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Teacher Education
1. Research Abstract

1. Theme/Subject:	Teacher Education
2. Stage of Education:	Middle Stage
3. Topic of Research:	A study of teachers' perception on Online In-Service Training Programme for TGT's of DoE Schools at District East of Delhi
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5. Name of the Institution where the Research was conducted	DIET Karkardooma
6. Category: (Research study/ Action research/ Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2022
9. Published/Unpublished:	Published by Educational Stores, S-5 Bulandshahar Road, Indl. Area Site-1 Gzb.(U.P.) Impanelled publisher of SCERT & DIET)
10. Introduction:	<p>Teacher education in India has long been recognized as a continuous process, supported by several commissions and policies that emphasize the importance of in-service professional development. The Education Commission (1964–66), the National Policy on Education (1986), and later frameworks such as the NCF (2005) and NCFTE (2009) highlighted the need for systematic, contextualized, and reflective in-service training to enhance teachers' competencies and classroom practices. Traditionally, such programmes were conducted in face-to-face settings through institutions like the NCERT, State Councils of Educational Research and Training (SCERTs) and District Institutes of Education and Training (DIETs). However, the COVID-19 pandemic disrupted conventional models of training, necessitating a rapid shift to digital platforms. This transition opened new</p>

opportunities for flexible, scalable, and technology-driven professional learning but also exposed challenges such as digital inequities, reduced peer interaction, and variable digital preparedness among teachers. In response, SCERT Delhi initiated online in-service training programmes for Trained Graduate Teachers (TGTs) across multiple subjects under the Samagra Shiksha, coordinated by different DIETs. The present study aims to explore teachers' perceptions of these online training initiatives, focusing on their effectiveness, accessibility, and impact on professional growth in the evolving landscape of teacher education.

11. Objectives:

- To study teachers' perceptions of the course design of various school subjects in the Online In-Service Training Programme (2020-21).
- To study teachers' perceptions of the pedagogy used by facilitators in the Online In-Service Training Programme.
- To study the issues and challenges faced by school teachers during the Online In-Service Training Programme.
- To study teachers' suggestions for improving the quality of Online In-Service Training Programmes for teachers.

12. Methodology:

The present study employed a **descriptive survey** research design to investigate teachers' perceptions of the Online In-Service Training Programme (2020-21) organized by SCERT Delhi. This design is considered appropriate as it facilitates the collection of detailed information regarding participants' experiences, opinions, and challenges in a systematic manner. The study sample comprised **120 Trained Graduate Teachers (TGTs)** teaching in schools under the Directorate of Education (DoE), located in the East District of Delhi. The participants selected using a **purposive sampling method** to ensure representation of teachers from different subject areas.

Data were collected through **questionnaires and semi-structured interviews**. The questionnaire included both closed- and open-ended items to capture teachers' perceptions about course design of the training programme, pedagogy used by the facilitators, challenges faced by the participants and suggestions for improvement. Semi-structured interviews conducted with selected participants to obtain deeper insights and qualitative perspectives, complementing the survey data. The responses were systematically coded and analysed using percentage analysis to identify trends, patterns, and variations in teachers' feedback.

The methodology thus integrated both **quantitative and qualitative approaches**, providing a comprehensive understanding of the effectiveness, accessibility, and

limitations of the online training programme, while also highlighting teachers' recommendations for enhancing the quality of future professional development initiatives.

13. Findings:

The study examined teachers' perceptions of the Online In-Service Training Programme (2020–21), focusing on course design, pedagogy, challenges, and suggestions for improvement. A majority (69% agreed, 21% strongly agreed) found the course design effective in developing an understanding of appropriate teaching–learning practices, while 66% supported its division into subject-specific and general topics.

Content quality was highly rated with 46% giving it 4/5 and 36% rating it 5/5; gender sensitization emerged as the most relevant topic. However, the distribution of study material received mixed responses.

Regarding pedagogy, facilitators were appreciated by the participants for content delivery, engagement, and creating opportunities for interaction. While 72% believed ICT-based online INSET enhances teaching–learning skills, opinions were divided on replacing offline training.

Challenges included delayed intimation of training, technical issues (64%), administrative barriers, workload, and accessibility concerns for visually impaired participants. Despite these, 61% considered the programme important and fruitful, aligning with previous studies and NCF recommendations.

For improvement, teachers suggested flexible timings, recorded lectures, and innovative teaching strategies. While 39% preferred online mode for convenience, 35% favored offline due to connectivity and interaction issues. Overall, the findings highlight the growing necessity of online INSET, especially post-pandemic, with scope for inclusivity and systematic follow-up.

14. Implications:

- The findings of this study carry significant implications for teacher professional development in India, particularly in the context of online in-service training.
- The overall positive perception of course design and pedagogy underscores the potential of ICT-based platforms to enhance teachers' competencies and teaching–learning practices. This supports the integration of online training as a regular component of in-service programmes, in line with NEP 2020 recommendations.

- The challenges identified – such as delayed intimation, technical difficulties, administrative barriers, and accessibility issues – highlight the need for systemic reforms. Timely communication of training schedules, provision of technical support, and clear administrative guidelines are essential to ensure effective participation. Special attention must also be given to inclusivity by incorporating assistive technologies and flexible modalities for teachers with disabilities.
- The study shows a divided preference between online and offline modes, suggesting that a blended approach may be most effective. Combining the flexibility of online delivery with the interactivity of face-to-face training can maximize learning outcomes.
- The teachers' suggestions emphasize the importance of follow-up mechanisms, recorded lectures, and innovative pedagogical practices. Incorporating these into future training programmes can ensure continuity, relevance, and sustained professional growth of teachers.

