

## 1.DISTRICT LEVEL DASHBOARD

### About District (as on 31<sup>ST</sup> March, 2018)

Head	Detail
Name of District	Krishnagiri
Total No. of Revenue Districts	2 (Hosur & Krishnagiri)
No. of Blocks/ Mandal	10 Blocks
No. of DIETs sanctioned/functional	1
No. of CTEs sanctioned/functional	nil
No. of IASEs sanctioned/functional	nil
No. of State Universities : (i) Having Department of Education (ii) Not having Department of Education	nil
Number of Pre-Primary Schools	129
Number of Primary Schools	1153
Number of Upper Primary Schools (including composite schools)	299
Number of Secondary Schools (including composite schools)	170
Number of Senior Secondary Schools (including composite schools)	104
Number of Teacher Eligibility Test (TET) Conducted in the State since 2012 onwards (Provide year wise details)	29.04.2017
<b>Teachers</b>	
<b>Total Number of Teachers ( Including Govt., Aided &amp; Pvt. Schools)</b>	
• Elementary Level	3492
• Secondary Level	2535
<b>Total number of Unqualified Teachers enrolled in NIOS D.El.Ed. programme for training of In-service Untrained Teachers</b>	
• Government Schools	nil
• Aided Schools	nil
• Pvt Schools/Unaided Schools	307
<b>Last TET was held in the State (date/month/year)</b>	
• Primary level	29.04.2017
• Upper Primary	30.04.2017

• % of candidates who have cleared TET Primary level	
• % of candidates who have cleared TET Upper Primary level	
• Has the TET data been used to analyse the performance of Teacher Education Institutions?	Yes
<b>Year-wise total number of teacher trainees passing:</b>	
• Through DIETs	2015 -16 - 36 (78%) 2016 -17 - 24 (63%)
• Through BITEs	nil
• Through Private D.El.Ed. Colleges/Institutions	
<b>Number of new teachers needed annually</b>	
• For Elementary Level	300
• For Secondary Level	227
<b>Teacher Educators</b>	
<b>Total Number of Teacher Educators</b>	
• DIETs	21
• CTEs	nil
• IASEs	nil
• BITEs	nil
<b>Total Intake and Enrolment in TEIs</b>	
• DIETs	<b>50+50</b> <b>I year = 21(Tamil+4(Telugu) = 25</b> <b>II year = 30(Tamil + 7 (Telugu) = 37</b>
• CTEs	nil
• IASEs	nil
• BITEs	nil
• Pvt B.Ed. Colleges/Institutions	7
• Pvt D.El.Ed. Colleges/Institutions	3
<b>Total Academic Post Sanctioned and Functional in TEIs</b>	
• DIETs	21
• CTEs	nil

• IASEs	nil
• BITEs	nil
<b>% Vacancy of Academic Posts as a ratio of Total Number of Posts</b>	
• DIETs	2 (10%)
• CTEs	
• IASEs	
• BITEs	

### Enrolment and Teachers information

<b>Educational Level</b>	<b>Enrolment</b>	<b>Sanctioned Strength of Teachers</b>	<b>Total no. of Teachers appointed</b>	<b>Pupil Teacher Ratio (PTR)</b>	<b>Total no. of teachers with NCTE qualification</b>	<b>Total no. of teachers without NCTE qualification</b>	<b>Teacher vacancy</b>
Primary (I-V)	86908	3831	3531	1:25	3531	nil	300
Upper Primary (VI-VIII)	60374	2535	2442	1:25	2442	nil	93
Secondary (IX-X)	42659	1603	1376	1:31	1376	nil	227
Senior Secondary (XI-XII)	30657	995	884	1:35	884	nil	111
<b>Total</b>	<b>220598</b>	<b>8964</b>	<b>8233</b>		<b>8233</b>		

### Teacher Education Institutions (TEIs) information

Teacher Education Institution	Government		Aided		Private		Total	
	No. of Institutions	Intake Capacity	No of Institutions	Intake Capacity	No. of Institutions	Intake Capacity	No. of Institutions	Intake Capacity
2-year D.El.Ed.	01	100			03	150	04	250
2-year B.Ed.					15	1500	15	1500
4-year B.El.Ed.								
2-year D.El.Ed. (Special Education)								
1-year B.Ed. (Special Education)								
1-year M.Ed.					1	35	1	35
Total	1	100			19	1685	20	1785

**3.1) Has the State implemented the MHRD Guideline on Strengthening of DIETs - 2017**  
**Yes/No**

➤ **If, Yes (Please Provide the details):Yes.**

- 1. Formation of committees**
- 2.**

➤ **If No, What is the reason for not implementation**



### I) General Profile of the DIET

Name of the DIET	Year of Establishment	Full Postal Address	District	Principal Name	Principal's Mobile No.	Landline No	Mobile No	Email Address	Website	Latitude Position	Longitude Position
<b>DIET , Krish nagir i</b>	30.12.1989	DIET Krishnagiri , Kattinayan apalli Village, Krishnagiri -	Krishnagiri	<b>T.Srinivasan</b>	7373003406	nil	944385 7264	<a href="mailto:dietkgi@tn.nic.in">dietkgi@tn.nic.in</a>	dietkrishnagiri.org	12.5N	78.2E



DIET Krishnagiri	29.04.2017			1926		2559	30.04.2017						
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c. Pre-Service Program in DIET

S.No	DIETs	Name of the Program (D.El.Ed/D.Ed)	Duration of the Program	Course Fees per Student per year	Intake Capacity	Actual Enrolment			Shortfalls if any with reasons
						Boys	Girls	Total	
	DIET Krishnagiri	D.El..Ed	2 years	1500	50 (Tamil)				Less number of recruitments
					I year	5	16	21	
					II Year	3	27	30	
					Total	8	43	51	
					50 (Telugu)				
					I year	0	4	4	
					II Year	1	6	7	
					Total	1	10	11	

d. Other Programs Offered by DIETs

any other Program	NCERT	duration of the Program	per Student	Capacity	Actual Enrolment	Shortfalls
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[illegible]

### iii) Functional Committee of DIETs

[illegible]

DIET Krish nagiri	yes	2	12.12 .17	Yes	6	01.1 2.17	yes	7	05.12. 17	yes	11	05.12. 17	Parent Teachers committee
													Student committee

iv) DIET have a detailed database on the Schools, Teachers, BRCs & CRCs in the district that it serves

Name of the DIET	Yes/No	Manual/IT Enable	Please provide details
DIET Krishnagiri	Yes	IT Enabled	Training Management System established (TMIS)

v) DIET's conducted Stakeholders meeting during 2017-18

DIETs Name	Block Resource Centers (BRCs)			Cluster Resource Centers (CRCs)			Sarva Shiksha Abhiyan (SSA)			Rashtriya Madhyamik Shiksha Abhiyan (RMSA)			Any others (name and number of meetings held)	
	Yes/No	Total Meeting held	Last Meeting Date	Yes/No	Total Meeting held	Last Meeting Date	Yes/No	Total Meeting held	Last Meeting Date	Yes/No	Total Meeting held	Last Meeting Date	Name	Number of Meeting held
DIET, Krishnagiri	Yes	9	23.11.17	Yes	9	30.11.17	Yes	6	24.11.17	Yes	5	19.10.17	Parent Teachers Meeting	6

Research Studies conducted by DIET in 2017-18

No	DIETs Name	Conducted Reserch (Yes/No)	Research Title	Area of Research	Status of Research	Shortfalls if any with reasons
1	DIET Krishnagiri	yes	Effect of Yoga practice in improving concentration among upper primary students of Krishnagiri district	Physical and Health education	completed	nil
			Eliminating the problem of 7 <sup>th</sup> standard students understanding the important criteria of five kingdom classification.	Science - Botany	completed	
			Using KSA domains- Enhance students life oriented learning style and improve thinking level.	Learning style	completed	
			Resolving the problems in understanding the volume and surface area of 3d figures among 10 <sup>th</sup> standard students.	Mathematics	completed	
			Resolving the problems in writing answers in sentence for Tamil subject among 9 <sup>th</sup> standard students;	Answering techniques	completed	
			Resolving problem in identifying the location and function of endocrine glands through ICT among 8 <sup>th</sup> standard students	Science - zoology	completed	
			Resolving the problems of understanding the structure of the cell among 6 <sup>th</sup> standard students .	Science - Botany	completed	
			Eliminating the problem of 7 <sup>th</sup> standard students in mentioning year in History subject	History - chronology	completed	
			Eliminating the problem of 8 <sup>th</sup> standard students in understanding the micro organisms in Biology	Science - Biology	completed	
			Enhancing word power and pronunciation through ICT among primary students of PUMS, Hosur	English - LSRW skills	completed	
			Creating awareness on epidemic diseases among upper primary students in PUMS Pothapuram	Health Education	completed	
			Resolving the problems of 8 <sup>th</sup> standard students in solving linear equations	Mathematics	completed	
			Enhancing the skill of learning the basic circuit and specific symbols among 7 <sup>th</sup> standard students	Physics	completed	

			Resolving the problems in using punctuation marks in English writing among VII standard students	English	completed	
			Developing the understanding skill of periodic table among 9th standard students through play way method	Chemistry	completed	
			Eliminating spelling mistakes in English language among v standard students of pups Giddampatti	English - LSRW skills	completed	
			Minimizing the difficulty level of finding the area of semi circle among VIII standard students	Mathematics	completed	
			Resolving the problem of 8th standard students understanding the rules for combining the words	English	completed	



### BRANCH WISE STAFF ALLOTMENT 2017-2018

S. NO	Name of the branch	Faculty Members
1.	Pre Service Teacher Education	Dr.G.Anbumani,Senior lecturer(Botany) Mr.G.Ramachandran, Lecturer (History) Mrs. N.Indira, (Physical Education) Mrs.N.Nisha, Lecturer ( Chemistry) Mrs.S.Ramya, Lecturer ( English) Mrs.M.Kalaiganaselvi, Lecturer ( Maths) Mr.S.Muniappan Lecturer ( Tamil) Mrs.J.Dhanalakshmi, Lecturer (Telugu) Mr.K.Govindarajalu, (Art Education Teacher)
2.	Work Experience	Mr.P.Madhu, Senior Lecturer(Science) Mr.S.Annamalai, Lecturer( Science)
3.	District Resource Unit	Mr.D.Mohan, Senior Lecturer (Maths) Mr.S.K.Saravanan, Lecturer (Maths)
4.	Inservice Field Interaction, Innovation and coordination	Dr.R.Parvathi, Senior Lecturer (Maths) Mrs.S.Shanmugapriya, Lecturer(English)
5.	Curriculum Material Development and Evaluation	Dr.G.Viruthasarani, Senior Lecturer ( Tamil) Mrs.c.Janaki, Lecture ( Tamil)
6	Educational Technology	Mr.M.Mayilsamy, Lecturer (Science) Mrs.B.Amudha, Lecturer (Science)
7	Planning and Management	Mrs.K.Mangaiyerkarasi,Senior Lecturer Maths) Mrs.S.K.Shanthi, Lecturer (Science)

## 2. PRE-SERVICE TEACHER EDUCATION BRANCH

**Name of the Head:** Dr.G.Anbumani,Senior Lecturer

S. NO	Name of the Lecturer	Designation	Handling Subject
1.	Mr.G.Ramachandran	Lecturer in History	Teaching of Social Science
2.	Mrs. N.Indira	Physical Education	Yoga and Physical Education
3.	Mrs.N.Nisha	Lecturer in Chemistry	Teaching of Science
4.	Mrs.S.Ramya	Lecturer in English	Teaching of English
5.	Mrs.M.Kalaighansselvi	Lecturer in Maths	Teaching of Maths
6.	Mr.S.Muniappan	Lecturer in Tamil	Teaching of Tamil
7.	Mrs.J.Dhanalakshmi	Lecturer in Telugu	Teaching of Telugu
8.	Mr.K.Govidarajalu	Art Master	Art Education

## 2.1 D.El.Ed strength particulars:

S.No	Course year	Gender	Strength	Total
1	II-Year - Tamil	Boys	3	30
		Girls	27	
2	II-Year- Telugu	Boys	1	7
		Girls	6	
3	I-Year-Tamil	Boys	3	15
		Girls	12	
4	I-Year- Telugu	Boys	-	2
		Girls	2	
Grand Total				54

## Private TTI Strength Particulars:

S.No	TTI Name	Course year	Gender	Strength	Total
1	JCT TTI, Hosur	I-Year	Boys	-	03
			Girls	03	
2	Krishna TTI, Krishnagiri	I-Year	Boys	-	04
			Girls	04	
3	JCT & Krishna TTI	II-Year	-	-	-

## Result Analysis (2016-2017)

### I Year

	<b>L.C</b>	<b>FEL</b>	<b>TAMIL</b>	<b>ENGLISH</b>	<b>MATHS</b>	<b>SCIENCE</b>	<b>SS</b>
	<b>102</b>	<b>104</b>	<b>106</b>	<b>108</b>	<b>110</b>	<b>112</b>	<b>114</b>
<b>Strength</b>	37	37	37	37	37	37	37
<b>Pass</b>	33	33	34	30	37	32	31
<b>Fail</b>	04	04	03	07	-	05	06
<b>%</b>	89.1%	89.1%	91.8%	81%	100%	86.4%	83.7%
<b>Overall Pass in all Subjects</b>						<b>62.1% (23)</b>	

### II Year

	<b>I.E.S</b>	<b>FEL</b>	<b>TAMIL</b>	<b>ENGLISH</b>	<b>MATH</b>	<b>SCIENCE</b>	<b>SS</b>
	<b>202</b>	<b>204</b>	<b>206</b>	<b>208</b>	<b>210</b>	<b>212</b>	<b>214</b>
<b>Strength</b>	34	34	34	34	34	34	34
<b>Pass</b>	26	29	29	31	30	30	30
<b>Fail</b>	07	04	04	02	03	03	03
<b>%</b>	78.7%	87.8%	87.8%	93.9%	90.9%	90.9%	90.9%
<b>Overall Pass in all Subjects</b>						<b>63.6% (21)</b>	

## 2.2 PSTE Activities (2017-2018)

S.No	Name of the Activities / Programmes	Date
1.	Single Window Counselling	07.08.2017 – 09.08.2017
2.	Fresher's Day	10.08.2017
3.	International Youth Day	12.08.2017
4.	Teachers Day	11.09.2017
5.	Rally for River	13.09.2017
6.	Family Welfare Law	13.09.2017
7.	RBI's Finance Literacy Awareness Programme	18.09.2017
8.	Tree Plantation Day	22.09.2017
9.	Art Craft Workshop for I Year	04.10.2017

10.	Anti-Corruption Awareness Programme	02.11.2017
11.	Field Trip	07.11.2017
12.	Yoga Inauguration	11.11.2017
13.	Children's Day	14.11.2017
14.	TET Inaugural	25.11.2017
15.	Mathematics Club Inaugural	29.11.2017
16.	World AIDS Day	01.12.2017
17.	Social Science Club Inaugural	05.12.2017
18.	Science Club Inaugural	29.12.2017
19.	Republic Day	26.01.2018
20.	Art Craft Workshop for II Year	08.02.2018
21.	NSS Camp	14.02.2018-20.02.2018
22.	Consumer Rights Awareness Programme	01.03.2018
23.	Medical Camp	11.04.2018

## **1. Name of the Activity: International Youth Day**

**Faculty Involved:** Dr.M.Deepanchi, Principal (i/c), Mr.D.Mohan, Senior Lecturer,

Dr.G.Anbumani, Senior Lecturer, Mrs.K.Mangeyarkerasi, Senior Lecturer,

Mrs.N.Indira, Lecturer, Mrs.S.Shanmugapriya, Lecturer

**Duration of the Activity:** 12.08.2017 & 30.08.2017 (Inter College Competition)

**Process:** On 12.08.2017, awareness programme on Youth day was conducted in DIET, Krishnagiri. Principal (i/c), Senior Lecturers and Lectures shared their views on International youth day. Inter College Competition was held in Periyar University, Salem on International Youth Day in 30.08.2017. It was conducted by Red Ribbon Club (RRC). Twenty-two Colleges from Krishnagiri, Dharmapuri, Salem, Nammakkal Districts were participated in the competition. Fourteen Students from our DIET – Krishnagiri were participated for Posture making, Street / Stage Play, Mime and Slogan competition. The students participated enthusiastically in the competition. Our DIET, Krishnagiri won first prize in Street Play among twenty two colleges.

**Methods Adopted:** Competition to aware of the responsibility of Youth

### **Outcome:**

- To make awareness on HIV prevention and Drug Abuse
- To build the peace in the minds of youth
- To develop the attitude of building nation

**Related Photos:**



## **2.Name of the Activity: Independence Day**

**Faculty Involved:** Dr.M.Deepanchi, Principal (i/c), Mr.D.Mohan, Senior Lecturer,  
Dr.G.Anbumani, Senior Lecturer, Mrs.K.Mangeyarkerasi, Senior Lecturer,  
Mrs.N.Indira, Lecturer, Mrs.C.Janaki, Lecturer

**Duration of the Activity:** 15.08.2017, half day

### **Process:**

Independence Day was a red letter day in the history of India when the country got the freedom on August 15, 1947. It took hundreds of years to us to break shackles of slavery. People of the country celebrate this day every year with great pomp and show. Dr.M.Deepanchi, Principal (i/c) was the Chief Guest of the Programme. He hoisted the national flag sharp at 9:00 am. All the Faculties and Students saluted the flag and then sang the National Anthem. Sweets were distributed among the students and the faculties. Then the Cultural Programme began. Patriotic Poems and Songs were recited by the students. Some students also presented the group dance and skits.

**Methods Adopted:** Lecturing & extracurricular activities

**Outcome:** The Independence Day has a great importance in every citizen's life. This day reminds us every year that freedom is sacred and citizens must do everything to ensure that it shall not be endangered.

### **Related Photos:**





### **3.Name of the Activity:** Teachers Day Celebration

**Duration of the Activity:** 11.09.2017 two hours

#### **Process:**

Miss. Monica, second year teacher trainee had co-ordinate the programme. The Programme had been celebrated with Tamilthai vazhuthu. Then, Miss Muthupriya from second year teacher trainee welcomed all the faculties by addressing their special features in honour of Teacher's Day celebration.

Welcome dance was performed by the teacher trainees. Few of the teacher trainees recite the speech on appraisal of their present and past teachers by whom they were inspired in both Tamil and Telugu medium. Then Teacher trainees were conducted some simple entertaining games for all faculties. After that all the Senior Lecturers, Lecturers, Junior Lecturer and Art Master who gathered in the programme were shared about their experience. At last, Miss.Devipriya from Second Year gave vote of thanks.

**Methods Adopted:** Student Participation method

#### **Outcome:**

- To develop the leadership skills,
- To remember the teachers who are all the stepping stone of their life
- To bring out the attitude of gratitude

#### **Related Photos:**



#### **4. Name of the Activity:** Rally for River

**Faculty Involved:** Mr.N.Asokan, Senior Lecturer, Mr.D.Mohan, Senior Lecturer,  
Mrs.K.Mangeyarkerasi, Senior Lecturer, Mrs.N.Nisha, Lecturer  
Mrs.M.Kalaighanaselvi, Lecturer,

**.Duration of the Activity:** 13.09.2017 (2 hours)

**Experts Involved:** Mr.Natrajan, Isha volunteer from Coimbatore

**Process:** Mr.Natrajan, volunteer from Coimbatore spoke about the necessity for protecting River. Then the speech video of Mr.Sathguru, the founder of Isha Foundation had been screened. He talked about the importance of the rally for river and insisted to give missed call for framing policy regarding to protect river. Then he talked so many things about environment. At the end of the juncture, all teacher trainees and faculties took oath and stood for the rally song composed especially for river rally awareness.

**Methods Adopted:** Lecturing and Video projection

#### **Outcome:**

- To aware of environmental Protection
- To join together for linking rivers through India

#### **Related Photos:**



**5.Name of the Activity:** Seminar on Family Welfare Law

**Faculty Involved:** Mr.N.Asokan, Senior Lecturer, Mr.D.Mohan, Senior Lecturer,  
Mrs.K.Mangeyarkerasi, Senior Lecturer, Mr.S.Annamalai, Lecturer,

**.Duration of the Activity:** 13.09.2017 (2 hours)

**Experts Involved:**

- Mrs.K.Arivoli, M.A. B.L, Chairman, District Legal Aid as well as Judge
- Mrs.S.Thazin, M.L, Secretary and Sub-ordinate Judge

**Process:**

Mrs.S.Thazin, the sub-ordinate Judge explained the laws regarding on Family Welfare and gave an idea about the different types of Court and its functions. She guided how we (the people) can get help from the court legally and what are the ways to file the case in the court. Then Mrs.K.Arivoli, District Judge spoke out of the law against women harrasment. The seminar was shifted to interactive session by clarifying the doubts of the teacher trainees, Lecturers and Senior Lecturers.

**Methods Adopted:** Lecturing and interaction method

**Outcome:**

- To aware of Family laws

**Related Photos:**



**6. Name of the Activity:** RBI's Finance Literacy Awareness Programme

**Faculty Involved:** Mr.G.Ramachandran, Lecturer, Mrs.S.Ramya, Lecturer,  
Mr.C.Muniyappan, Lecturer,

**Duration of the Activity:** 18.09.2017 (2 hours)

**Experts Involved:** Mr.Baskar, District Manager, Indian Bank, Mr.Hariselvam, SEBI,

**Process:** Mr. Baskar, District Manager began his speech by arising the questions what were the difficulties the students faced while opening account. And he shift over to the scheme of our Prime Minister Narendra Modi regarding Bank and how it benefits to the students and citizens. Then the session was turn into interaction by clarifying the doubts of students and Lecturers in terms of bank proceedings. Mr.Hariselvam, SEBI delivered his speech by telling about what is Share Market, how it functions, what are the particulars needed to buy shares, what are the procedures to buy shares and how it benefits. Then he explained about BSE (Bombay Stock Exchange) and NSE (National Stock Exchange). In Newspapers, which page the share market news appeared. He discussed more about Mutual Fund, Gold Bond Scheme and Suganya Sampriti Scheme. He interacted with the students and Lecturers to clarify their doubts.

**Methods Adopted:** Lecturing and Interaction Method

**Outcome:**

- Overcome the fear approaching in banks

- Get clear idea of Share market and its functions

**Related Photos:**



**7. Name of the Activity:** Tree Plantation

**Faculty Involved:** Dr.M.Deepanchi, Principal (i/c), Mrs.K.Mangeyarkerasi, Senior Lecturer,

Mr.G.Ramachandran, Lecturer, Mr.S.Annamalai, Lecturer, Mrs.C.Janaki, Lecturer, Mrs.N.Indira, Lecturer, Mrs.S.Shanmugapriya, Lecturer,

Mrs.S.Ramya, Lecturer, Mr.M.Kalaighansselvi, Lecturer

**Duration of the Activity:** 22.09.2017 (2 hours)

**Process:**

First year teacher trainees actively participated in the programme. Dr.M.Deepanchi, Principal (i/c) explained about the importance and necessity of tree plantation at this juncture and inaugurated the programme by planting a sapling. Then Mrs.K. Mangaiyerkarasi HOD of PSTE planted a sapling. All the DIET faculties participated happily. Mr.S.Annamalai, Lecturer coordinated the function. Then the I- year students planted various kinds saplings and remember to water the plants to grow as a tree.

**Outcome:**

- Knowing the importance of the tree

**Related Photos:**





**8. Name of the Activity:** Art and Craft Workshop For First year Trainees

**Faculty Involved:** Mr.T.Srinivasan, Principal, Mrs.K.Mangeyarkerasi, Senior Lecturer,  
Dr.G.Anbumani, Senior Lecturer, Mr.K.V.Govindarajalu, Art Master

**Duration of the Activity:** 04.10.17

**Experts Involved:** Ms.Shanthi, Craft Instructor

**Process:** This workshop was aimed at giving various tips to the trainees on how to utilize the available low cost materials in the best possible manner and create beautiful and effective art. Twenty Five students of I year Tamil and Telugu medium were participated in the workshop. Thiru.K.V.Govindarajulu, Art Master co-ordinated the workshop. Mrs.K.Mangeyarkarasi, Pre-service HOD welcomed the gathering. Ms.Shanthi was acted as Resource person and introduced by herself. Then she demonstrated to make flower and butterfly in chart, sunflower with tea cup, Stylish Bag by using old T-Shirt, gift box, decorative bangle with help of thread and doll making. Each trainee did the above craft work individually and some craft in group wise. The Trainees made craft which was displayed at the end of the session. Principal Mr.T.Srinivasan and Lecturers witnessed the Craft works done by the trainees

**Methods Adopted:** Learning by Doing

**Outcome:**

- Learn to reuse the waste material effectively

#### **Related Photos:**



#### **9. Name of the Activity:** Dengue Awareness Programme

**Faculty Involved:** Mr.T.Srinivasan, Principal, Dr.G.Anbumani, Senior Lecturer,

Mrs.B.Amutha, Lecturer in Physics, Mrs.S.Ramya, Lecturer in English

**Duration of the Activity:** 12.10.2017 (2 hours)

**Experts Involved:** Mr.Arun, Health Inspector, Krishnagiri.

**Process:** This programme was organised by Mr.Arun, Health Inspector, Krishnagiri. S.Murugammal, Masthoor, R.Deepa, Masthoor, C.Kaveri, Masthoor, D.Ramani, Masthoor, A.Kanmani, Masthoor and D.Vijaya, Masthoor from this field were created awareness among First year D.El.Ed students and all DIET faculties under the head of Mr.T.Srinivasan, Principal, DIET, Krishnagiri and Dr.G.Anbumani, Senior Lecturer and HOD of PSTE. 'Nilavembu' Juice also provided to all DIET faculties and for 24 students. Also they explained how the Dengue mosquitoes formed and its effect with various symptoms. Finally in and around the campus prevention measures also taken by that Health Inspector.

