

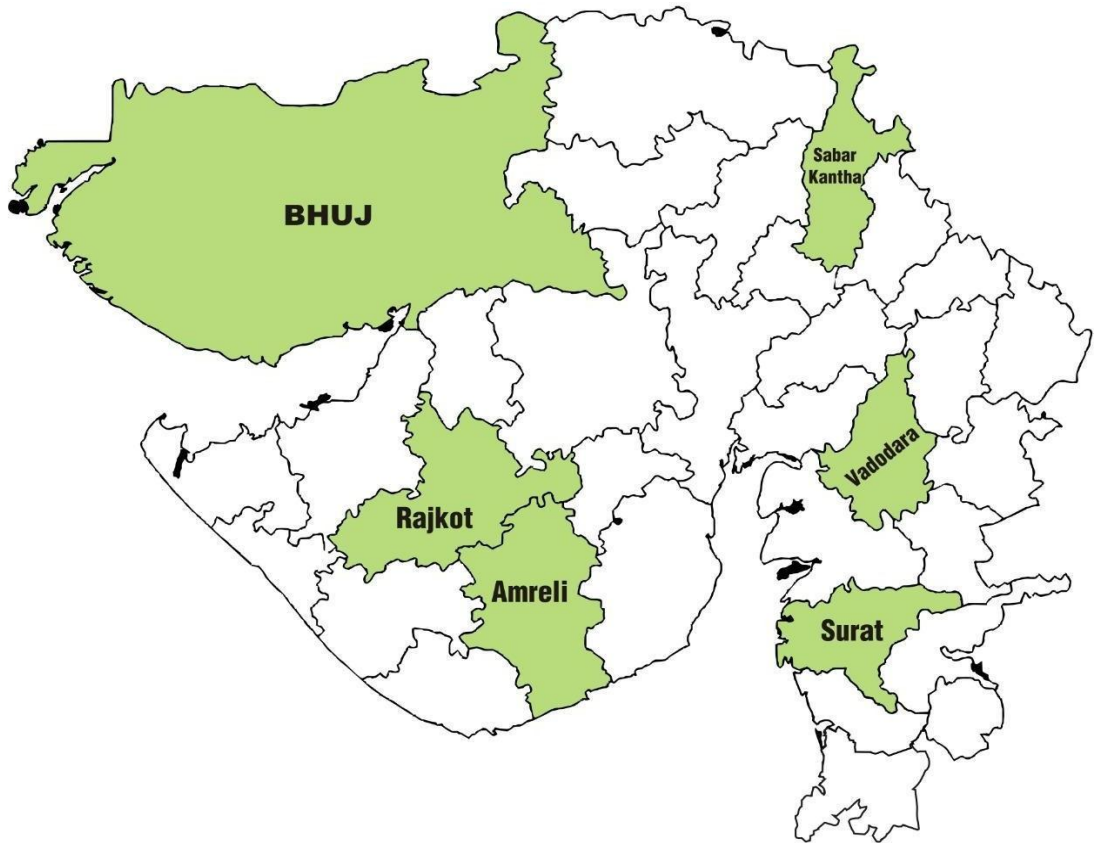
# **APPENDICES**

# APPENDIX

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## APPENDIX – I : MAP SHOWING SAMPLING DISTRICTS



## APPENDIX – II TOOLS FOR THE STUDY

**OBJECTIVE – I:** To study the different components of the ongoing in-service training programmes conducted by DIETs of Gujarat.

### **SECTION-1: OBSERVATION SCHEDULE FOR IN-SERVICE TEACHER TRAINING PROGRAMMES**

**Notice:** - This Observation Schedule will be filled by the researcher or observer. Here the researcher or observer has to put a tick mark in 'yes' or 'no' and appropriate points given about the usefulness of available facilities, the activities applied and their levels as well as methods and techniques used in in-service training programmes.

1. Name of DIET: \_\_\_\_\_
2. Name of Faculty : \_\_\_\_\_
3. Subject of Training Programme : \_\_\_\_\_
4. Number of Teachers : Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_
5. Number of Experts : Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_
6. Date : \_\_\_\_\_ to \_\_\_\_\_ Day : \_\_\_\_\_ Place : \_\_\_\_\_
7. Name of Expert : \_\_\_\_\_
8. Educational Qualification : \_\_\_\_\_
9. Point of discussion in Training Programme : \_\_\_\_\_
10. Methods used in In-service Training Programmes : \_\_\_\_\_

No.	Methods	Frequency of occurrence
1	Lecture Method	
2	Group Discussion Method	
3	Self - Study Method	
4	Seminar Method	
5	Demonstration Method	
6	Brain Storming	
7	Workshop	
8	Field Visit/Study	
9	Blended learning	
10	Project Method	