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16. Keywords: Online In-service training, Teacher perceptions, Professional development, DoE schools

2. Research Abstract

1. Theme/Subject:	Teacher Education
2. Stage of Education:	All Stages
3. Topic of Research:	A Study of SCERTs/SIEs and DIETs for Strengthening their Functioning and Performance
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5. Name of the Institution where the Research was conducted	SCERTs/SIEs and DIETs
6. Category: (Research study/ Action research/ Other)	Research study
7. Language of Research Report:	English
8. Year of Completion:	2017
9. Published/Unpublished:	Unpublished
10. Introduction:	The Centrally Sponsored Scheme of Teacher Education from time to time suggests guidelines to strengthen the structure and functioning of SCERTs/SIEs and DIETs. It indicates that even after formulation of comprehensive Guidelines on Centrally Sponsored Scheme on Teacher Education (2012), it has not been properly implemented in each state till now. There are still many issues in SCERTs/SIEs and DIETs which are not in accordance with the proposed guidelines. Thus, there is a need to conduct in-depth research to study structure and functioning of the institutions against their stated goals and identify the gaps (if any).
11. Objectives:	The objectives of the study were as follows: <ul style="list-style-type: none"> ● To study the existing status of SCERTs/SIEs, and DIETs in respect of administrative structures, availability of human and non-human resources and academic contributions. ● To assess the functioning of SCERTs/SIEs, and DIETs to ascertain the extent to which these institutions have realized their stated goals and objectives. ● To identify the major hurdles and bottlenecks faced by these institutions in the performance of their functions.

- To suggest a road map for improving the effectiveness of these institutions.

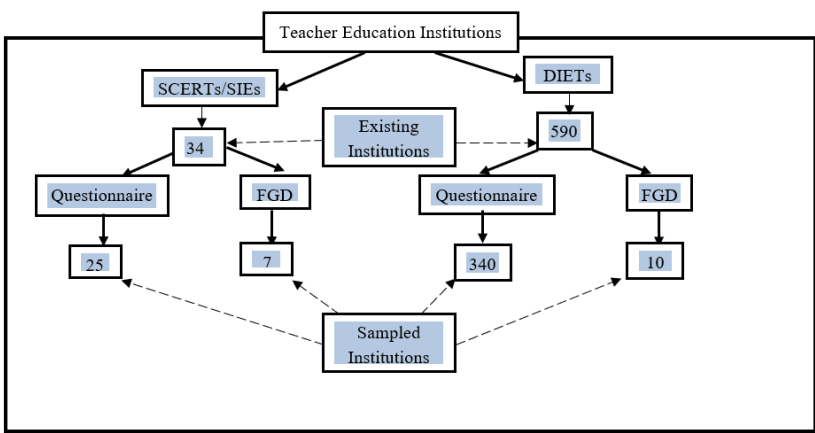
12. Methodology:

- **Design of the study:** Evaluative Survey method was adopted as the research design in study. The data from existing SCERTs/SIEs and DIETs across all over India was collected under various parameters viz. *Infrastructure, Organizational structure etc.* suggested by MHRD guidelines, 2012. The data was analyzed by using both Quantitative and Qualitative methods for extracting out relevant information.

- **Sample:** The sample of the present study was drawn from all (34) SCERTs/SIEs and 590 DIETs from each States/UTs. The Purposive Sampling method was adopted for in-depth study and FGDs were organized on selected SCERTs/SIEs (7) and DIETs (10).

- **Procedure of data collection:**

Procedure adopted for study:



- **Tools:** Questionnaires and focus Group Guidelines were developed and used as tools in study. The questionnaires for SCERTs/SIEs consisted of 10 sections and 8 sections were made for DIETs.

In addition, Focus Group Discussion (FGD) was also used as a mode of Data Collection.

Triangulation Method of data analysis was adopted for analysis of quantitative data, and qualitative data, Quantitative method of data analysis was included Descriptive Statistics i.e. mean, frequency, percentage, and graphical methods. Qualitative data analysis was done for the responses obtained from Focus Group Discussion.

13. Findings:

The findings of the present study shows that these institutions are yet to be evolved as lead institutions structurally and functionally at state and district level respect. They have not provided focused impetus to teacher education as expected as they vary widely in terms of their administrative structures, roles and responsibilities. They vary from being an Autonomous body to being a constituent of Directorates or state education department working under the Ministry of School Education in their respective states. Similarly, DIETs were articulated as a strong district institution for doing research, development, training and extension; and also supporting pre-service and in-service work with teachers at the elementary level. But the present study reported considerable loopholes in functioning and performance of SCERTs/SIEs and DIETs in terms of expected roles and responsibilities, availability of infrastructure, human resources etc.

14. Implications/ Suggestion:

Owing to these shortcomings, a roadmap in terms of proposed ways for improving the existing status of SCERTs/SIEs and DIETs has been formulated as follows: -

- (a) The framework should suggest administrative status, departmental structure, academic functions, faculty profile, recruitment policy for staff, progression and professional development of faculty and other necessary basic amenities.
- (b) A comprehensive structure of teacher education has to be developed for linking DIETs with every stage of school education i.e. from pre-primary to senior secondary.
- (c) The administrative and functional status of SCERTs needs to be improved and also to be developed upward and downward linkages among institutions.
- (d) Departmental structure of SCERTs should be established in the line of proposed structure as per the MHRD guidelines (2012). Their functions and roles should be worked out necessarily in the context of overall school and teacher education. Faculty requirements for these departments should accordingly work out.
- (e) Depending on the requirements of the SCERTs/SIEs and DIETs, in the light of NCTE Regulations 2014 and MHRD (2012) Guidelines, the classrooms, hostels, furniture, laboratories, libraries and playground are to be made available.
- (f) Faculty need to be oriented to address the academic needs of all students in an inclusive classroom.