**Methods Adopted:** Lecturing and Demonstration Method

#### **Outcome:**

- To aware of the Dengue fever
- To make measures for the prevention of Dengue Mosquito

#### **Related Photos:**



**10. Name of the Activity:** Anti-corruption Awareness

**Faculty Involved:** Mr.T.Srinivasan, Principal, Dr.G.Anbumani, Senior Lecturer,

Mr.S.Muniappan, Lecturer in Tamil

**Duration of the Activity:** 02.11.2017 (2 hours)

**Experts Involved:** Mr.Krishnaraj, President Anti-corruption and Inspector of Police

**Process:**

Dr.G.Anbumani, HOD of PSTE felicitated the gathering by emphasising the neediness of moving to anti-corruption world in future to become India as Developed Nation. Mr.Krishnaraj gave speech on Anti-corruption by the stating the anecdotes from real life. He stated that Bribing was giving and receiving as an offence. At last, vote of thanks was given by Miss S.Devipriya from Second Year Teacher Trainee.

**Methods Adopted:** Lecturing Method

**Outcome:**

- To aware of giving and receiving bribe is sin
- To co-operate with vigilance department to eradicate the bribe

**Related Photos:**





**11. Name of the Activity:** Field Trip to Agastya International Science Foundation, Kuppam

**Faculty Involved:** Mr.T.Srinivasan, Principal, Dr.G.Anbumani, Senior Lecturer,

Dr.G.Viruthasarani, Senior Lecturer, Mr.G.Ramachandran, Lecturer,

Mr.S.Annamalai, Lecturer, Mrs.C.Janaki, Lecturer, Mrs.N.Indira, Lecturer, Mrs.B.Amutha, Lecturer, Mrs.S.Shanmugapriya, Lecturer, Mrs.N.Nisha, Lecturer, Mrs.S.Ramya, Lecturer, Mrs.M.Kalaighanelsvi, Lecturer, Mrs.J.Dhanalakshmi, Junior Lecturer, Mr.K.V.Govindarajalu, Art Master and Office Staffs

**Duration of the Activity:** 07.11.2017

**Experts Involved:** Agastya International Science Foundation Staffs

**Process:**

Our Principal has given us instructions about how to be discipline, co-operative and observe the each activities of Agastya Center then he wished us to make our trip more happily and usefully. We started our field trip journey at 9:15 a.m. from DIET Krishnagiri in the government bus of Kuppam, Andhra Pradesh State. We reached Kuppam bus stand at 10:30 a.m. there we had our snacks then started moving from Kuppam bus stand to Agastya at 11:00 a.m.

Students were separated group with their allotted Lecturers along with Agastya Guide. They welcomed us with pleasure and intensified the students to know about innovations and various teaching strategically ideas in Agastya. ‘Simple Experiments’ were demonstrated by Agastya team member regarding Gravitational force, working conditions of Fan, mechanics of Robot etc.,

Next students visited ‘Library Hall’ and there they were given more opportunities to refer science innovations oriented books and teaching models. In the ‘Robotics Lab’ students were instructed to prepare ‘Robo’ with the help of the material needed which were provided by the Agastya team.

In the ‘Hub of Scientist’ and ‘Hall of Fame’ our students get a chance to know more about the achievements of scientists in various fields. Really this area stimulated our students to enhance their science thinking at high level and in an innovative way.

At 1:30 p.m. we had our lunch in the garden of Agastya. After the lunch we moved on to ‘Thunthuwalla Discovery’ where we could found the different mechanical functions of electronics and motor equipments, hearing equipments. One interesting discovery which inspired our students and lecturers was “the cycle of square shape tyre”.

“Human Body Specimens and other specimen storage Hall” was visited really it provides us lively information. Finally, we move on to ‘Planets Planetarium’ it was situated in one Doom Shaped building and the Hall was in very dark condition. Inside the hall mini theatre set up and seating arrangements was there. Function of Planets was explained by the Agastya team members orally and video clippings were played lively to understand the real nature of Planets and its movements.

**Methods Adopted:** Field Investigation

**Outcome:**

- Examine the innovative ideas in Scientific way

**Related Photos:**



## **12. Name of the Activity:** Yoga Inauguration

**Faculty Involved:** Mr.T.Srinivasan, Principal, Dr.G.Anbumani, Senior Lecturer,

Mrs. K.Mangeyarkerasi, Senior Lecturer, Dr.R.Parvathi, Senior Lecturer,  
Mr.M.Mayilsamy, Senior Lecturer. Mr.M.Madhu, Senior Lecturer,  
Mrs.N.Indira, Lecturer

**Duration of the Activity:** 11.11.2017 (half a day)

**Process:** Yoga Class for Second Year Teacher Trainee was inaugurated in DIET Krishnagiri as per the guidelines from SCERT Director. The Programme was conducted on 11.11.2017 in Inservice Hall. All DIET Faculties and Teacher Trainees participated in the programme. Mrs. K.Mangeyarkerasi, Senior Lecturer and Mrs.N.Indira, Lecturer in Physical Education were the Yoga Trainers for the students. The Yoga session was planned for 20 Saturdays. Mrs.N.Indira co-ordinated the programme. Mr.T.Srinivasan, Principal, DIET, Krishnagiri delivered speech as Yoga is an art of living, it improves quality of life, a healthy life with physical, mental, emotional and spiritual well-being and leads to overall holistic development of body and mind. Dr.G.Anbumani, Senior Lecturer and HOD of PSTE gave speech on How Yoga will helpful for Physical and mental health. Then, Mrs. N.Indira taught the students to do Yoga.

**Methods Adopted:** Learning by Doing

**Outcome:**

- Live a Healthy and Peaceful life

### Related Photos



### 13. Name of the Activity: Children's Day Celebration

**Faculty Involved:** All the Faculties

**Duration of the Activity:** 14.11.2017 (2 hours)

**Process:** The 125<sup>th</sup> birth anniversary of Pandit Jawaharlal Nehru who was the architect of modern India, was celebrated as Children's day which was held on 14.11.2017 at 11:00 a.m. The Programme was started by singing Tamil Thaivazhthu in Training hall. It was organised by Mrs. S.Shanmugapriya, Lecturer IN English. Mrs.C.Janaki, Lecturer in Tamil gave welcome address. In this celebration, all the teacher trainees and faculties were presented. Dr. G.Anbumani, HOD of PSTE gave presidential address to the teacher trainees. He emphasised the need of the right to children because future India will in their hands only. Miss.Eniya, second year student spoke about the innocence of children. After that Miss. Aruna, second year student gave speech on why children's day was celebrated. Miss.Bhavani, second year Telugu student spoke about Children's day. One of the students recited the poem on 'Hope'. Lullaby song was sung by Miss. Monica, second year student and the group song was sung by Chandra group members. After that all the Senior Lecturers, Lecturers, Junior Lecturer and Art master who gathered there delivered their felicitating speech in the programme and shared about their experiences. At last, Mrs.N.Indira, Lecturer gave vote of thanks. The programme ended with National Anthem.

**Related Photos:**



#### **14. Name of the Activity: TET Inauguration**

**Faculty Involved:** All the Faculties

**Duration of the Activity:** 25.11.2017

**Experts Involved:** Mr.Pon.Kumar, Joint Director, SCERT

**Process:** On 25<sup>th</sup> November 2017, TET Class was inaugurated by Mr.Pon.Kumar, Joint Director, SCERT at 10.00 a.m. in DIET, Krishnagiri. All the first year and Second year teacher trainees were eagerly attended. The function was started with a prayer song followed by welcome speech by Mr.T.Srinivasan, Principal, DIET Krishnagiri. Mr.Pon.Kumar, Joint Director, SCERT was the special chief and initiated the TET class. Mr.Pon.Kumar, Joint Director elucidated that Teaching is the noblest profession among all the professions. The Present teacher trainees will be the future teachers so the teacher trainees should respect their responsibility for making the future nation in progressive way. He explained the importance of clearing TET examination nowadays. He gave some useful tips for clearing the TET exam and blessed them to pass TET in future. Vote of thanks was presented by Dr.G.Anbumani, PSTE HOD. The Programme ended with National Anthem.

**Methods Adopted:** Demonstration

**Outcome:**

- To aware of passing Teacher Eligibility Test (TET)

**Related Photos:****15. Name of the Activity:** Mathematics Club Inauguration

**Faculty Involved:** Mr.D.Mohan, Vice-Principal, Mrs.K.Mangeyarkerasi, Senior Lecturer,

Dr.R.Parvathi, Senior Lecturer, Mr.S.K.Saravanan, Lecturer

**Duration of the Activity:** 25.11.2017 (2 hours)

**Experts Involved:** Mr.V.Kamalesh (retd HM) Administrative Officer of Vailankani School

**Process:** On 29<sup>th</sup> November 2017, Mathematics Club was inaugurated at 11.30 a.m. in DIET, Krishnagiri. All the first year and Second year teacher trainees were eagerly attended. The function started with a prayer song followed by welcome speech by Mr.S.K.Saravanan, Lecturer. The club was formed mainly to help make the study of Mathematics more easy and appealing to students. The objectivity of the Math Club is to bring together students' interest in the 'beauty' and the 'mystery' of Mathematics. It would also serve as a platform to exchange creative ideas in the field and propagate various mathematical applications among the students. Mr.V.Kamalesh (retd HM) Administrative Officer of Vailankani School. He briefed the participants about the life of Ramanujam and his achievements and motivated the students to be passionate about whatever they do in life. He also encouraged the students to develop their core competence and advised



them to be proactive in all situations. Vote of Thanks was given by Mrs.M.Kalaiganaselvi, Lecturer.

**Methods Adopted:** Demonstration

**Outcome:** To bring together students' interest in the 'beauty' and the 'mystery' of Mathematics

**Related Photos:**



**16. Name of the Activity:** World AIDS Day

**Faculty Involved:** All the Faculties

**Duration of the Activity:** 01.12.2017 (half day)

**Process:** World AIDS Day was observed at DIET, Krishnagiri on 01.12.17. Awareness rally, seminar and oath-taking ceremony marked the observance of World AIDS Day. Mr.T.Srinivasan, Principal Flagged off the awareness rally from the DIET campus. The first and second year teacher trainees and all Lecturers participated in the rally. The volunteers carrying pluck cards and banners marched through Kattinayanapalli village. In the seminar, Mr.S.Muniappan, Lecturer, welcomed the Principal, Faculty members and teacher trainees to the programme. In his presidential address, the Principal said that at present, 35 million people are affected across the world and in India 22 lakh people have tested HIV positive. He motivated the students to demolish the various myths that go around in the society about the spreading of this disease. Dr.G.Anbumani, HOD, urged the younger generation to uphold the Indian culture. He added that moral parenting and personal discipline are to be upheld among the parents and ensuring zero discrimination will be a great help in rehabilitation of the victims. Earlier Oath taking ceremony was held. The Principal administered the pledge and the faculty members,

teacher trainees followed the pledge. Finally Mr. S. Annmalai, NSS coordinator ended the programme with vote of thanks.

**Outcome:**

- To demolish the various myths that go around in the society about the spreading of this disease.

**Related Photos:**



**17. Name of the Activity:** Social Science Club Inaugural

**Faculty Involved:** Dr.G.Anbumani, HOD Mr.G.Ramachandran, Lecturer

**Duration of the Activity:** 05.12.2017

**Experts Involved:** Dr.Govindaraju, *Kappachiyar*, Krishnagiri

**Process:** On 5/12/2017, Social Science Club was inaugurated at 10.30 a.m. in DIET, Krishnagiri. All the first year and Second year teacher trainees were eagerly attended. The function started with a prayer song followed by welcome speech by Mr.G.Ramachandran, Lecturer. Dr.Govindaraju, *Kappachiyar*, was the chief guest of the programme. The club was formed mainly to help make the study of Science more easy and appealing to students. It would also serve as a platform to exchange creative ideas in the field and propagate various ideas in social science among the students. Dr.Govindaraju gave a speech as Social Science is a subject which offers a systematic study of man in relation to his society. This subject gives functional knowledge of history, geography, economics, civics etc in an integrated manner and inculcates such abilities, skills, attitudes and values that would help students to become useful citizens of society. This clubs should guide the learning activities which extend beyond classrooms. He also



insisted that Club activities inculcate various democratic values and qualities like tolerance, equality freedom and leadership etc among the children. Vote of thanks was proposed by Ms.D.Suvathi, I year student.

**Methods Adopted:** Demonstration

**Outcome:** It served as a platform to exchange creative ideas in the field and propagate various ideas in social science among the students.

**Related Photos:**



**18. Name of the Activity:** Science Club Inaugural

**Faculty Involved:** Dr.G.Anbumani, HOD, Mr.M.Mayilsamy, Senior Lecturer, Mr.M.Madhu, Senior Lecturer, Mr.S.Annamalai, Lecturer, Mrs.B.Amutha, Lecturer

**Duration of the Activity:** 29.12.2017

**Experts Involved:** Mr.D.S.Narayanan, APO of SSA and RMSA, Krishnagiri,

**Process:** On 29<sup>th</sup> December 2017, Science Club was inaugurated at 10.30 a.m. in DIET, Krishnagiri.. The function started with a prayer song followed by welcome speech by Mr.S.Annamalai, Lecturer. Mr.D.S.Narayanan, APO of SSA and RMSA, Krishnagiri, was the chief guest and initiated the Science Club. Mr.M.Mayilsamy, Senior Lecturer gave a speech about the importance of Science in day today life. Mr.P.Madhu, Senior Lecturer spoke on the modern scientific trends in the World. The club was formed mainly help to make the study of Science more easy and appealing to students. It would also serve as a platform to exchange creative ideas in the field and propagate various scientific applications among the students. Mr.D.S.Narayanan, Chief Guest elucidated that Science is important because it influences most

aspects of everyday life, including food, energy, medicine, transportation, leisure activities and more. He gave an inspiring speech to develop the scientific attitude of the students by quoting the anecdotes of Noble Prize winners like Sir C.V.Raman and Marie Curie. Vote of thanks was presented by Mrs. B.Amutha, Lecturer.

**Methods Adopted:** Demonstration

**Outcome:** It served as a platform to exchange creative ideas in the field and propagate various scientific applications among the students.

**Related Photos:**



**19. Name of the Activity:** REPUBLIC DAY

**Faculty Involved:** All the Faculties

**Duration of the Activity:** 26.01.2018

**Process:**

The 69<sup>th</sup> Republic day was celebrated at the DIET, Krishnagiri on 26.01.2018. The National Flag was unfurled by the Principal Mr.T.Srinivasan, at 9.00 am. Students Volunteer took part in the march past. Sweets were distributed to the students and staff members. Soon after the hoisting of the flag, the gathering moved to the auditorium where celebrations continued. Dr.G.Anbumani, H.O.D., PSTE, welcomed the gatherings. Mr. T.Srinivasan, Principal, presided over the function and addressed the students about the highlights of our countries developments. Senior Lecturers, Lecturers and Junior Lecturers shared few words by recalling the contributions of our freedom fighters. Later first and second year students presented scintillating cultural events like singing patriotic songs, reciting poems and enacting

drama. Tmt. N. Indira, lecturer coordinated the function. The function came to an end with a vote of thanks by Mr.S.Muniappan, Lecturer.

**Related Photos:**



**20. Name of the Activity:** Art and Craft Workshop for II Year

**Faculty Involved:** Dr.G.Anbumani, HOD, Mrs.S.Ramya, Lecturer, Mrs.M.Kalaighanaselvi,

Lecturer , Mr..K.V.Govindarajulu, Art Master

**Duration of the Activity:** 08.02.2018

**Experts Involved:** Mrs.Sengodi, and Mrs. Hemaltha-Craft Teachers,

**Process:** Art and Craft Workshop was conducted at DIET, Krishnagiri on 08.02.18 for second year Teacher Trainees. This workshop was aimed at giving various tips to the trainees on how to utilize the available low cost materials in the best possible manner and create beautiful and effective art. Thirty Four students of II year Tamil and Telugu medium were participated in the workshop. Mr..K.V.Govindarajulu, Art Master co-ordinated the workshop. Dr.G.Anbumani, Pre-service HOD welcomed the gathering. Mrs.Sengodi and Mrs. Hemaltha were acted as Resource persons. The Craft materials learnt in the workshop was Doll Making, Basket making by

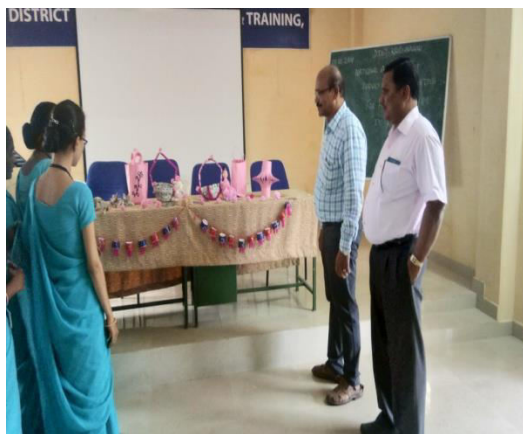
newspaper, using Tea cup to decorate as mala, CD vinayagar, penstand and Design with ice-cream sticks. Each trainee did the above craft work individually and some craft in group wise. The Trainees made craft which was displayed at the end of the session. Principal Mr.T.Srinivasan and Lecturers witnessed the Craft works done by the trainees.

**Methods Adopted:** Learning by Doing

**Outcome:**

- Learn to reuse the waste material effectively

**Related Photos:**



**21. Name of the Activity:** NSS Camp

**Faculty Involved:** Mr.T.Srinivasan, Principal, Dr.G.Anbumani, Senior Lecturer,  
Mr.S.Annamalai, Lecturer, Mr.G.Ramachandran, Lecturer, Mrs.N.Nisha,  
Lecturer, Mrs.S.Ramya, Lecturer, Mrs.M.Kalaignaselvi, Lecturer,  
Mr.S.Muniappan, Lecturer, Mrs.J.Dhanalakshmi, Junior Lecturer  
Mr..K.V.Govindarajulu, Art Master

**Duration of the Activity:** 14.02.2018-20.02.2018 (7 Days)

**Process:** On behalf of DIET, Krishnagiri, 10<sup>th</sup> Year NSS Special Camp was held at Mauthepalli Village, Orappam Panchayat, Bargur Block from 14.02.2018 to 20.02.2018 for 7 days. The NSS Special Camp was begun with Tamil Thai valuthu. Mr. S.Annamalai, NSS Planning Director welcomed the gatherings. Pre-service HOD Dr.G.Anbumani delivered the presidential address



by saying the programme aims to inculcate social welfare in students and to provide service to society without bias. Mrs.L.Anthonymary, Headmaster, PUMS, Maruthepalli and Mrs.S.Jothi, SMC Head Lighten the Holy Lamp and gave the special address. Mr.S.Annamalai, Lecturer explained about the motto of NSS- *“Not for me but for you”*, then students have to involve in the societal problem as the self volunteer to do some good for the nation.

Cleaning works were done for 7 days in the several areas like PUMS Maruthepalli School ground and surroundings, Planting the saplings, Surroundings of Village Library, Mid-day meals Preparation room, Veterinary hospital, Throupathi amman temple, Village Administrative Community Hall, Ration Shop, both sides of the road, Water saving tank, Drainages and Streets which were visited by Mr. M.Govindan, Village President, Mr.K.Tirupathi, Postmaster, Mrs.S.Jothi, SMC Head and Mr.K.Raman, Village NGO.

In valediction of NSS Special Camp, Mr.T.Srinivasan, Principal, Mr.D.Mohan, Vice-Principal and Dr.G.Anbumani, Pre-service HOD were appreciated the works of NSS Students for the past seven days. On appreciating and encouraging the students by distributing the certificates to them. Then students were performed dance, singing the songs and enacting the awareness drama. The Programme ended with National Anthem.

#### **Outcome:**

- To inculcate service mind among the students

#### **Related Photos:**





**22. Name of the Activity:** Consumer Rights Awareness Programme

**Faculty Involved:** All the Faculties

**Duration of the Activity:** 01.03.2018

**Experts Involved:** Dr.K.M.Chandramohan, State General Secretary, Social Consumer Welfare Association

**Process:** Consumer Right Awareness Programme was conducted in DIET, Krishnagiri on 01/03/2018 in Training Hall. All teacher trainees, Lecturers and Senior lecturers were attended the programme. Welcome address was proposed by Mr.S.Annamalai, Lecturer. Dr.K.M.Chandramohan, State General Secretary, Social Consumer Welfare Association was the

chief guest of the programme. He elucidated that it is important that as consumers, we are mindful of our rights. He quoted the Consumer Protection Act, “One, who buys any goods, hires any service for a consideration which has been paid or promised or partly paid and partly promised or under any system of deferred payment.” He gave the clear idea of the consumer’s rights and ways for filing the case against the defective goods. Teacher Trainees and Faculties interacted with him for clarifying their doubts. Vote of Thanks was delivered by Kabir, II year Teacher Trainee.

**Methods Adopted:** Demonstration

**Outcome:**

- To enhance the awareness about Consumer Rights among students

**Related Photos:**



**23. Name of the Activity:** MEDICAL CAMP

**Faculty Involved:** Dr.G.Anbumani, HOD, Mrs. B.Amutha, Lecturer, Mrs.N.Nisha, Lecturer  
Mrs.S.Ramya, Lecturer Mr.S.Muniappan, Lecturer

**Duration of the Activity:** 11.04.2018 One Day

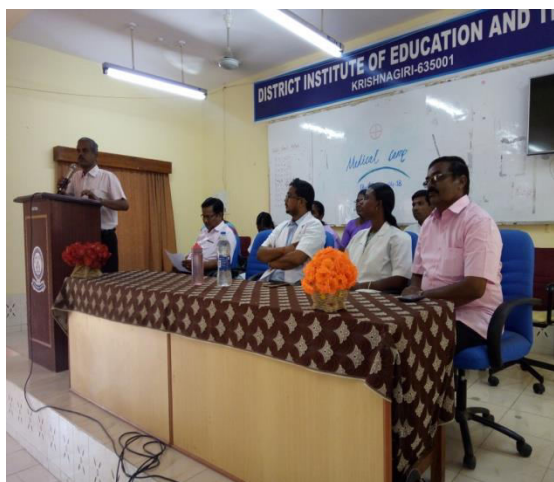
**Experts Involved:** Dr.UmaMaheswari, Medical Officer, Dr.Dhilipkumar, Mr.Selvam, Block Health Supervisor, Mr.Baskar, Health Inspector and Mrs.P.Chitra, Section Health Nurse were the medical team.

**Process:** One day Medical Camp was organized at DIET, Krishnagiri for I & II year student teachers on 11.04.2018 by Team Members of Primary Village Health Centre, Megalacinnampalli. The Camp was co-ordinated by Mrs. B.Amutha, Lecturer and Mr.S.Muniappan, Lecturer under the guidance of PSTE Hod Dr.G.Anbumani. Mr.D.Mohan, Vice Principal inaugurated the Medical camp and spoke about the dietary practices followed by the youngsters and advised them on their personal hygiene. Earlier Dr.G.Anbumani, PSTE HOD welcomed the gathering. Dr.UmaMaheswari, Medical Officer, Dr.Dhilipkumar, Mr.Selvam, Block Health Supervisor, Mr.Baskar, Health Inspector and Mrs.P.Chitra, Section Health Nurse were the medical team.