11. Facilities available in the In-service Training Programmes:

No.	Facilities	Yes	No	If 'yes', then Level of Activities		
				Most of the times	Some times	Rarely
1	Blackboard / Green board / Whiteboard					
2	Smart board					
3	Flip chart					
4	LCD Projector and Speaker					
5	Video Player					
6	Furniture					
7	Space for other facility					

12. Activities conducted in In-service Training Programmes.

No.	Activities	Yes	No	If 'yes', then Level of Activities		
				Most of the times	Some times	Rarely
1	Discussion amongst teachers and experts					
2	Group activities					
3	Use of teaching-learning aids					
4	Exchange of classroom teaching experiences					
5	Opportunity given to teachers to pose questions					
6	Sharing of Teachers' reactions/responses					
7	Solution of teachers' difficulties					
8	Conducting Pre and posttests to assess understanding					
9	Time spent in inaugural, valedictory					
10	Opportunity for practical work					

(Signature of Researcher or Observer)

## **APPENDIX – II : TOOLS FOR THE STUDY**

### **SECTION-1: QUESTIONNAIRE FOR TEACHERS**

Researcher:- Vishvajit K. Yadav(M.A., M.Ed.)

To,

\_\_\_\_\_

\_\_\_\_\_

**SUBJECT: - REGARDING DATA COLLECTION FOR ACADEMIC RESEARCH.**

Dear Teachers,

I am doing Ph.D. at Navrachana University of Baroda. The subject of my research is A STUDY OF ORGANIZATION AND IMPLEMENTATION OF IN - SERVICE TRAINING PROGRAMMES CONDUCTED BY DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIETs) IN GUJARAT. To make my research successful, herewith I am sending you a questionnaire / opinionnaire. I expect you to return it to me after filling up it neutrally and fairly.

At present, In-Service Training Programmes are being conducted in the field of primary education with the objective of enhancing the quality of education. I have taken up the present research to study the opinions of the teachers who have undergone these in-service training.

In the given questionnaire, you are requested to place a tick mark against the option you agree with. Provide reasons where needed. In some of the questions, you are requested to give your opinions freely so that they can specifically be useful in the present research.

I assure you that the details or opinions given by you will be kept strictly confidential and this information will be used for research work only. So, I kindly request you to help me in my research work.

**Guide**

**Dr. Mandira Sikder**

Associate Professor

Navrachana University, Vadodara

**Researcher**

**Vishvajit Yadav**

MA., M.Ed.

**Instruction:-**

The purpose of this questionnaire is to get feedback / opinion of teachers about In-Service Teacher Training Programmes. Please answer questions freely. Your answers will be kept confidential and will only be used for research purposes. Additional information / comments and special notes regarding the improvement of the in-service training programme are provided at the end. You have to give your opinions there. Kindly put a tick mark against the appropriate response.

**SECTION - A : GENERAL INFORMATION**

Name of Teacher : \_\_\_\_\_

Caste : Male \_\_\_\_\_ Female \_\_\_\_\_

Name of School : \_\_\_\_\_

Area of School : Rural \_\_\_\_\_ Urban \_\_\_\_\_

**Educational Qualification :**

(i) Graduate : \_\_\_\_\_

(ii) Post Graduate : \_\_\_\_\_

(iii) Other : \_\_\_\_\_

**Professional Qualification :**

(iv) B.Ed. : \_\_\_\_\_

(v) M.Ed. / M.A. (Edu.) : \_\_\_\_\_

(vi) M.Phil. : \_\_\_\_\_

(vii) Other : \_\_\_\_\_

Educational Experience (in years) : \_\_\_\_\_

2. How many training programmes have you attended so far?

(i) District Level : \_\_\_\_\_

(ii) Block Level : \_\_\_\_\_

(iii) Cluster Level : \_\_\_\_\_

**SECTION – B : VARIOUS COMPONENTS OF IN-SERVICE TEACHER  
TRAININGPROGRAM**

1. In which of the following focus areas have you got teacher training ?

No.	Focus Area	Never	Occasionally	Sometimes	Frequently	Always
1	Content/Subject Area					
2	Transactional Strategy					
3	I.C.T. skills					
4	Inclusive Education					
5	Life Skills					
6	School Management and Leadership					
7	Evaluation Techniques					
8	Guidelines for writing Learning Outcomes					
9	Teaching-Learning Process / Pedagogy					
10	New Trends in Education					

2. Which methods of teaching were used in the training program ? Put a tick mark against the method with appropriate frequency.