- (g) Provision of Necessary Resources (Library, ICT) should be addressed.
- (h) A separate cadre of academic staff of SCERTs and DIETs needs to be established. Recruitment and promotion rules for different faculty positions should be framed with local contextualization.
- (i) Funds under non-recurring account have to be allocated from center/ state for strengthening infrastructure and maintenance. Provision for direct fund flow for different activities at the SCERTs/SIEs and DIETs; and timely release of funds from centre and state must be ensured.
- (j) Induction training need to be provided by SCERTs/SIEs in respective states for DIETs faculty. It must be made mandatory for all faculty members.
- (k) Teacher Education Institutions can serve and achieves the ultimate aim of preparing professionally trained teachers in all respect.

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16. **Keywords:** Teacher Education, Functioning of SCERTs/SIEs, Performance of DIETs

3. Research Abstract

1.Theme/Subject:	Teacher Education
2.Stage of Education:	Primary stage
3.Topic of Research:	Factors responsible for affecting the level of Motivation and Commitment of Teachers teaching at the Primary level of Arunachal Pradesh
4.Name and Address of the Investigator(s) (with E-mail):	Dr Basansy Kharlukhi NERIE, Umiam basansykharlukhi@yahoo.com
5.Institution where the Research was Conducted:	NERIE, NCERT
6.Category:	Research, PAC
7.Language of Research Report:	English
8.Year of Completion:	2018
9.Published/Unpublished:	Published
10.Introduction:	
<p>This study focused on teachers' motivation and commitment teaching at the primary level. Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviours. It is what causes a person to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation is the reason for people's actions, desires, and needs. It is also one's direction to behaviour, or what causes a person to want to repeat behavior. The study of teachers' motivation consists of two main themes. The first one identifies the different factors affecting teachers' motivation and commitment, while the second aspect analyses the perception of school heads and how they can impact on teachers' motivation through their leadership</p> <p>Any organization or institution needs a motivated and committed work force so as to accomplish their expected task. Motivation is crucial to both individual and organizational performance and even very able and well-trained teachers or staff will not perform effectively unless they are motivated to do so. The study aimed at determining the different factors exist which demotivate the teachers work culture and performances. It also seeks to explore strategies to enhance teacher's performances and commitment towards their work.</p>	
11.Objectives:	
<ul style="list-style-type: none"> ● To study the factors affecting level of motivation and commitment among primary teachers. 	

- To study the level of motivation and commitment of primary teachers.
- To study the perception of school functionaries on the level of motivation among primary teachers.

12.Methodology:

The sample for the study was taken from 4 districts of Arunachal Pradesh, 10 primary schools, 116 teachers as well as Head of the schools.

The motivation questionnaires for teachers and Head of the institution/incharge were developed for the purpose of data collection. The questionnaires a five point scales contain statements which was used to find out level of teachers motivation and commitment and these were of mixed statements both negative and positive statements. There were seven dimensions identified in this study viz., Recognition and Rewards, Accomplishment and Achievement, Personal Growth and Development, Relationship with others, Responsibility towards Work, Job Status and Security and School Environment and these dimensions were identified based on previous research. Statements exploring views on the identified dimensions were included in the scale and respondents were asked to rate their level of agreement on how these factors affect their motivation.

The data collected was analysed using both qualitative and quantitative techniques.

13.Findings:

The study explores various factors affecting teachers' motivation and commitment to their profession. Recognition and rewards play a significant role, as teachers feel valued when the community acknowledges their hard work, which boosts their motivation. Teachers are more committed when they are assigned responsibilities, as this makes them feel important and engaged in school activities. Teachers also derive job satisfaction from their students' achievements and feel that teaching helps them continually learn and grow professionally.

Personal growth and development are important, with teachers agreeing that the school encourages them to attend training programs, which positively impacts their motivation. A good relationship with colleagues, students, and school leadership is another important factor, as it creates a supportive work environment that reduces stress and fosters collaboration. Teachers do not feel overburdened by additional responsibilities and are committed to working extra hours for their students' benefit.

The school environment is crucial, as comfortable working conditions motivate teachers to perform better. However, the study indicates a need for improved school infrastructure and teaching resources. Job security and the school environment,

including the quality of facilities, also affect teachers' motivation, though some teachers feel dissatisfied with the existing infrastructure.

The heads of schools agree that training, flexible teaching methods, and recognition are important for improving teachers' motivation. They also acknowledge the importance of involving teachers in decision-making, as it makes them feel valued and increases their sense of belonging, which further motivates them to contribute to the school's success.

14.Implications:

The findings of the study maybe beneficial for all stakeholders such as the schools itself, management committee, parents, teachers, and most important the educational authorities. For the educational authorities it is essential to understand the basic requirements and professional qualities required in the teachers to build that zeal and motivate teachers for better performances. From the finding, the school management committees and the school need to improve the school infrastructure and teaching resources. Ensure job security and better school environment, including the quality of facilities, also affect teachers' motivation, though some teachers feel dissatisfied with the existing infrastructure The findings will ensure that they work for the betterment and improvement of the school environment, improve the working conditions of teachers who are the backbone as well as nation builders in particular. In general improve the teaching-learning atmosphere.