Dr.DhilipKumar spoke about Chicken Pox, Diabetics, Dengue, Malaria, Anaemia-symptoms and ways to prevent from the diseases. He clarified the doubts of the students regarding the diseases. He gave awareness on the wide spreading kiga virus- symptoms and preventive measures which is especially on the Krishnagiri district. Mr.Baskar, Health Inspector enquired the students about the duties of Health Inspector and briefed it later. He gave awareness speech on Dengue. Mr.Selvam, Block Health Supervisor elucidated about the diseases which were spread by the Mosquitoes. He gave simple ideas to destroy the reproduction of mosquitoes in their areas. In afternoon, Medical Check-up was undergone for I year and II year students by the medical team. They checked Blood Pressure for all students. Individual problems were inspected by the doctors Dhilip Kumar and Uma Maheswari, in turn and prescribed tablets were given for them. Vote of thanks was proposed by Mrs.B.Amutha, Lecturer on behalf of DIET Staffs and students.

**Related Photos:**





## WORK EXPERIENCE DEPARTMENT ACTIVITIES FOR 2017-18

**Name of the Head :**    **1. Mr.P.Madhu, (Senior Lecturer)**

**2. Mr.S.Annamalai, (Lecturer)**

**Introduction:**

In the Art Education and Work Experience there are 7 activities teach/work by DIET Faculties and RPs from thally Block in Krishnagiri District to the Students.

- Cleaning Our Campus
- Pictorial Art
- Decorative Art
- Plastic / Hand Craft Art
- Tailoring Art
- Doll Making
- Low and No Cost materials preparation
- Food Products.

**1. Cleaning the Campus /Plantation**

On the Academic year 2017-18 in the Work Experience, Department the Students were trained to clean the Entire Campus and official Chambers.

- i.    Cleaning the Principal Chamber, Office Labs, Water Tanks, Traps, Library Ordering/ arranging books
- ii.   Maintaining the Garden/ Watering
- iii.   Tree Plantation (Planting the tree-saplings)

**2. Embrassing Decorative Arts**

On 04.11.2018 were the first Teacher traineers were trained for the Decorative art taught to the Student by RPs.Tmt.K.Chengodi,Teacher ,KGBr, Thally and TmtK.Hemalatha Teacher .BGBr Denkanikotta by Krishnagiri Dist.

- i.    Class room Decorative
- ii.   Black Board Maintance

- iii. Rangoli, Flowers, Toys, Dolls, Bags, Pen Stands

### **3. Pictorial Art**

The Students also well trained for the Pictorial art in the free hand outline model drawings

- i. Standing Lines
- ii. Curve Lines
- iii. Straight Lines

### **4. Plastic / Handicraft Art**

On 08.02.2018 –II Year D.El.Ed Students were the handicraft work also train up to the I year and II Year D.El.Ed Students for his basic needs to fulfills in his/her Life.

- i. Flower Work
- ii. Pot Work
- iii. Frame Work
- iv. Dolls, Bags

### **5. Doll Making from Waste Materials**

The Students were guided to make the Doll (and its dresses) by the help of tailorings.

### **6. Low and No Cost materials Preparation**

By teaching the Low and no cost material preparations the Students were know the idea of making the teaching Learning Materials for an Subjects.

They are

- i. TLM's (Chark)
- ii. Wollen thread,
- iii. Clay Model
- iv. Dry Leaves, Wast Cloths, Bird's Feathers
- v. Cement
- vi. Waste Papers

## **7. Food Products**

The Students were Prepared the nutritional and Hygienic food in Cheaper amount

Exs

- i. Fruit Salad
- ii. Rava laddu
- iii. Mixed Fruits
- iv. Pea & Pulses-Mixers
- v. Germinate Pulses

**DISTRICT RESOURCE UNIT (DRU)**

**CONTENT ENRICHMENT TRAINING FOR NCLP INSTRUCTORS**

## **INTRODUCTION:**

National Child Labour Project Schools are funded by Central Government. In India this students those who are working in Factories, Companies, Market, Hostel, Tea stalls and some of them working in agriculture are admitted in child labour school. All the Schools are run under the Control of District Collector in each District.

Students are admitted in the age group between 5-14. In Krishnagiri district 22schools are run by district administration through this scheme. One Project Director and two field officers are appointed for this programme in district level. In the centers one academic Instructor, One vocational Instructor are also appointed to run the school. The Students receive academic knowledge as well as Vocational skills through this Non-Formal stream. After two years, the students will be admitted to regular stream. Each and every student receive Rs. 100/- from the school in every months as stipend. The National Child Labour Project Provided dress, free note books and meals to the children. The main aim of the NCLP is eliminating the Child Labour.

## **NEED FOR THE TRAINING:**

There are some barriers identified in teaching strategies and evaluation techniques in NCLP Centers . So we have to improve the teaching content enrichment and try to remove their teaching barriers for the betterment of the students. For that we have planed 'Content Enrichment Training for Teachers working in out of school centers NCLP'.

## **OBJECTIVES OF THE TRAINING:**

- ❖ To Enhance the achievement of NCLP Instructors

- ❖ To Know the Child Right and protect their welfare
- ❖ To improve the teachers ability to adopt correct evaluation technique of CCE
- ❖ To assist the teachers how to deal with hard spots for upper primary class in all subjects
- ❖ To simply the hard sports areas through framing relevant activities

### **PARTICIPANTS:**

54 NCLP Instructors from 22 center were attended this one Day training programme effectively

### **SCHEDULE:**

<b>TOPIC</b>	<b>FACULTY</b>
Inauguration & Registration	All faculties
CCE& Science	Dr.G.Anbumani,S.L
Mathematics	Dr.R.Parvathi,S.L
RTE -2009 and RTI Act	Thiru D.Mohan,Vice Principal
English	Ramesh, BRTE, Bargur
Tamil	Tmt. C. Janaki, Lecturer
Social science	Mr.T.Srinivasan,Principal,DIET, Krishnagiri

### **TRAINING SESSION :**

Content Enrichment Training for Instructors National Child Labour Programme was conducted DIET, Krishnagiri on 04.04.2018. The Training was inaugurated by Mr. T. Srinivasan, Principal, DIET, Krishnagiri. He explained about the objectives and importance of the training. The above listed resource persons handled the session of the mentioned topics as per their time allotment schedule.

#### **OUTCOMES:**

- ❖ Content enrichment Training for instructors of National child labour programme was handled in crystal clear way
- ❖ Resource person made content into simply way to transact in classes
- ❖ Evaluation method which was followed in schools were came to aware of us and instructed how to follow in our classes
- ❖ About free and compulsory right to education Act, 2009 and grouped how the students categorized by age bias were learnt

#### **FEEDBACK:**

- ❖ We need more training.
- ❖ Two days training for subject wise enhanced us.
- ❖ For every term, we need on training to enrich us.

#### **RELATED PHOTOS**



**Welcome address by Dr.R. Parvathi, HOD, Inservice Branch**



**Special address by Thiru. T. Srinivasan, Principal, DIET, Krishnagiri**





**Participation of the NCLP Instructors**



**Participants shared their ideas among themselves**



**Resource persons are giving suggestions to the Participants**



**Participants are observing the training session**

**INSERVICE FIELD INTERACTION, INNOVATION AND COORDINATION(IFIC BRANCH)**

S.NO	NAME OF THE TRAINING	DATE	VENUE	RESOURCE PERSON	PARTICIPANTS	EXPENDITURE DETAILS
1	Career Guidance and Counselling Training Programme for X & XII Students	06.04.2017 & 07.04.2017	10 Blocks		X std: 2890 X IISTd: 2346	<b>40,000</b>
2	Content Enrichment Training for PG Teachers  1. Maths 2. Phjysics  3. Chemistry 4.Botany 5. Zoology	18.09.2017 & 19.09.2017  20.09.2017& 21.09.2017	DIET		Maths PGt : 101 Physics PGT : 100 Chemistry PGT: 94 Botany PGT:72 Zoology PGT: 75	<b>2,29,680</b>
3	PBL Training for High & Higher Sec. BT Teachers  1. Maths 2.Science 3.Social Science  4. English 5. Tamil	12.12.2017  15.12.2017	<u>3 centre</u>  1. DIET  2.BRC Mathur  3.New Boys HS, Hosur		I.DIET, II.MATHUR, III.NEWBOYS, HOSUR  <b>1.Maths</b> -144, 34, 122 <b>2.Science</b> -116, 51, 97 <b>3.SS</b> - 89,50, 94 <b>4.English</b> - 97,48,80 <b>5.Tamil</b> -	<b>2,66,260</b>

					137,36,62	
4.	Wikipedia Workshop	04.07.2017 to 06.07.2017	DIET		30 teachers	1.15,824
5.	Action research				17	1,60,820
6.	Tamil Reading Skill					60,110

### 1.NAME OF THE ACTIVITY: CAREER GUIDANCE AND COUNSELING

**Faculty involved:**

**Duration of the Activity:** 6.4.17&7.4.17

S.NO	NAME OF THE BLOCK	DATE	NAME OF THE FACULTY
1	Krishnagiri	6.4.17	Dr.R.Parvathi,S.L Tmt.C.Janaki,Lr Tmt.B.Amutha,Lr
2	Hosur	6.4.17	Tmt.N.Nisha,Lr
3	Bargur	7.4.17	ThiruD.Mohan,S.L Tmt.B.Ramya,Lr
4	Kaveripattinam	7.4.17	Dr.R.Parvathi,S.L Tmt.N.Nisha,Lr
5	Mathur	7.4.17	Thiru. N. Asokan, SL
6	Uthangarai	7.4.17	Dr. G. Anbumani, SL

7	Kelamangalam	7.4.17	Dr. M. Deepanchi, SL
8	Shoolagiri	7.4.17	Tmt. S. Shanmugapriya, Lr
9	Veppanapalli	7.4.17	Tmt.C. Janaki,Lr
10	Thally	7.4.17	Thiru. S.K. Saravanan, Lr

### **BLOCK: Bargur**

#### **Name of the Resource persons and their Topics:X standard**

<b>Name</b>	<b>Topic</b>
Mr.Tirupathi, Colonel Defence	Scope of Defence Opportunities
Mr.Barani Ganesan, Ray Institute of Hotel Management	Hotel Management and Catering courses
Mr.Gowrisankar, Junior Employment Officer	Government Job Opportunities
Mr. Dhandabani, AgriResearch Centre, Paiyur	Two years Diploma Courses in Agriculture Sector
Mrs. L.Sumathy, HM, GHS, Gundiyaalnatham	HSC Groups and its scope
Mr. Manivanan, NGO in Barugur	Polytechnic Courses
Mr. D.Mohan, Senior Lecturer, DIET, Krishnagiri	Motivation - Career Guidance Counseling

#### **XII standard**

<b>Name</b>	<b>Topic</b>
Mr. Dhandabani, Agriculture Research Centre, Paiyur	U.G Degree Courses like B.Sc. Agriculture, Sericulture, Horticulture and Floriculture

Mr.Gowrisankar, Junior Employment Officer	Government Job Opportunities
Mr.Tirupathi, Colonel Defence	Scope of Defence Opportunities
Mr. D.Mohan, Senior Lecturer, DIET, Krishnagiri	Motivation - Career Guidance Counseling
Mr. Manivanan, NGO in Barugur	Diploma and Polytechnic Courses
Dr. Nabeetha Begam, HOD C.S Department, Govt. Engineering College, Barugur.	B.E and B.Tech Courses
Mr. Perumal, Junior Bank Manager, CUB, Barugur	Courses and Job Opportunities in Bank Sector
Mrs. Tamilarasi, Lecturer, PSV College	Engineering Courses
Mr. Hariselvam, ICSI	Commerce Courses
Dr.Govindaraj	Medical and Paramedical Courses
Mr. A.Leo Michael Durairaj, Asst. Professor of Chemistry, PMC College	Arts and Science Courses

### **Block: Hosur**

#### **LIST OF RESOURCE PERSONS:**

Name of the Resource persons& their topics: X&XII standard

#### **X Standard**

<b>Name</b>	<b>Topic</b>
Mr.Yuvaraj,HOD, Adhiyaman Engineering college,Hosur	Diploma Course
Mr.KadhaarBasha,Titan Skill Centre,Hosur	ITI Course

Mrs,M.K.Shanmugavalli, personality Development&careerGuidance Counsellor	HSC &Arts and science Course
Mr.Muthukumar&Mrs.Priya, Ray institute of Hotel management	Hotel management Course
Mrs.Jenifer, PMK institute of paramedical and Diagnostice studies centre	Paramedicine course
Mr.Gowarishankar,Employment Exchange office	Competitive exams &Government welfare scheme

### XII standard

<b>Name</b>	<b>Topic</b>
Mr.Yuvaraj,HOD, Adhiyaman Engineering college	Engineering Course
Mrs.S.K. Kowsalya, Principal PMK institute of paramedical and Diagnostic institute	Paramedical Course
Mr,Ragavan.Financial Academy	Financial Course
Mr.Dr,SenthilKumar, Agriuniversity, Paiyur	Agriculture courses
Mr.GowriShanker,Employment Exchange office	Competitive exams

	&Government free Training
Mr.Venkatasubramaniam&Balasubramaniam,AshokLeyland,Hosur	Mechanical Courses
Mr.Hariselvam, Company Secretaries of India	ICSI Course

## **Block: Kaveripattinam**

### **NAME OF THE RESOURCE PERSONS & THEIR TOPICS:**

#### **X standard**

<b>Name</b>	<b>Topic</b>
Er.Saravanan	Motivation
Mr.Venkatramanan,Retired Navy officer Kaveripattinam	Navy
Mr.C.Hariselvan, ICSI	Company Secretaries
Mr.A.Theivaseelan ,Lecturer, Mr.L.Alagarasan,Lecturer,  Srinivasa Engineering and Polytechnic College,Bommidi	Engineering &Diploma courses
Iliyaz Basha, Lecturer  Sakthi Kailas Arts and Science College, Dharmapuri	Arts & science



Mr.Silambarasan Lecturer Ray Institute of Hotel Management, Krishnagiri	Catering technology & Hotel management
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### XII standard

Name	Topic
Mr.Venkatramanan,Retired Navy officer, Kaveripattinam	Navy
Mr.Muthukumar,PMCTech,Hosur	Engineering
Dr.Ragunathan,Principal. AVSEngineering college,Salem	Motivation
Dr.Anand,Professor Agri university,Paiyur,Kaveripattinam	Agriculture
Mr.Silambarasan Lecturer, Ray Institute of Hotel Management, Krishnagiri	Catering technology & Hotel management
Mr.Jyothi Vishwakanth, Veterinary doctor, Krishnagiri	Veterinary Science

## **Block: Kelamangalam**

### **. LIST OF RESOURCE PERSONS : Standard X**

<b>S.No</b>	<b>Name</b>	<b>Topic</b>
<b>1</b>	<b>Chandrasekar</b> BT Asst, GHSS,Kelamangalam	Introduction of Module
<b>2</b>	<b>Ramachandran,&amp; Saraswathi</b> Yavarum Keleer,Hosur	Motivation
<b>3</b>	<b>Mr.M.Shahithullah</b> ,PMC,Hosur	Polytechnic & Engineering Courses
<b>4</b>	<b>Dr.Srividhya</b> Asst.Professor,Paiyur	Horticulture Courses
<b>5</b>	<b>Rajendren</b> , Retired HM	Motivation on Skill Development
<b>6</b>	<b>Dr M.Deepanchi</b> , Sr.Lecturer, DIET, Krishnagiri	Higher Educationcourses PPTpresentation

### **Standard XII**

<b>S.No</b>	<b>Name</b>	<b>Topic</b>
<b>1</b>	<b>Mr.M.Shahithullah</b> , PMC,Hosur	Polytechnic & Engineering Courses
<b>2</b>	<b>Dr.Srividhya</b> , Asst.Profesor, Paiyar	Horticulture Courses
<b>3</b>	<b>R.Thamarai selvan</b> , Placement officer,Hosur	Government Job Opportunities

<b>4</b>	<b>Mr.Karuppannan</b> , Puthu Vazvu Thittam	Self Employment
<b>5</b>	<b>Mr.Srinivasa Ragavan</b> , Chartered Accountant, Finance Academy, Hosur.	C.A,Commerce
<b>6</b>	<b>Dr M.Deepanchi</b> Sr.Lecturer, DIET, Krishnagiri	Life skill Ppt.presentation

### **Block: Krishnagiri**

#### **Name of the Resource persons& their topics:X standard**

<b>Name of the Resource person</b>	<b>Topic</b>
Mr.Venkatramanan, Retired Navy officer	Defence
Mr.LeoMichael Durai Raj,PMC Tech, Hosur	Engineering and polytechnic courses
Mr.Vadivel, Hosur	Courses& Scopes from Paramedical Sciences
MrsS.Prema kumari,AVS Womens College	Courses& Scopes from Arts & Science
Mr Sokkalingam ,Head Master	Loan&Scholarships ,Competitive Examinations
Mr.Hariselvam,SEBI	Courses& Scopes from ICSI, Loan & Scholarships

#### **Name of the Resource persons& their topics:XII standard**

<b>Name of the Resource person</b>	<b>Topic</b>
Mr.Ragavan,Income Tax officer	Auditing & Finance

Mr.Venkatramanan, Retired Navy officer	Defence
Mrs.S.PremaKumari,AVS Womens College	Arts & Science
Mr.Vinoth Kumar,AVS ,Er College	Engineering & Tecfnology
Mr Sokkalingam ,Head Master	Loan&Scholarships ,Competitive Examinations
Mrs. Uma Maheswari, Ray Institute	Hotel management & Paramedical science
Dr. T. Anand, Professor, Agri university Paiyur	Courses& Scopes from Agricure

### **LIST OF RESOURCE PERSONS FOR X<sup>th</sup> STANDARD AND XII<sup>th</sup> STANDARD**

Block: Mathur

#### **Name of the Resource persons& their topics: X standard**

Name	Topic
Mr.R.Nepoleon,HM,GHS Kalarpathy	Motivation
Mr.P.Krunamoorthi,Director Help NGO	Personality Development &Edn Loan,Scholarship
N.K.Govindharaj ,Ray Institute	Hotel Management
Mr K.Ambedkar ,ICSI	Company Secretaryship
Mr.Thirunathar Dean Vinayaka Polytechnic	Courses& Scopes of Polytechnic

Mrs Mary Jesintha, Placement officer  Adiyaman Arts & Science College	Competitive Exams
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**Name of the Resource persons & their topics: XII standard**

Name	Topic
Mr.N.Asokan, Senior Lecturer	Motivation
Mr.P.Krunamoorthi, Director Help NGO	Personality Development & Edn Loan, Scholarship
Er Rajasekaran, PSV Er College, Placement Officer	Courses & Scopes of Engineering & Technology
Dr.P.Senthil Kumar Prof. Agricultural Research Centre	Courses & Scopes of Agriculture
Dr S.Ravi PMC Tech	Courses & Scopes of Engineering & Technology
Mrs Mary Jesintha, Placement officer  Adiyaman Arts & Science College	Courses & Scopes of Arts & Science & Competitive Exams

## BLOCK: SHOOLAGIRI

X STANDARD		
1	Mr.Ganesan, TITAN	Skill Based Training
2	Mrs.M.K.Shanmugavalli, Trainer, Ask Academy	Soft Skill
3	Mr.N.Sriramulu, ATO, Govt ITI, Hosur	ITI Courses and Job opportunities
4	Dr.S.R.Sedhuraman, Project Director, PMC Tech, Hosur	Technical and polytechnic courses
5	Mrs.C.Anitha,  Mrs.R.Hemalatha, Psychologist, Yavarum Kelir Trust	Career Guidance and Counselling
6	Dr.P.Ayyadurai, Asst.Prof. (Agronomy) RRS,Paiyur	Diploma courses and certificate courses in Agriculture
7	Mr.N.Balasubramanian, Principal, PMC Polytechnic, Hosur	Polytechnic courses and job offers
8	Mr.N.Sudhakaran, Director, PMC, Hosur	Various competitive exams and diploma courses
9	Mr.N.K.Govindharaj, Mr.N.prabhu, Ray institute of Hotel management and Paramedical Courses	Catering, hotel management, nursing courses

<b>Name of the Resource persons &amp; their topics: X &amp; XII standard</b>	Dr.S.R.Sedhuraman, Project Director, PMC Tech, Hosur	Technical and polytechnic courses
6	Dr.P.Ayyadurai, Asst.Prof. (Agronomy) RRS,Paiyur	Diploma courses and certificate courses in Agriculture
7	Mr.N.Balasubramanian, Principal, PMC Polytechnic, Hosur	Polytechnic courses and job offers
8	Mr.N.Sudhakaran, Director, PMC, Hosur	Various competitive exams and diploma courses
9	Mr.N.K.Govindharaj, Mr.N.prabhu, Ray institute of Hotel management and Paramedical Courses	Catering, hotel management, nursing courses
10	Mr.N.Sriramulu, ATO, Govt ITI, Hosur	ITI Courses and Job opportunities
11	Mr.M.Jegan, Arignar Anna Arts and Science College	Degree courses
12	Mrs.S.Lakshmi, PMK Institue of Hotel anagement & Diagnostic Studies	Nursing & Lab Technician Courses
13	Mr.srinivasa Raghavan, FA Finance Academy, Hosur	Accountancy and commerce related courses

## **Block: Thally**

### **Name of the Resource persons& their topics: X & XII standard**

<b>Name of the Resource persons</b>	<b>Topic</b>
Mrs. Gowri,NGO Yavarum Kelir,Hosur	Motivation
Mrs. Saraswathi & Mrs. Pratheeba Lecturer Spurthy College of Nursing,Hosur	Medical & Para medical Courses
Mr. Thiyagarajan Asst. Prof. Soil Science,Payur,Krisnagiri	Agriculture
Mr.Ravichandiran&Mr.Kamalakannan  Art & Music Masters,GHSSModel, Thally	Fine-Art & Music
Mr.Sudhakar APM Puthu Valzhu Thittam,Collectrate	Skill Development
Mr. M.Sahithullah Lecturer,PMC,Soolagiri	Technical courses



**Block: Veppanapalli****Name of the Resource persons and their Topics:****X standard**

<b>Name</b>	<b>Topic</b>
Mr. Shanmugam, Asst. Prof. PMC, Engineering college, Hosur	Motivational Activities and Engineering courses and Polytechnic courses
Mr. Prabhu, Ray Institute of Hotel Management and Paramedical Science, Krishnagiri	Hotel Management and catering Science
Mr. Prakash, Asst professor, ECE, PSV, Engineering college, Mitapalli, Krishnagiri	Polytechnic courses and SC/ST scholarship details
Tmt. Sathya, NYETC, Krishnagiri	Paramedical courses and Fashion Designing
Mr. Diviyanatham, Hm, GHS, Kudharapalli	Scholarships & Educational Loans
C. Janaki, Lecturer, DIET, Krishnagiri	Competitive exams

**XII Standard**

<b>Name</b>	<b>Topic</b>
Mr. Hariselvan, ICSI Counsellor	Stages to become a company secretary

Mr. Ramesh, Institute of poultry Management Dr. Ramachandra prabu, Asst professor, Arignar Anna Arts and Science college, Krishnagiri	Institute of poultry Management & Degree courses
Mr. Govindasamy, vice Principal, Ray Institute of Hotel Management and paramedical science, Krishnagiri	Hotel Management and catering Science &Paramedical Courses
Dr. Renugadevi, Asst prof. Agriculture Department, Paiyur, Kaveripattinam	Agriculture and Horticulture
B. Ramesh, Asst prof.PSV, Engineering,mittapalli	Polytechnic & Engineering courses
Tmt. Manimegali, NYETC(NGO), Krishnagiri	Diploma and certificate courses for Self employements

## **PROCESS:**

## **OBJECTIVES OF THE PROGRAMME:**

The Program was aimed to train high and higher secondary students on Career Guidance counseling. The Specific objectives are:

- To enable the students to understand the need for Career guidance high and higher secondary stages.
- To develop the skill and providing Career guidance among High and Higher Secondary Students.
- Scope of the course available for him/her to continue higher studies
- Scope of employment opportunities prevailing in the current situation and in future
- Courses with eligibility criteria and X standard
- Scholarships available for various cadres / courses

- Educational loan facility available

4.00-4.45	Mr.Silambarasan Lecturer, Ray Institute of Hotel Management, Krishnagiri	Catering technology & Hotel management
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### **Time table-XII standard**

<b>Session</b>	<b>Resource person</b>	<b>Topic</b>
9.00-9.30	Registration	
9.30-10.00	Inauguration	
10.00-1100	Mr.Venkatramanan,  Retired Navy officer,  Kaveripattinam	Navy

