training Programme

The traditional teaching methods need to be replaced by new and innovative methods of transaction.

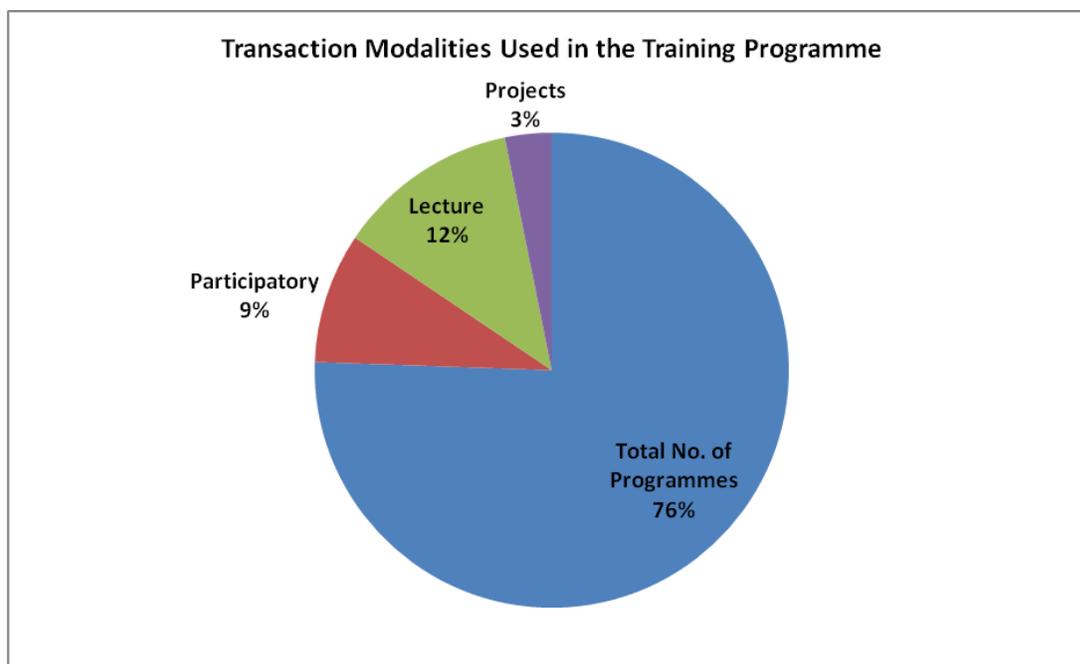
Table 4.5: Shows Transaction Modalities Used in the Training Programme

No.	Name of the Department	Total No. of Prog.	Transaction Modalities			
			Participatory	Lecture	Projects	Any other
1.	DEAA	19	09	-	-	-
2.	DEE	23	-	-	-	-
3.	DEGSN	13	06	07	06	-
4.	DEL	06	-	01	-	-
5.	DEPFE	13	08	02	-	-
6.	DESS	21	01	08	-	-
7.	DGS	11	-	01	-	-
8.	DTE	04	-	04	-	-
9.	DESM	10	-	-	-	-
10.	ESD	02	-	-	-	-
11.	DER	06	-	02	-	-
12.	DEK	04	-	-	04	-
13.	PMD	05	-	03	-	-
14.	RMSA	21	-	-	-	-
15.	CIET	09	-	-	-	-
16.	RIE, Ajmer	16	-	11	-	-
17.	RIE, Bhub	09	-	-	-	-
18.	RIE, Mysore	05	02	-	-	-
19.	RIE, Bhopal	07	02	-	-	-
20.	NERIE	34	-	-	-	-
Total		238	28	39	10	-

It requires a truly participatory, interactive and responsive methodology, raising questions rather than providing ready-made answers. Training programs should emphatically underscore the usefulness of providing hands-on experiences to the trainees also.

The Figure 4.1 shows that the Department/Constituent Units used different types of Transaction Modalities like participatory lecture, projects, group works, etc. as the transaction modalities to achieve the objectives of the programmes.

Figure 4.1: Shows Transaction Modalities Used in the Training Programme



Most of the Department/Constituent Units did not provide information about the transaction modalities used in 76% of the in-service training programmes organised by them as shown in table 4.5 and figure 4.1. Whatever information was made available, indicates that transaction methodology adopted in most of the training programmes remained lecture based, with little opportunity for trainees to actively participate. Ironically, concepts such as activity-based teaching, classroom management of large classes, multigrade teaching, team teaching, and cooperative and collaborative learning, which require active demonstration, are often taught through lectures. The table 4.5 shows more use of lecture method and very less use of projects. Experiential learning approach was conspicuous by absence. The provisions of the National Curriculum Framework (NCF) 2005 also focused on promoting participatory learning and teaching.

4.6 Information about the Use of ICT in the Training Programmes

Technological innovations are also necessary for appropriate equipment and aids for meeting the learning requirements of children. What needs to be

underscored is that technology could be integrated with the larger goals and processes of educational programmes rather than viewed in isolation or as an add-on.

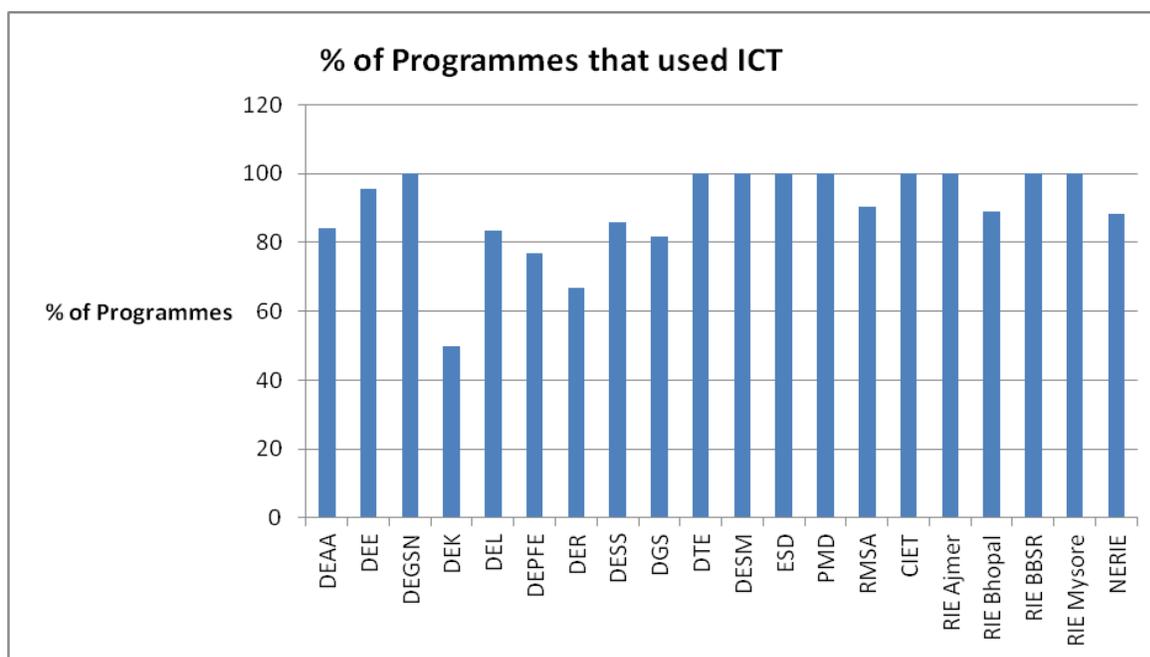
Table 4.6 : Showing the Use of ICT in the Training Programmes