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16.Keywords: Motivation, Commitment

4. Research Abstract

1.Theme/Subject:	Teacher Education
2.Stage of Education:	Teacher Education
3.Topic of Research:	Evaluation of Inservice Training Programme conducted in the state of Meghalaya
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5.Name of the Institution where the Research was conducted	NERIE, Shillong
6.Category: (Research study/ Action research/Other)	Research Study
7.Language of Research Report:	English
8.Year of Completion:	2019-2020
9.Published/Unpublished:	Published
10.Introduction	
<p>There has been a growth in various kinds of professional activities for teachers and teacher educators from time to time. On the other hand, they took up academic activities and organized or participated in different inservice training programmes for Continuous Professional Development (CPD). CPD for teacher educators, KRPs and teachers motivating teachers to alter and develop their classroom practice in ways that improve students' learning and provide educationally rich experiences to them.</p> <p>Institutions such as SCERTs/ DERT, DIETs, CTEs and IASEs, including University Departments of Education through inservice training programme need to train teachers and teacher educators on emerging trends, issues and concerns in the field of education. This will keep them updated and aware of the emerging areas in the field of education.</p> <p>DERT as the state centre for providing training and support in all realms of school education in the state of Meghalaya has been conducting several programmes every year. Significant time, effort and finances are involved in conducting these programmes. These training programmes eventually need to reach the classrooms and bring necessary changes in students' personality, which will ultimately bring in all round development in the students.</p>	

Tools

The tools for collection of data are as follows.

1. Questionnaire for faculty members (principal of DIETs, teacher educators/ programme coordinators).
2. Detailed Performa of the information of all in-service training programmes conducted during 2013-2018.
3. Interview scheduled for the trained personnel, head of schools and teachers. (Un- structured)
4. Focus Group Discussion with the teachers along with the principal of the school
4. Classroom Observation Schedule

For the present study, both primary and secondary sources were used.

The Questionnaire for faculty members (principal of DIETs, teacher educators/ programme coordinators) contains the detailed information on diverse aspects, such as themes covered, target groups, number of participants invited and attended, the duration, venue, and about all in-service training programmes conducted by the Teacher Educationa Institutes in the all the districts of Meghalaya during the period 2013-2018.

The Detailed Performa of the information of all in-service training programmes conducted during 2013-2018, containing the detailed information of all the in-service training programmes conducted in the State of Meghalaya between the year 2013-2018.

11.Objectives: The main objective of the study is to evaluate the in-service training programmes conducted by DERT, DIETs, SSA and RMSA of Meghalaya.

12.Methodology:**Method of Study**

Both qualitative as well as quantitative method has been followed in the present study.

Population

The population comprised of all the trained personnel.

Sample

Purposive- random sampleing has been taken up in this study. The sample of the study includes all the faculty members (teacher educators/ programme coordinators) of DERT and DIETs. All Principals of DIETs are also part of the sample. The data was collected from Directorate of School Education and Literacy (DSEL), regarding SSA and RMSA. The sample also constituted 50% of the trained

personnel from DERT, DIETs, Government school teachers including SSA school teachers and secondary school teachers of Meghalaya. Further, the sample also comprised of 10 government schools from two districts, i.e., West Jaintia Hills and East Khasi Hills Districts of Meghalaya. All the teachers as well as head of these government schools were part of the sample. The in-service training programmes conducted and organized during the last five years were incorporated in this study.

13. Findings

The DERT and all the DIETs had conducted various in-service training programmes during the year 2013 to 2018. The training programmes were conducted in all the districts of Meghalaya. Development of training module/ package is not a focused area. The findings indicate that during the training; participants need more experience on hands-on activities. The data reveals that in some of the DIET's evaluation of the training was conducted with the help of feedback format and questionnaires. There was lack of follow up after conducting training programme.

SSA and RMSA had conducted a number of training programmes on Mathematics for the lower and upper primary level in various parts of the State. An intensive programme to improve the quality of learning in Mathematics was initiated in class 1 and 2 in 50 schools spread all over the districts of Meghalaya. SSA Meghalaya in collaboration with Jodo Gyan had conducted follow up meetings at the block/cluster level. It was also mentioned that regular school visits were made by the BRCs/CRCs to check the effectiveness of sustainable development in Mathematics. The issues faced by SSA/ RMSA training programmes was fund constraints and improper training centres.

Some of the issues and challenges while conducting in-service training programme are lack of resource persons, financial (delay in receiving funds at times), lack of computers/ projectors, science/ mathematics laboratories, educational kits, transportation and accommodation problems (lack of hostel facilities), delay in receiving the deputation letters on time for the teachers, lack of training hall/ room for conducting training programme, drinking water facilities, electricity, power point facilities, rooms were very congested etc.

14. Implications

Based on the findings the investigators were able to provide suggestive measures to help bring about quality in conducting in-service training programme. The study will benefit the administrators, policy makers, school management committee members and other educational functionaries, teachers, parents and

students. This study also throws some light on the impact of in- service teacher training programmes in Meghalaya. Moreover, it also gives an understanding of the problems as well as the issues in organising and conducting in- service teacher training programmes and suggested appropriate measures to improve the quality of in- service teacher training programmes in Meghalaya.

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16. Keywords: Evaluation, Inservice Training Programme, DERT, DIETs, SSA and RMSA