No.	Focus Area	Never	Rarely	Sometimes	Frequently	Always
1	Lecture Method					
2	Demonstration Method					
3	Project Method					
4	Practical Work					
5	Discussion/Symposium Method					
6	Group work Method					
7	Blended learning					
8	Seminar Method					

3. Give your feedback on the availability of supportive teaching materials / equipment Used during in-service training.

No.	Supportive Teaching Materials / Equipment	Frequency of Use			No response
		Frequently	Sometimes	Rarely	
1	Blackboard				
2	White Board				
3	LCD Projector				
4	Flash cards				
5	Narrative Figures				
6	ICT Tools (Internet/Computer				
7	Other :				

4. Is resource support provided to schools by District Institute of Education and Training?

Yes  No

If 'yes, then which of the following?

- Teachers' handbook
- Workbook for students
- Lesson plan Formats
- Video cassettes
- Audio cassettes
- Question bank
- Low cost teaching aids
- Newsletter
- Journal
- Any Other : \_\_\_\_\_



5. **Logistics** : Rate the given points with reference to various aspects of training.

No.	Different Aspects of Training	Strongly Dissatisfied	Dissatisfied	Undecided	Satisfied	Strongly Satisfied
1	Training related Instruction					
2	Exchange Timeline					
3	Training Venue					
4	Accommodation					
5	Meals and Refreshment					
6	Seating Arrangements					
7	Audio - Visual Aids					
8	T.A. D.A. Distribution					
9	Timely Planning of Training					

(Signature of Teachers /Trainee)

## APPENDIX – II : TOOLS FOR THE STUDY

**Objective II:** To identify the problems faced by DIET Lecturers/Teacher Educators in organizing in-service training programmes

### **SECTION-1: QUESTIONNAIRE FOR TEACHER EDUCATORS (DIET LECTURERS)**

**Instructions:** Answer the questions given below in 'Yes' or 'No'. Give reasons wherever found necessary.

1. Do you have any difficulty in selecting resource person?

Yes  No

If 'yes' then what kind of difficulty? \_\_\_\_\_

a) Was it due to the distance of the training venue?

\_\_\_\_\_

b) Was the honorarium an issue?

\_\_\_\_\_

c) Were Experts not available for specific content areas?

\_\_\_\_\_

d) Was the Resource person not available due to lack of time?

\_\_\_\_\_

2. Do you face any problem while planning the training Programme? Yes / No. If 'yes', then what administrative problem do you face?

a) Insufficient Fund

b) Less cooperation by Principal

c) Less cooperation from other Teacher Educators.

d) Less cooperation of District Education Department

e) Less participation of Teachers

f) Lack of space at DIET

g) Other : \_\_\_\_\_

3. What are the educational or academic problems?
- a) Unavailability of suitable resource person.
  - b) Unavailability of training material/literature
  - c) Lack of library facility.
  - d) Lack of laboratory facility.
  - e) Lack of academic freedom
  - f) Other : \_\_\_\_\_
4. Is it convenient to conduct the training programme in places other than the institute?
- Yes  No

**(Signature of Teacher Educator)**

## APPENDIX – II : TOOLS FOR THE STUDY

**Objective III: To study the selection procedure of resource persons in the in-service training programmes under DIETs of Gujarat.**

### SECTION-1: QUESTIONNAIRE FOR RESOURCE PERSONS (RPs)

Name : \_\_\_\_\_

Designation : \_\_\_\_\_ Areas of Expertise : \_\_\_\_\_

Educational Qualification : \_\_\_\_\_ Experience (in years) : \_\_\_\_\_

**Note : Answer the questions given below in 'Yes' or 'No'. Give reasons wherever found necessary.**

1. What is the basis of selection as Resource Persons to conduct the in-service training programs?

\_\_\_\_\_

2. Is allotment of training topics done according to expertise?

\_\_\_\_\_

3. Give details of In-service Training Programmes where you have served as an expert. Give details in the table given below.

No.		Name of Programme	No. of Resource Persons	
			Frequency	Percentage
1				
2				
3				
4				
5				

4. Have you received any Training of Trainer (ToT) for the training programme?

Yes  No

5. On what basis were you selected as an expert in the training programme?

\_\_\_\_\_

**(Signature of Resource Person)**

## APPENDIX – II TOOLS FOR THE STUDY

**Objective - IV: To study the views and reactions of the functionaries and beneficiaries of in-service training programmes in terms of:**

- **Training needs, Training materials and modules,**
- **Transactional modalities, and Planning, organization and implementation**

### SECTION -1: QUESTIONNAIRES FOR DIET PRINCIPALS

Name : \_\_\_\_\_

Name of Institute Educational Qualification Job Experience (in years) : \_\_\_\_\_

1. Do you think In-service Training Programme will benefit primary education?  
Yes  No
2. Are the training programmes able to meet the new trends in education?  
Yes  No
3. Is training for action research conducted?  
Yes  No
4. Do you have administrative autonomy to conduct training programs?  
Yes  No
5. Should the centralized planning of in-service training programme be based on local need?  
Yes  No
6. Does DIET coordinate with various departments for in-service training programme?  
Yes  No   
If 'Yes', How many times a year? \_\_\_\_\_
7. Do you consult with the teachers before the training programme?  
Yes  No

8. Do you guide the lecturer for in-service training?  
Yes  No
9. Do you give autonomy to the lecturer for in-service training?  
Yes  No
10. Do you monitor in-service training?  
Yes  No
11. Do you guide teachers during in-service training programmes?  
Yes  No
12. Is the effect of in-service training programmes found at the grassroots level?  
Yes  No

If 'Yes' then what is the main effect?