S. No	Name of the Departments/ Constituent Units	Total No. of Programmes	Number of Programmes that used ICT
1.	DEAA	19	84.21
2.	DEE	23	95.65
3.	DEGSN	13	100.00
4.	DEK	04	50.00
5.	DEL	06	83.33
6.	DEPFE	13	76.92
7.	DER	06	66.67
8.	DESS	21	85.71
9.	DGS	11	81.82
10.	DTE	04	100.00
11.	DESM	10	100.00
12.	ESD	02	100.00
13.	PMD	05	100.00
14.	RMSA	21	90.48
15.	CIET	09	100.00
16.	RIE, Ajmer	16	100.00
17.	RIE, Bhopal	09	88.89
18.	RIE, Bhubneswar	04	100.00
19.	RIE, Mysore	07	100.00
20.	NERIE	34	88.24
Total		238	89.87

The training programmes have used ICT in most of their programmes. Table 4.6 shows that 89.87 percent of the programmes used ICT in the programmes some of which were limited to the use of power point presentations. The use of ICT were in the form of multimedia programmes, spreadsheet programmes, hands on experiences using Excel, data and sampling techniques, mathematics transaction and Geogebra, acquainting with online course, computer aided

microeconomics, conversion of economic problems into appropriate forms of computing frames and demonstrate the process and results using the relevant graphic user interfaces.

Figure 4.2 : Shows percentage of Programmes Used ICT



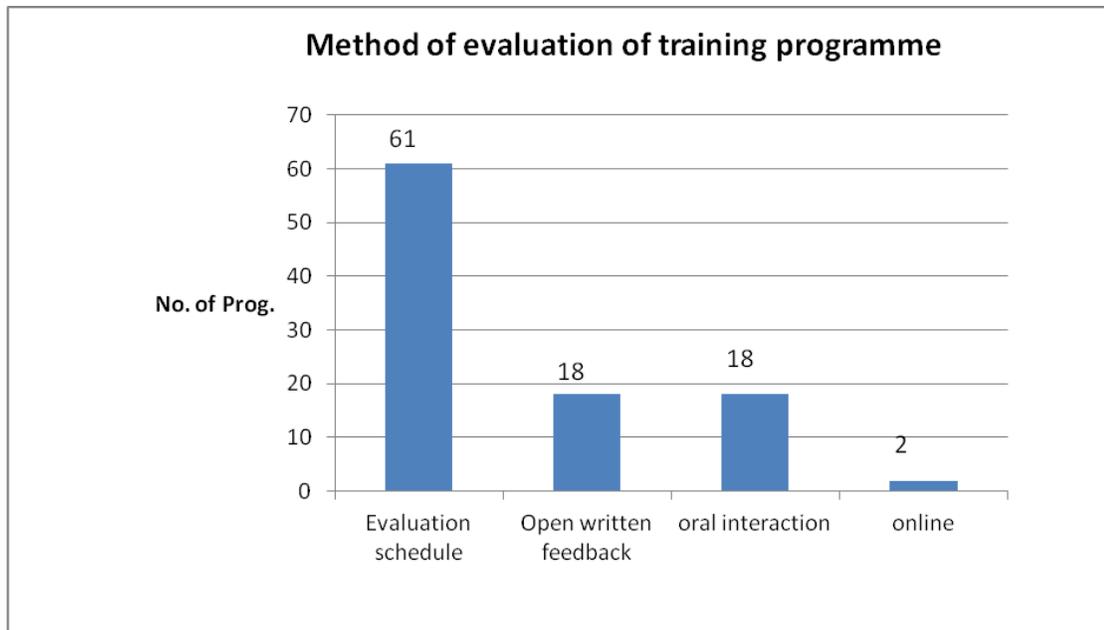
Thus use of the communications equipment to seek and access information including the internet, email and video conferencing. Creation of website, chatting through Skype using Internet, surfing on internet, animation etc was part of the training programmes.

CHAPTER FIVE

Evaluation and Follow up of Programmes

The Training Cycle is considered as incomplete without proper evaluation and follow-up. Evaluation of programmes provides us feedback about the strength, gaps and suggestions about the programme for future improvement. Therefore, the present study was conducted to analyse and know about the methods of evaluation and follow-ups mechanism adapted for organization of training programmes conducted by NCERT Constituents. The data in figure 5.1 reveals that out of 238 programmes only 89 programmes have evaluation and follow-up mechanism adopted by them. Therefore, analysis was restricted to 89 programmes only.

Figure - 5.1 Showing Methods of Evaluation



It may be observed from Figure 5.1 that out of 89 training programmes, 61 evaluation programmes were done through administration of an evaluation schedule designed at the department level. In case of 18 programmes, semi structured open ended written strategies, was followed. Similarly oral

interaction was done in 18 programmes and online evaluation was followed in case of only two programme.

Figure - 5.2 Shows Follow up of Programmes

The Figure 5.2 data reveals that follow-up activities were conducted in 57 out of 89 programmes (64%) where as in case of 32 programmes (36%) follow up activities with States and other stakeholders were not conducted after the programme were organized. It may be suggested that for successful implementation of all the programme follow-up activities needs to be conducted.

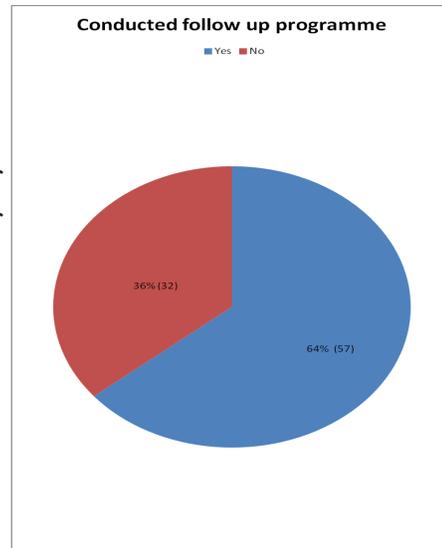
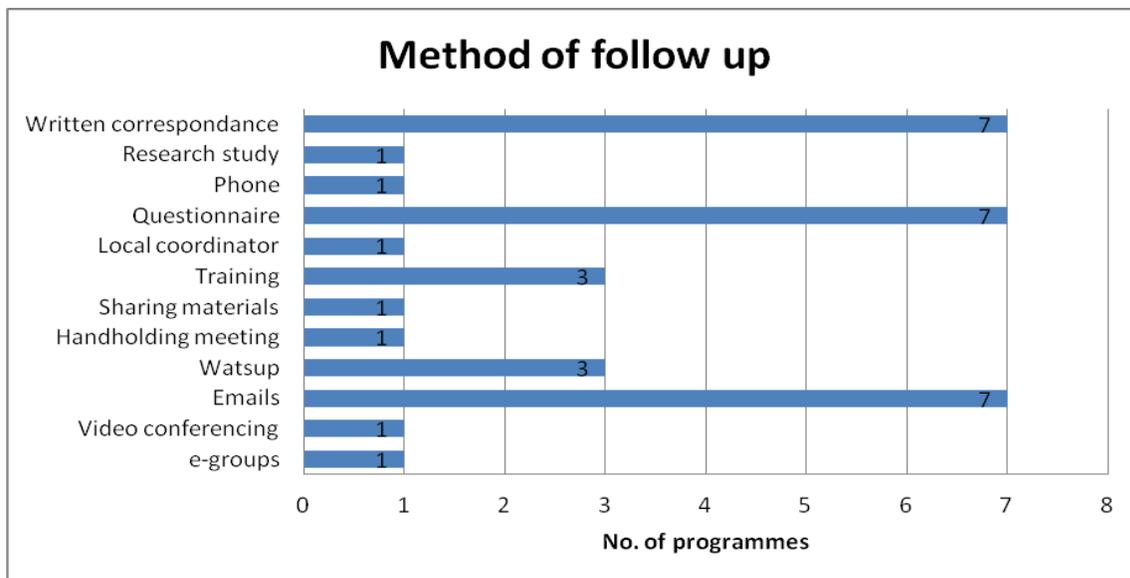