5. Research Abstract

1. Theme/Subject:	Teacher Education
2. Stage of Education:	Senior Secondary Stage
3. Topic of Research:	Evaluation of In-Service Teacher Training on Classroom Practices in Mathematics at Senior Secondary Stage of Andaman & Nicobar Islands
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5. Name of the Institution where the Research was conducted	Regional Institute of Education, Bhubaneswar
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2020
9. Published/Unpublished:	Unpublished
10. Introduction:	
<p>While in-service teacher training has long been recognized as a cornerstone of educational reform, particularly in enhancing pedagogical competencies and classroom effectiveness, the empirical literature remains disproportionately focused on urban and mainland contexts, often neglecting peripheral and geographically isolated regions such as the Andaman & Nicobar Islands. Within the Indian education system, secondary mathematics instruction poses unique challenges—requiring not only content mastery but also pedagogic agility to address diverse learner needs, linguistic heterogeneity, and conceptual abstraction. Although national frameworks like NEP 2020 and NISHTHA advocate for continuous professional development, there is a paucity of systematic evaluations that trace the trajectory from training inputs to classroom-level enactment, especially in remote island territories where infrastructural constraints, cultural specificities, and teacher mobility further complicate implementation. The absence of such regionally grounded, methodologically robust inquiries restricts the capacity of institutions like DIETs and SCERTs to design context-sensitive training modules that are both pedagogically sound and operationally feasible. This study seeks to fill this critical gap by evaluating the effectiveness of in-service teacher training programs in shaping mathematics classroom practices at the secondary level in the Andaman & Nicobar Islands. By situating the research within the lived</p>	

realities of island educators and employing a mixed-methods design, the study aims to generate actionable insights that inform policy, strengthen institutional capacity, and contribute to a more equitable and contextually responsive professional development ecosystem.

11. Objectives:

- To study the perceptions of the senior secondary mathematics teachers about the usefulness of in-service training.
- To observe the change in classroom practices of senior secondary teachers.
- To find out the constraints or problems, if any, in using training inputs in classroom transactions.

12. Methodology:

The study adopted a descriptive survey method to examine classroom processes in Mathematics at the senior secondary level. The population consisted of all PGT Mathematics teachers, with 26 teachers who attended the programme during 2018–19 participating in the study. Relevant data were also collected from officials/experts of SIE and through focus group discussions with students from ten senior secondary schools, involving 345 students.

Data collection was carried out using self-developed tools finalized through a three-day expert workshop, including:

- (1) a questionnaire for teachers to capture their perceptions, resources, pedagogical strategies, assessment, and supervision;
- (2) a classroom observation schedule to study teaching-learning methods, classroom management, assessment, and resource use;
- (3) a student interview schedule to explore learning experiences, problem-solving skills, teacher roles, and classroom involvement. Student achievement data were also collected to evaluate learning outcomes.

The data collection process covered 15 classes and took place over approximately 30 days, from November 2019 to February 2020, with schedules finalized in consultation with school heads. This chapter presented the methodology, sample, tools, and procedures, setting the stage for data analysis in the next chapter.

13. Finding:

- Probability, 3-Dimensional Geometry, Relation and function, Integral, Calculus. Differentiation Calculus, Integral Calculus, Vector, Application of Integral, vector algebra, Application of derivatives, Trigonometry, Sequence and Series, Matrices, Determinant, Differentiation, Permutation And Combination, Binomial theorem, Straight Line, Sets, Linear programming Problems, conic section, Integration, are topics which were difficult to transact by teachers and students had problems in understanding these concept.

- Among the study resource materials available in the schools, Practice books, text books, NCERT Exemplar were most frequently used in the schools.
- Teaching-learning materials, either made by students or teachers, were sometimes used by more than one third sample of the teachers.
- The preparation of lesson plans/notes in mathematics was more ritualistic than having any serious and practical pedagogical concern.
- The five major issues of teaching mathematics to students at senior secondary level were (i) poor understanding of basic concepts and foundation, (ii) Unable to use ICT for teaching and learning process, (iii) No Math lab in some schools due to which it was difficult in learning concepts, (iv) The syllabus completion target was very rigid & syllabus was vast.
- The attention to individual learning needs was not found to be so frequently used in many classrooms.
- The scope for peer and self-assessment was rarely found in mathematics classrooms.

14. Implications:

In this study the content was found to be adequate by the teachers though both teachers and students found some areas as difficult. Curriculum developers and textbook writers could reflect on these topics and its transactional modality suggested and revise the curriculum accordingly. At the same time, the study revealed how ICT helps in making some topics easier to students. Teacher educators could focus on capacity development of teachers in integrating ICT in mathematics classrooms. The pedagogical strategies were appropriately selected by the teachers, however, planning seems to be one of the weakest areas in mathematics teaching. To fulfill our aim of 'teacher as a reflective practitioner', planning of the lesson is very significant. The teacher might be oriented to reflect on classroom processes while planning the lesson, during the transaction and do a critical reflection after finishing the class. This would definitely help teachers to improve teaching-learning processes in mathematics. Innovative assessment processes had to be integrated so that learning mathematics becomes fun, not a threat. This is in agreement with many of the research findings on math anxiety. Therefore, the administration should take steps in providing enough opportunity for teachers to develop their skills of organization and peer learning in the classroom.

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16. Keywords: Class room practices, In-service training, NCF 2005, Educational implication

6. Research Abstract

1. Theme/Subject:	Teacher Education
2. Stage of Education:	Under Graduates and School Teachers
3. Topic of Research:	A study of Educational Resource Centre for its effective use among Pre-service and In-Service Teachers.
4. Name and Address of the Investigator(s) with email:	Prof. S.K. Dash and Prof. P.C. Agarwal skdash59@yahoo.com
5. Name of the Institution where the Research was conducted	Regional Institute of Education, Bhubaneswar
6. Category: (Research study/ Action research/ Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2023
9. Published/Unpublished:	Unpublished
10. Introduction: <p>An Educational Resource Centre (ERC) is a facility equipped with educational resources that support teaching, learning, and research in schools, colleges, or universities. Its main purpose is to provide students and teachers with access to a wide range of learning materials, including 3D and 2D audio-visual TLMs, e-books, journals, electronic databases, and multimedia resources. The ERC reinforces classroom concepts, extends learning outcomes, and fosters critical thinking by offering additional support to students who need it. It also enhances the institute's community, encourages intellectual collaboration, preserves specimens and indigenous samples, and improves the overall quality of teaching and learning. The ERC is well-stocked with models, charts, and hands-on activity materials to facilitate experiential learning for upper primary, secondary, and senior secondary students, making complex topics enjoyable and engaging. Visits to the ERC expand both teachers' and students' horizons. The ERC at RIE Bhubaneswar was inaugurated on August 5, 2019, and is divided into three sections: the Educational Resource Room, the Herbal Garden, and the Theme Park. It hosts over 250 activities across various disciplines and aims to foster creativity among students, pre-service, and in-service teachers.</p>	
11. Objectives:	