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13. Give your suggestions for the improvement of in-service training programmes in future in terms of planning, design and implementation.

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**(Signature of Principal)**

**SECTION 2: QUESTIONNAIRES FOR DIET LECTURERS (DIET TEACHER EDUCATORS)**

Name : \_\_\_\_\_

Male  Female

Age :

25-30	31-35	36-40	41-45	46-50

Designation : Lecturer  Sr. Lecturer

Educational Qualification : \_\_\_\_\_

Academic Experience (in years) :

0-5	6-10	11-15	16-20	21-25

**Note: Answer the questions given below in 'Yes' or 'No'. Give reasons wherever found necessary.**

1) Do you find In-service Training Programmes useful in increasing proficiency of primary teachers?

Yes  No

2) Are In-service Training Programmes able to address the new trends in education?

Yes  No

3) Is the teacher's need for training identified?

Yes  No

If yes, then how ? \_\_\_\_\_

- By sending questionnaires to the teachers.

- Based on research.

- Based on a list of first semester's training needs.

- Based on field study.

- Any other \_\_\_\_\_

4) Is the content of In-service Training pre-determined?

Yes  No

If 'yes', on which of the following basis is the content decided ?

- 
- Based on identified (determined) need.
  - Based on government norms.
  - Based on the changes in curriculum
  - Better understanding of new methods & techniques
  - Textbook related content.

5) What initial activities do you monitor or observe while planning the training programme ? Give priority of organizational activities.

- Selection of Resource Person.
- Availability of Grant.
- Preparation of training timetable or schedule.
- Arrangement of training venue.
- Discussion with Resource Person.
- Preparation of training material.

6) Is training module / material developed for training programme ?

Yes  No

If 'yes', what method do you use to develop the module or material?

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7) Before conducting a training Programme, do you organize any meeting with the Resource Person to make them familiar with training programme and its objectives?

Yes  No

If 'yes', how do you find it useful? \_\_\_\_\_



If 'no', how do you make them familiar with their role in the training Programme?

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8) Do you use Information Communication Technology (ICT) in the training programme?

Yes  No

If 'yes', then give details: \_\_\_\_\_. If 'no', then do you believe that it should be used in training Programmes?

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9) Are resource persons allotted topics based on their expertise?

Yes  No

10) How do you get feedback from teachers during the training programmes?

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11) Is there an opportunity to evaluate the training programme?

Yes  No

If yes, then which of the following techniques do you use for evaluation ?

- Daily Report

- Written feedback after the training

- Oral feedback after the training

- Online feedback

12) Is pre-preparation required before the training Programme?

Yes  No

If 'yes', then what kind of pre-preparation?

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13) Do you get enough time for pre-preparation in advance?

Yes  No

- 14) Do you see the impact of training programmes at school level?  
 Yes  No
- 15) Have you formed a group (e.g., Google, Yahoo, and Whatsapp) for constant discussion with teachers?  
 Yes  No
- 16) Are you satisfied with the various aspects of the training programmes?  
 Yes  No
- If 'yes', what are the positive aspects of the training programme? If 'no', why?
- 

- 17) Is new knowledge received by the teachers ?  
 Yes  No
- 18) Do you give time to the teachers to present their questions or doubts?  
 Yes  No
- 19) What kind of questions do teachers ask you?
- Administrative
  - Academic
  - Any other: \_\_\_\_\_

- 20) Is the classroom behavior of the trained teachers evaluated?  
 Yes  No
- If 'yes', how do you assess it ?
- 
- Classroom observation during DIET faculty visit
  - On the basis of students' achievement
  - Discussion with Head Teacher
  - Any Other Method: \_\_\_\_\_

- 21) Is training given to the experts on how to impart training in the training programme?  
Yes  No
- 22) Do the experts really come to the training programme with complete preparation?  
Yes  No
- 23) Do the experts use different educational methods/techniques in the training programme?  
Yes  No
- 24) Does District Institute of Education and Training conduct training programmes for District Planning Team to prepare Annual Planning and Budget?  
Yes  No
- 25) Do other colleagues collaborate in the development of training programme related material, planning and implementation?  
Yes  No
- 26) Have you developed any innovation for the teacher training programme ?Give details of the innovations developed.  
\_\_\_\_\_
- 27) Note down the weaknesses of the training programmes.  
\_\_\_\_\_
- 28) Tell us your suggestions for improving the teacher training programmes planned by you.  
\_\_\_\_\_