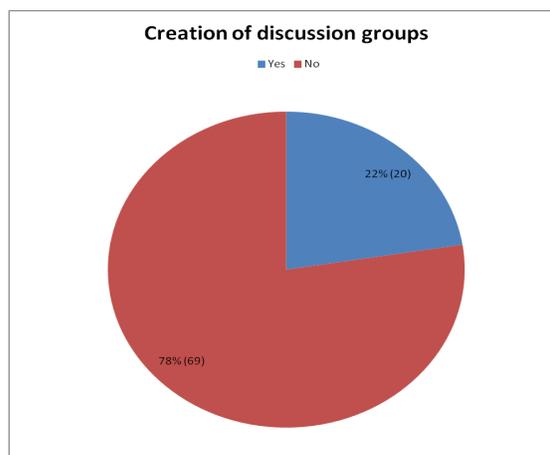
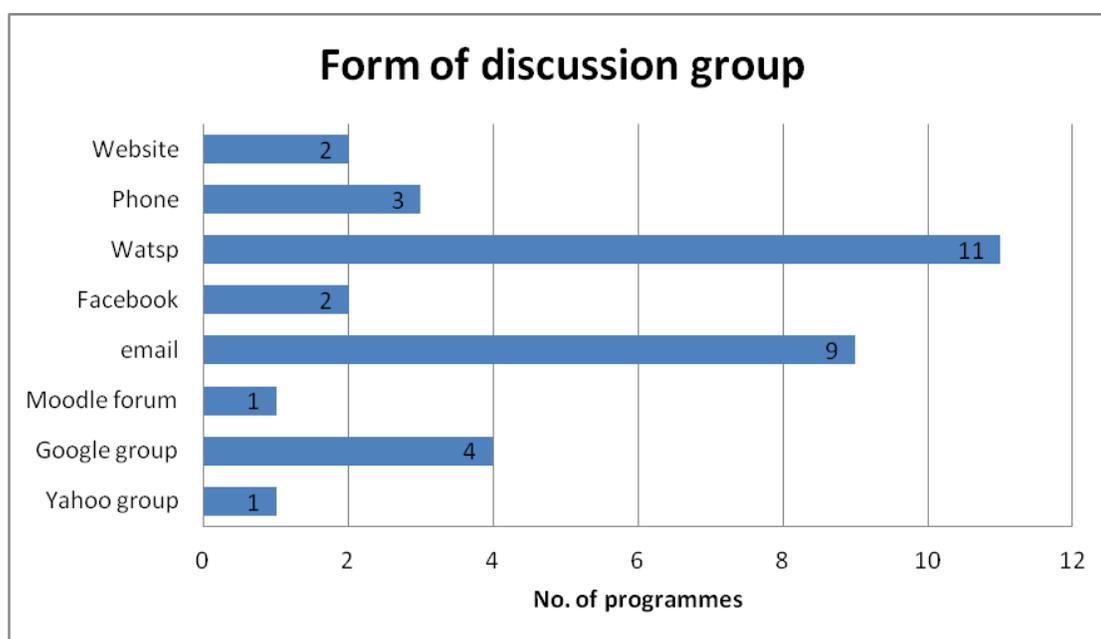
Figure - 5.3 Showing Methods of Follow Up



The Figure 5.3 further shows, a variety of follow-up approach/ strategies were adopted by the organizers of different programmes. Though information about the methods of follow up was only about 34 programmes. In most of the cases, written, email communication and sending a questionnaire i.e. 7 in each were followed. However, in few cases follow-up was done through training and using Social networking like whatsapp i.e. 3 each. Others did a follow-up through phone, research study, sharing of resources, holding face to face meetings, video conferencing and creation of e-groups i.e. 1 each. Similar efforts need to be adopted for other programmes organized by the Council.

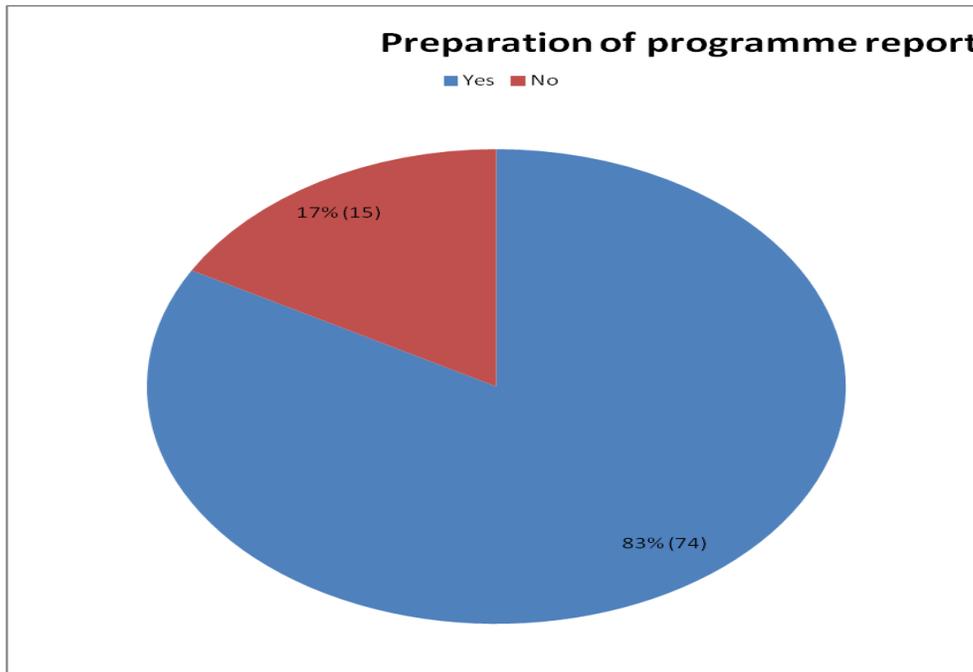
Figure - 5.4 Showing Creation of Discussion Groups

It is evident from the Figure 5.4 that only in 20 programmes (22%) discussion groups were created as follow-up mechanism, whereas in case of 69 programmes (78%), this process was not adopted as follow-up process. Therefore, a strong follow-up mechanism needs to be created for successful implementation of programmes.