- To find out the views on the availability and use of various resources in teaching-learning before and after exposure to ERC of Pre-service and In-service teachers.
- To analyse the extent of engagement of the pre-service and in-service teachers in teaching and learning before and after exposure to Educational Resource Centre.
- To study the effectiveness of the exposure program on pre-service and in-service teachers in terms of changes in teaching-learning practices after exposure to Educational Resource Centre.

12. Methodology:

A mixed Method as a paradigm has been used for the present study. This cutting-edge research methodology combines quantitative and qualitative methodologies to bring new insights, paint a more complete picture, and present multiple findings. The quantitative methodology delivers precise facts and data, whereas the qualitative methodology adds a human element. This methodology can yield intriguing results because it presents precise data while simultaneously being exploratory. Interview transcripts, video and audio recordings, notes, photographs, and text documents are common sources of qualitative data. The process of detecting common patterns in participant replies and critically examining them in order to attain research goals and objectives is known as qualitative data analysis. The narrative analysis technique was employed in the study to undertake qualitative data analysis. Simultaneously, quantitative data analysis entails converting numbers into relevant data through the use of rational and critical reasoning. To examine quantitative data, frequency and percentage were utilized.

13. Findings:

- The teachers both pre-service and in-service have cherished the process of exposure. It has yielded many ideas of alternatives within them.
- The exposure programme has had a positive impact on the samples. They were highly inquisitive and explored available new dimensions.
- The attitude of embarrassing the new and perusing new endeavours was found within the pre and in-service teachers.

14. Implications:

The exposure to the Educational Resource Centre (ERC) at RIE Bhubaneswar has significantly enhanced both teaching and learning experiences. It encouraged teachers to develop and use self-created, low-cost, locally available educational

resources, moving beyond standard government-provided materials. Teachers became more innovative, involving students in resource creation, which fostered active participation, inquisitiveness, and problem-solving skills among learners. The ERC's Herbal Garden motivated awareness and conservation of medicinal plants, while the Theme Park inspired the development of miniature models for complex scientific concepts, promoting experiential and hands-on learning. Exposure to diverse resources improved teachers' conceptual clarity and provided multiple alternative methods for teaching topics like Newton's Laws, the water cycle, plant and animal cells, and magnetism. Overall, the ERC positively influenced classroom practices, enhanced creativity, promoted interactive learning, and encouraged sustainable, engaging, and student-centred teaching approaches.

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16. Keywords: Educational Resource Centre, effective, Pre-service and In-Service Teachers

7. Research Abstract

1.	Theme/Subject:	Teacher Education
2.	Stage of Education:	Elementary Stage
3.	Topic of Research:	Identification of Training Needs and Providing Pedagogical Interventions to Elementary Teacher Educators of Gujarat State
4.	Name and Address of the Investigators(s) with email:	Dr. Ramesh Babu
5.	Name of the Institution where the Research was conducted	RIE Bhopal
6.	Category: (Research study/ Action research/Other)	Research
7.	Language of Research Report:	English
8.	Year of Completion:	2020-21
9.	Published/Unpublished:	Unpublished
10.	Introduction: Teacher education plays a pivotal role in shaping the quality of schooling in the country. The National Curriculum Framework for Teacher Education (NCFTE), 2009 and its 2014 revision, emphasize the need for contextual, practice-oriented, and reflective teacher preparation programs. However, the pedagogical training needs of elementary teacher educators often vary across regions, contexts, and institutional setups. Identifying these needs is essential to design relevant interventions that enhance the preparedness of teacher educators and, in turn, improve the quality of classroom instruction. This study aims to bridge the gap between policy perspectives and field practices by systematically analyzing both documentary sources and stakeholder inputs to identify the pedagogical training requirements in Gujarat State. The study emphasizes context-specific needs rather than generic solutions, thereby allowing interventions to be more relevant and effective. Following need identification, a comprehensive training package is developed and implemented through a five-day orientation program for elementary teacher educators in selected districts. The research also evaluates the impact of the training on the pedagogical practices of the teacher educators through classroom observations, interviews, and focus group discussions. By linking policy, practice, and professional development, the study contributes to the overall improvement of teacher education quality in the elementary education sector.	

11. Objectives: The primary objective of this study is to identify and address the pedagogical training needs of elementary teacher educators in the light of the NCFTE 2009/2014 framework. Specifically, the study aims to systematically analyze the gaps in knowledge, skills, and practices among teacher educators to ensure that training interventions are contextually relevant and effective. The study seeks to identify both perspective-related and practice-oriented needs by examining policy documents, curricular guidelines, and feedback from stakeholders including teacher educators, and state and district-level functionaries. Based on the identified needs, the study aims to develop a comprehensive, context-specific training package that addresses key aspects such as pedagogy, content knowledge, classroom processes, use of tools and technology, and system-related concerns. The study also focuses on organizing and implementing a structured five-day orientation program to enhance the pedagogical competence of teacher educators in selected DIETs of Gujarat State. Furthermore, the study aims to evaluate the impact of the training on classroom practices, instructional strategies, and overall professional development of teacher educators through classroom observations, interviews, and focus group discussions. By achieving these objectives, the study aspires to strengthen teacher preparation programs and contribute to improved teaching-learning outcomes in elementary education.