**(Signature of Teacher Educator)**

### SECTION 3: QUESTIONNAIRES FOR HEAD TEACHERS

**Note : Answer the given questions in 'Yes' or 'No'. Give reasons wherever needed.**

Name : \_\_\_\_\_

Name of Institute : \_\_\_\_\_

Educational Qualification : \_\_\_\_\_

Job Experience (in years) : \_\_\_\_\_

	Yes/No
1. Do you think In-service Training Programme will benefit primary education?	
2. Do teachers share training experiences with other teachers after receiving the training?	
3. Does the trained teacher conduct any innovative practices/action research at school level?	
4. Does the teacher use new methods and techniques in the classroom after getting training?	
5. Are the necessary encouragement / cooperation provided by head teachers to undergo various trainings?	
6. Should frequent training be given at school level to improve quality of education imparted?	
7. Do you become helpful to the teacher in creating a lively classroom environment after receiving training?	
8. Does students' academic achievement increase as a result of teachers' training?	
9. Does teacher training make teaching more effective?	
10. Is the training received by the teacher implemented in the classroom?	
11. Is In-service Training useful for classroom environment and management?	

12	Is there space available for group work during in-service training?	
13	Were the teachers using the training materials like training modules/notebooks in their classrooms post training ?	
14	Do teachers go readily for the training programs	
15	Do the teachers discuss training details with you?	

**(Signature of Head Teacher)**

#### **SECTION 4: OPINIONNAIRE FOR TEACHERS**

**Instruction: -**

Some statements are given to study the effectiveness of In-Service Training Programs conducted by District Institute of Education and Training (DIET). No statement is true or false. Reply to each statement as per your opinion. Your reply is for research purposes only which will be kept confidential. Put a tick mark (√) where applicable.

Rating Scale : A – Always , O - Occasionally , N – Never

Sr. No.	Items	A-3	O-2	N-1
1	Teachers are given opportunity for discussion of academic related issues			
2	Teachers are given opportunity to pose questions related to their instructional practices.			
4	Teachers get new knowledge through the training programmes.			
5	Training is useful for improving teaching preparedness.			
6	Audio-visual aids are used in training sessions			
7	We are satisfied with the facilities provided during the training.			
8	Training programs are helpful for planning activities in the classroom.			
9	Various methods and techniques are used during the training program.			
10	The training program provides information on diagnosis and remediation for simplifying the difficult contents in teaching to teachers.			
11	Resource persons are well equipped in their respective fields/areas			
12	The developed training modules are useful for us.			
13	Same experts are being called for the training programs.			

14	Training programs should be designed keeping in mind the local conditions of the schools.			
15	We are not provided the training schedule timely.			
16	Having external experts in training programs will make teachers more interested in training.			
17	By attending the training programme, our schools are not facing management related issues.			
18	During the training of science / mathematics teaching, various activities like project method, problem solving method are organized.			
19	Training is useful in understanding the teaching points of the subject better.			
20	As a result of teacher training, children's learning outcomes increase.			
21	Based on in-service training, the teacher's teaching work becomes effective.			
22	In-service training plays an important part in creating curricular and co-curricular activity related environment at the school.			
23	Teacher preparedness for continuous and comprehensive evaluation is enhanced through the training program.			
24	The hygiene at the training centre is satisfactory			
25	Our opinions/representations are considered by the expert during training.			
26	Training coordinator is cooperative			

**(Teacher's signature)**

## SECTION 5: QUESTIONNAIRE FOR TEACHERS

**Instructions:** Answer the questions given below in 'Yes' or 'No'. Give reasons wherever found necessary.

### **GENERAL INFORMATION:**

Name of Teacher : \_\_\_\_\_

Caste : Male  Female

Name of School : \_\_\_\_\_

Area of School : Rural  Urban

Educational Qualification:

(i) Graduate : \_\_\_\_\_

(ii) Post Graduate : \_\_\_\_\_

(iii) Other : \_\_\_\_\_

(iv) Professional Qualification :

- B.Ed. : \_\_\_\_\_
- M.Ed. / M.A. (Edu.) : \_\_\_\_\_
- M.Phil. : \_\_\_\_\_
- Other : \_\_\_\_\_

(v) Educational Experience (in years) : \_\_\_\_\_

(vi) How many training programmes have you attended so far?