**Figure - 5.5 Showing Types of Groups**

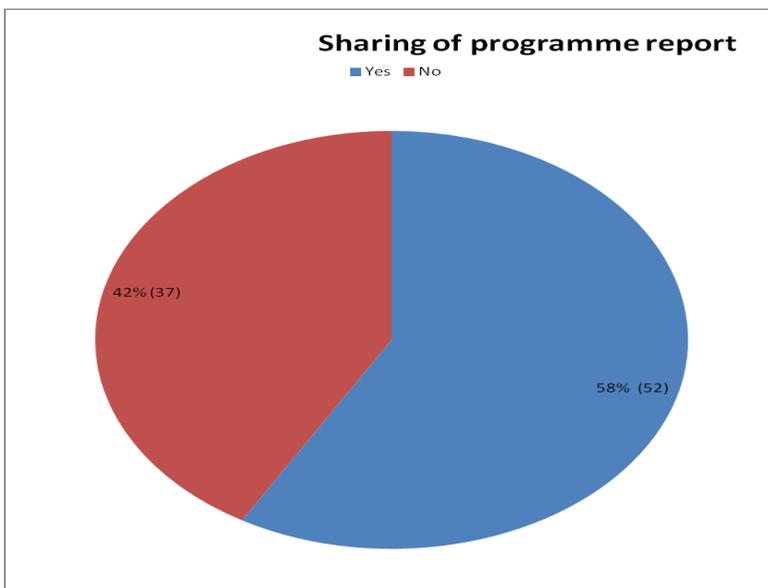
It may be seen from the Figure 5.5 that different departments have tried different strategies as part of discussion group and follow-up mechanism. In most of the cases i.e. in 11 programmes WhatsApp groups have been created followed by emails, Google groups i.e. in 9, 4 programmes respectively. Besides, forums (01), Yahoo groups (01) online course (02) portal are also used as interactive discussion groups to have continued follow-up with the participants.

Figure - 5.6 Showing Information about Preparation of Training Report

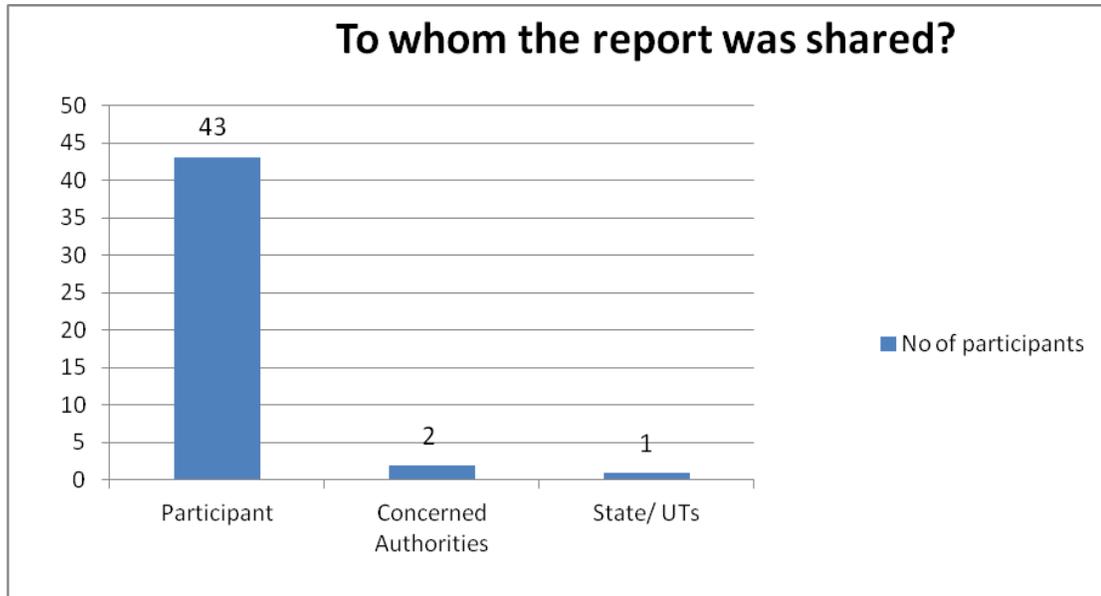


The data entered in the Figure 5.6 reveals that in most of the cases i.e. 74 programmes (83%) training reports were prepared and only in 15 programmes (17%) reports were not prepared. Therefore, it may be concluded that invariably all the programmes should have reports prepared for their programmes.

Figure - 5.7 Presents Information about sharing of Report with Stakeholders



The data placed in Figure 5.7 shows that in 52 out of 89 programmes (58%) the reports were shared with the stakeholders. However, in case of 37 programmes (42%) reports were not shared with stakeholders.

Figure 5.8 Showing information about sharing of Training Report

Further, it may be seen from Figure 5.8 that in most of the cases reports were shared with participants i.e. 43 and in few cases training reports were shared with concerned authorities in States and UTs i.e. 2 and 1 respectively. Hence, there is a need to share all the reports with the State counterparts.

CHAPTER SIX

Findings of the Study

Following findings are based on the analysis of the information provided by the constituent units of the NCERT. Further, the information was not provided uniformly by all and some of them (PSSCIVE) did not provide the required data.

1. A total 238 in-service training programmes for various stakeholders were conducted in last 3 three years(2012-15) by different constituent units of NCERT. Out of 238 programmes, NERIE organised highest number of training programmes in the last three years, which was followed by DEE, DESS, RMSA Project Cell, DEAA, RIE Ajmer and others. DESS includes programmes organised under National Population Education Project and Adolescence Education Programmes as both the projects are housed in this Department. ESD, DTE and DEK have organised least number of programmes. In case of DEK, it may be because of a very small division having only a single academic faculty. Training programmes of the RMSA Project Cell were approved by the PAB RMSA.
2. In-service training programmes-wise organised on various themes relevant to their functioning. Most of the Departments/Constituents organised the programmes related to their respective fields, however, the focus of DEL is on Communicative Skills on generic areas only and of DEE was on ECCE and Early Literacy across subject. Maximum themes and Areas were covered by NERIE. Overlapping of areas in case of subject programmes are found with RMSA and Departments of Social Science and Science /Constituents. **This needs attention.**
3. Variation was found on participants invited and attended one constituent unit to another. The number of participants were particularly low in case of RIE Ajmer and NERIE as shown in table 2.3. This may be due to a number of reasons. First, these two RIEs cater to a large geographical area. Second, NCERT travel norms are probably not participant-friendly, particularly in case of NERIE where the participants have to spend greater time and face difficulties in travelling by road from one state to another. The NCERT norm does not permit air travel for participation

in training programmes. Third, NCERT only reimburses the food and lodging bills on the last day of the programme. However, participants incur expenditure on their food, and in some cases lodging, in the return journey for which bill cannot be produced in advance, and, hence, remain unreimbursed fully. Sometimes delay in deputation by states results in low participation. As shown in table 2.3, in some cases the number of participants attending the programmes has been higher than the number actually invited (e.g., DEAA, DEPFE, and ESD). **This shows lack of proper planning by the Departments.**