11.15-12.00	Mr.Muthukumar  PMCTech  Hosur	Engineering
12.00-1.00	Dr.Ragunathan  ,Principal.  AVSEngineering college,  Salem	Motivation
2.00-3.00	Dr.Anand  Professor  Agri university  Paiyur  Kaveripattinam	Agriculture
3.15-4.00	Mr.Silambarasan Lecturer,  Ray Institute of Hotel Management, Krishnagiri	Catering technology & Hotel management
4.00-4.45	Mr.Jyothi Vishwakanth,  Veterinary doctor, Krishnagiri	Veterinary Science

## Topics discussed for class X

Motivation, Navy, Company Secretaries, Arts& Science, Catering  
Technology& Hotel Management, Engineering and Diploma Courses



**The District Collector gave career guidance counseling module to the students**



**Mr. N.K.Govindharaj from Ray Institute of Catering and Technology explained about the courses and scopes of Hotel Management**



**Chief Guest Mr.T.Kumar, Secretary, PMC Tech Motivated the XII Standard Students On career Guidance and Counselling**

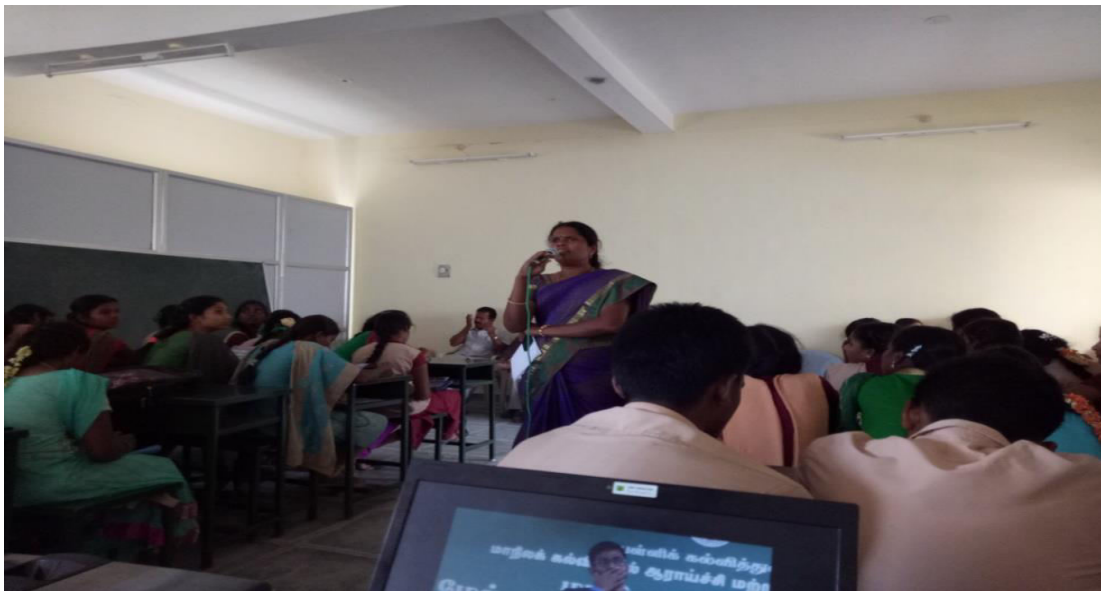


**Mr.Y.V.S.Reddy,Former President,Lions Club Gave A Special Address To The Students**





Dr.G.Anbumani,Senior Lecturer delivered welcome address in Career Guidance and Counselling in Uthangarai block



Tmt. C. Janaki, Lecturer, DIET, explained the Competitive exams







**Mr. Manivanan Motivated the Students – How to Select the Course**



**Dr.R.Parvathi, Senior lecturer, DIET, Krishnagiri delivering the Welcome address**



**Section of the participants at GBHSS, Kaveripattinam**



**Mr.Dr.Senthil Kumar Agricultural Research Centre to clarifying doubts to the students**





**Power point showing the national anthem for deaf &dumb students**



**Mr.venkatramanan,Retired Navy officer handling the class**

**NAME OF THE ACTIVITY: CONTENT ENRICHMENT TRAINING FOR PG TEACHERS**

**Faculty involved:**

<b>S.No.</b>	<b>Name of the DIET Coordinators</b>	<b>Date</b>	<b>Subject</b>
1	K.Mangeyarkarasi, Senior Lecturer, DIET, Krishnagiri	18.09.2017 & 19.09.2017	Mathematics
2.	Tmt.B.Amudha,Lecturer, DIET, Krishnagiri	18.09.2017 & 19.09.2017	Physics
3.	Tmt.N.Nisha,,Lecturer, DIET, Krishnagiri	20.09.2017 & 21.09.2017	Chemistry
4.	Dr.G.Anbumani, Senior Lecturer, DIET, Krishnagiri	20.09.2017 & 21.09.2017	Botany
5.	S.Annamalai, Lecturer, DIET, Krishnagiri	18.09.2017 & 19.09.2017	Zoology

**(iii) Duration of the Activity:**18.9.2017,19.9.2017-Maths& physics

20.9.2017,21.9.2017-Chemistry,Botany&Zoology

**(iv) Experts involved:**

S.No.	Name of the Expert	Subject
1.	Dr.Jothibas,Asst.Profesor, Govt,arts college for Men,Krishnagiri	Mathematics
2.	Dr.Vigneshwari, professor,Govt,arts college for Men,Krishnagiri	Physics
3.	. Dr.Venkatachalam, Asst.Profesor, Govt,arts college for Men,Krishnagiri	Chemistry
4.	Dr.Ravikumar, Principal,Govt,arts college for Men,Krishnagiri	Botany
5.	Mr.Chennakrishnan, Asst.Profesor, Govt,arts college for Men,Krishnagiri	Zoology

**(v) PROCESS:**

**Objectives:**

- ❖ To involve the PG Teachers of various subjects to recall the concepts, contents, themes for standard XI& XII in Higher Secondary level.
- ❖ To develop application – oriented thinking skill among the Higher Secondary students.
- ❖ To develop Higher order thinking skill among the students to attend confidently in various competitive exams and to get more achievement in their future.
- ❖ To eradicate the attitude of rote learning method among the students.

**Details of the participants:**

S. No.	Subject	Number of Teachers Participated
1	Mathematics	99
2	Physics	100
3	Chemistry	94
4	Botany	72
5	Zoology	75
	<b>Total</b>	<b>440</b>

**Topics discussed:**

- ❖ Information communication, Internet, Technologies used in education
- ❖ Knowing about 24x7 education plan
- ❖ Programme for underprivileged children
- ❖ Strengthening STEM (Science, Technology, Engineering, Mathematics)
- ❖ Deep insight on IIT-JEE Examinations
- ❖ Solo taxonomy and Bloom's taxonomy

**(VI) Method adopted:**

Lecture method, Group discussion and participatory approach

**(Vii) Outcome:**

1. Enable to perform Comparative analysis of NCERT and our state syllabus, so does interdisciplinary analysis
2. To identify the difficult areas and remediate it via teaching methods.
3. Learning through understanding is identified as a permanent and the new learning experience is based on this.
4. Resource person is the subject expert
5. At the end of every group activity the resource person consolidated the views and initiated discussion on it,
6. Enable students to prepare for the national level competitive examinations
7. Insisted on the importance of higher order thinking at the students level
8. Relating Bloom's taxonomy with learning objectives is made simplified.

**(Viii) Related Photos:**



**Planning meeting at SSA Office**





Dr.G.Anbumani,SL is talking Botany Session



Group discussion by the PG teacher



## Programme-II

### I. Name of the Activity: Project based Learning Training for High and Hr.Sec B.T teachers

#### II. Faculty Involved:

<b>CENTRE NAME</b>	<b>DIET, KRISHNAGIRI</b>	<b>BRC, MATHUR</b>	<b>New Boys HS, HOSUR</b>
<b>Coordinator Name</b>	Dr.R.Parvathi, SL	Mr.D.Mohan, SL	.Mr.M.Mayilsamy, SL
<b>General Session</b>	Mrs.S.Shanmugapriya, Lr.	Dr.G.Viruthasarani, SL	Mr.S.Muniappan, Lr,
<b>Maths</b>	1. K.Yogeshraja, PUMS, Semmanoor, Krishnagiri 9843841264  2.N.Anitha, PUMS, Kallakurukki, Krishnagiri 9944679610  3. S.Manjunathan,PUMS , Sengalaneeerpatti, Uthangarai 9751009037  4.Mr.M.Vajjiravel, PUMS, Ranganoor, Mathur, 9698361177	1. Mr.D.Mohan, SL  2.Mrs.M.Kalaignanaselvi Lr.  3.R.Raja,PUMS,Mittahalli , Kaveripattinam 9944315204	1.Mrs.K.Mangaiyarkarasi, SL  2.Mr.M.Saravanan,PUMS Kuriyanapalli, Vepanapalli  3.M.Hema,PUMS,Kathere palli, Shoolagiri 9788703567  4.S.Sudarvizhi, PUMS, (Tamil) Hosur 9786589340

<b>Science</b>	1.Dr.G.Anbumani, SL 2.Mr.P.Madhu, SL 3.V.C.Murugan, PUMS,Desupalli ,Bargur 98488965723	1.Mr.S.Annamalai, Lr. 2.Mr.J.Sharajohn, PUMS, Kottur 3.B.Amudha,Lr	1.Mrs.S.Senthamarai Bandarapalli, Krishnagiri 2.G.Basavaraj,PUMS- Kuppachipaarai,Veppanap alli 8807283906
<b>Social Science</b>	1.Mr.G.Ramachandiran , Lr 2.Mr.R.Anandan PUMS,Beruhalli 9942165803 3.N.Indira,Lr	1.Mrs.V.Geetha, PUMS, Andeipatti, Uthangarai 9952215299 2.Mr.K.Veerapathiran, PUMS, Gengapirampatti 9159041271 3.V.Jayalakshmi, PUMS, Mittapalli, Bargur 9442392575.	1.Mrs.S.Nirmaladevi,PU MS , Alasanatham 9443396125 2.R.Nagalakshmi, PUMS, Bandarapalli, 9943199075 3.S.Thenmozhi,PUMS ,SeetharamNagar, Hosur 9442732674 4.S.Raja, PUMS,Sonninayakanahall i, Kelamangalam 7402730128

### III. DURATION:

**Spell 1. 12.12.17 ( Mathematics, Science, Social Science)**

**Spell 2. 15.12.17 ( Tamil, English)**

**IV. Experts Involved: Nil**

## V. PROCESS

1. **Venue:** DIET, Krishnagiri

New Boys High School Hosur

BRC, Mathur

S.No	Date	Subject	No of Participants (High & Higher Sec. BT teachers)	Venue
1	12.12.2017	Mathematics	144	DIET, Krishnagiri
		Science	116	
		Social Science	89	
2	12.12.2017	Mathematics	34	BRC. Mathur
		Science	51	
		Social Science	50	
3	12.12.2017	Mathematics	122	New Boys High School Hosur
		Science	97	
		Social Science	94	

### 2. Objectives

- ❖ To make the teachers aware of project based learning method
- ❖ To enhance the critical and creative thinking of the students
- ❖ To develop higher order thinking among the students
- ❖ To improve the individualistic skill of the students in a conducive environment
- ❖ To enrich problem solving ,decision making and inquisitive skills of the students
- ❖ To encourage team spirit among students

### 3. Details of the Participants : Spell- I

#### Details of the Participants: Spell- II

S.No	Date	Subject	No of Participants (High & Higher Sec. BT teachers)	Venue
1	15.12.2017	Tamil	137	DIET, Krishnagiri
		English	97	
2	15.12.2017	Tamil	36	BRC. Mathur
		English	48	
3	15.12.2017	Tamil	62	New Boys High School Hosur
		English	80	

#### 4. Time Table

Timing	Topic
9.00-9.30am	Registration and Inauguration
9.30 -10.30am	Introduction, Objectives, Need & Approach of Project Based Learning
10.30-11.30am	PBL- Tamil
11.30-11.45am	Tea break
11.45-1.00pm	PBL- English
1.00-2.00pm	Lunch Break
2.00-3.00pm	PBL- Science
3.00-4.00pm	PBL-Mathematics
4.00-4.10pm	Tea Break
4.15-5.15pm	PBL- Social Science
5.15-5.30pm	Feedback and Valediction

**VI. Method Adopted: Lecture Method, Group Discussion, Project Method**

**VII. OUT COMES:**

**By the end of the training the participants were**

- ❖ aware of project based learning method
- ❖ enhanced with the critical and creative thinking

- ❖ developed higher order thinking
- ❖ improved the individualistic skill in a conducive environment
- ❖ enriched problem solving ,decision making and inquisitive skills
- ❖ encouraged team spirit among them

#### **VIII. RELATED PHOTOS**



The Resource Person presenting the Project Based Learning steps at DIET, Krishnagiri



**Resource person explained PBL activities**



Thiru. D.Mohan, Sr. Lecturer presenting the linkage between PBL and  
NCF 2005 in the PBL training held at BRC, Mathur



Participant was presented model project for VII STD Science.



## **CURRICULUM MATERIAL DEVELOPING AND EVALUATION BRANCH**

### **ACTIVITIES**

#### **District Level Common and Unique Question Paper Preparation for Upper Primary Level (VIII)**

##### **1. Introduction**

One of the basic purposes of the summative Assessment is to help in finding out whether the preset educational objectives outlined in the syllabus had been attained by the students. A major shortcoming is that, within the cognitive domain, exams have mainly tested the recall of memorized information, largely overlooking the assessment of higher order objectives such as understanding and application, with associated competencies such as reasoning, analysis and critical thinking. In cognitive areas, it lays too much emphasis on memorization and little on abilities and skills that require higher mental operations like problem solving, creative thinking, summarizing, inferring, arguing etc.

The resultant effects of an assessment which demands the recall of memorized information ignoring higher order skills have now become quite evident. Learning is stunted and ceases to be encompassive, as the higher order aims and objectives of education such as understanding and application are neglected. Over emphasis on memorization adversely affects the overall cognitive development of children. The Yashpal Committee Report elucidates how a child may pass almost any exam by merely memorizing information, and without having understood any concept so that “while much is taught, very little is actually learnt and understood” Such an assessment would consequently influence learning for tests and exams taken in earlier classes which would in turn negatively impact the teaching - learning processes in the classrooms, leading to a low quality of learning in schools.

The steps involves in setting question papers include (i) identification and definition of instructional objectives for the subject in question; (ii) giving proportionate weightage (marks) to each of these objectives for framing questions that would test attainment of these objectives; and (iii) framing questions that would test the abilities associated with these particular objectives .

*Instructional objectives* then are statements that describe a proposed change in the learners’ behaviour, to be brought about at the end of an instructional programme. They are also

called intended learning outcomes as they reflect the end results of learning to which pupils progress. These instructional objectives need to be kept in focus while teaching and testing.

Each curricular area has a set of instructional objectives. These instructional objectives are general and not observable. They can be further stated in observable behavioral terms called *specifications*. They refer to the abilities or competencies that a pupil will be able to demonstrate when he has achieved the objective. Each objective has a list of specifications under it which is a sample of different behaviours displaying the attainment of that objective.

## **2. Objective of the Study**

The main objective of this analysis is to find out if the summative assessments truly assess all the important instructional objectives and desired competencies outlined in the syllabus or whether they only judge the child's capacity to memorize facts. Further, the analysis also attempts to elicit as to what extent these (instructional objectives) are actually being assessed.

The expected outcomes of this analysis are (i) estimating the relative weight age assigned to the different instructional objectives in the question papers viz-a-viz that stipulated in the CCE guidelines. (ii) Listing out the suggestions for improving the quality of test items of the papers.

### **Bloom's Taxonomy:**

Bloom advocated a method of categorizing objectives in a hierarchical order of cognitive complexity. This taxonomy delineates 6 levels of cognitive abilities ranging from knowledge (simplest) to Evaluation (most complex). Each of these objectives is elucidated below and the specific abilities which display the attainment of each objective are also stated.

(i) **Knowledge** - is the lowest level objective and refers to remembering previously learned material such as definitions, concepts, principles and formulas. It can be roughly equated with rote memory, where the student memorizes and retains information. The specifications displaying the knowledge objectives are '*recalls*' and '*recognizes*'. The objective can be exemplified by the question - 'What are the stages of cell division?'

(ii) **Understanding** - refers to understanding or grasping the meaning of learned material. This objective can be demonstrated by explaining the learned material in one's own words. Some of the specifications displaying the attainment of this objective include 'compares', 'explains phenomena', 'translates', 'identifies', 'illustrates with examples' etc. It can be exemplified by the question - 'Explain the process of Cell division?'

(iii) **Application** - is a higher order objective. Here the individual uses previously learned material in a new context to solve a problem, to answer a question or to perform another task. The information used may be principles, formulas, theories etc. The specific abilities displaying this objective could be - ‘selects relevant data’, ‘applies abstractions to concrete situations’, and ‘generalizes principles’. A typical question testing this objective is “how does the law of supply and demand explain the rise in vegetable prices?”

iv) **Skills** - This objective refers to putting together parts, elements or ideas to form a new whole pattern or structure. This requires original and creative thinking. The specific abilities demonstrating the synthesis objective would be ‘constructs ideas from multiple source into a new complex idea’, ‘develops a new hypothesis, or law’ etc. A question testing this objective is “How would you proceed if you were to do an experiment on caloric intake?”

#### 4. Sample Question Stems Based on Revised Bloom’s Taxonomy

Remember	Understand	Apply	skill
Who?	What does this mean?	Predict what would happen if ...	Can you design a ... to ...?
Where?	Which are the facts?	Choose the best statements that apply.	Can you see a possible solution to ...?
Which one?	State in your own words.	Judge the effects of ...	
	Is this the same as ...?	What would result ...?	
	Give an example.	Tell what would happen if ...	
What?	Select the best definition.	Tell how, when, where, why.	If you had access to all resources, how would you deal with ...?
How?	Condense this paragraph.	Tell how much change there would be if ...	

Why?	What would happen if ...?	Identify the results of ...	Why don't you devise your own way to ...?
	Explain why ...	Write in your own words ...	
How much?	What expectations are there?	How would you explain ...?	
	Read the graph (table).	Write a brief outline ...	
How many?	What are they saying?	What do you think could have happened next?	What would happen if?
	This represents.	Who do you think...?	
When?	What seems to be ...?	What was the main idea ...?	How many ways can you ...?
	Is it valid that ...?	Clarify why ...	
What does it mean?	What seems likely?	Illustrate the ...	
	Show in a graph, table.	Does everyone act in the way that ... does?	Can you create new and unusual uses for ...?
What happened after?	Which statements support ...?	Draw a story map.	
	What restrictions would you add?	Explain why a character acted in the way that he did.	Can you develop a proposal which would ...?
What is the best one?	Outline ...	Do you know of another instance where ...?	
	What could have happened next?	Can you group by characteristics such as ...?	How would you test ...?
Can you name all the ...?	Can you clarify...?	Which factors would you change if...?	
	Can you illustrate ... ?	What questions would you ask of ...?	Propose an alternative.
Who spoke to ...?	Does everyone think in the way that ... does?		

Which is true or false?		From the information given, can  You develop a set of instructions about ...?	How else would you ...?  State a rule.
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## **5. Analysis of VI, VII, VIII standard third term English question papers of middle, high and higher secondary schools in Dharmapuri district.**

### **Introduction**

The blue print by the department of education, Government of Tamil Nadu puts forth in the Continuous and Comprehensive Evaluation Guidelines that a question paper set for English language for these classes VI, VII, VIII must have questions in the ratio Viz. Knowledge (K) 30% which carries 18 marks out of a total of, Understanding (U) 40 % with 24 marks and Application 30 % with 18 marks. The total 100% is set to a maximum mark of 60 with a few choices in very short answers (VSA) and Long answers (LA).

Four different question papers for the classes ie, VI, VII and VIII were taken for the analysis and these question papers were collected from the three wings of schools viz, Upper Primary Schools under Elementary Education( 2 different patterns ), High and Higher Secondary Schools (1) and CBSE schools(1) in Dharmapuri district.

### **6. The Analysis**

A detailed analysis was carried out with these question papers and the questions in the question papers were categorized under the heads Knowledge (K), Understanding (U) and Application (A).After categorizing, the weightage under each head for the questions were measured and tabulated class wise with the weightage marks and percentage. The weightage was calculated including the choice questions and the actual maximum total is also indicated in the table with a note of the blue prints, standard weightage with the allotted marks.

## **Pilot study**

Examination and Evolution was the integral part to find out the progress of Teaching learning process. So our DIET had stepped forward to find out the whether the quality of question paper was validated or not. For initiation, I Term question paper for I-VIII was collected from 10 blocks in krishnagiri by DIET faculties. It was undergone from 13.11.17 to 17.11.17; the collected question paper was handed over to Head of CMDE Branch. On 22.11.17, the workshop was arranged for all DIET faculties to discuss about what are the qualities of good question paper and it was discussed in detail. Then the collected question paper was segregated into five subjects like Tamil, English, Maths, Science and Social Science. The subject wise team was head by the senior faculty of that subject (The planning meeting for AEEO's was arranged based on the merits and demerits of the I-Term question paper. On 23.11.17, One day workshop for question paper analysis was Headmaster/ BT teachers from each block were attended, Our DIET faculties delivered the present scenario of question paper in subject wise)

## **Workshop on Question Paper Analysis:**

On 23.11.17, The workshop was held at DIET, Krishnagiri. It started with Tamilthai vazhuthu. Our DIET, Principal Mr. T. Srinivasan, delivered the speech on the objectives and necessity of the workshop. Dr. Viruthasarani, Senior Lecturer stated the in school question paper the knowledge and understanding in emphasized and allotted more marks.

The application level and skill level questions were ignored or given little importance to it. In SLAS, NAS and NMMS examination were more concentrate on the application and skill level questions alone. So our students did not able to attend and understand those questions. They become unsuccessful in the competitive exam. So in term the question paper also the questions should test the middle order thinking and higher order thinking of the students' level.

For the benefit of the students' successful future, DIET, Krishnagiri faculties planned to prepare unique question paper in our district. AEEO, AAEO,s and One Headmaster or Bt Teachers from each block were attended the workshop. The subject head was explained what are demerits and merits the questions paper in I Term and how it should be revised. The valuable suggestions and feedbacks were given by AEEO's and Headmasters.

In each block, the expert teachers in particular subject were prepared their VIII standard question paper for II term. All AEEO's should be planed to send the block wise question paper

to DIET on 30.11.17. By all these suggestions and planning, the workshop was ended successfully.

On 30.11.2017, VIII questions paper for II Term was received from all blocks. The question paper was handed over to the DIET subject heads for analyzing to take the unique question paper for each subject. Then finalized corrected copy was sent it to printing office. The printed question paper was dispatched through AEEO office to all Middle Schools in that block. In the workshop, 16 AEEO's, 7 Headmasters and 19 Educators were participated.

The DIET, Lecturers were visited the schools on the time of II term examination and get feedback of question paper from students, teachers and Headmasters. Some of the feedbacks were sent it through post and whatsapp.

### **Question Paper Feedback:**

#### **Tamil:**

- ❖ The preparation of Tamil question paper was good for the testing the students understanding level
- ❖ Essay type question and Grammar part was easy for the student
- ❖ Gifted students, Average students and late bloomers were able to answer the question
- ❖ The objective questions were taken from the lesson itself and negotiate the book question carefully
- ❖ The question were make the students to prepare for competitive exam and it was welcomed among the teachers
- ❖ The II term question paper (2017-2018) was innovative one and the students were able to achieve good score.

#### **English:**

- ❖ Slow learners able to attend the question
- ❖ The questions were not taken directly and the student should understand the concept then only it will be answered
- ❖ Grammar part question was good
- ❖ The questions were help to face the competitive exams for the students.

#### **Mathematics:**

- ❖ The question paper tested the overall skills of the students
- ❖ Readiness for the competitive exam
- ❖ The focus on the understand question
- ❖ The practice questions were not taken simply and content oriented questions will be asked.

#### **Science:**

- ❖ The preparation of science question good
- ❖ Science question kindle the students scientific temper and curiosity
- ❖ All level students should able to attend the questions

#### **Social Science:**

- ❖ The objective questions are taken based on the competitive exams.
- All level students should able to attend t

### **Classification of Questions**

The questions in the questions in the question papers were brought under three major categories viz Knowledge, Understanding and Application / Skill. These question areas are further classified based on the size of the answers viz very short answers (VSA) ( This includes Multiple Choice Questions, Fill ups, True or False, Match it and Grammar Applications).Here each question carries one mark. There is no choice in these questions. The short answers (SA) are very simple descriptive answers made in a single sentence or two. These questions have choice and are from Text Contents, ie, from prose and supplementary readers. They bear 2 marks per question. The next type of question is the Long Answers (LA) which bears 5 to 7 marks per question and this is also with choice. The analyzed question papers count different totals with choice as indicated in the Table 1, where all the question papers are to be answered for a maximum of 60 marks only.