- District Level : \_\_\_\_\_
- Block Level : \_\_\_\_\_
- Cluster Level : \_\_\_\_\_

**1.** Is training material / module given to all trainees?

Yes  No

If 'Yes' then \_\_\_\_\_

- Before the commencement of training

- On the first day of training



- On the last day of training
- As required during the training
- 2. How is the quality of material / module developed for training?
  - Very good
  - Good
  - Average
  - Below average
- 3. Do you think the material / module is informative?
 

Yes  No
- 4. Is the content related material / module given in each training programme?
 

Yes  No
- 5. How is the Duration of the training program?
  - Sufficient
  - Sufficient to some extent
  - Insufficient
  - More than requirement
- 6. To what extent were you satisfied with the quality of the resource person?  
Tick one of the options for each point.

No.	Point	Strongly Dissatisfied	Dissatisfied	Undecided	Satisfied	Strongly Satisfied
1	Instructional Techniques					
2	Presentation of subject/content					
3	Interaction with the trainees					
4	Trainees' participation					
5	Subject expertise					
6	Use of resources					
7	Behavior with the trainees in the classroom (Rapport Building)					

7. Is the training program as per your needs?

(i) Very well

(ii) To some extent

(iii) Not at all

8. Have you used training topics in your classroom?

Yes  No

If 'No' then why? \_\_\_\_\_ If 'Yes', what results did you get? \_\_\_\_\_

9. Express your views by putting a tick mark against various aspects related to improvement or benefits felt due to in-service training.

No.	Point	Less Beneficial	Beneficial to some extent	More Beneficial
1	Classroom Interaction			
2	Identification of students' difficulties in learning			
3	Giving assignments			
4	Use of Teaching Resources			
5	Assessment and remedial Work			

10. Was the in-service training program useful for you? Give your feedback on various components.

No.	Components	Yes	No
1	Understanding of Continuous Comprehensive Evaluation		
2	Classroom Environment Management		
3	Understanding of Gender and Gender Discrimination		
4	Understanding of Diagnostic and Remedial Education		
5	Understanding of Activity Based Learning		
6	Increase in knowledge of Samagra Shiksha & RTE Provisions		
7	School Management and Record Management		
8	Understanding of Inclusive Education		

11. Point out any one of the deficiencies of the training programs you attended.

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Are the In-service Training Programmes helpful in improving the quality of education?

Yes  No

If 'Yes', how? If 'No', Why?

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**(Signature of Teachers /Trainee)**

## APPENDIX – II TOOLS FOR THE STUDY

### SECTION 6: QUESTIONNAIRE FOR RESOURCE PERSONS

Name : \_\_\_\_\_

Designation : \_\_\_\_\_

Areas of Expertise : \_\_\_\_\_

Educational Qualification : \_\_\_\_\_

Experience (in years) : \_\_\_\_\_

**Note: Answer the questions given below in 'Yes' or 'No'. Give reasons wherever found necessary.**

- 1) Do you get enough time for pre-preparation before training programme?  
Yes  No
  
- 3) Do you encourage teachers to join training?  
Yes  No
  
- 4) Do you get the necessary teaching aids / materials for training?  
Yes  No
  
- 5) Do you get adequate facilities of teaching-learning materials at training centre?  
Yes  No
  
- 6) Are the teachers given module based training?  
Yes  No
  
- 7) Is the module distributed on time?  
Yes  No
  
- 8) Are you satisfied with the remuneration given to you as an expert?  
Yes  No

- 9) Do you get necessary support from DIET?  
Yes  No
- 10) Is there enough space in the training for group work / activities?  
Yes  No
- 11) Do teachers cooperate during training programme?  
Yes  No
- 12) Can you work according to the schedule or timetable?  
Yes  No
- 13) Do you get enough cooperation from the training convener?  
Yes  No
- 14) Are all teachers present at the commencement of training?  
Yes  No
- 15) Is the duration of training appropriate as per subject?  
Yes  No
- 16) Will In-service Training Programmes be useful for primary teachers?  
Yes  No

If 'Yes' then how?

---

- 17) What problems are faced during In-service Training Programs?

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- 18) State your views for improving In-service Training Programmes.

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**(Signature of Resource Person)**


### **APPENDIX – III : LIST OF EXPERTS**

#### **List of experts for Validation of English & Gujarati tools**

<b>Sr. No.</b>	<b>Name of Experts</b>	<b>Name of Institution</b>
1.	Dr. P. V. Xavier	Head, School Research Committee, SLSE, Navrachana University, Vadodara
2.	Dr. Archana Tomar	Assistant Prof. SLSE, Navrachana University, Vadodara
3.	Dr. Valli Pillai	Assistant Prof. SLSE, Navrachana University, Vadodara
4.	Dr. Jignesh B. Patel	Associate Prof., Children's University, Gandhinagar
5.	Mr. Ramesh J. Ghorecha	Lecturer, DIET – Vadodara
6.	Dr. Dipika Chaudhary	Lecturer, DIET - Surat
7.	Dr. Sanjay K. Shah	Lecturer, DIET - Vadodara
8.	Smt. Bela H. Shah	Sr. Lecturer, DIET- Vadodara
9.	Dr. Jayesh Sutariya	Lecturer, DIET - Amreli