4. The in-service teacher training programmes have catered to the needs of varied categories of participants. These are teachers, Headmasters, teacher educators, and Key/Resource Persons. About 32 per cent training programmes were organised for teachers and headmasters, and 23 per cent addressed to a mix group of teachers and teacher educators. About 14 per cent programmes were for teacher educators and 19 per cent for key resource persons.
5. The duration of a large number of NCERT programmes (about 66%) varies between 3 to 5 days. Larger duration programmes are relatively less in number and are conducted by a few constituent units. Probably short duration programmes are convenient to both organisers and participants. Also, as these are in-service training activities, it sometimes becomes difficult for the States to depute their functionaries for a longer period. **However, in order to develop an in-depth understanding on a particular issue, offering of long duration programmes through distance/ online modes needs consideration.**
6. More than half of the programmes are conducted in the premises of the concerned constituent units. This, of course, makes the task easy in terms of infrastructural facilities, and other operational issues. It may, however, be essential for a national organization like NCERT to make its presence felt at the state level by organising more number of programmes outside the premises of NCERT constituents.
7. 10 out of 20 Departments/Constituent Units used need assessment procedure in all programmes while planning various components of the in- service training programmes. It is revealed that in 70% cases, almost all Departments/Constituent Units has conducted various type of need assessment organized by them during this period except RIE Ajmer where need assessment was conducted in 37.5% programmes.

8. 83.2% of training programmes organized by various Departments/Constituents during this period used one or more types of need assessment. The result shows the credibility of most of the programmes organized by various constituents of NCERT. The themes/areas to be transacted or discussed during the training programmes needs to be finalized on the basis of the need felt by the stakeholders. Success of any programme by and large depends on the satisfaction of the participants. Hence training organized based on the need of the participants ensures the success of the programme.
9. Almost one-third of the programmes were organised based on Demand as shown in table 3.2 and figure 3.2. This indicates that, the specific requirements received from States/Institutions/Organisations were the basis of organizing those training programmes. Other two prevalent procedures were workshops with functionaries (21.2%) and Interactions with Stake holders (11.1%). Procedures like Focus Group Discussions, Questionnaire, Field Experience, Feedback, and classroom observations were also used while organising some of the programmes. In one of the programmes, on-line test was used as a procedure for assessing the training needs. Out of the 8 programmes mentioned under other category, 6 of them mentioned that need assessment were done without specifying any procedure, where as in one programme, it was mentioned that advocacy and in another Population data. In some of the programmes a combination of need assessment procedures were used. FGD and Observations, Workshop and Interactions, etc were also utilized in some of the programmes. Variety of need assessment procedures were utilized by the faculty members while organizing various types of in-service programmes. **Definitely a combination of two or three types of these procedures will give an exact idea about the various topics/themes to be discussed during the programme.**
10. Three-fourth of the Departments/Constituents has developed concept note for all the in-service training programmes, they organized during this period. It can also be seen that only two Departments/Constituents, viz, RIE Ajmer and DER organized around one-third of in-service Training Programmes without having a concept note.
11. Only 9 out of 20 Departments/Constituents shared the concept notes, developed with Trainees/Participants in all such programmes. At the same time the departments like DER, DTE, and ESD has not shared the concept note developed for the specific programmes with the

- participants. It also reveals that almost one-third of the Departments/Constituents failed to share the concept note with participants of the in-service training programmes.
12. Only in one department all concept notes were shared while 7 out of 20 Departments/Constituents, none of the concept notes were shared with internal faculty members. In the case of sharing with Internal Faculty members. This indicates that nearly 60% programmes, the concept notes were not shared with other faculty members.
 13. While analyzing this particular information, it was found that, in some of the programmes organized by few Departments/Constituents, the concept notes developed were only shared with Higher level State functionaries like, SPDs, Director of SCERTs, etc.,.
 14. Development and use of Training Materials can be considered as an important aspect for ensuring comprehensiveness and success of the programme. The process of its development and the involvement of various stakeholders in the development are also very crucial. The information shows that only around 85% of the in-service programmes organized during this period were utilized training materials/modules. These materials may be developed or procured. 60 % of the Departments/Constituents were either developed or procured materials for organization of all the in-service training programmes. DEE comes in this list with least percentage of development/procurement of materials. The department has developed/procured materials in 56.5% of the training programmes they organized. Around 15% of programme, organizers were not developed/procured any training materials. In most of these programmes topics/themes were shared with RPs and they prepared materials in the form of PPT, handouts, etc during their interaction with participants.
 15. In most of the cases the materials developed by NCERT constituents were procured and utilized for the training programmes organized by various Departments/Constituents. The materials developed by RMSA (ITDP Packages), NCF, Position Papers, Source Books, Exemplar Problems, Mathematics Kits, Science Kits, NROER, etc. are some of these materials procured by various Departments/Constituents during training programmes.
 16. Regarding development of training materials, in 36.6% cases training materials were developed through experts in workshops where as in 11.9% cases these materials were developed through in-house meetings

and finalized in Workshops. Around 6% cases materials already available in the department were modified and used. In one of the programme, it was found that the material developed by CBSE has been procured. This particular programme was an orientation programmes for DMS school teachers in CCE (See Table 3.6).

17. Out of 238 training programmes conducted by NCERT during the financial years 2012-2015, 1476 internal resource persons and 987 external resource persons contributed in the completion of the programmes. An average of 7 internal resource persons and 6 external resource persons participated in a programme. However, in DEAA, DEGSN, DEL, DEPFE, DEK and RIE Mysore and Bhubaneswar used the services of more external resource persons than the internal.
18. The NCERT gave enough attention to conduct meeting with the resource persons prior to the programmes to inform the resource persons regarding the need and importance of the programmes, objectives of the programme, mode of transaction to be used during the programmes, etc. These meetings contributed in the successful completion of the programmes.
19. Most of the participants (92 percent) for the training programme were deputed from their respective organisations. The deputation was made on the basis of the request made by the respective coordinators to the heads of the organisations like KVS, NVS etc and state offices like SCERTs, SIEs, Directorate of Education etc.
20. The NCERT distributed varied types of materials viz., modules, hand outs, training packages, kit manuals, resource materials among the trainees for better understanding of the content of the programmes and also used it as a resource material for the future training programmes conducted by them in their concerned states. Out of 238 training programmes in 53 sessions handouts were distributed and in 17 programmes audio-video CD's were distributed. The Figure 4.1 shows that the Council used different types of Transaction Modalities like participatory lecture, projects, group works, etc. As the transaction modalities to achieve the objectives of the programmes.
21. Figure 5.1 reveals that out of 238 programmes only 89 programmes (14 NCERT Constituents) have shared the evaluation and follow-up mechanism adopted by them. 89 training programmes, evaluation was done in 61 programmes through administration of an evaluation schedule

- designed at the department level. In case of the remaining programmes, 18 programmes adopted semi structured open ended written strategies, followed by oral interaction in 18 programmes and online evaluation in case of two programme respectively.
22. Figure 5.2 reveals that follow-up activities were conducted in 57 programmes (64%) and in case of 32 programmes (35%) follow up activities with States and other stakeholders were not conducted after the programme were organized.
 23. In most of the cases the Faculty and Department adopted written, email communication and sending a questionnaire i.e. 7 in each. However, in few cases follow-up was done through another training and using Social networking like whatsapp i.e. 3 each. Others did a follow-up through phone, research study, sharing of resources, holding face to face meetings, video conferencing and creation of e-groups i.e. 1 each. (Figure 5.3).
 24. It is evident from Figure 5.4 that only 20 programmes (22%) discussion groups were created as follow-up mechanism, where as in case of 69 programmes (78%), this process was not adopted as follow-up process.
 25. In most of the cases i.e. 11 programmes WhatsApp groups have been created followed by emails, Google groups in 9, 4 programmes respectively. Besides, forums (01), Yahoo groups (01) online course (02) portal are also used as interactive discussion groups to have continued follow-up with the participants. (Figure 5.5).
 26. The data entered in the Figure 5.6 reveals that in most of the cases i.e. 74 programmes (83%) training reports were prepared and only in 15 programmes (17%) reports were not prepared.
 27. The data placed in Figure 5.7 shows that in 53 programmes (58%) the reports were shared with the stakeholders. However, in case of 37 programmes (42%) reports were not shared with stakeholders.
 28. Further, it may be seen from Figure 5.8 that in most of the cases reports were shared with participants i.e. 43 and in few cases training reports were shared with concerned authorities in States and UTs i.e. 2 and 1 respectively.