### **Conclusion**

One of the basic purposes of the summative Assessment is to help in finding out whether the preset educational objectives outlined in the syllabus had been attained by the students. A major shortcoming which is observed from the government school question papers is that, within the cognitive domain, exams have mainly tested the recall of memorized information, largely



overlooking the assessment of higher order objectives such as understanding and application, with associated competencies such as reasoning, analysis and critical thinking. In cognitive areas, it lays too much emphasis on memorization and little on abilities and skills that require higher mental operations like problem solving, creative thinking, summarizing, inferring, arguing etc.

Learning is stunted as the higher order aims and objectives of education such as understanding and application are neglected. Over emphasis on memorization adversely affects the cognitive development of children. The Yashpal Committee Report elucidates how a child may pass almost any exam by merely memorizing information, and without having understood any concept so that “while much is taught, very little is actually learnt and understood”. Such an assessment would consequently influence learning for tests and exams taken in earlier classes which would in turn negatively impact the teaching - learning processes in the classrooms, leading to a low quality of learning in schools.

It is revealed through the study that most of the government school question papers consist of more memory based questions than questions based on understanding, Application and skills. While setting question papers teachers are not much careful about many important issues and simply pick and choose some questions from the matters taught or from the syllabus prescribed for the course or simply buy the question papers from the printing press. Teachers conveyed that teachers of this district only have been involved in question paper setting. But to serve any useful purpose a test must possess certain attributes without which it will be a poor measuring instrument. Hence, teachers are to be determined to set question paper which matches with instructional objectives. Question paper setting is to be considered as an important task and teachers are to be given proper training to design question papers in such a way that it adheres to the CCE blue print which gives proper weight age for all the four areas Knowledge, Understanding, Application and Skills.

## **Recommendations**

- ❖ Training may be given for teachers at all levels on instructional objectives and assessment techniques which would be helpful for them to understand the important relationship amongst instructional objectives, learning outcomes and assessment.

- ❖ Five schools for each term may be selected randomly for question paper setting.
- ❖ A team of teachers in rotation may take the responsibility of setting question papers based on blue print for each term.
- ❖ Proper monitoring by educational officers is essential for maintaining the quality of question papers.
- ❖ DIET lecturers and Block resource teacher educators may take part in question paper setting by being the members of question paper setting team at block and district level.







## EDUCATIONAL TECHNOLOGY BRANCH ACTIVITIES

i) **Name of the activity:** Wikipedia workshop

ii) **Faculty involved:**

S.No.	Name of the DIET Coordinators/Resource Person
1	Dr.M.Deepanchi,Principal(i/c)
2	N.Asokan,Senior Lecturer
3	Dr.R.Parvathi, Senior Lecturer
4	B.Amutha, Lecturer
5	C.Rajendiran ,HM  PUMS,Jothinagar
6	P.Ragupathi,S.G  PUMS,Thimmasandiram

(iii ) **Duration of the Activity:** 04.07.2017 -06.04.2017

(iv) **Experts involved** : i) Mr .J.John gunaseelan

ii) Mr. Arularasan, Wikipedia group

## **(V) PROCESS:**

**1. Venue:** DIET, Krishnagiri

### **2. Objectives of the Training:**

- ❖ To familiarize the whole concept of Wikipedia among the participants
- ❖ To motivate the participants to upload Tamil essays specifically in our historical developments
- ❖ To aware the teachers to utilize Tamil Wikipedia frequently for reference purposes
- ❖ To develop teachers translation skill in uploading essays from English to Tamil Language.
- ❖ To enhance the analyzing skill of the teacher when they go through others Tamil Wikipedia essays and there to suggest ideas

### **3. Strength of the Participants**

<b>S. No.</b>	<b>ICT Teachers</b>	<b>Number of Teachers Participated</b>
1	Beneficiaries	30

### **Time Table:**

<b>Date</b>	<b>Time</b>	<b>Programme</b>	<b>Name of the Resource person</b>
04.07.2017	09.30 – 10.30	Inauguration	Dr. M. Deepanchi, Prinicpal DIET, Krishnagiri

	10.30 – 11.30	Introduction of Tamil Wikipedia	c. Rajendiran, HM, PUMS, Uthangarai
	11.45 – 01.00	Participate Tamil Wikipedia	P. Ragupathy, PUMS, Thimmachandiran
	02.00 – 03.30 3.45 – 05.00	Creation of Tamil Wikipedia Account	J. John Gunasleen, Tamil wiki group
II 05.07.2017	09.30 – 01.00	Design of Essay	P. Ragupathy, PUMS, Thimmachandiran J. John Gunasleen, Tamil wiki group
	02.00 – 05.00	Essay uploading	
III 06.07.2017	09.30 – 01.00	Essay uploading	P. Ragupathy and J. John Gunasleen, Tamil wiki group
	02.00 – 03.30	Essay uploading	
	03.45 – 05.00	Feedback and valediction	

**VI Method Adopted:** Demonstration method, Power Point presentation, ICT

**(vii) OUTCOMES:**

- ❖ Writing articles for Tamil Wikipedia web site was useful to us. We come to know that we can get information in Tamil Language Internet
- ❖ In this training programme we have learnt to translate, to write and upload the articles.  
We train the teachers working in our school to translate, to write and upload the articles
- ❖ This training enriches our knowledge to write the articles
- ❖ Writing articles in Tamil Language and uploading the same motivated us to read Tamil articles more.



### III. Related Photos



Welcome address by Dr. R. Parvathi, Senior Lecturer DIET, Krishnagiri



Felicitation by Dr. G. Anbumani, Senior Lecturer DIET, Krishnagiri





Objectives for Tamil Wikipedia Training by Thiru. N. Asokan, Senior Lecturer DIET,  
Krishnagiri



History of Tamil Wikipedia by Mr. John Gunaseelan, Tamil Wikipedia Group

## **EXTENSION ACTIVITIES**

### **FACULTY DEVELOPMENT PROGRAMME**

#### **ACTION RESEARCH -2018**

**Action Research: 1. Dr. G. Anbumani**, Senior Lecturer, DIET, Krishnagiri

**Name of the Topic: REDUCING THE PROBLEMS OF VII STANDARD STUDENTS IN UNDERSTANDING THE IMPORTANT CRITERIA OF FIVE KINGDOM CLASSIFICATION**

**Name of the Faculty: Dr. G.Anbumani**, Senior Lecturer, DIET, Krishnagiri

**Subject** : Science

**Research conducted:** Govt.Girls.Higher.Sec.School, Bargur.

**Target Group:** VII<sup>th</sup> Standard - 62 Students

#### **Problems identified:**

During the school visit in Bargur Block, the action researcher observed class VII. In most of the schools, the students are not clear in understanding the area of Biological sciences. They are not able to differentiate between the microorganisms and macro organisms and also characteristic features of higher plants and animals.

The VII standard students are not clear about the important criteria of five kingdom classification. Students do not know the monera, fungi, flowering and non-flowering plants.

To reduce the problems of understanding the important criteria in five kingdom classification, the action researcher classified the students in to two groups based on the understanding level of Biological technical terms. Hence the action researcher selected this topic for action research.

## **Intervention:**

### **Activity 1:**

With the help of compound microscope, the students are identified different types of organism. They draw the diagram which are placed in the microscope.

### **Activity 2:**

The flash cards are given to the students with common names of plants and animals. It will be compared with the Biological names.

### **Activity 3:**

Tabulating the characteristic features of five kingdom classification, the teacher explained each and every step of character.

### **Activity 4:**

Five kingdom classification are explained to the students through computer diagram / Technical Terms

### **Activity 5:**

Students may be asked to find out the names of following animals and plants in different languages. 1. Peacock 2. Cat 3. Lion 4. Tiger

### **Activity 6:**

Students are asked to draw the concept of five kingdom classification.

Each and every student explains their own concept mapping in classroom.

### **Activity 7:**

The different Biological terms are given to students and they arrange one by one in order to five kingdom classification.

**Findings:**

- Children's understanding the important criteria of five kingdom classification significantly differ on the basis of pre test and post test.
- Children's understanding of Biological technical terms are enhanced with the help of flash cards.
- Children studying in VII standard easily identified the characteristic features of five kingdom classification through the tabulation.
- With the help of the concept map, all the students differentiated the fungi, Bacteria, Plant and animals.
- From the findings, the calculated 't' value is higher than the table value.

**Recommendations:**

- 1.Reducing the problems of secondary school students in understanding Biological technical terms.
- 2.Enhancing the drawing skill in various classes related to classification.
- 3.Difficulties faced by the science teachers to teach biology in the class room activities.
- 4.Comparative study be conducted in Government school and self financing school children.
- 5.Attitude of children to learn Biology at upper primary level.

**Conclusion:**

Based on the findings, it is very clear that the students understood the criteria of five kingdom classification through different activities such as using flash

cards, matching cards and PPT Presentations. The flash cards are very useful to the students to understand the Biological technical terms. With the help of PPT, the students easily understood the diagram, parts of the organs and difficult Biological terms.

Mind mapping is very useful to develop close linkages and characters among the five kingdom classification. Concept mapping are also useful to understand the different types of classifications in Protista, Fungi, Plantae Animalia, and Higher levels of Plants and Animals.

Based on the findings of the present action research, it is very vibrant that the utilization of proper teaching learning materials at the time of classroom activities helps for the better understanding of Five Kingdom Classification among the VII Standard students. Students easily understood the micro organisms and macro organisms with the help of compound microscope. Moreover the action researcher found that the proper utilization of school laboratory plays an important determinant of academic achievements. Hence Laboratory environment, Concept mapping and Utilization of proper teaching learning materials play a vital role in reducing the problems of VII standard students in understanding the important criteria of five Kingdom Classification.

#### **Action Research : 2. K.Mangaiyerkarasi, SL, DIET, Krishnagiri**

1. Title: Enhancing Students Learning outcomes using knowledge, application, understanding and skill domains
2. Name of the Faculty: K. Mangaiyerkarasi
3. Subject: Mathematics
4. Research conducted in: PUMS old pet, Krishnagiri

5. Target group: 31 students in 7<sup>th</sup> Standard
6. Problem identified: Teachers usually concentrate on knowledge development but it is identified a need to extend their teaching to acquire understanding, applications and skill
7. Intervention: Designed Active based lesson plan. It consists of 4 steps
8.
  - Classroom teaching using TLM
  - Developing Life oriented skills (Field trip)
  - Creating awareness (open group test)
  - Skill development (HOR)
9. Outcome: The students gains the skills to apply the concept of fraction in day to day life
10. Recommendations: This method can be used to other standards as well to enhance their learning using all the cognitive domains.
11. Conclusion: Need based teaching methods can be devised and applied. Active based lesson plan and the activities bring about a good result in student's learning

### **Action Research : 3. Dr. R. Parvathi, SL, DIET, Krishnagiri**

#### **1. Name of the topic:**

**RESOLVING THE PROBLEMS IN UNDERSTANDING THE VOLUME**

**AND SURFACE AREA OF SOLID OBJECTS AMONG CLASS X STUDENTS**

#### **2. Name of the faculty: Dr. R. PARVATHI, Senior Lecturer,**

**DIET, Krishnagiri**

#### **3. Subject: Mathematics**

#### **4. Research conducted in Krishnagiri DIET**

#### **5. Target group(Sample): 22 Students studying class X**

## **6. Problems identified:**

The investigator being the teacher educator visited the Schools and observed the students of class X in GGHSS, Thogarapalli, Bargur block, Krishnagiri district. This topic is introduced in class IX to find volume and surface area of cube and cuboids. In class. X the students learnt about volume and surface area of cylinder, cone, sphere, Hemisphere and frustum .During the interaction with the students, they find it difficult to understand the volume and surface area of cylinder, cone, sphere, Hemisphere and frustum.. Hence this topic has been chosen for the study.

## **7.Intervention:**

### **Activity-1**

Recalling the formulae for finding perimeter and area of two dimensional objects.  
Recalling the formulae for finding volume and surface area of cube and cuboids.

### **Activity -2**

Differentiating the solid right circular cylinder, right circular hollow cylinder, solid right circular cone, frustum, sphere, hollow sphere, solid hemisphere and hollow hemisphere

### **Activity -3**

Differentiating curved surface area, total surface area and volume by showing the model.

### **Activity -4**

Deriving the formula to find curved surface area, total surface area and volume of cylinder, cone, sphere, Hemisphere and frustum using lab activity .

### **Activity -5**

Deriving the formula to find curved surface area, total surface area and volume of cylinder, cone, sphere, Hemisphere and frustum using videos.

### **Activity -6**

Calculating the curved surface area, total surface area and volume of solid right circular cylinder, right circular hollow cylinder, solid right circular cone, frustum, sphere, hollow sphere, solid hemisphere and hollow hemisphere for the problems given in the exercise.

### **Activity -7**

Applying the knowledge of curved surface area, total surface area and volume of solid right circular cylinder, right circular hollow cylinder, solid right circular cone, frustum, sphere, hollow sphere, solid hemisphere and hollow hemisphere in daily life situations by listing the situations.

### **Activity -8**

Work sheets were prepared to improve their application skill.

### **Activity -9**

Project was given to improve their application skill

## **8. Outcome / findings:**

- ❖ There is significant difference between the pre-test and the post-test scores.
- ❖ High mean score is found in post-test. This is due to the activities done by the students to understand the concepts.



- ❖ Majority of the students felt that activities helped more in learning compared to conventional classroom teaching.
- ❖ Majority of the students felt that learning through activities retains for a longer period of time.
- ❖ Students have realized that activities have made Mathematics joyful, interesting and fruitful.

## **9. Recommendations:**

- ❖ While teaching mathematics formulas to be derived using lab activity.
- ❖ Use of ICT improves student's interest in learning mathematics.
- ❖ While learning 3D shapes comparison of shapes with respect to volume, curved surface area and total surface area gives clarity in that concept.
- ❖ Work sheet will be used to practice and remember the formulas.
- ❖ Peer group learning helps to solve problems easily.

## **10. Conclusion:**

- ❖ Students level of achievement has been increased due to their understanding in Mathematics.
- ❖ Activities enable the students to raise the level of achievement in Mathematics.
- ❖ Activities developed interest in learning in Mathematics.
- ❖ It is suggested to the teachers to frame activities and teach the concept.
- ❖ It is suggested to the teachers to make use of students skill to prepare TLM there by the students get motivated .
- ❖ It is suggested to the teachers to frame activities and teach the concept in mathematics lab.



Students are preparing for the post test



Co-Researcher is practicing the students

**Action Research : 4. Dr. G. Viruthasarani, SL, DIET, Krishnagiri**

1. **Name of the Topic:** Problem solving in paragraph questions for IX Students

2. **Name of the faculty:** Dr. G. Viruthasarani, Senior Lecturer, DIET, Krishnagiri.

3. **Subject:** Tamil

4. Research conducted in GHS, Kundarapalli, Veppanapalli

5. **Target group sample & No's:** IX Standard 30 Students

**6. Problem identified:**

- ❖ Unable to understand the answers from paragraphs and compositions
- ❖ Lack of utilization of Human Resources and other reference sources to understand the answers from paragraphs and composition
- ❖ Lack of practice in answering skill through paragraphs and compositions
- ❖ Not practiced frequently to rectify their mistakes whenever it requires

- ❖ Unable to utilize the suitable learning strategy to their learning level

## **7. Intervention**

- ❖ Counselling the students and preparation activity
- ❖ Practicing the students skill in writing answers from paragraphs
- ❖ Practicing the students orally to express their answers from the paragraphs
- ❖ Free Writing practicing
- ❖ Practicing the students to write mistaken words in a correct form
- ❖ Identifying the spelling mistake and correcting it
- ❖ Explaining the ways and tips to write the composition creatively
- ❖ Developing the writing skill on their own with the help of the given tips and notes
- ❖ Students identifying the sentence pattern
- ❖ Providing suggestion to the students

## **8. Out comes/ Findings**

Students natural learning environment suitable teaching learning strategies and materials encouraged them to adopt them in learning situation. Slow learners refusal skill in group learning gets reduced and they learnt more interesting

## **9. Recommendation**

1. Teacher can use suitable TLM with suitable strategies will enhance students writing skill
- ii. Continuous practice should be given by the concern teacher to equip student answering skill  
in paragraph/ Composition both in oral and written form
- iii. Students mistake has to be connected then and there by the teacher

## **10. Conclusion**

- i. Students learnt joyfully when they were seated under the free within the school campus
- ii. Students gets motivated when they were provided writing material by the researcher.
- iii. Students learning becomes more easier when the researcher used appropriate TLM
- iv. Students are able to write to answer from the paragraphs or essays both in oral and written form
- v. under the guidelines of the researcher, students learnt to write the composition with introduction, sub-titles and conclusions
- vi. In face-writing, Students committed mistakes in word and sentence level
- vii. Students performance in pre-text is not up to the level but in the post-test their performances were up to the researchers expected level



Researcher Interaction with students





Provided Teaching Learning Materials to the students through Head Master



Conducted group work through Co-Investigator



Post test conducted

## **Action Research : 5. M.MAYILSAM Y, SL, DIET, Krishnagiri**

### **1. NAME OF THE TOPIC:**

Resolving The Problems In Identifying The Location And Function Of Endocrine Glands Among  
VIII Standard Students Through ICT

**2. NAME OF THE FACULTY:** M.MAYILSAM Y, Senior Lecturer, DIET, Krishnagiri.

**3. SUBJECT:** SCIENCE (ZOOLOGY)

**4. RESEARCH OF THE SCHOOL:** PUMS, Soolakunda, Kelamangalam Block,

Krishnagiri District.

**5. TARGET GROUP (SAMPLE) :** VIII Standard Students, Sample - 20 Students.

**6. PROBLEM IDENTIFIED:** During the school visit the investigator observed that many students studying in VIII Standard in Panchayat Union Middle School, SOOLAKUNDA, Kelamangalam Block, Krishnagiri District, could not understand clearly about identifying the location and function of endocrine glands.

Nowadays, learning through ICT approach has become essential. Hence the investigator decided to resolve the problems in identifying the location and function of endocrine glands through ICT among VIII standard students.

**7. INTERVENTION:**

The following ICT based activities were conducted for the students to teach the Location and Function of major Endocrine glands.

- PowerPoint presentation activity
- Presentation of downloaded video's
- Presentation of 3D animated Endocrine gland app
- Self learning activity with guided materials

**Activity: 1**

To prepare 30 PowerPoint slides about endocrine system of human body. Each slide consists of major endocrine gland with suitable 3D pictures and explained the each gland situated in particular place of human body and play the major function in human body.

**Activity: 2**



To download the endocrine gland video from different web sources and to presented in class room situation to making the students listening and observation and to revoke the problem of identification of location and function of endocrine gland.

### **Activity: 3**

Now a day there are many more app in endocrine gland and human body present in web sources, the app of 3D human body system downloaded and to presented to the students in class room situation. This activity creates students class room attention, listening and understanding capacity to remove the problem of identification of location and function of endocrine gland.

### **Activity: 4 Self learning Activity**

Students are divided into 5 groups and computer and laptop was given into each group. The prepared guide materials were given to all students. The students adopted own way for learning method with help of computer, laptop, guide material and teacher.

### **8. Out comes / Findings:**

- The study reveals that the scores by the students in the post test were more than the scores obtained in the pre- test, from this it is understood that there is increased in the post test scores.
- The techniques followed during the treatment has helped to create interest, understanding and manipulative skill among the students and helped to gain more mark in the post – test.
- Through ICT Presentation the achievement level of the understanding, identifying the location and function of endocrine glands increased among VIII standard students.
- Sex has influenced in understanding, identifying the location and function of endocrine glands among VIII standard students.
- The hypothesis formulated in the study, “There will be significance between the achievement scores of pre-test and post-test of VIII standard students” was proved to be true and hence it was accepted.

### **9. RECOMMENDATIONS:**

When the students were taught using ICT like multimedia, videos, chart, activities, different apps from web source found that their learning and understanding capability grows along with recalling their known information and owned experiences, When they were made involved in activities they learn even difficult subjects easily.

Thus the study denotes, if the teachers follow any experimental activities in the class room, the classroom teaching will certainly be lively and high capability could be achieved.

#### **10. CONCLUSION:**

The action research titled **“Resolving the problems in identifying the location and function of endocrine glands among VIII standard students through ICT”** was carried out by the investigator and the aims and objectives of the study were fulfilled. It is evident from the post-test scores of the study. From the finding of the action research reveals that the achievement level increased in understanding, identifying the location and function of endocrine glands among VIII standard students through ICT. In this study the investigator made an attempt to prove the effectiveness of ICT used in the treatment and came out successfully. Hence it is concluded that the procedure and techniques followed in the treatment has positive effect on the achievement of students and hence the achievement of that has been improved.

## **Action Research : 6. P. MADHU, SL, DIET, Krishnagiri**

### **1. NAME OF THE TOPIC:**

Resolving the problems of understanding the structure of the cell among VI std students

### **2. NAME OF THE FACULTY: P.MADHU, SENIOR LECTURER,**

DIET, KRISHNAGIRI.

### **3. SUBJECT: SCIENCE (BOTANY)**

### **4. RESEARCH OF THE SCHOOL: Government High School, Karagur, Kaveripattinam**

Block, Krishnagiri District

### **5. TARGET GROUP (SAMPLE) : VI standard students, Sample is 25 students.**

### **6. PROBLEM IDENTIFIED:**

- Lack of understanding Biological concepts due to confusion in learning scientific terms.
- They do not get sufficient explanation through visually everything only by imagination
- Lack of exposure to hands – on experience such as, using microscope.
- Lack of skill in drawing diagrams using digitally-enhanced task.

## **7. INTERVENTION:**

### **Practice through Visuals:**

The students were given orientation on the topic; Cell Organelles were projected by the downloaded videos. The investigator explained the structure of the cell with the help of the visuals.

### **Practice in drawing diagrams:**

The handbook was prepared by the investigator and also distributed to the students. They practiced drawing diagrams which was given in the handbook. Additionally, the investigator used the blackboard to give step by step instruction to develop their skills in drawing. It was observed that the students showed interest in drawing diagrams with the help of the guide given to them.

### **Reinforcement through drawing book:**

For further improving the drawing skill of the students, the investigator gave a drawing book to each student for practicing diagrams. Mistakes were corrected then and there. The drawing book was evaluated and the progress was analyzed.

## **8. FINDINGS:**

- The study reveals that the scores by the students in the post test were more than the scores obtained in the pre- test, from this it is understood that there is increased in the post test scores.
- The techniques followed during the treatment has helped to create interest, understanding and manipulative skill among the students and helped to gain more mark in the post – test.
- Technology based activities namely digitally enhanced tasks like visual explanation and hands on step by step practicing in diagrams, have improved in understanding the concept of cell structure.
- Digitally-enhanced tasks have resolved the problems in understanding the structure of the cell among the VI Standard students.

## **9. RECOMMENDATIONS:**

When the students were taught using ICT like multimedia, videos, chart, activities, different apps from web source found that their learning and understanding capability grows along with recalling their known information and owned experiences, When they were made involved in activities they learn even difficult subjects easily.

Regular practice in drawing in a systematic way could promote the scientific drawing skill.

Technology-based materials have proved to be effective in teaching a concept. Hence, teachers must be encouraged to utilize digital materials in their day-to-day teaching of Science.

Technology-based activities could be effective in developing the learning of Science concepts among the students at any level. Hence, digital resources could be used in the Science class room.

## **10. CONCLUSION:**

The conventional science teaching concentrates only on the products of science, laws, theories etc. But, teaching of science moves toward the process of science observation, recording, performing controlled experiments, etc. In fact, the process approach of science teaching promotes the skills among pupils. Understanding the concepts and drawing skills are important for developing scientific attitude. It is imperative to move to a new model of school science education in which promoting scientific skills among pupils should be given focus by using innovative strategies.

Considering the above context, specific recommendations have been made in the action research for planning and implementing effective teaching of science for elementary education. Therefore, this action research proposes optimum utilization of technological resources for effective science teaching.

## **Action Research : 7. G. Ramachandiran, Lecturer, DIET, Krishnagiri**

**1. Name of the Topic:** Rectifying The Problems In Marking Chronological Year in

History Among VII Standard Students

**2. Name of the Faculty:** Mr. G. Ramachandiran, Lecturer, DIET, Krishnagiri

3. **Subject** : Social Science

4. **Research conducted** : PUMS, Thellabendaborder, Bargur Block

5. **Target Group** : VII Standard, 10 students

6. **Problem Identified** :

- Students are unable to express the chronological year relevantly in historical events
- They are unable to remember the year in chronological order.