12. Methodology:

The study adopts a multi-pronged and mixed-method approach, integrating both qualitative and quantitative strategies to identify pedagogical training needs, develop interventions, and assess their impact on teacher educators. Initially, the need identification phase involves document analysis of NCFTE 2009 and related teacher education policies and guidelines produced by the Gujarat State. This is complemented by field-based data collection from stakeholders, including elementary teacher educators and state/district-level functionaries. Open-ended questionnaires are administered to capture information related to perspective, policy, pedagogy, content, tools and technology, contextual factors (language, culture, locality), and systemic concerns. Data from questionnaires are analyzed to prioritize training needs and inform the design of a context-specific training package.

The training package is developed in a workshop mode and implemented through a structured five-day orientation program for teacher educators from selected DIETs. The impact of the intervention is evaluated using classroom observations, interviews, and focus group discussions to examine changes in pedagogical practices, content delivery, and instructional strategies. Purposive sampling is

employed to select participants for both the need-identification and impact phases, ensuring representation from various contexts. Data are analyzed using qualitative thematic analysis and triangulation techniques to provide comprehensive insights into the effectiveness of the training program.

13. Findings:

The study revealed several key insights regarding pedagogical training needs and the impact of the intervention on elementary teacher educators. Firstly, the need-identification phase highlighted gaps in both content knowledge and pedagogical strategies among teacher educators, with particular emphasis on integrating constructivist approaches, ICT tools, and context-sensitive teaching methods. Stakeholders emphasized the need for training in handling diverse classrooms, inclusive education, and innovative instructional strategies aligned with NCFTE 2009 guidelines.

Following the implementation of the five-day training program, observations and feedback indicated a noticeable improvement in teachers' understanding and application of pedagogical principles. Teacher educators demonstrated increased confidence in employing interactive and learner-centered methods, integrating technology into lesson planning, and contextualizing content for local classroom realities. Focus group discussions with participants revealed enhanced awareness of inclusive practices, gender-sensitive pedagogy, and strategies to foster student engagement. However, the study also identified challenges, including limited access to ICT resources in some DIETs, time constraints for applying new strategies, and the need for continuous professional support. Overall, the training intervention was effective in bridging knowledge gaps, promoting reflective teaching practices, and motivating teacher educators to adopt innovative pedagogical approaches, indicating a positive potential impact on teacher preparation and the quality of elementary education.

14. Implications:

The findings of this study carry significant implications for teacher education and professional development programs in elementary education. Firstly, the identification of context-specific pedagogical needs underscores the importance of designing training interventions that are tailored to the realities of local classrooms, rather than relying solely on generic training models. This approach ensures that teacher educators are better equipped to handle diverse classroom situations and respond to the socio-cultural, linguistic, and economic contexts of their students.

Secondly, the positive impact of the five-day training program suggests that short-term, focused interventions can meaningfully enhance teacher educators' understanding and application of constructivist, learner-centered, and inclusive pedagogical strategies. This highlights the need for regular, structured professional development opportunities that combine theory, practice, and reflective exercises to improve teaching effectiveness.

Thirdly, the study emphasizes the role of continuous support and follow-up mechanisms, including classroom mentoring, peer collaboration, and access to ICT resources, to sustain the improvements in pedagogical practices.

Finally, these implications extend beyond individual teacher educators to the broader education system, suggesting that context-sensitive, evidence-based professional development can strengthen teacher preparation programs, enhance instructional quality, and ultimately improve student learning outcomes across elementary schools in Gujarat and similar educational contexts.

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16. **Keywords:** Teacher Education, Pedagogy, NCFTE, Training, Elementary Education, Constructivist Approach

8. Research Abstract

1.Theme/Subject:	Teacher Education
2.Stage of Education:	Pre-service student-teachers
3.Topic of Research:	Adoption of village for studying the socio-cultural influences on education.
4.Name and Address of the Investigators(s) with email:	Prof. N.C.Ojha
5.Name of the Institution where the Research was conducted	RIE Bhopal
6.Category: (Research study/ Action research/Other)	Research
7.Language of Research Report:	English
8.Year of Completion:	2015-16
9.Published/Unpublished:	Unpublished
10.Introduction: <p>In the present educational context, bridging the gap between the theory and practice of teaching has become a matter of prime concern. While teacher education institutions aim to prepare competent teachers, the lack of real-life community experiences often prevents student-teachers from understanding the socio-cultural and educational realities of society. Schools, being the foundation of learning, are deeply connected with the communities they serve, and therefore, it becomes essential to establish strong linkages between schools, society, and teacher education institutions. Such collaboration enables teacher-educators and student-teachers to interact with villagers, Village Education Committees (VECs), parents, teachers, and learners to gain meaningful insights into the issues, challenges, and aspirations of the community. By engaging with the community, student-teachers not only become aware of the educational, social, and cultural contexts but also develop the ability to adapt and innovate in real classroom situations. Adopting a village near Bhopal city has thus been conceived as an effective programme to provide community-based experiences to student-teachers. Through surveys, case studies, awareness campaigns, social work, and participation in initiatives like Swachh Bharat Abhiyan, the programme seeks to enhance the quality of education, promote social responsibility, and prepare student-teachers as reflective practitioners capable of contributing to holistic educational development.</p>	

11.Objectives:The main objective of this programme is to bridge the gap between theory and practice in teacher education by providing student-teachers with first-hand community experiences. By adopting a village near Bhopal city, the programme seeks to create meaningful interactions between the faculty, student-teachers, and the local community. One important objective is to study the social, cultural, economic, and educational patterns of the village in order to understand the community's strengths and challenges. This will enable teacher-educators and student-teachers to provide relevant inputs to teachers, parents, and Village Education Committees (VECs) for improving the overall educational status of the village. Another objective is to involve student-teachers in awareness campaigns on issues like literacy, gender equity, Right to Education (RTE), child rights, health, sanitation, AIDS, superstition, and social dogmas. Through such initiatives, student-teachers will develop a sense of social responsibility and learn how to link classroom knowledge with real-life practices. The programme also aims to encourage participation in social work such as 'Shramdaan' and promote cleanliness under the Swachh Bharat campaign. Ultimately, the objectives focus on preparing student-teachers to become reflective practitioners who are well aware of community issues and capable of introducing innovative practices for qualitative improvement in school education.