CHAPTER SEVEN

Suggestions and Recommendations

This chapter presents suggestions and recommendations come out of the analysis of the training programmes conducted by various Departments/ Constituent Units. Some of the recommendations are also given by the different constituent units of the NCERT on programme design, execution, monitoring, mid-course correction, programme evaluation, feedback so that we may evolve a programme methodology and maintain quality. Suggestions and recommendations related to various aspects of In-Service Training Programmes are as follows:

7.1. Suggestions and Recommendations Related to Planning of Programmes :

These are given below.

7.1.1. Preparation of Comprehensive Guidelines

- (i) Comprehensive guidelines for in-service training programmes focusing on range of activities such as initial data for choosing the programme, programme design, execution, programme methodology, monitoring, mid-course correction, programme evaluation and follow up and feedback need to be prepared to maintain quality of the programmes. Guidelines should also keep the strategy of coverage of target groups which are huge in number. There is a need for evolving programme planning, management mechanism and methodological initiative in each programme to gain quality control.
- (ii) Professionalism urges that there is an emerging need for integration of research, development and training in the same programme. For instance, a study on classroom process or teacher professionalism will give ideas of training leading to development of materials followed by training. In the same programme we may witness all the three. The emblem of NCERT presents the intertwined image of three swans, where one represents research, the other development and the third training. In fact, the emblem symbolises the integrated vision of NCERT.

- (iii) The In-service training programmes should be planned, formulated and executed collectively following the Comprehensive guidelines. Roles and responsibilities of each Departments/ Constituent Units should be pre-defined.
- (iv) Inter departmental and inter institutional planning for the training programmes need to be done for formulating interdisciplinary programmes.
- (v) A consolidated training calendar need to be prepared in the month of April for all the States/UTs by the concerned NIE departments/RIEs/ PSSCIVE and CIET, and circulated to all concerned including the State Governments.
- (vi) The trainings must begin in April itself and majority of training programmes should be conducted by April-May for KRPs, so that States can utilize these KRPs for organization of their programmes for teachers in the vacation itself.
- (vii) Programmes of similar nature for the same state formulated by NIE departments and RIEs need to be streamlined and overlapping may be avoided during annual planning of the programmes.

7.1.2. Target Group and Pre-programme Activities

- (i) The term 'KRPs', 'Master Trainer', 'Teacher Educators' may be specifically defined for in-service training programmes. It should be communicated to the concerned officials in the States/UTs.
- (ii) There has to be a dialogue between NCERT and the state/UT officials before and after the conduct of the in-service training programme. Instead of one time programme, there should be a series of training programmes (multi-levels) in different areas to orient different categories of target groups across the country.
- (iii) It has to be ensured that the deputation letter of the participants and approach paper specifying training objectives, areas to be covered and training package to reach to all the participants well in advance (at least one week before). A Google group or forum needs to be created to interact before and after the programme.

7.1.3. Time and Duration

- (i). In most of the in-service training programmes conducted by the NCERT, feedback has been received about increasing time duration of the programme as different participants may require different levels of individual attention to answer their doubts, and also for learning (both content and innovative pedagogical methods). It is thus important that Departments/Constituent Units may plan in-service training programmes of 3 or 6 months courses (longer duration) on specific areas where these expertise are available. For example, courses such as language education, mathematics education, life science or physical science education or assessment and evaluation or psychology of teacher and teaching or text book writing etc., can be considered. These can be interdepartmental too. In the case of a 6 month course, 6 weeks face to face interaction during phase 1. Subsequently, they return to their work place and complete the project work or assignment or gathering field evidences in phase 2, and come back for 4 weeks face to face interaction and wrap up the programme during phase 3. It can be a certificate course. Also, refresher courses of longer duration at higher secondary level need to be conducted frequently.

7.1.4. Needs Assessment :

- (i). At present there is no standardised need assessment process. RIEs are assessing the needs for in-service training programmes by getting feed back through State coordination committee (SCC) meetings, communication from the States, Departments are getting through observation during various training programmes, or feedback given by the trainees in the earlier training programmes or field observations made by the faculty members. Many a times, these mechanisms are not helpful to design need based specialised programmes. Therefore, there is a need to develop comprehensive standardised mechanisms for need assessment of in-service training programmes. In-service teacher training programmes be organised after proper Need Assessment.
- (ii). Capacity of States/UTs needs to be built by the NCERT for conducting needs assessment for their training programmes. For this, guidelines need to be prepared and finalized after piloting in States and UTs.

7.1.5. Training Materials and Packages

Training materials/modules to be developed before the conduct of the training programme based on the needs. The materials need to be designed in such a way that there is minimum transaction loss and at the same time create space for accommodating further needs and contexts of the trainees. Materials should also have inbuilt content related to gender, special needs, adolescence concerns guidance and counselling and other emerging concerns with a focus on life skills application. Training materials should also be available as e-learning materials.

7.2 Suggestions and Recommendations related to Execution of Training Programmes

7.2.1 Modalities of the Programmes

- (i) Training should be a blended model of content, pedagogy and technology. There should be more emphasis on practical exercises, group work, demonstration, hands on experiences, presentation by the participants and problem-solving approaches. The principle of constructivism need to be followed in these training programmes.
- (ii) Videography of a few important sessions of important programmes (wherever possible) may be done. After completion of the programme, it should be seen for reflections and accordingly corrective measures can be taken. These videos can be placed on NROER.gov.in for further dissemination and use.

7.2.2. Participation of Trainees

Steps are needed to ensure that nearly 100 percent trainees attend the training programme. This will help in organising training programmes cost effectively. Regularity and punctuality in attendance of the participants during the training need to be ensured. The resource persons need to be aware about the training techniques, content and technology.

7.2.3 Sharing of Training Report

Report of each training programme should be developed and shared with States/UTs for taking necessary action. Reports can be shared through NCERT website also. Feedback from the participants should be taken confidentially and utilized for improving future training programmes.

7.2.4 Conduct of Pre And Post Tests

If needs for the programme are adequately assessed, pre and post tests may be administered to examine the effectiveness of training programme

7.3 Suggestions related to Follow-up/Evaluation of the Programmes

7.3.1 Feedback and follow up

Feedback and follow up should be an integral part of the training programmes. An institutional mechanism needs to be developed for follow-up of programmes. Clear follow up plans and modality of utilising of the training inputs by the participants need to be in-built in the programme proposal.