7. **Intervention:**

1. Involving the students to participate in learning Chronological years.
2. Giving practice to understand the importance of historical year in their history  
Textbook.
3. Improvising students memory power in recalling historical year in chronological order  
through pictorial presentation.
4. Practising the students to equip their memory skills in historical events and year.

8. **Finding:**

Students are interested to remember the historical events and year in chronological order through map, events flow charts, Year-wise historical achievements.

9. **Recommendation:**

To reduce the boredom of students' learning in history textbook contents, teachers can use more attractive picture clippings and video clippings to make proper understanding of historical achievements with its leaders and years.

## **10. Conclusion:**

- ❖ Students' Post-test mark is higher than the Pre-test mark.
- ❖ Students' memory skill also equipped in expressing the historical year in chronological order at higher levels.

## **Action Research : 8. S. Annamalai, Lecturer, DIET, Krishnagiri**

### **1 .Name of the Topic : Resolving the Problems in Understanding Microorganisms**

**Among VIII standard Students**

### **2. Name of the Faculty : S.Annamalai, Lecturer, DIET, Krishnagiri**

### **3. Subject : Zoology**

### **4.Research Conducted : PUMS, Chinnakarapattu, Uthangarai**

### **5. Target Group: 18**

### **6. Problem Identified :**

- Students never understood the contents of Microorganisms.
- Students are not well practiced in pronouncing Technical terminology Greek, Latin and German.
- Microorganism concept was not taught in picturisation, multi- use of TLM in a classroom Teaching Learning Process.

### **7. Intervention:**

- Understanding the concept of micro Organism with its live fresh specimens and local resources.
- Identifying types of microorganism through pictures with the help of microscope.
- Understanding the whole concept of microorganism with its bio –technical terms in a group learning.
- Practicing the students to mark the parts of microorganism through worksheets.
- Understanding classification of microorganism, differentiation of virus and bacteria.
- Understanding binominal nomenclatures with correct pronunciation.
- Using Power point presentation.

## **8. Out come / Finding**

- ❖ Students easily understood the concept of microorganism and its classification, types with its explanation through live specimen resources, worksheets exercise
- ❖ Students are able to pronunciation bio-technical terms with the accurate identification of parts of microorganism.

## **9. Recommendation:**

In schools, Teacher can use more worksheets, power point presentation, microscope to teach the parts of micro organism in their teaching learning process.

## **10. Conclusion:**

- ❖ Students performance in post- test mark is higher than pre- test mark.
- ❖ Students learnt the concept of microorganism effectively through power point presentation and live specimen sources.



## Action Research : 9. S.K. Santhi, Lecturer, DIET, Krishnagiri

1. **Title of the Action Research:** Enhancing Word power and pronunciation through  
ICT

2. **Name of the Faculty:** S.K. Santhi, Lectutrer, DIET, Krishnagiri

3. **Subject:** English

4. **Research conducted in:** PUPS (Urdu medium Hosur)

5. **Target Group(Sample):** V standard Urdu medium students (28)

6. **Problem identified:**

This school is already listed in low performance school category, while visiting the school, it was identified that the students in V standard Urdu medium are struggling to read the words with proper pronunciation. Software used: Gcomprise for PC windows, Android Mobile App like PinkFong and Jolly phonics

7. **Intervention:**

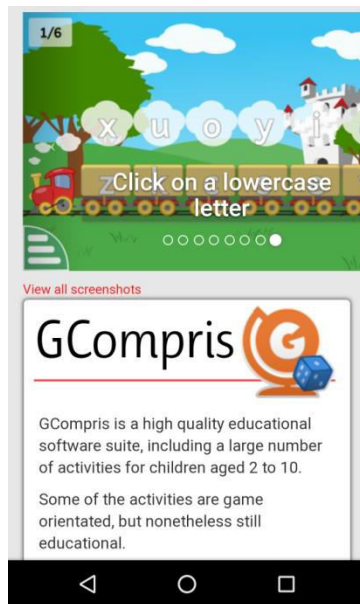
- Identifying the available of ICT resources at their school level.
- Identifying appropriate ICT intervention to that group of students.
- Training given to Teachers to utilize ICT resources for enhancing word power and pronunciation. Phonetics CDs are provided. Software packages are installed on their android mobiles.
- Training students to pronounce properly by syllabification and through games for word building.

8. **Outcome(findings):** Students score better than the pre- test

9. **Recommendations:** Software like Gcomprise can be used to create interest in students.

10. **Conclusion:** Students found interested in using ICT resources and hence it is recommended to utilize for enhancing word power and pronunciation

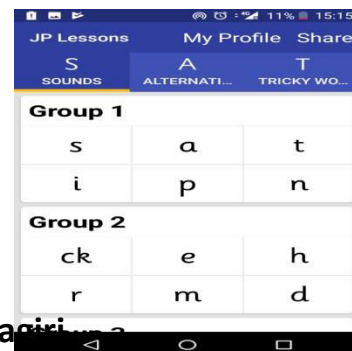
GComprise software for PC



Android mobile App Pinkfong



Android mobile App jolly phonic



Action Research : 10. N.Indra, Lecturer, DIET, Krishnagiri

**1. Name of the Topic** : Creating Awareness on Epidemic Diseases among Upper Primary Students in Pums Pothapuram.

**2. Name of the Faculty** : N.INDIRA, Lecturer, DIET, Krishnagiri

**3. Subject** : Physical Education

**4. Research conducted in:** PUMS, Pothapuram, Kaveripattinam Block, Krishnagiri.

**5. Target group (sample):** VI-VIII Standard, students – 45

**6. Problem identified** : The students are aware of infectious diseases is difficult.

Unable to aware of infectious signs and symptoms.

Unable to aware of infectious diseases.

- 7. Intervention** : In this process, only the diseases that spread through the air, water-Borne diseases, direct contact diseases, insects, and animals were Diagnosed.
- The researcher designed to teach each topic. Learning events were Conducted using lecture method, group discussion, video footage, Epidemiography.
- 1. Air borne diseases:** Normal cold, TB, Symbol, Cough cough, Throat crawler.
  - 2. Water borne diseases:** Cholera, Dysentery, Yellow Jaundice Young pilai vatham.
  - 3. Direct contact borne diseases:** Throat crawler, Cough cough, Pneumonia, Cholera, Typhoid.
  - 4. Insects, and animals borne diseases:** Elephantiasis, Dengue fever Brain fever, Cikkun guinea, Malaria

- 8. Outcome/ Findings** : There is significant difference between pre-test 33.9 % and post-test 66.9 % Scores of all students.

There is no significant difference between boys and girls.

- 9. Recommendations** : Primary school, High school and Hr.sec school students can do this research.

Child Labor Schools also do this research.

- 10. Conclusions** : Students are aware of the possibility of infection and they feel comfortable with this research.
- Students are aware of the difficulties in understanding the types of infections.

The students to know the various stages of the epidemic impact.

**Action Research : 11. S.K. Saravanan, Lecturer, DIET, Krishnagiri**

**1. Name of the Topic:** Resolving The Problems of Linear Equation with its Remedial measures Among VIII Standard Students

**2. Name of the Faculty :** S.K.Saravanan ,Lecturer, Diet, Krishnagiri

**3. Subject :** Maths

**4. Research conducted :** PUMS, Nallur, Kelamangalam Block,  
Krishnagiri

**5. Target group (sample) :** VIII Standard,22 Students

**6.Problem Identified :**

- Students never shows more interest to learn ‘ Algebra’ concept.
- Students do not have enough skill in doing sums with Whole numbers.
- Students never understand the basic concepts of Variable and Constant.
- Students felt more difficult to find the solutions with the help of equations.

## **7. Intervention :**

- Utilisation of ICT through Powerpoint Presentation mode.
- Worksheet exercises.

## **8.Outcome/ findings :**

- There is significant difference between pre-test and post-test scores of all the students.
- Students gains in understanding learning Linear equation with the aid of visualization.
- Usage of ICT helps the students to acquire the skills in understanding each concepts Precisely.
- Students Mathematics interest are stimulated.
- Students get ample opportunities to know more about the ICT tools and its major role in learning process.
- Students thinking skill also induced them to learn the maths concepts at higher level.

## **9. Recommendations :**

- Little attention to be paid by the teacher in learning the Algebra concept in Visualisation
- Using ICT tools in Mathematics environment will helps the teacher to teach this concept to the students at higher level of understanding.

## **10. Conclusion :**

VIII standard students Mathematics learning interest were increased through Animation Power point. Through this Power point, Algebra concepts were learnt by them in depth and more effectively. Students Performance level also increased in Post-test when comparing to the pre-test.

## **Action Research : 12. B. Amutha, Lecturer, DIET, Krishnagiri**

### **1. Name of the Topic: ENHANCING THE LEARNING SKILL OF BASIC CIRCUIT**

#### **AND SPECIFIC SYMBOLS AMONG VII STANDARD STUDENTS**

**2. Name of the faculty** : B. Amutha, Lecturer

**3. Subject** : Physics

**4. Research Conducted** : PUMS, Therpatti, Kaveripattinam Block

**5. Target group** : VII Std -13 Students

### **6. Problem Identified:**

The action researcher, being a teacher educator, visited various upper primary schools in Kaveripattinam block. While visiting the schools she found that the students in VII Standard got low performance in the chapter of Electronics particularly basic circuit and symbols. So the action researcher wanted to find out the reasons of low performance in Basic circuits and symbols. Hence the study has been selected by the Action Researcher.

### **7. Intervention:**

- ❖ The Action Researcher explicitly models the strategy by demonstrating and thinking aloud while the students observe the strategy in action.
- ❖ The Action Researcher continues to model the strategy and invites the children to contribute their ideas was practiced the circuit diagram to the students by drawing activity.
- ❖ The students engage in collaborative use of the strategy through guided practice.

- ❖ The Action Researcher assigned group work and presentation to the students. In group activity, the students draw the basic symbols of the circuit. Using these symbols, students draw the Basic circuit diagram. After finishing this activity, group leaders presented their activity and explained the symbols and basic circuit diagram.

## **8. Findings:**

- ❖ The students Pre-test and post-test Scores on learning Basic Circuit and Symbols were 38.46% and 68.61% respectively.
- ❖ In the pre-test 13 students scored below 50% of marks.
- ❖ In the Post –test ,only one student scored below 50% of marks and all the other 12 students scored above 50% of marks.
- ❖ There is significant difference between the boys and the girls in the learning skill of basic circuit and symbols.
- ❖ There is significant difference between pre and post test scores. High mean score is found in post test.

## **9. Recommendations:**

- ❖ Activation of prior or daily life oriented knowledge of the students increase their learning level.
- ❖ Activities enhanced the level of learning skill of the students in basic circuit and symbols.

## **10. Conclusion:**

Activities are enabled the students to raise the level of achievement in the subject. The use of teacher modeling ,and practice the play way method ,Hands on experience, Group activities, Group discussion and presentation had a positive impact on students learning ability.



**Action Researcher guided the students to practice the circuit diagram.**





## **Students involving in group activity**

### **Action Research : 13. S.Shanmugapriya, Lecturer, DIET, Krishnagiri**

**1. Name of the Topic:** Resolving The Problems In Using Punctuation Marks

In English Language Writing Among Vii Standard Students

**2. Name of the Faculty** : S.Shanmugapriya, Lecturer, Diet, Krishnagiri

**3. Subject** : English

**4. Research conducted** : PUMS, Pothapuram, Kaveripattinam Block,  
Krishnagiri

**5. Target group (sample)** : VII Standard, 21 Students

**6. Problem Identified** :

- The absence of the capital Letters at the beginning of new sentences.
- Unable to recognize and name the few punctuation marks in their text sometimes.
- Rare capitalization of Proper nouns.
- Incorrect using of colon.
- Omission of the semicolon.
- Absence of Exclamation marks where required.
- Hardly using Hyphens, if any.

- Not using the fullstops at the end of the sentences.
- Improperly using apostrophes, lack of using commas after introductory elements.
- Lack of revision of what is written, and lack of enough spaces between words.
- Forgot to use question marks to the question sentences.

## **7. Intervention :**

### **❖ The proper utilisation of textbook sources:**

Students textbook sources were utilized for the familiarization of Punctuation marks at their known level sources.

### **❖ Explanation of Punctuation signs, names, rules with its suitable**

#### **Posters:**

At the basic level, only ten Punctuation marks were selectively chosen by the researcher from already identified various Punctuation Marks and shortlisted. They were,

1. Period or Fullstop .
2. Colon :
3. Semicolon ;
4. Comma ,
5. Question Mark ?
6. Quotation Mark ”
7. Elipses ....
8. Exclamation !
9. Apostrophe ’
10. Hyphen -

Punctuation name	Suitable punctuation sign	Rules	Examples
Period or Fullstop	.	<ul style="list-style-type: none"> <li>➤ Used only at the end of every sentences or statement.</li> <li>➤ In some name of the persons also used.</li> <li>➤ This sign is used after the initials of any pesons name. Abbreviations also used.</li> </ul>	1. Mani is my friend. 2. John F. Kennedy 3. Name of the month January- Jan. February- Feb.
Colon	:	<ul style="list-style-type: none"> <li>➤ It is most commonly used when listing.</li> <li>➤ It can be used within a heading or descriptive title</li> </ul>	1. She placed the following items in to the basket: Fruits, vegetables, dry nuts, Bread packets, and biscuits. 2. Human Resource Management: Guidelines for telephone advisers
Semicolon	;	<ul style="list-style-type: none"> <li>➤ When joining two connected sentences</li> </ul>	We set out at dawn ; the weather looked promising.
Comma	,	<ul style="list-style-type: none"> <li>➤ Used to separate Adjectives.</li> <li>➤ Represents a Pause.</li> <li>➤ Additional information is</li> </ul>	1. The boy was happy, eager and full of anticipation at the starts of its summer holidays.

		found between two commas about a thought.	1.Jegan, who was very smart, read his book carefully.
Question mark	?	➤ Used for questioning type of sentences	1.Where are you going?
Quotation mark	“ ”	➤ Used to show what someone is saying or speaks. ➤ Use this quotation marks around the words at the front and at the back	1.“Hello” She said to the little child “Welcome to our classroom”
Elipses	...	➤ 3 dots will be used. ➤ It is also known as dot-dot- dot. ➤ To create suspense in thought or to show a pause. ➤ Used commonly in informal letters and in emails. ➤ This mean a thought is not complete.	<b>(without an ellipsis)</b> We went to the city, shopped, ate lunch and arrived home after midnight. <b>(with an ellipsis)</b> We went to the city... and arrived home after midnight.
Exclamation	!	➤ Used for interjections or strong feelings or strong emotions.	1.Stop talking! 2.What a wonderful sky it is!

Apostrophe	,	<ul style="list-style-type: none"> <li>➤ Use this to show possession : something belongs to someone.</li> <li>➤ Indicate where a letter is omitted.</li> </ul>	1.Mama's car 2. Papa's milk bottle 3. did not – didn't
Hyphen	-	<ul style="list-style-type: none"> <li>➤ Used to link words</li> <li>➤ Used when a word is split between two lines.</li> </ul>	1.sub-part 2.twenty-one 3.non-verbal 4. self-confidence

### Punctuation worksheet

#### Put the appropriate Punctuation marks:

- 1.What is the title of the book
- 2.Her age is twenty two
- 3.Raghul purchased banana papaya guava to his home
- 4.It looks like it is going to rain I better bring my umbrella
- 5.Self respect is must for all individuals

❖ Drill exercises conducted with the help of few worksheets.

In written English, punctuation is disambiguate the meaning of the sentences. Worksheet exercises will be more helpful for the students to use the punctuation marks appropriately.

❖ **Punctuation marks was tested through simple sentences and small Paragraphs in English writing.**

## **8. Outcome/ findings :**

- There is significant difference between pre-test and post-test scores of all the students.
- Punctuation Marks using in English writing of both boys and girls in pre-test are found that not having any difference.
- Punctuation Marks using in English writing of both boys and girls in post-test are found that not having any difference.
- Punctuation Posters really stimulate the students of class VII and it develops a Proper using of Punctuation marks to the maximum level.

- Worksheet Exercises helps the students to learn and practice on their own more easily.
- Students get ample opportunities to know the 10 Punctuation Marks signs, its name, rules and examples through Punctuation Posters.
- Punctuation marks testing in simple conversations and stories makes the students easier to understand the usage of punctuation marks.
- Students were enthusiastic to identify the punctuation marks in the textbook more competitively.

Below average students also gets motivated in using punctuation marks in different aspects.

## **9. Recommendations :**

- Punctuation marks usage in English learning is very important to convey the message correctly when speaking and writing. So students has to be well-practiced in using all punctuation marks with its rules and more exercises.
- Few Punctuation marks (comma, semi-colon, apostrophe and quotation marks)are frequently confused by the students. To reduce such problems in future action research topic can be chosen more specifically those marks alone

## **10.Conclusion :**

Writing formally in English is more than just choosing the right words order. Punctuation helps to keep the writing always smoothly and it makes the reader to be understandable one. Punctuation primarily helps to indicate the pauses and the emphasis on

certain ideas or thoughts that are briefly given in their textbook. But students are expecting to learn something in new ways. Only the textbook alone for English writing, never equip the students to extend their knowledge accurately. In this action research, researcher develops the students knowledge from the known one to unknown one with the help of the interventions. Students were highlighted to use maximum of Punctuation Posters and worksheets in an useful way. Only few students were well known in Punctuation signs and names. Students understood that without Punctuation Marks, writing and reading in English will not be meaningful and it becomes lifeless.



**Action researcher using the Punctuation Poster**





**Action researcher questioning the students about Punctuation Name**

**Action Research : 14. N.Nisha, Lecturer, DIET, Krishnagiri**

**1. NAME OF THE TOPIC:** Developing The Understanding Skill Of Periodic

Table Among Ix Standard Students Through

Play way Method.

**2. NAME OF THE FACULTY:** N.NISHA, Lecturer, DIET, Krishnagiri

**3. SUBJECT:** SCIENCE-CHEMISTRY

**4. RESEARCH OF THE SCHOOL:**

Government Higher Secondary School, Sigaralapalli, Bargur Block ,Krishnagiri District.

## **5. TARGET GROUP: 45 students, IX Standard.**

## **6. PROBLEM IDENTIFIED:**

- ❖ Student do not understanding the basic concept of periodic table.
- ❖ They are not exposed to suitable teaching methodology.
- ❖ They are tuned to rote memorization due to improper teaching learning process.
- ❖ Lack of interest and attention during transaction.
- ❖ Lack of in proper teaching strategies
- ❖ Lack of attention during the teaching learning process.

## **7. INTERVENTION:**

### **ACTIVITY:1**

#### **PERIODIC TABLE ELEMENT SONG**

The students were taught about the Periodic table's Nine families, their elements , period and group with the help of singing the songs. These songs were attracted and enjoyed eagerly by the students .They were useful for their better learning about the periodic table and for their retaining.

### **ACTIVITY:2**

#### **LECTURE METHOD :**

1. In the method of lecture , students were taught about elements' atomic numbers , mass numbers and the symbols' identification.
2. The students were taught what metals , non - metals and metalloids are.
3. The students were made to identify the metals , non - metals and metalloids . And also came to know the sub divisions of metals , non - metals and metalloids.
4. The students came to know that how the elements are listed out in the periodic table.

5. The students came to know that how the metals are differentiated according to their properties.

6. The students learnt to define the period and the group in the periodic table.

### **ACTIVITY - 3:**

#### **INDIVIDUAL ACTIVITY :**

1. The students learnt to know about the Nine families of the periodic table and also came to identify the S , P, D and F groups in through black board

2 . The students learnt that how many elements are there in each period.

### **ACTIVITY - 4 :**

#### **QUIZ ACTIVITY**

The students were divided into the three groups and the Quiz programme was conducted in the below mentioned five rounds.

I - ROUND - PUZZLE

II- ROUND - RAPID FIRE

III- ROUND -ELEMENTS AND THEIR SYMBOLS.

IV - ROUND - FLASH CARDS.

### **ACTIVITY:5**

#### **WHO AM I ? TELL ME ?**

The students are assigned to identify the elements , and their names ,the symbols , the Atomic number and the Mass number with the help of periodic table of elements card game.

### **ACTIVITY:6**

#### **COLOR IT AND FIND IT MY FAMILY**

The students are instructed to fill in the BLANK PERIODIC TABLE OF THE ELEMENTS and asked to differentiate and colour the metals , non metals ,metalloids , 9 families and S ,P,D,F blocks.

## **ACTIVITY:7**

### **PERIODIC TABLE -CROSS WORD PUZZLE ACTIVITY**

The students are instructed to check intext answers to find out the elements.

## **ACTIVITY:8**

### **POWER POINT PRESENTATION :**

The students are explained about Periodic table , classification of elements , salient features of the periodic table and the properties through the Power Point Presentation.

## **ACTIVITY:9**

### **MNEMONICS & DRILL AND PRACTICE :**

The students are given practice to memorize the 45 elements in the method of drill and practice.

The students are motivated to memorize the S,P & D block elements and group I A, II A , 15,16 & 17 in the method of " MNEMONICS ".

## **8. FINDINGS:**

- ❖ The developing the understanding skill of periodic table of the student is found to be high.
- ❖ There is significant mean difference between pretest and post test achievement score of the students studying in the IX Standard.
- ❖ There is significant mean difference between boys and girls achievement score of the students studying in the IX Standard.
- ❖ All the activities to enhance developing and understanding skill of the periodic table

## **9. CONCLUSION:**

- ❖ Students level of achievement has been increased due to play way method.
- ❖ Play way method of teaching enable the students to raise the level of achievement in periodic table.
- ❖ It developed interesting in learning in chemistry.
- ❖ It is suggested to the teachers to frame activities to teach the concept for student's understanding.

## **PHOTO GALLERY**



## Action Research : 15. S. Ramya, Lecturer, DIET, Krishnagiri

**1. Name of the Topic:** Eliminating Spelling Mistakes in English Language among V

Standard Students

**1. Name of the Faculty:** S.Ramya, Lecturer, DIET, Krishnagiri

**2. Subject:** English

**3. Research conducted in School:** PUPS, Rayakottai, Kelamangalam Block, Krishnagiri District

**4. Target Group** V Standard **Sample-** 26

**5. Problem identified:**

The study of spelling appears minor and less emphasized in the curriculum. However, spelling carries great impact on the written exam for assessing marks. In School visit, I observed the spelling mistake as a problem was faced by most of the students whom they are learning English in all classes. I selected V standard as sample of the study to find solution for this common problem among students.

**6. Intervention:**

Spelling Games and word Puzzles are the intervention, I took for the study by giving various activities. Some activities were

**i. Write what they know:**

Ask the students to write the things what they are all seeing in house, school, shop and other common places. In that time the students felt struggle to write the proper spelling of the word and some children write what they know. Then, the teacher taught the spelling of those words. She corrected the paper of the students to pinpoint students' mistake for rectify it.

**ii. Jumbled words:**

Jumbled word is a word puzzle game that gives the student a group of scrambled letters and requires the students to unscramble them to make a real meaningful word. For example, If the scrambled word like '**ergti**' means the students should arrange the meaningful word like '**tiger**'.

### **iii. Words within a word:**

Words within a word is the activity to find out as many words from a single word contains more than eight letters. For instance, The word 'entertainment' contains the words like- enter, train, tear, main, meter, name, ten, entertain etc.,

### **iv. The Rhinoceros Game:**

Put the students into two teams and ask them to come up with a long word, for instance RHINOCEROS. Write this word down the left side of the board and again down the center, one for each. Make sure that the teacher should left enough space between them for each team to write a word across. Tell the students that each team has to write one word across for each letter of the long word

Give each team a different coloured chalk and ask them to go to the back of the classroom. One member of each team then runs to the front of the class to write a word. He or she runs back to hand the chalk to another member of the team, the first team to complete all the word across wins.

### **v. Continuous Word Search:**

Ask the students to write a word in which the last letter of one word serves as the first letter of the subsequent word. It continues by having how words possible in it. For e.g. Trainailionoseaglend...

### **vi. Pick a page at random:**

The teacher asked the students to look at one page of the dictionary randomly and try to remember as many words as they can. After they have had a few minutes to do this task, one student tested the other student.

### **vii. Teach Endless Word:**



- All alphabets will be given in 4 different sheets in a vertical order
- Those sheets have to be stick on in the rotating wheel in its curved surface area.
- Like the above procedure four wheels were prepared by the researcher
- All these wheels were combined together into one stick flexibly to move in clockwise and anti-clock wise direction.
- This TLM were helped for students to learn endless number of words.

