

District Institute of Education and Training, Vadalur
Cuddalore District

1. Name of the Programme: Five days induction training for newly

recruited secondary grade teachers

2. Duration : 5 days

3. Target group : Newly recruited secondary grade teachers

4. No. of Participants attended:143

5. Training Schedule & Resource Persons

The detailed day-wise schedule of sessions along with the resource persons is given below:

Day & Date	Session	Topic	Resource Persons
04.08.2025	Session 1	Roles of the Department	CUD- Mr. T. Uvaraj VRI - Mr. N. Ravi Shankar ADW- Mrs. Madhina
04.08.2025	Session 2	ICT	CUD- Mr. A.S. Rajesh Kumar VRI - Mr. S. Balaji ADW- Mr. T. Uvaraj
04.08.2025	Session 3	Role of Teacher & Action Research	CUD- Mrs. B. Selvi VRI - Mr. N. Ravi Shankar ADW- Mrs. Madhina
04.08.2025	Session 4	Questioning Skills	CUD- Mr. Senguttuvan VRI - Mr. S. Balaji ADW- Mrs. R. Thenmozhi
05.08.2025	Session 1	EMIS & Register Maintenance	CUD- Mr. Senguttuvan VRI - Mr. Sambasivam ADW- Mrs. Madhina
05.08.2025	Session 2	Schemes, CWSN, RTE, RTI, School Health Programme	CUD- Mr. A.S. Rajesh Kumar VRI - Mr. N. Ravi Shankar ADW- Mr. Sambasivam
05.08.2025	Session 3	Child Line & Students Helpline and Magazine	CUD- Mrs. Madhina VRI - Mr. S. Balaji ADW- Mrs. B. Selvi
05.08.2025	Session 4	Prevention of Child Sexual Abuse	CUD- Mrs. B. Selvi VRI - Mrs. R. Thenmozhi ADW- Mrs. B. Madhina
06.08.2025	All Sessions	EE General / Tamil / English / Maths (Classes 1-3)	Handled by respective RPs from CUD, VRI, ADW
07.08.2025	All Sessions	EE Tamil / English / Maths / Science & Social (Classes 4-5)	Handled by respective RPs from CUD, VRI, ADW

08.08.2025	All Sessions	THB & WB Explore, Micro Teaching & Feedback	All RPs
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6. Brief note about the programme:

The Induction Training Programme for newly recruited Secondary Grade Teachers (SGTs) was designed to orient fresh entrants into the teaching profession with essential knowledge, skills, and attitudes. It aimed to provide teachers with a clear understanding of their professional roles and responsibilities in the school system. The training created awareness of educational policies, legal frameworks, and welfare schemes that support school education.

Special emphasis was placed on Ennum Ezhuthum (EE) to strengthen Foundational Literacy and Numeracy (FLN) at the primary level. Teachers were introduced to modern pedagogical strategies, including ICT integration, questioning techniques, and action research.

The programme also focused on inclusive education to meet the needs of Children with Special Needs (CWSN). Sessions on child safety, health, and helplines sensitized teachers to protect and support students effectively. Practical components like micro-teaching and workbook exploration enhanced class room delivery skills. Interaction with senior officials and experts enriched the training experience and provided motivation. Overall, the training served as a foundation for developing competent, reflective, and child-centered teachers committed to quality education.

7. Session wise report

Day 1:

- ✓ Roles of the Education Department: The session introduced the structure of the School Education Department and explained the roles of SCERT, DIET, CEO, BEO, and Headmasters. Teachers were oriented on how these departments function together for quality education. The importance of cooperation between teachers and administration was highlighted. It also emphasized accountability and transparency in delivering education services. This session gave participants clarity on whom to approach for different academic and administrative needs.

- ✓ **ICT in Teaching and Learning:** Teachers were exposed to the importance of integrating ICT into classrooms. Demonstrations were given on using digital tools, smart boards, e-content, and online learning platforms. The session stressed the role of ICT in making learning engaging and interactive. Teachers understood how ICT supports self-learning and bridges learning gaps. Practical examples helped them see how technology can transform traditional teaching methods.
- ✓ **Role of Teacher & Action Research:** This topic focused on the multifaceted role of a teacher as a facilitator, motivator, and lifelong learner. The concept of action research was introduced to solve classroom problems scientifically. Teachers were guided to identify issues, design small research projects, and apply findings to improve learning outcomes. The importance of continuous professional growth was stressed. The session empowered teachers to be reflective practitioners.
- ✓ **Questioning Skills:** Teachers learned how effective questioning stimulates student thinking and encourages participation. Different types of questions—open-ended, probing, reflective—were discussed. The resource persons highlighted Bloom’s taxonomy in framing questions. Teachers practiced framing meaningful questions that check understanding and promote creativity. This skill is crucial for interactive and child-centered classrooms.