## APPENDIX – IV : PERMISSION LETTER

### Permission letter for the data collection of the study

 DISTRICT INSTITUTE OF EDUCATION AND TRAINING, VADODARA  
OPP. Anand Bhavan, KardiBaug, Vadodara, Gujarat, India  
Phone No. 0265-2464971(0), E-mail: [dienvadodara@yahoo.co.in](mailto:dienvadodara@yahoo.co.in)  
Website: [www.dienvadodara.org.in](http://www.dienvadodara.org.in)

**PERMISSION LETTER FOR DATA COLLECTION**

To,  
The Principal,  
DIET -Vadodara  
Gujarat- India

Subject: Request permission for data collection for Ph.D. Research Work.

Ref: 1 Sr. No.: DIET Vadodara /Est. study/19313/dated 02/06/2004.  
Ref: 2 Sr. No.: GCERT/DIET/12323/dated 07/08/2004.


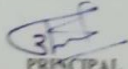
Respected Madam,

I, Vishwajeet Yadav, Lecturer, DIET, Vadodara am pursuing my PhD Research work from Navrachana University, Bhaily mad, Vadodara, Gujarat. The data that I will collect will be used for my research purpose only. My topic for research work is "A Study of in-service training programmes conducted by District Institute of Education and Training (DIETs) in Gujarat". As part of my research I need to conduct data from different target groups and conduct observation of in-service training programmes.(Govt. primary teachers, head teachers, Resource persons, DIET Principals, Lecturers and observations of in-service training programmes/processes of classroom teaching by teachers etc.) I will be highly obliged if you would grant me permission to conduct the same in your esteemed Institute during (December -2019 to 15<sup>th</sup> March - 2020) different types of ongoing in-service training programmes at block and district level by your respective institute.

Thanking you. With regards.

Researcher  
Vishwajeet K. Yadav  
M.A., M.Ed

Guide  
Dr. Mandira Sikdar  
Associate Professor  
School of Liberal Studies and Education,  
Navrachana University, Vadodara

   
PRINCIPAL  
District Institute of Education and Training,  
Vadodara

Principal,  
District Institute of Education  
and Training, Vadodara

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DISTRICT INSTITUTE OF EDUCATION AND TRAINING, VADODARA

OPP. Anavil Bhavan, Karelibaug, Vadodara, Gujarat, India

Phone No. 0265- 2464397(O), E-mail: [dietvadodara@yahoo.co.in](mailto:dietvadodara@yahoo.co.in)

Website: [www.dietvadodara.org.in](http://www.dietvadodara.org.in)

**PERMISSION LETTER FOR DATA COLLECTION**

To,  
The Principal,  
DIET – Idar  
Gujarat- India



**Subject: Request permission for data collection for Ph.D. Research Work.**

**Respected Sir,**

I, Vishwajeet Yadav, Lecturer, DIET, Vadodara am pursuing my PhD Research work from Navrachana University, Bhaily road, Vadodara, Gujarat. The data that I will collect will be used for my research purpose only. My topic for research work is “A Study of in-service training programmes conducted by District Institute of Education and Training (DIETs) in Gujarat”. As part of my research I need to conduct data from different target groups and conduct observation of in-service training programmes.(Govt. primary teachers, head teachers, Resource persons, DIET Principals, Lecturers and observations of in-service training programmes/processes of classroom teaching by teachers etc.). I will be highly obliged if you would grant me permission to conduct the same in your esteemed Institute during (December -2019 to 15<sup>th</sup> March -2020) different types of ongoing in-service training programmes at block and district level by your respective institute.

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**Researcher**  
Vishwajeet K.Yadav  
M.A.; M.Ed

**Guide**  
Dr. Mandira Sikdar  
Associate Professor  
School of Liberal Studies and Education,  
Navrachana University, Vadodara

**PRINCIPAL**  
District Institute of Education and Training,  
Sabarkantha (Idar)







DISTRICT INSTITUTE OF EDUCATION AND TRAINING, VADODARA  
OPP. Anavil Bhavan, Karelibaug, Vadodara, Gujarat, India  
Phone No. 0265- 2464397(O), E-mail: [dietvadodara@yahoo.co.in](mailto:dietvadodara@yahoo.co.in)  
Website: [www.dietvadodara.org.in](http://www.dietvadodara.org.in)

**PERMISSION LETTER FOR DATA COLLECTION**


To,  
The Principal,  
DIET – Bhuj  
Gujarat- India

Subject: Request permission for data collection for Ph.D. Research Work.