#### **viii. Syllable Clapping:**

Teacher encouraged the students to play a word game for syllabification. The students had to indicate the syllable counting by clap. The teacher showed them how to clap one time as you say each syllable. For instance, APPLE /ap/(clap) /ple/(clap)

#### **8.Findings:**

- Games and puzzles improve the student's learning spelling with more involvement.
- The student's aware on syllabification helps to learn the difficult words by splitting it without any difficulties.
- Practice some common spelling pattern makes the student's confidence to gain more words easily.
- The student's are aware of various effective strategies that help in avoiding spelling mistakes in their test and writings.

#### **9. Conclusion:**

English spelling is notoriously difficult to master for native speakers and language learners alike. English developed from several different language families, and because it so easily absorbs new words from other languages even today, the English language has many different ways to spell the same sound and many different ways to pronounce the same spelling. Though memory aids are useful for memorizing difficult-to-spell words, good spellers never rely solely on memory. But improving the student's English spelling is not impossible one, with some

constant practice student can master spelling. Thus, the result proved Spelling Games and Word Puzzles were making the students to learn spelling in playway method without much effort.

## **Action Research : 16. M. Kalaighanaselvi, Lecturer, DIET, Krishnagiri**

**1. Name of the topic:** “Minimizing the difficulty level of finding the area of semi-circle  
among VIII standard students”

**2. Name of the faculty:** M.Kalaighanaselvi.

Lecturer

DIET- Krishnagiri

**3. Subject:** Mathematics

**4. Research conducted in** PUMS- Echampatti ,Rayakotai block school

**5. Target group:** VIII – standard students..Nos - 17 students.

## **6. Problem identified:**

In my school visit, researcher observed VIII standard students were in trouble to solve the area sums in shapes. The problem arises because they don't understand juxtaposition of shapes. Nowadays most of the students are not interested in doing problems in mathematics they felt more difficult to understand the basic concepts of mathematics. Besides these approaches in teaching mathematics has to be more innovative and in a simplified manner. To minimize this problem remedial action should be taken necessarily to develop the thinking level of students more abstractly and to create a skeptical mind set. The main focused area in this actual research to extend the knowledge of student's innovatively in doing area sums in shapes.

## **7. Intervention:**

In this action research I gave 9 activities to enhance the students. The following activities are very useful to the students.

Activity : 1(Explanation method)

Draw the different type of semicircle object objects (which are used in our daily life) in the black board and explaining which is the centre and radius of the circle area by shading the picture.

Activity: 2(Learning by doing)

Students are asked to do draw a different size of circles with different radius, name the semi circle and shade them. Students are asked to write the formula to find the area and perimeter of half circle and quarter circle.

Activity : 3 (Learning by doing)

Students are asked to prepare the chart with the semi-circle formulas

Activity : 4(Project based learning)

Individual projects are given to the students. Students are asked to collect circle objects in their surroundings like bangle, tyre, coin, water bottle cap etc., and ask to find the centre, radius diameter, surface area, Perimeter of the semi-circle

#### Activity: 5 (Technology activity)

Explaining the method of finding the area and perimeter of half circle, quarter circle to the students through various videos.

#### Activity: 6(Process modelling)

This activity can be done by the students. In this activity card board sheet given to the each pupil and then they are told to draw circles of different size on it . After the drawing the circles they cut that separately with the help of cutters. Students will measure the diameter and find the area of semi-circle. During this activity action researcher gave the corrections and feedback.

#### Activity: 7(Lecture method)

This activity can be done by the co-action researcher .The teacher introduced every problem to the students logically and in a systematic manner. He apply different methods to make his teaching more effective and comprehensive.

#### Activity: 8 (Oral method)

Students are asked to tell the formulas for area and perimeter of semi- circle repetly and one by one. It leads remember the formulas during solving sums.

#### Activity:9 (Quiz game activity)

In this activity students are divided into two groups .students are instructed to prepare well the semi-circle content. Quiz game conducted between these two groups. Questions were prepared relating to the action research topic.

### **8. Findings:**

- The activities which are given on this action research increase the understanding capacity step by step in mathematics.
- As the students understand the basic concepts in finding the area of semi-circle, they don't memorize the formulas.
- Drill-repetition method is helpful for the student to remember the formula at the time of solving the sums.

- Teaching through videos will be more useful than usual chalk and talk method.
- Students know the application of circle and semi-circle.
- Activities used in this action research develop the analysing skill of the student.
- Pre-test mark is 29%.the post-test mark is 80% .the mark increased in post-test is 51%.
- Students get more interested in activity based learning.

#### **9. Recommendations:**

- Teacher should rectify student's misconception.
- Teachers have to stimulate the students' learning habit.
- Classroom teachings not only test student's memory level. But also based on the learning outcomes of the content.
- Students should be brought up with higher order thinking from their primary level.
- Teacher must update their teaching technique day by day.

#### **10. Conclusion:**

Make the lesson activity centred. This helps to get actively involved and it bridges the gap between concrete and abstract. Using other instructional format will minimizing the difficulty level of doing area sums among VIII standard students.

### **Action Research : 17. S. Muniyappan, Lecturer, DIET, Krishnagiri**

**1. Name of the Topic:** Resolving the problem of Tamil Grammar (Punarchi vithikalai)

Among VIII Standard Students

**2. Name of the faculty:** S. Muniyappan, Lecturer, DIET, Krishnagiri

**3. Subject:** Tamil

**4. Research conducted in** GHSS, chinnamegala palli, Krishnagiri Block

**5. Target group:** VIII – standard students..Nos - 18 students.

**6. Problem identified:**

- Students never understand grammar rules clearly instead of this they memorize rules.
- Lack of linking grammatical concepts with their textbook while learning.
- Students are not practiced to understand words and its meaning.
- Students are not interested to develop their creativity skill.

## **7. Intervention:**

- Explaining the rules of punarchi concepts with its inductive and deductive approach.
- Explaining the punarchi rules with its examples.
- Formation of letter with the combination of vowels and consonants.
- Word formation
- Identification Method
- Assignments method
- Group Learning method
- Stimulation method

## **8. Out comes/ Finding:**

Students achievement was increased in applying the rules of punarchi becausee of more practice through letters, word formations. Students basic skill was developed in linking both vowels and consonants through continuous practice.

## **9. Recommendations:**

- Homophonic words are to be practiced towards the students to reduce their problems in understanding the words and its meaning.
- Students understanding skill has to be enhanced through teaching them about the combination of vowels and consonants in Tamil language.

## **10. Conclusion:**

Induction approach and Deductive approach were used to teach the rules of 'Punarchi vithikal' . So that students application and understanding level in learning ' Punarchi' seems to be more effective and interesting. Students achievement level also gets increased.

### **ANNEXURE:III**

## **Faculty Development programme**

### **II.RESEARCH PROJECT**

**Name of the Topic** : Effect of Yoga Practice in Improving Concentration Among

Upper Primary Students of Krishnagiri District

**Name of the Faculty** : N.INDIRA, Lecturer,DIET, Krishnagiri

**Subject** : Physical Education

**Research conducted in:** GHS, Karagur, Kaveripattinam Block, Krishnagiri.

**Target group (sample):** VIII Standard, students – 30

**Need for the study:**



To improve the skill of attention towards upper primary School Students.

To develop interpretation skill and response skill. To generate physical, mental in a healthy manner and realize the sound mind in a sound body.

**Problem identified:**

The students are ready to involve in doing this yoga practice continuously, their concentration in studying will be increased more than their expected level. The supportive development of students' concentration will be strengthen the memory skill of the students not only in reading but also in other activities. The combination of concentration and memory skill of the students will Equip those students to be an active learner instead of being a passive listener.

**Objectives of the study:**

- To strengthen the concentration through yoga practice.
- To build mental discipline.
- To intensify the skills of attention, interpretation and response.
- Tuning the students to experience their five senses in the body.
- To improve mathematics concept.

**Intervention:**

The purpose of this study, yoga is defined as a combination of the asanas (postures), pranayama (regulated breathing), dyhana (meditation) and relaxation. The descriptions of the yoga classes targeted by this study is focused on various components of ashtanga yoga. All of the yoga classes used in this study focused mainly on breathing, poses and stress release. In addition, all classes involved a mindfulness meditative aspect.

**YOGA TRAINING PROGRAMME FOR CONCENTRATION**

**Time: 40 minutes**

**First and Second Weeks**

S.NO	NAME OF THE ASANAS	DURATIONS	REPETITIONS
	<b>PRAYER</b>	2 (mins)	1
	<b>LOOSENING EXERCISE</b>	5 (mins)	1
1.	Tadasana (Mountain Pose)	2 (mins)	2
2.	Vrikshasana (Tree Pose)	3 (mins)	2
3.	Garudasana (Eagle Pose)	3 (mins)	2
4.	Natarajasana (Dancer Pose)	3 (mins)	2
5.	Padahasthasana (Standing Forward Bend)	3 (mins)	2
6.	Paschimotthasana (Seated Forward Bend)	3 (mins)	2
7.	Padmasana (Lotus pose)	3 (mins)	2
8.	Sukhasana	3 (mins)	2
	<b>PRANAYAMA</b>	5 (mins)	
1.	Nadisudthi		1 time
	<b>MEDITATION</b>	5 (mins)	
1.	Vipassana (Concentration to Sensation)		

### YOGA TRAINING PROGRAMME FOR CONCENTRATION

**Time: 40 minutes**

**Third and Fourth Weeks**

S.NO	NAME OF THE ASANAS	DURATIONS	REPETITIONS
	<b>PRAYER</b>	2 (mins)	1
	<b>LOOSENING EXERCISE</b>	4 (mins)	1
1.	Tadasana (Mountain Pose)	2 (mins)	2
2.	Vrikshasana (Tree Pose)	2 (mins)	2
3.	Garudasana (Eagle Pose)	2 (mins)	2
4.	Natarajasana (Dancer Pose)	2 (mins)	2
5.	Padahasthasana (Standing Forward Bend)	2 (mins)	2
6.	Paschimotthasana (Seated Forward Bend)	2 (mins)	2
7.	Padmasana (Lotus pose)	2 (mins)	2
8.	Sukhasana	2 (mins)	2
9.	Paschimotthasana (Seated Forward Bend)	2 (mins)	2
10.	Padmasana (Lotus pose)	2 (mins)	2
	<b>PRANAYAMA</b>	7 (mins)	
1.	Nadisudthi		1 time
2.	Zazen (Breathing Concentration)		
	<b>MEDITATION</b>	7 (mins)	
1.	Vipassana (Concentration to Sensation)		
2.	Tratak (Concentration to a Candle flame)		

## YOGA TRAINING PROGRAMME FOR CONCENTRATION

Time: 40 minutes

### Fifth and Sixth Weeks

S.NO	NAME OF THE ASANAS	DURATIONS	REPETITIONS
	<b>PRAYER</b>	2 (mins)	1
	<b>LOOSENING EXERCISE</b>	4 (mins)	1
1.	Tadasana (Mountain Pose)	2 (mins)	2
2.	Vrikshasana (Tree Pose)	2 (mins)	2
3.	Garudasana (Eagle Pose)	2 (mins)	2
4.	Natarajasana (Dancer Pose)	2 (mins)	2
5.	Padahasthasana (Standing Forward Bend)	2 (mins)	2
6.	Paschimotthasana (Seated Forward Bend)	2 (mins)	2
7.	Padmasana (Lotus pose)	2 (mins)	2
8.	Sukhasana	2 (mins)	2
9.	Paschimotthasana (Seated Forward Bend)	2 (mins)	2
10.	Padmasana (Lotus pose)	2 (mins)	2
11.	Vajrasana	2 (mins)	2
	<b>PRANAYAMA</b>	5 (mins)	
1.	Nadisudthi		1 time

<b>2.</b>	Zazen (Breathing Concentration)		2 time
	<b>MEDITATION</b>	7 (mins)	
<b>1.</b>	Vipassana (Concentration to Sensation)		
<b>2.</b>	Tratak (Concentration to a Candle flame)		

### YOGA TRAINING PROGRAMME FOR CONCENTRATION

**Time: 45 Minutes**

#### Seventh and Eighth Weeks

<b>S.NO</b>	<b>NAME OF THE ASANAS</b>	<b>DURATIONS</b>	<b>REPETITIONS</b>
	<b>PRAYER</b>	2 (mins)	1
	<b>LOOSENING EXERCISE</b>	4 (mins)	1
<b>1.</b>	Tadasana (Mountain Pose)	2 (mins)	2
<b>2.</b>	Vrikshasana (Tree Pose)	2 (mins)	2
<b>3.</b>	Garudasana (Eagle Pose)	2 (mins)	2

4.	Natarajasana ( Dancer Pose)	2 (mins)	2
5.	Padahastasana (Standing Forward Bend)	2 (mins)	2
6.	Paschimotthasana (Seated Forward Bend)	2 (mins)	2
7.	Padmasana (Lotus pose)	2 (mins)	2
8.	Sukhasana	2 (mins)	2
9.	Paschimotthasana (Seated Forward Bend)	2 (mins)	2
10.	Padmasana (Lotus pose)	2 (mins)	2
11.	Vajrasana	2 (mins)	2
12.	Sarvangasana (Shoulder Stand Pose)	3 (mins)	2
13.	Halasana (Plow Pose)	2 (mins)	2
	<b>PRANAYAMA</b>	5 (mins)	
1.	Nadisudthi		1 time
2.	Zazen (Breathing Concentration)		2 time
	<b>MEDITATION</b>	7 (mins)	
1.	Vipassana (Concentration to Sensation)		
2.	Tratak (Concentration to a Candle flame)		

#### YOGA TRAINING PROGRAMME FOR CONCENTRATION

**Time: 45 Minutes**

**Ninth and Tenth Weeks**

S.NO	NAME OF THE ASANAS	DURATIONS	REPETITIONS
	<b>PRAYER</b>	2 (mins)	1
	<b>LOOSENING EXERCISE</b>	3 (mins)	1
1.	Tadasana (Mountain Pose)	2 (mins)	2
2.	Vrikshasana (Tree Pose)	2 (mins)	2
3.	Garudasana (Eagle Pose)	2 (mins)	2
4.	Natarajasana (Dancer Pose)	2 (mins)	2
5.	Padahasthasana (Standing Forward Bend)	2 (mins)	2
6.	Paschimotthasana (Seated Forward Bend)	2 (mins)	2
7.	Padmasana (Lotus pose)	2 (mins)	2
8.	Sukhasana	2 (mins)	2
9.	Paschimotthasana (Seated Forward Bend)	2 (mins)	2
10.	Padmasana (Lotus pose)	2 (mins)	2
11.	Vajrasana	2 (mins)	2
12.	Sarvangasana (Shoulder Stand Pose)	3 (mins)	2
13.	Halasana (Plow Pose)	2 (mins)	2
	<b>PRANAYAMA</b>	6 (mins)	
1.	Nadisudthi		1 time
2.	Zazen (Breathing Concentration)		2 time
	<b>MEDITATION</b>	7 (mins)	

<b>1.</b>	Vipassana (Concentration to Sensation)		
<b>2.</b>	Tratak (Concentration to a Candle flame)		

### YOGA TRAINING PROGRAMME FOR CONCENTRATION

**Time: 45 Minutes**

#### **Eleventh and Twelfth Weeks**

<b>S.NO</b>	<b>NAME OF THE ASANAS</b>	<b>DURATIONS</b>	<b>REPETITIONS</b>
	<b>PRAYER</b>	2 (mins)	1
	<b>LOOSENING EXERCISE</b>	3 (mins)	1
<b>1.</b>	Tadasana (Mountain Pose)	2 (mins)	2
<b>2.</b>	Vrikshasana (Tree Pose)	2 (mins)	2
<b>3.</b>	Garudasana (Eagle Pose)	2 (mins)	2
<b>4.</b>	Natarajasana (Dancer Pose)	2 (mins)	2
<b>5.</b>	Padahasthasana (Standing Forward Bend)	2 (mins)	2



<b>6.</b>	Paschimotthasana (Seated Forward Bend)	2 (mins)	2
<b>7.</b>	Padmasana (Lotus pose)	2 (mins)	2
<b>8.</b>	Sukhasana	2 (mins)	2
<b>9.</b>	Paschimotthasana (Seated Forward Bend)	2 (mins)	2
<b>10.</b>	Padmasana (Lotus pose)	2 (mins)	2
<b>11.</b>	Vajrasana	2 (mins)	2
<b>12.</b>	Sarvangasana (Shoulder Stand Pose)	3 (mins)	2
<b>13.</b>	Halasana (Plow Pose)	2 (mins)	2
	<b>PRANAYAMA</b>	6 (mins)	
<b>1.</b>	Nadisudthi		1 time
<b>2.</b>	Zazen (Breathing Concentration)		2 time
	<b>MEDITATION</b>	7 (mins)	
<b>1.</b>	Vipassana (Concentration to Sensation)		
<b>2.</b>	Tratak (Concentration to a Candle flame)		

#### **Outcome/ Findings:**

The findings of these studies are consistent with some of the relationship between yoga and concentration. This study statistically significant difference in concentration scores after yoga intervention. There is significant difference between pre-test 29.76 % and Post-test 66.26 % Scores of all students. There is no significant difference between boys and girls.

#### **Recommendations :**

1. Future research study may investigate the long-term effects of Practicing yoga.
2. Young adult students can do this research.
3. Child Labor Schools also do this research.
4. Arts Colleges and technical colleges also do this research.
5. Medical students can do this research.

**Conclusions :**

- ❖ Students yoga practice improved their concentration power.
- ❖ Students mental discipline developed through yoga practice.
- ❖ Students learning in mathematics concept also gets improved through yoga practice.
- ❖ Students attention, interpretation and response skills are intensified through doing yoga practice.

## **PLANNING AND MANAGEMENT BRANCH**

**Faculty Name 1.** Mrs.K.mangaiyerkarasi, Senior Lecturer

**2.** Mrs.S.K.Shanthi, Lecturer

## **PLANNING AND MANAGEMENT BRANCH**

### **A. Planning and Management Branch Activity**

1. Training Management and Information System (TMIS)
2. Annual Work Plan & Budget (AWP&B)
3. Data collection and District Profile publishing
4. Workshop on Faculty development
5. E - affidavit and website creation

### **B. Contribution to other Departments in DIET**

1. NAS – Conducted NAS test in Hosur and Krishnagiri blocks

2. NIOS documentation – Translated and documented NIOS study materials
3. Question paper preparation and review for Krishnagiri district Teachers. – CMDE
4. PBL training – Trained Teachers in 2 spells
5. Tamil Wikipedia article publishing

**C. Contribution to State by P&M faculty members**

1. Consolidation of AWPB for state
2. curriculum framework and syllabus preparation workshop - ICT, 11th & 12th standard computer science
3. Preparation of Teachers handbook - Mathematics
4. Co Ordinator of state ICT team
5. Administration of SWS and admitted D.El.Ed students for the academic year 2017 - 18
6. Documentation of SCERT's achievements and uploaded in SSA Shagun website
7. Framed mail ids for SCERT directorate, office, DIETs, BITEs and GTTIs as per state's revised email policies
8. Website renovation and attended Secretary's meeting regarding this on behalf of SCERT, uploaded draft syllabus on tnsert.org website
9. Attended Training on Ekstep and obtained login access in NTP on behalf of SCERT
10. Deputed as state Co Ordinator for Microsoft's open office 360 and Kaizala mobile app, co ordinated

**D. Contribution to NCERT - CIET**

Contributed for syllabus and content creation of CIET - NCERT's ICT syllabus for Teachers online course.

**ACTIVITY : 1**

**Training Management and Information System (TMIS)**

**Name of the Activity:** Training Management and Information System (TMIS)

**Faculty involved:** Planning and Management Branch Faculty Members

Mrs. K.Mangaiyerkarasi, Senior Lecturer

Mrs. S.K.Santhi, Lecturer

**Duration of the Activity:** 3 months (December 2017 to March 2018)

**Experts involved:** Software developers team

**Process:**

SCERT has launched TMIS as One of its innovative measures in the current year. Though training is obviously one of its major dimensions, we are in need to minimize the efforts, manpower and time invested in the training to maximize the output. Training Management Information System (TMIS) is the one designed to cover up all the objectives and it is implemented in the below 3 phases:

1. Phase 1: Data Collection
2. Phase 2: Mobile App development
3. Phase 3: Database Administration

**Phase I: Data collection:**

Below are the details collected in TMIS Phase 1:

Details of the Institution:

- Name & Address of the Institution

- Contact details of the Institution
- Email id and website URL

Details of the Faculty members:

- General details
- Academic details
- Achievements
- Trainings attended
- Trainings given
- Contributions
- Research/ Action Research/Paper presented

## **Phase II: Mobile Application**

### **Usefulness of the mobile app developed for TMIS**

#### **1. Index page:**

This index page of mobile app helps to consolidate the details added in the portal on every single individual's mobile.

#### **2. Training Calendar:**

Training calendar broadcasts the forthcoming training information. On the other way It is used to fetch the information on the trainings attended as well.

#### **3. Forums:**

Forums available in the mobile app is useful in opening discussions and collection of views of the participants along with the resource person. This is helpful in learning outside the training as well.

These forums are recorded and saved to be viewed as history of trainings completed.

#### **4. Airing:**

This is helpful in livestreaming of Audio and video.

5. Documents:

This is helpful in attaching documents, manuals, reports, audio, videos, links associated with the training

6. Feedback:

This helps in getting feedback about a training. It is obviously for the betterment of the trainings.

7. Training needs:

This tab records the training need of the Teachers which is very helpful for a trainer to plan a district specific training. And the training given based on the training need is very effective in terms of output.

### **Phase 3: Database Administration:**

This phase is initiated along with a training, where the administrator must upload the details of training calendar, list of Participants, venue and duration of the training. The participants can get the notification of the training via text messages and mails. They can download the attendance certificate. This phase helps the administrator by reducing the manual labor to communicate, prepare attendance and acquittance. This helps to complete a training with perfection.

**Method Adopted:** Data collection and communication through mobile app

**Outcome: Digital Data bank, mobile app,**

**The collected data are found useful in General terms:**

1. For quick access to the up to date information on DIET faculty members and their Institutions
2. To classify and group the faculty members based on the information provided
3. To get the information edited by its owner since it is available online to every single user
4. Data is dynamic and online and hence its free from manual errors

5. Contributions, Research and Achievements tabs record the faculty/Teacher's individual contribution to Institutions/education/society. This portal is a show case of talents also.
6. Blood group is requested as an additional detail, and hence this can be used for emergency purpose as well
7. Faculty members/Teachers who are eminent in their contributions, can be considered for any appraisal by evaluating this portal.
8. This portal is open for further improvement as well.

**Usefulness of the data in terms of Training:**


1. Categorize the faculty members based on the training attended. This will help in fetching the list of participants for a training
2. Categorize the faculty members based on the training given. This will be helpful to arrive into a list of Resource persons
3. Helps in grouping the faculty members/ Teachers based on the zone. By assimilating the total number, we can arrive into the zoning and venue arrangement
4. Faculty members/ Teachers are already contributed can be involved in NAS, SLAS workshops, Evaluation and book writing workshops.
5. Faculty members/Teachers who are expertise in multiple fields can be considered for state resource group.
6. This leads to Paperless training management.