Day 2:

- ✓ **EMIS & Register Maintenance:** Teachers were trained to maintain accurate student records, attendance, and academic progress. The use of EMIS for real-time data entry and monitoring was explained. Emphasis was given on the importance of updated data for planning and policy decisions. The session also clarified the formats of various registers. Proper record-keeping ensures accountability and smooth functioning of schools.
- ✓ **Educational Schemes:** Participants were oriented on government welfare schemes like free textbooks, uniforms, noon meal, and scholarships. The objective of each scheme and the teacher’s role in effective implementation was explained. Teachers understood how these schemes support equity and access to education. Awareness of schemes helps teachers

guide parents and students. This session enhanced teachers' knowledge of student welfare measures.

- ✓ CWSN (Children with Special Needs): The session sensitized teachers to the needs of differently-abled children. Inclusive teaching strategies such as peer support, differentiated instruction, and use of TLMs were demonstrated. Teachers were encouraged to adopt empathy and patience in dealing with CWSN. Government support services for CWSN were also introduced. The session reinforced that every child deserves equal learning opportunities.
- ✓ RTE & RTI Acts: Teachers were given an overview of the Right to Education (RTE) Act which ensures free and compulsory education for children aged 6–14. The provisions related to admission, no-detention, and inclusive classrooms were highlighted. The Right to Information (RTI) Act was also discussed to create awareness about transparency. Teachers understood their legal responsibilities in safeguarding children's rights. This session-built awareness of the legal framework supporting education.
- ✓ School Health Programme: The importance of health and hygiene among students was explained. Teachers were trained on identifying common health issues and promoting healthy practices. The session linked nutrition, physical activity, and learning outcomes. Teachers were also introduced to periodic health check-ups and coordination with local health workers. A healthy child is better prepared to learn effectively.
- ✓ Childline & Students Helpline, School Magazine: Awareness was created about child helpline services available for students in distress. Teachers were trained to provide timely guidance and report cases of abuse or neglect. The role of school magazines in encouraging student creativity and expression was explained. Teachers were motivated to involve children in writing, art, and reporting activities. This nurtures confidence and communication skills among learners.
- ✓ Prevention of Child Sexual Abuse: Teachers were sensitized to the importance of child safety in schools. The session included awareness about POCSO Act provisions. Signs of abuse, preventive measures, and reporting mechanisms were explained. Teachers were

reminded of their duty to create a safe learning environment. This session aimed to empower teachers to protect children from exploitation.

Day 3:

- ✓ Ennum Ezhuthum (EE) – General Orientation: The State’s flagship Foundational Literacy and Numeracy (FLN) mission was introduced. Teachers were briefed on the objectives of ensuring all students achieve basic reading, writing, and arithmetic skills. The philosophy of “Ennum Ezhuthum” emphasizes joyful learning through activities. Resource persons explained the role of teachers in achieving FLN by 2025. This orientation-built awareness of EE’s importance in the current education scenario.
- ✓ EE Pedagogy (Classes 1–3): Practical strategies for teaching Tamil, English, and Mathematics in early grades were discussed. Teachers learned activity-based and play-based methods for foundational learning. Sample lesson demonstrations were given using EE modules. The session emphasized continuous assessment to track student progress. Teachers understood how to make learning simple, engaging, and child-friendly.

Day 4:

- ✓ Ennum Ezhuthum (EE) – Subject Specific Sessions: Teachers explored subject-wise teaching strategies under EE for upper primary. The importance of competency-based teaching was emphasized. Resource persons shared methods to make lessons interactive. Classroom examples were used to show how to link EE principles with subjects. The focus was on bridging learning gaps at higher levels.
- ✓ EE Pedagogy (Classes 4–5): Detailed subject-wise sessions were conducted for Tamil, English, Mathematics, Science, and Social Science. Teachers learned how to design lessons that ensure conceptual clarity. Methods for integrating stories, experiments, and activities were explained. Teachers practiced framing competency-based questions. The session equipped teachers to handle multi-grade and diverse classrooms effectively.

Day 5:

- ✓ THB & WB Explore (Textbook & Workbook): Teachers were guided on effective usage of textbooks and workbooks for different classes. The importance of aligning EE competencies with textbooks was highlighted. Resource persons demonstrated lesson planning using workbooks. Teachers practiced mapping activities with learning outcomes. This ensured practical application of training content.
- ✓ Micro Teaching Sessions: Teachers conducted short practice lessons in groups. They received constructive feedback from peers and resource persons. The session helped identify strengths and areas for improvement in teaching. Micro teaching improved confidence and classroom delivery skills. It also encouraged peer learning and reflection.
- ✓ Feedback and Reflection: At the end, teachers reflected on the entire five-day programme. Feedback forms and group discussions were used to collect their opinions. Teachers appreciated the balance between theory and practice. They expressed that the sessions enriched their professional competencies. This reflection reinforced the value of training.
- ✓ Special Visit: On the final day, Mr. Poopathi, Joint Director, SCERT, visited the training. He interacted with the participants and emphasized the importance of child-centered and innovative teaching. His presence motivated the teachers to commit themselves to quality education. This visit added prestige and encouragement to the programme.

8. Photos