Respected Sir,

I, Vishwajeet Yadav, Lecturer, DIET, Vadodara am pursuing my PhD Research work from Navrachana University, Bhaily road, Vadodara, Gujarat. The data that I will collect will be used for my research purpose only. My topic for research work is “A Study of in-service training programmes conducted by District Institute of Education and Training (DIETs) in Gujarat”. As part of my research I need to conduct data from different target groups and conduct observation of in-service training programmes.(Govt. primary teachers, head teachers, Resource persons, DIET Principals, Lecturers and observations of in-service training programmes/processes of classroom teaching by teachers etc.). I will be highly obliged if you would grant me permission to conduct the same in your esteemed Institute during (December -2019 to 15<sup>th</sup> March -2020) different types of ongoing in-service training programmes at block and district level by your respective institute.

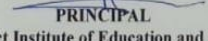
Thanking you. With regards.

  
Researcher  
Vishwajeet K. Yadav  
M.A., M.Ed

Guide  
Dr. Mandira Sikdar  
Associate Professor  
School of Liberal Studies and Education,  
Navrachana University, Vadodara

Permission granted, it would be  
honour for our D.I.E.T.



  
PRINCIPAL  
District Institute of Education and Training,  
Kachh-Bhuj  
  
PRINCIPAL  
District Institute of Education & Training  
BNJJ-Kachchh

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DISTRICT INSTITUTE OF EDUCATION AND TRAINING, VADODARA

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Phone No. 0265- 2464397(O), E-mail: [dietvadodara@yahoo.co.in](mailto:dietvadodara@yahoo.co.in)

Website: [www.dietvadodara.org.in](http://www.dietvadodara.org.in)

**PERMISSION LETTER FOR DATA COLLECTION**

To,  
The Principal,  
DIET –Surat  
Gujarat- India

**Subject: Request permission for data collection for Ph.D. Research Work.**


Respected Sir,

I, Vishwajeet Yadav, Lecturer, DIET, Vadodara am pursuing my PhD Research work from Navrachana University, Bhaily road, Vadodara, Gujarat. The data that I will collect will be used for my research purpose only. My topic for research work is “**A Study of in-service training programmes conducted by District Institute of Education and Training (DIETs) in Gujarat**”. As part of my research I need to collect data from different target groups and conduct observation of in-service training programmes.(Govt. primary teachers, head teachers, Resource persons, DIET Principals, Lecturers and observations of in-service training programmes/processes of classroom teaching by teachers etc.). I will be highly obliged if you would grant me permission to conduct the same in your esteemed Institute during (December -2019 to 15<sup>th</sup> March -2020) different types of ongoing in-service training programmes at block and district level by your respective institute.

Thanking you. With regards.

**Researcher**  
Vishwajeet K.Yadav  
M.A., M.Ed

**Guide**  
Dr. Mandira Sikdar  
Associate Professor  
School of Liberal Studies and Education,  
Navrachana University, Vadodara

  
**PRINCIPAL**  
District Institute of Education and Training,  
Surat

## **APPENDIX – V : PAPER PUBLICATIONS AND CONFERENCE PRESENTATIONS**

### **Papers Published in Journals**

1. Yadav, V. & Vohra, I.(2015). Opinion of teachers regarding school based continuous evaluation in Vadodara district. Shikshan Darshan, A peer reviewed Journal ISSN: 2319-202X, Year -4, and issue 1
2. Yadav, V. & Sikdar, M. (2020). Innovative practices in improving learning levels of the students. Edu Inspire- An International E- Journal, an international peer reviewed and referred Journal. Council for Teacher Education, ISSN-2349-7076, Volume-7, issue-2
3. Yadav, V. & Sikdar, M. (2020). In-service training at primary school level: impact on classroom practices in Gujarat. IJERD, ISSN (print) 2949-6890, Vol.10, issue-1. Scopus Indexed Journal.
4. Yadav, V. & Sikdar, M. (2021). Views and Reactions of head teachers about the in-service training programmes in the State of Gujarat, Sambodhi (UGC- Care Journal) ISSN-2249-6661, Vol-44, page 530.

### **Papers presented in conferences**

1. Paper entitled ' Innovative practices in improving learning levels of the students'(RIE/NS-IPTE/57) was presented in 'National Seminar on Innovative practices in teacher education theory and research on 18-20 January, 2018, organized by NCERT, RIE, Bhopal.
2. Paper entitled 'Mathematics Laboratory: as an Innovative Mathematics Teaching Learning resources in DIET Vadodara, Gujarat' (NCERT-M-601), was presented in '9<sup>th</sup> National Conference on Mathematics Education on 20-22 December 2020, organized by NCERT, RIE, Bhopal.