**related photos:**

**Index page of Data collection format : Phase 1**



மாநிலக் கல்வியியல் ஆராய்ச்சி மற்றும் பயிற்சி நிறுவனம், தமிழ்நாடு

Dashboard  KRISHNAGIRI

Institution : DIET, Krishnagiri

Click here for your Profile entry [Teacher Profile](#)

Institution Information

Institution Name : DIET, Krishnagiri

Address Line 1 : Kattinayanapalli Village,

Address Line 2 : Krishnagiri

Address Line 3 : Tamil Nadu

PIN Code : 635001

Level : DIET

Contact No : 7373003406

Email : dietkg@tn.nic.in

Name of the Principal / HeadMaster : T.Srinivasan

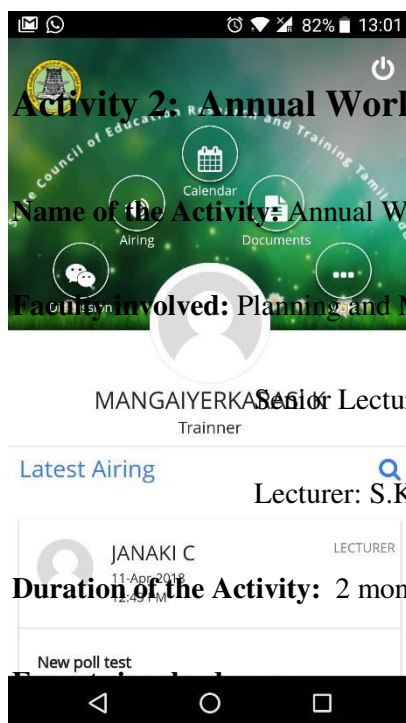
Mobile No : 7373003406

Submit

## Index page of Mobile app

## Phase 2

## Training Calendar



## Activity 2: Annual Work Plan & Budget (AWP&B) – 2018 - 2019

Name of the Activity: Annual Work Plan & Budget (AWP&B) 2018 -2019

Faculty involved: Planning and Management Branch Faculty Members

MANGAIYERKASANI, Senior Lecturer: K.Mangaiyerkarasi  
Trainer

Latest Airing

Lecturer: S.K. Santhi

Duration of the Activity: 2 months (November 2017 to January 2018)



## Process:

Data collection and Documentation on

- District profile

- DIET infrastructure
- Teacher's details
- Student's details,
- Programme and expenditure head wise,
- Finance and budget for the current and next year

**method adopted:**

Data collection and documentation

**outcome:**

AWP&B - 2018 – DIET Krishnagiri – submitted to SCERT for approval

**related photos:** nil

### **Activity 3: Data collection and District Profile publishing**

**Name of the Activity:** Data collection and District Profile publishing

**Faculty involved:** Planning and Management Branch Faculty Members

Senior Lecturer: K.Mangaiyerkarasi

Lecturer: S.K. Santhi

**Duration of the Activity:** 1 month ( January 2018)

**Experts involved:** none

**Process:**

Data collection and Documentation on

- District profile
- School details
- Teacher's details
- Student's details
- Enrollment details

**method adopted:**

Data collection and documentation

**outcome: consolidated list of**

- Teachers
- Students
- Resource persons
- Experts for oncoming training

**related photos:** nil

## **Activity 4: Workshop on Faculty development**

**Name of the Activity:** Workshop on Faculty development

**Faculty involved:** Planning and Management Branch Faculty Members

Senior Lecturer: K.Mangaiyerkarasi

Lecturer: S.K. Santhi

**Duration of the Activity:** 4 days (29.05.2018 to 01.06.2018)

**Experts involved:**

## ICT workshop:

- Mr.Guru, BT Teacher Salem
- Mr. Srinivasan BT Teacher Krishnagiri
- Mr. Shanmugasundaram BT Teacher Villupuram
- Mr. Shankar BT Teacher Vellore

## Yoga :

- Mrs. K.Mangaiyerkarasi , Senior Lecturer, DIET, Krishnagiri

## Soft Skills:

- Mr. Saravanan (Lions club) – Vandavasi
- Mr. Charan – Corporate trainer - Tanjavur

**Training Schedule**

2	<b>WORKSHOP ON FACULTY DEVELOPMENT - May 2018</b>				
3	<b>Day</b>	<b>Date</b>	<b>Resource person</b>	<b>Name of the Programme</b>	<b>Content of the programme</b>
4	Day 1	29.05.2018	Mr. Guru, BT Asst, Maravaneri, Salem Mr. Srinivasan, BT Asst, Gangaleri, Krishnagiri	Workshopt on ICT - 1	Overview of the advanced techniques used in new textbooks, usage of Video content, preparation of video lessons, Tools used, Hands on experience on video editing, Animations with powerpoint, Presentation techniques
6	Day 2	30.05.2018	Mr. Srinivasan, BT Asst, Gangaleri, Krishnagiri Mr. K.Shakar, BT Asst, Vellore	Workshopt on ICT - 2	Script writing, open source software, QR code generation and , reading, Creating digital worksheet, online test
7	Day3	31.05.2018	Mrs. K.Mangaiyerkarasi, Senior Lecturer, DIET Krishnagiri	Yoga & Stress management	video presentation on Hatha yoga for International yoga day, Demonstration of Yoga for everyday, Practising yoga by faculty members
8	Day4	01.06.2018	Lion Saravanan, Mr. Charan, Tiruvannamalai	Soft skills	Inauguration and Ice break, Team purpose/culture, Ethics in Team building, Team attitude, Emotional intelligence, Emotions A glance, positioning during emotions

**RELATED PHOTOS:**

## ICT Workshop

### Our Faculty member - Hands on



### QR codes developed by our faculty members



## Devices introduced in Workshop



## Our Resource Persons



## **Programme -I**

### **1. Name of the Activity:** Training Management Information System (TMIS)

#### **Training Management Information System (TMIS)**

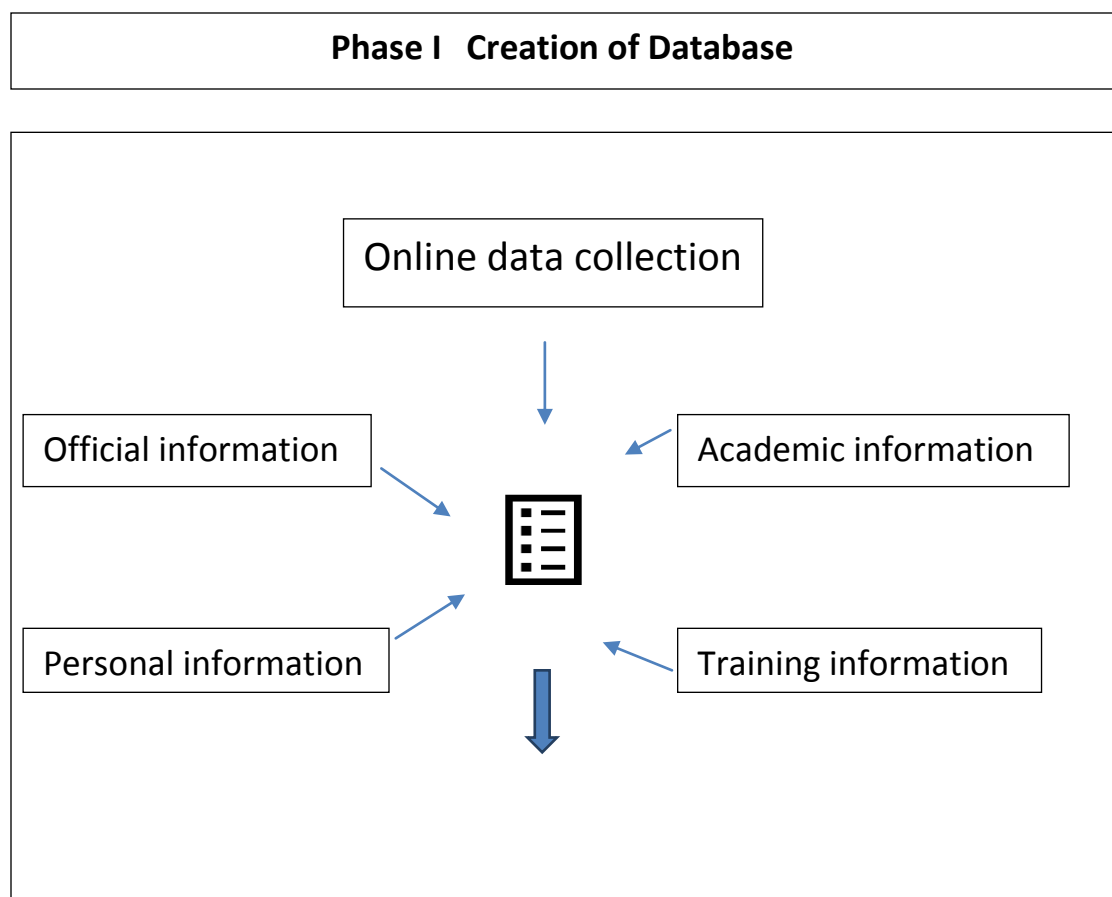
State Council of Educational Research and Training (SCERT) acts as a state level apex organisation for designing and executing training programmes. It facilitates and promotes the development of professional skills of various stakeholders of education. It offers academic support to other agencies in organizing training programmes for teachers and trainers. These training programmes are organized with meticulous plan and every phase requires a lot of time



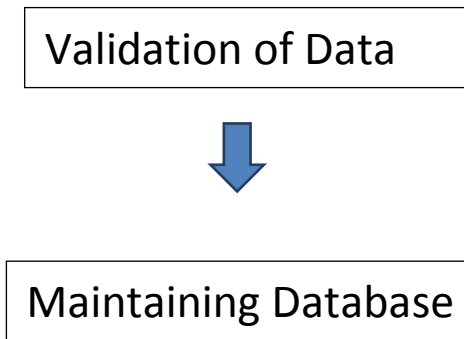
and manpower. To get rid off these issues and to make training programmes successful in all aspects an exclusive portal (TMIS)has been created by SCERT Tamil Nadu. This is the innovative Training information management system introduced throughout Tamil Nadu state, All the DIET faculty members and Teachers are the direct beneficiaries of this system.

Below are the phases of TMIS:

- **PHASE-I CREATION OF DATABASE**
- **PHASE-II CREATION OF MOBILE APP**
- **PHASE-III DATABASE ADMINISTRATION**

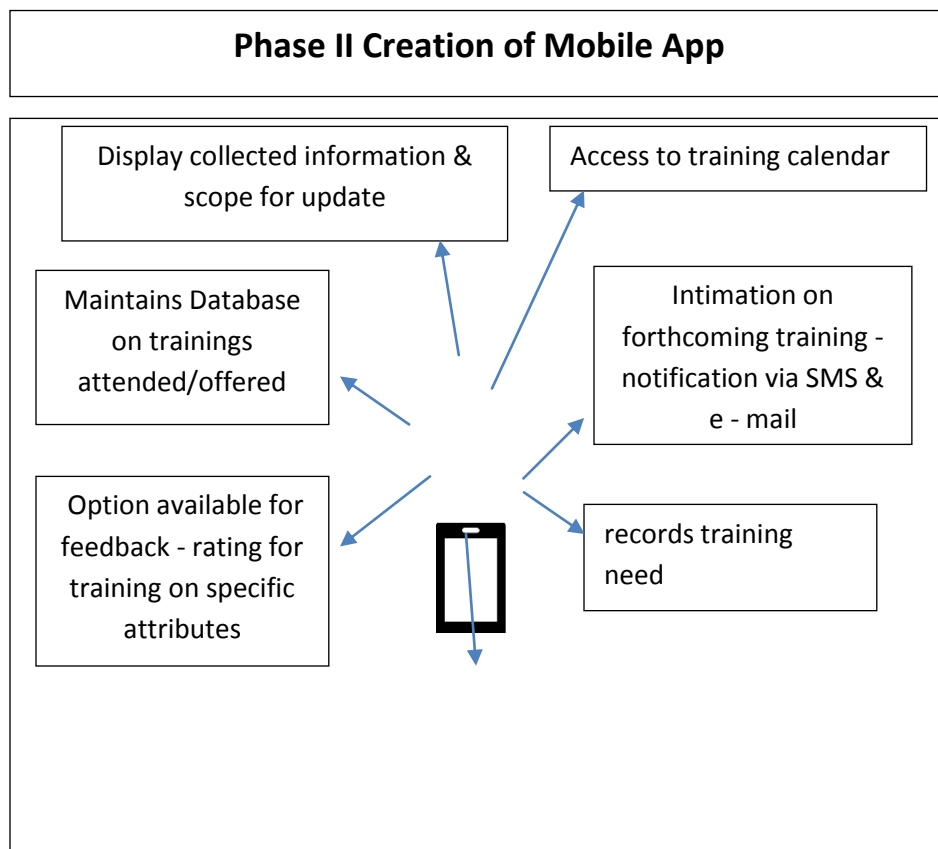






### Data collection

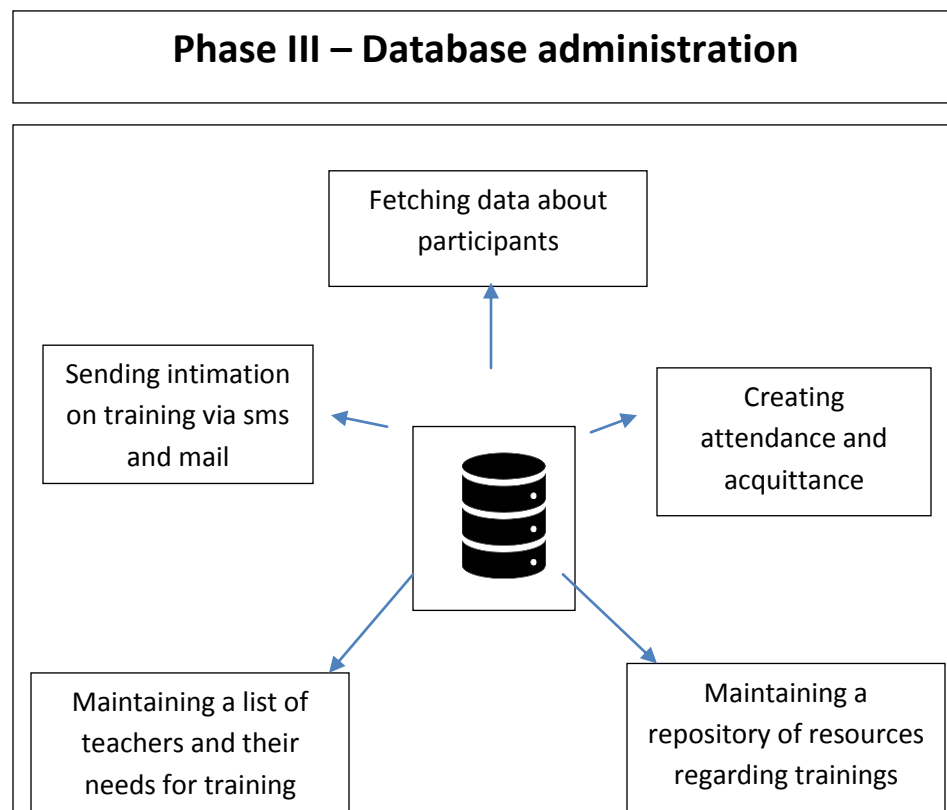
1. Data collection format is created and posted online
2. Proper information sent to Teachers/Faculty members for filling format
3. Filled in details are sent back to the faculty members and validated
4. Database would be updated periodically



Access to  
repository for  
resources

## Mobile App

1. Mobile app is developed for end users (Teacher) with the following features
  - Advance notification on Training via sms and email
  - Access to training calendars
  - Displays collected information on index page
  - Maintains database on trainings attended/offered
  - Option available for feedback based on rating scales for various attributes of training
  - Records training needs
  - Provides access to repository of resources
  - Provides option for interest to offer training



## **Database administration**

1. The administrator could extract the below from the database
  - List of Teachers school wise, subject wise, block wise, subject wise etc
  - Need of training based on priority from Teachers of various districts, background
  - Sending intimation of training via SMS and mail to the participants in advance
  - Creating attendance and acquittance and hence saves manpower, time and energy
  - Maintaining a repository that holds module, manual and innovative products related to training
  - Helps improving the training in many aspects via graphs populated by ratings

## **PROCESS FLOW:**

Online Data collection



Validation of Data



Updating and Maintenance of database



Receiving Training needs from Teachers



Plan for training



Creation of Training calendar



Sending intimation on forthcoming training



Ensuring Participant count thereby ensuring 100% attendance for training



Providing attendance & Acquittance



Recording feedback



Helps to improve the overall quality of training

## Few screens of TMIS

Teacher profile

Designation

All Post

Subject

All Subject

Name

Command

Show

Add Teacher

Teacher List

Add

Edit

Delete

S.No	Name	Designation	DOJ in Govt Service	DOJ in Crmt Inst.	Status
1	KUMAR K	Principal			
2	GOPALAN M	Senior Lecturer			DELETE

10

Page 1 of 1

Displaying 1 to 5 of 5 items

## Teacher profile

### Personal Details

Name :	<input type="text"/>	Initials:	<input type="text"/>
Designation :	<input type="text" value="-Select-"/>	Gender :	<input type="text" value="-Select-"/>
Date of Birth :	<input type="text" value="dd/mm/yyyy"/>	Blood Group :	<input type="text" value="-Select-"/>
Mobile No :	<input type="text"/>	Aadhar No :	<input type="text"/>
Date of Joining :	<input type="text" value="dd/mm/yyyy"/>	Date of Joining :	<input type="text" value="dd/mm/yyyy"/>
	[ in Government Service ]		[ in Current Institution ]
E-Mail :	<input type="text"/>		

### Photo



Browse

- Academic
- Achievements
- Training Details - 1
- Training Details - 2
- Contribution
- Research

### Educational Qualification Details

#	Qualification	Subject Details
<input type="checkbox"/>	Under Graduate	<input type="text" value="-Select-"/>
<input type="checkbox"/>	Bachelor of Education	<input type="text" value="-Select-"/>
<input type="checkbox"/>	Post Graduate	<input type="text" value="- Select -"/>
<input type="checkbox"/>	Master of Education	<input type="text"/>
<input type="checkbox"/>	MPhil	<input type="text" value="-Select-"/>
<input type="checkbox"/>	Doctor of Philosophy[Ph.D]	<input type="text" value="-Select-"/>
<input type="checkbox"/>	Others	<input type="text"/>

[ Any certificaton in ICT ]

Save & New

Back

## Teacher profile

### Personal Details

Name :	<input type="text"/>	Initials:	<input type="text"/>
Designation :	<input type="text" value="-Select-"/>	Gender :	<input type="text" value="-Select-"/>
Date of Birth :	<input type="text" value="dd/mm/yyyy"/>	Blood Group :	<input type="text" value="-Select-"/>
Mobile No :	<input type="text"/>	Aadhar No :	<input type="text"/>
Date of Joining :	<input type="text" value="dd/mm/yyyy"/>	Date of Joining :	<input type="text" value="dd/mm/yyyy"/>
	[ in Government Service ]		[ in Current Institution ]
E-Mail :	<input type="text"/>		

### Photo



Browse

- Academic
- Achievements
- Training Details - 1
- Training Details - 2
- Contribution
- Research

### Achievement & Recognition Details

Achievement :	<input type="text"/>
Awards :	<input type="text"/>
Level Recognition :	<input type="text" value="-Select-"/>
Other Recognition Level :	<input type="text"/>
Any Other :	<input type="text"/>

Save & New

Back

Teacher profile

Personal Details

Photo

Name :	<input type="text"/>	Initials:	<input type="text"/>
Designation :	<div>-Select-</div>	Gender :	<div>-Select-</div>
Date of Birth :	<div>dd/mm/yyyy</div>	Blood Group :	<div>-Select-</div>
Mobile No :	<input type="text"/>	Aadhar No :	<input type="text"/>
Date of Joining :	<div>dd/mm/yyyy</div>	Date of Joining :	<div>dd/mm/yyyy</div>
	[ in Government Service ]		[ in Current Institution ]
E-Mail :	<input type="text"/>		



Browse

- Academic
- Achievements
- Training Details - 1
- Training Details - 2
- Contribution
- Research

Training Details - 1

Training Attended in the past 2 Years :

-Select-

S.No	Name of the Training	Date	Duration	Subject	Level
1.	<input type="text"/>	<div>dd/mm/yyyy</div>	<input type="text"/>	<div>-Select-</div>	<div>-Select-</div>

Save & New

Back



## Teacher profile

### Personal Details

Name :	<input type="text"/>	Initials:	<input type="text"/>
Designation :	<input type="text" value="-Select-"/>	Gender :	<input type="text" value="-Select-"/>
Date of Birth :	<input type="text" value="dd/mm/yyyy"/>	Blood Group :	<input type="text" value="-Select-"/>
Mobile No :	<input type="text"/>	Aadhar No :	<input type="text"/>
Date of Joining :	<input type="text" value="dd/mm/yyyy"/>	Date of Joining :	<input type="text" value="dd/mm/yyyy"/>
	[ in Government Service ]		[ in Current Institution ]
E-Mail :	<input type="text"/>		

### Photo



Browse

- Academic
- Achievements
- Training Details - 1
- Training Details - 2**
- Contribution
- Research

### Training Details - 2

Have you ever been a Resource person for any training :

[ If YES, Please Mention the Details Below ]

S.No	Name of the Training	Date	Duration	Subject	Level
1.	<input type="text"/>	<input type="text" value="dd/mm/yyyy"/>	<input type="text"/>	<input type="text" value="-Select-"/>	<input type="text" value="-Select-"/>

Save & New

Back

## Teacher profile

### Personal Details

Name :	<input type="text"/>	Initials:	<input type="text"/>
Designation :	<input type="text" value="-Select-"/>	Gender :	<input type="text" value="-Select-"/>
Date of Birth :	<input type="text" value="dd/mm/yyyy"/>	Blood Group :	<input type="text" value="-Select-"/>
Mobile No :	<input type="text"/>	Aadhar No :	<input type="text"/>
Date of Joining :	<input type="text" value="dd/mm/yyyy"/>	Date of Joining :	<input type="text" value="dd/mm/yyyy"/>
	[ in Government Service ]		[ in Current Institution ]
E-Mail :	<input type="text"/>		

### Photo



Browse

- Academic
- Achievements
- Training Details - 1
- Training Details - 2
- Contribution**
- Research

### Book

Subject:	<input type="text"/>
Title:	<input type="text"/>
Level:	<input type="text" value="-Select-"/>
No. of Book :	<input type="text"/>

### Module / Manual

Subject:	<input type="text"/>
Title:	<input type="text"/>
Level:	<input type="text" value="-Select-"/>
No. of Module :	<input type="text"/>
Translation:	<input type="text" value="-Select-"/>
Assessment & Evaluation:	<input type="text" value="-Select-"/>

### Innovations

Type of innovation:	<input type="text" value="-Select-"/>	Subject:	<input type="text"/>
Title:	<input type="text"/>		

Save & New

Back

## Teacher profile

### Personal Details

Name :	<input type="text"/>	Initials:	<input type="text"/>
Designation :	<input type="text" value="-Select-"/>	Gender :	<input type="text" value="-Select-"/>
Date of Birth :	<input type="text" value="dd/mm/yyyy"/>	Blood Group :	<input type="text" value="-Select-"/>
Mobile No :	<input type="text"/>	Aadhar No :	<input type="text"/>
Date of Joining :	<input type="text" value="dd/mm/yyyy"/>	Date of Joining :	<input type="text" value="dd/mm/yyyy"/>
	[ in Government Service ]		[ in Current Institution ]
E-Mail :	<input type="text"/>		

### Photo



Browse

- Academic
- Achievements
- Training Details - 1
- Training Details - 2
- Contribution
- Research

### Research & Paper Presentation

Research Level:	<input type="text" value="-Select-"/>	Subject:	<input type="text"/>
Title:	<input type="text"/>		
Paper Presentation:	<input type="text" value="-Select-"/>	Eg: Seminar / Conference	

### Expertise in

National Level :	<input type="text" value="-Select-"/>	Subject:	<input type="text"/>
Title:	<input type="text"/>		

Save & New

Back

**BUDGET BREAKUP FOR TRAINING MANAGEMENT INFORMATION SYSTEM  
(TMIS)**

<b>S.No</b>	<b>Description</b>	<b>Cost (in Lakhs)</b>
1.	Development and digitalization of Data collection format	0.50
2.	Validation of collected Data	0.20
3.	Creation of Mobile Applications	0.50
4.	Orientation of nodal Teachers on TMIS	0.60
5.	Filed survey and revision	0.20
6.	Server charges	1.00
Total		3.0

**2. Samples collected :**

All DIET faculty members from 32 Districts

**3. Faculty involved:**

Faculty members of Planning and Management Department and Educational Technology

**4. Duration of the Activity:**4 months

**5. Experts involved:**

- Software planning and design: DIET Krishnagiri
- Software preparation: Outsourcing
- Software testing – DIET Krishnagiri

**6. Process:** (detailed document is attached on process)

- TMIS system was proposed as a solution to Training needs and issues related to it.
- Stage 1: Database creation:
- Stage 2: Mobile App creation
- Stage3: Data driven management

**7. Method adopted:**

Data collection and automation of Training process through software

**8. Outcome:**

Stage 1 and 2 completed. Stage 3 is in progress. Usefulness of data is attached.

## **Programme-II**

**1. Name of the Activity:** Annual Work Plan and Budget

**2. Faculty involved:** Planning and management department

**3. Duration of the Activity:** 2 months

**4. Experts involved:** State level experts

**5. Process:**

- AWP&B meeting held in Chennai on the following dates
- 27.11.2017 – Introductory meeting- Templates and instructions for preparing district wise AWP&B are discussed. Director and Joint director addressed the need for preparing AWP&B
- 07.12.2017 – As per the directions of SCERT AWP&B of DIET Krishnagiri is prepared and submitted in the meeting for review
- 18.12.2017 – 22.12.2017 – State level consolidation of AWP&B. DIET Krishnagiri Lecturer S.K.Santhi participated in the workshop and consolidated the AWP&B for the state

**6. Method adopted:** Data collection and consolidation.

7. **Outcome:** AWPB arrived for DIET, Krishnagiri  
and it is approved by SCERT