7.3.2 Preparation of Database of Trainees

The database of trainees needs to be uploaded on the NCERT website. The States/UTs may be informed about this resource pool for utilization of this pool while conducting programmes at their levels. There should be an on-line tracking system of the participants whose capacity is built up by the NCERT and accordingly follow up needs to be done. Customized software for managing database of training programmes and other such programmes may be developed and installed in all the constituent units of the NCERT having inter-links. An online data entry form (a dedicated website may be) can be developed in order to upload all the data about the programmes

7.3.4 Online Support And Guidance

After conducting face-to-face training programmes, online support and guidance should be provided including teachers who are transacting in classrooms. There could be an interactive online forum which can answer teachers' queries. Electronic discussion forum like the `E discussion forum as adopted by Adolescence Resource Center, AEP, NCERT and placed on a firm and sustained footing may serve as a model. The online forum could also be a space for sharing experiences, and providing feedback.

7.4 Suggestions related to Infrastructure and Administration of the Programmes

7.4.1 Infrastructure and learning resources

- (i) There is a need to establish exclusive ICT/science/mathematic learning resources equipped 2-3 Training Halls at NIE and all the RIEs which can accommodate 40-45 participants so that practical activities can be done easily with all updated facilities of ICT at the time of training itself.
- (ii) Adequate guest house facility must be made available throughout the year. The guest house management must be instructed for arranging alternate accommodations whenever the programme is planned. It should not be left to the programme coordinators to look for alternative arrangements.
- (iii) There should be a GIS lab for GIS related training programme. The lab should have at least 20 computers with internet facility, projector and white board. The lab should be connected with generator.
- (iv) For proper maintenance of training labs and training halls, adequate human resources must be in place.
- (v) Educational Kits developed by the NCERT may be made available to all the schools/teacher education institution across India. This will facilitate and promote activities and practical work in science and also create interests in teachers to learn laboratory skills.
- (vi) Similarly print material and CDs/DVDs containing various materials related to training programmes may be made available to the participants.
- (vii) All the training programmes conducted by the NCERT need to be made fully residential with in-built component of utilizing post formal training time in conducting many other activities such as watching audio-video programmes prepared by the NCERT and reading different relevant materials for mutual sharing varied talents. For this, there has to be space for reading, referring and hands on experience using ICT to the participants.

7.4.2 Administrative and Related to Travel and Dearness Allowances

- (i) As per the NCERT norms, trainees are not entitled for Air fare. Therefore, the participants who are entitled to travel by air as per their state norm are reluctant to attend the programmes. In certain cases, it needs to be

relaxed For example, as the north eastern region is a hilly region, the participants face problems in transportation. The expenditure approved for the participants as per the NCERT norms is not able to meet out their actual expenditure. Therefore, a special provision of TA/DA may be made for such trainees.. It will help in effective organization of the programme with an increased participation in the programmes for NE region. Provisions for flight fare may be permissible with respect to North Eastern States where road conditions are very bad such as Manipur, Mizoram, Sikkim and Tripura.

- (ii) For capacity building programmes, Programme coordinator's involvement should not be involved in the disbursement of TA/DA of trainees. It is observed that TA/DA issue creates disturbance during the programmes. The persons from Account section, as has been the practice in the past, should be deputed to settle TA/DA of the participants. In many cases, after the programme, programme coordinators have to face objections from the Accounts Section.
- (ii) The KGBV Teachers are contractual teachers drawing consolidated pay, Hence there should be flexibility in payments of their TA/DA bills. Especially for these teachers, as the KGBVs located in remote rural areas and sometimes the teachers have to travel for long distances where norms cannot be applicable. NCERT may adopt flexible approach in such cases which could be approved by the Director/Joint Director.
- (iv) The TA for teachers participating in the in-service training programme of various Departments of NIE, NCERT, coming from remote areas should be made flexible and the actual amount spent on travelling by the participants should be given.
- (v) Budgetary provisions for purchase of materials relevant for the programme should be approved along with permission for colour photo copy of the background materials prepared for dissemination.
- (vi) TA/DA for participants needs to be enhanced and there should be an Administrative Staff attached to every training programme to take care of the administrative part.
- (vii) If the programmes are to be organized on a specific request by the States, then the States may be requested to borne the full expenditure including TA/DA of participants. However, in such cases, NCERT may offer to bear the expenditure of its faculty who may act as RPs/Experts.

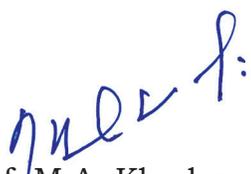
7.5 Major Recommendations :

- 7.5.1 Analysis of the suggestions received from Constituent units of NCERT about conducting the in-service training programmes has led to the following major recommendations for future in-service teacher training programmes:
- 7.5.2 Comprehensive guidelines for the conduct of In-service Teacher Professional Development Programmes focusing on the components such as Interdisciplinary approaches, Specialisation, Planning aspects, Modalities of conducting sessions(including ICT).
- 7.5.3 The NCERT needs to bring a paradigm shift in conducting its in-service training programmes from one-shot training to continuous professional development of the teachers and teacher educators. For this adequate training materials ,infrastructure needs to be ensured at all its constituent units.
- 7.5.4 Need assessment tools for in-service teacher professional development across the subject areas need to be developed and finalized after piloting by the NCERT for sharing it with the States/UTs.
- 7.5.5 Professionalism urges that there is an emerging need for integration of research, development and training in the same programme. For instance, a study on classroom process or teacher professionalism will give ideas of training leading to development of materials followed by training. In the same programme we may witness all the three. The emblem of NCERT presents the intertwined image of three swans Where one represents research, the other development and the third training. In fact,the emblem symbolises the integrated vision of our founders.
- 7.5.6 Specialised In-service Teacher Professional Development courses i.e. curriculum development, inclusive education, ICT enabled education, adolescence education, guidance and counselling , science education , mathematics education, assessment, etc need to be designed and offered as per the needs of the States/UTs.
- 7.5.7 List/briefs of training material available in NCERT, Feedback, Follow-up, Identification of expertise as Resource Persons, Practical sessions/ hands-on experience, etc., need to be brought out by the NCERT.

- 7.5.8 On-line In-service Teacher Professional Development (ITPD) Management Information System need to be implemented by the NCERT with adequate networking with the States. This will help in adequate follow-up of the impact of these programmes.
- 7.5.9 While annual planning of the NCERT programmes, annual training calendars need to be developed by the respective Institute/ Department/Division/Cell and consolidated during the Programme Advisory Committee, which must be placed on the NCERT website and communicated to all the constituent units as well as to the States.
- 7.5.10 Development of any training material must involve all the constituent units to avoid duplicity in the similar kinds of material. Further, material developed by any constituent units must be shared with all other units for feedback and dissemination.
- 7.5.11 For maintaining quality in the programmes conducted by the States where NCERT's RPs support is sought by the States/UTs, a brief guidelines for the States/UTs for conducting these programmes focusing on the need based material, modalities of transaction, feedback, assessment, etc., need to be developed and shared with States/UTs.
- 7.5.12 TA/DA norms of training programmes need to be separately revised taking in view the geographical conditions in different States/UTs.
- 7.5.13 Adequate administrative and accounts support staffs for managing the training programmes (correspondences/finance) need to be in place for smooth organization the in-service training programmes.
- 7.5.14 While inviting/involving the faculty of NCERT from other constituent units of NCERT, their consent must be obtained at the time of planning of programme.
- 7.5.15 The Heads of different constituent units should allow their faculty to involve in the programmes of other Institute/Department/Division/ Cell, in case their names were included in the programmes at the time of planning.
- 7.5.16 Resource Persons for training programmes need to be selected based on their expertise in the specific area and also their experiences. Rather than inviting a large number of external experts, more

involvement of faculty members from across the NCERT constituent units as resource persons need to be ensured. Ratio of internal/ external resource persons need to be maintained.

7.5.17 In view of reducing the effect of cascade mode of in-service teacher training for improving the quality and impact of these trainings at the grass root level, planning need to be done to cover entire population of teachers and teacher educators belonging to varied subject area for training in phase-wise manner.



Prof. M.A. Khader
Member



Prof. A.K. Srivastava
Member



Prof. Ranjana Arora
Member



Prof. Amarendra Behera
Member



Prof. B.P. Bhardwaj
Member



Prof. M. Siraj Anwar
Convenor



Prof Saroj Yadav, Dean (A)
Chairperson

No. F. 1-11/E-I/2015
 National Council of Educational Research and Training
 Sri Aurobindo Marg, New Delhi – 110016
 (Establishment – I Section)

Dated: 02.12.2015

Subject: Evaluation of In-Service training-reg.

Every Department/Constituent Unit of NCERT organizes in-service training programmes for different stakeholders.

It has been decided to evaluate the in-service training programmes conducted by NCERT. In this regard, a Committee consisting of following persons is constituted:

1. Prof. Saroj Yadav, Dean (Acad.)	Chairperson
2. Prof. M.A. Khader (Retd.)	Member
3. Prof. A.K. Srivastava, Head, DER	Member
4. Prof. Ranjana Arora, Head, RMSA	Member
5. Prof. B.P. Bhardwaj, Head, DTE	Member
6. Prof. Amarendra Behera, Head, ICT, CIET	Member
7. Prof. Siraj Anwar, Head, PMD	Convener

The Committee may also invite Prof. Santosh Panda, Chairman, NCTE as a special guest.

The Committee will consult all the NCERT constituents on the above issue. The Committee will submit its report within one month.

The expenditure will be met out of the PAC budget of NCERT.


 (Sudeshna Sen)
 Secretary

Copy to:-

1. All members concerned
2. All Heads of the Department/Divisions/Cells
3. PS to Director
4. PS to Joint Director
5. PS to Joint Director, CIET
6. PS to Joint Director, PSSCIVE

5533/2015
 31/12/2015

In-Service Teacher Training Programme Assessment Format (ITTPAF)

The organization of in-service training programme is a regular activity of the NCERT. Each Department/ Institute organizes a number of programmes every year to cater to the needs of the different clientele groups (e.g. teachers, teacher educators, etc.). These programmes vary in their nature, objectives, clientele, organization, duration, and so on. This activity is supported by NCERT either through PAC or PAB.

Recently, NCERT has constituted a Committee to look into different aspects of organization of in-service training programmes by its constituent units (NIE, CIET, PSSCIVE, RIEs) with a view to make it need-based and more efficient. Each Institute/ Department/ Faculty of NCERT is requested to kindly cooperate in this endeavour. As Committee has got limited time at its disposal, you are requested to provide information by 25th January, 2016.

The following two proformas have been prepared for collecting information about In-Service Teacher Training Programmes conducted by you as programme coordinator in the last three years i.e. 2012-15 either approved by PAC or PAB of SSA/RMSA or on the demand of some organizations such as KVS, NVS, etc.

- (i) Performa - A : Consolidated information of all training programmes conducted during 2012-15
- (ii) Performa - B : Training Programme wise information

You have to furnishing information in both the performas. Please provide information on every point given in the performa. You can use extra sheet if required.

This information will be used for research purposes and also for bringing improvement in the in-service teacher training programmes.

PERFORMA – A

Consolidated Information of All Training Programmes Conducted During 2012-15

- (i) Name of the Department/ : _____
 Institution : _____
- (ii) Name of the Programme : _____
 Coordinator
- (iii) Designation : _____

I. Please give details of the training programmes conducted during the last three years i.e. from 1st April 2012- 31st March 2015 as requested in the following table:

S. No.	Programme Title	Year	Area(s) Covered	Target		No. of Participants		Duration and Dates	Venue
				Group	Institutions	Invited	Actual Attended		

II. What are your suggestions for the improvement of In-service Teacher Training Programmes conducted by you, in particular, and the NCERT, in general, with regard to planning, formulation and execution of the programme in future?

PERFORMA – B**Training Programme wise Information**

Please furnish programme-wise details (ONE PROFORMA FOR ONE PROFRAMME):

I. Title of the Programme:**II. Year and Duration of the Programme:****III. Rationale of the Programme:**

--

IV. Planning:

1. Whether need assessment was conducted for the Programme? Yes/No?
 - (a) If yes, how?
 - (b) If No, how did you decide about organizing the programme?
2. What process has been followed for conduct of the development of programme? Please provide the following details:
 - (a) Whether concept note was developed? Yes/No
 - (b) If yes, with whom this was shared?
 - (c) Whether modules/material was developed/procured for the programme?
Yes/No?
If Yes, what method was used to develop these modules?
 - (d) If 'No', how did you manage the sessions in the programme?

V. Execution:

1. How many Resource Persons were involved in the programme? Give details.
 - (i) No. of internal Resource Persons
 - (ii) No. of external Resource Persons
 - (iii) What was the criteria of identifying the resource person?
2. Before the programme, did you conduct any meeting with the resource persons to brief about the programme and its objectives? Yes/No?
 - (i) If yes, how did you find it useful?
 - (ii) If no, how did you inform them about their role in the programme?
3. What method did you use for inviting the participants?
4. What materials were distributed in the programme? Give a list of materials?
5. What transaction modalities were used in the programme)? Give details of these modalities (Session wise/course wise).
6. Whether Information and Communication Technology (ICT) was used in the programme? Yes/ No
 - (i) If yes, give details.
 - (ii) If No, did you feel its use in the programme?

VI. Evaluation and Follow-up:

1. How did you obtain feedback from the participants during the programme?
2. How did you plan for the follow-up of the programme?
 - (i) Was follow-up done as per your plan?
If yes, what did you find?
Did you see any impact of this programme in the field? Yes/No
If yes, what were the major findings?
 - (ii) If no, what were the reasons?

3. Did you form a group (Google, Yahoo, Whatsapp, etc.) to continue discussions with the participants?
4. Did you prepare the report of the programme?
Did you share this with the participants?

VII. Issues and Challenges:

1. What hurdles/issues you faced during the programme planning, execution and follow-up? Please give details?
2. How did you overcome these hurdles?
3. Were you satisfied with different aspects of the programme? Yes/No?
 - (i) If yes, what were the positive aspects of the programme?
 - (ii) If no, what improvement do you suggest for incorporation in the programme?

_____ * * * _____