12.Methodology:

To achieve the objectives of bridging theory and practice in teacher education, a village situated near Bhopal city was selected for adoption. The programme was implemented in a collaborative and participatory manner, involving faculty members, student-teachers, schoolteachers, learners, parents, and Village Education Committees (VECs). Faculty members of the institute regularly visited the village school and provide professional support to teachers in improving teaching-learning practices. They also undertook small-scale Action Research projects on emerging educational issues at the micro level, ensuring that the interventions bring visible qualitative improvement in classroom practices.

Student-teachers stayed in the adopted village for five days in a camp mode and engage in a variety of structured activities. These include conducting educational, cultural, and economic surveys of the village, undertaking case studies of selected families, organizing awareness campaigns on literacy, sanitation, health, AIDS, gender equity, and child rights through cultural programmes, and participating in social work such as 'Shramdaan'. They also promoted cleanliness drives under the Swachh Bharat campaign. Tools for data collection were designed, and the collected information was systematically documented. At the end, a detailed

report was prepared, shared, and disseminated for further reflection and improvement.

13.Findings:

The village adoption programme provided valuable insights into the socio-economic, cultural, and educational realities of the community. The educational survey revealed that although there is awareness about schooling, issues like irregular attendance, lack of resources, and insufficient parental involvement remain major challenges. Many parents expressed interest in educating their children but were constrained by economic hardships and limited access to quality learning facilities. Case studies of families highlighted problems such as poverty, lack of awareness about health and sanitation, and gender-based disparities in education.

The awareness campaigns on literacy, health, sanitation, AIDS, and social issues created a positive response among villagers, with active participation from both children and adults. Cultural programmes proved to be effective in communicating sensitive issues in an engaging manner. The Swachh Bharat campaign and activities like 'Shramdaan' generated a sense of collective responsibility towards cleanliness and hygiene in the village. Teachers in the local schools appreciated the academic support and innovative teaching strategies shared by the student-teachers and faculty members.

Overall, the findings indicate that community-based experiences not only sensitized student-teachers to the realities of rural education but also motivated the villagers towards active participation in improving their educational and social environment.

14.Implications:

The village adoption programme has significant implications for both teacher education and community development. Firstly, it demonstrates the importance of linking theory with practice in teacher education. By living in the village and engaging with the community, student-teachers gained a deeper understanding of the socio-cultural, economic, and educational conditions that directly influence the learning environment. This practical exposure will enable them to become reflective practitioners who can adapt teaching methods according to the needs of learners from diverse backgrounds.

Secondly, the programme highlights the potential role of teacher education institutions in community upliftment. Through regular interaction, awareness campaigns, and academic support, faculty and student-teachers were able to contribute meaningfully to the village's educational and social development. The

positive response from villagers and teachers indicates that such programmes can foster strong school-community relationships and encourage active community participation in education.

Furthermore, the initiative suggests that integrating field-based experiences into teacher education curricula can enhance professional competencies like communication skills, problem-solving abilities, leadership, and social responsibility. It also emphasizes the need for continuous collaboration between schools, society, and higher education institutions to ensure qualitative improvement in teaching-learning practices. Thus, the programme serves as a model for strengthening teacher preparation and promoting holistic educational development.

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16.Keywords: Bridging gap between theory and practice

9. Research Abstract

1.Theme/Subject:	Teacher Education
2.Stage of Education:	Pre-service student-teachers & In-service teacher trainees
3.Topic of Research:	The Impact of Teacher Trainings Conducted by DIETs on Teaching of Gujarati in the State of Gujarat
4.Name and Address of the Investigators(s) with email:	Dr. Suresh K.Makwana skmakwana74@gmail.com
5.Name of the Institution where the Research was conducted	RIE Bhopal
6.Category: (Research study/ Action research/Other)	Research
7.Language of Research Report:	English
8.Year of Completion:	2016-17
9.Published/Unpublished:	Unpublished
10.Introduction:	
<p>Language is a fundamental medium of learning, and the mother tongue plays a vital role in shaping comprehension, cognitive development, and academic success. Eminent thinkers and educationists, including Mahatma Gandhi, emphasized the importance of education in the mother tongue, arguing that children learn best when instruction is delivered in a language familiar to them. Despite these ideals, the effective use of mother tongue in classrooms often falls short due to challenges such as inadequate teacher preparation, lack of pedagogical resources, and insufficient in-service training programs.</p> <p>In the state of Gujarat, the District Institutes of Education and Training (DIETs) provide pre-service and in-service training to teacher trainees, including instruction in the Gujarati language. Proper training equips teachers with knowledge of effective teaching methods, constructivist approaches, evaluation techniques, and classroom management strategies, which are essential for improving learning outcomes in primary education. However, the actual impact of these training programs on classroom practices, teaching skills, and curriculum transaction remains under-explored.</p> <p>The present study seeks to investigate the enrollment of teacher trainees in Gujarati language training, examine how effectively they implement their training in teaching practices, and explore the perceptions of both teacher educators and trainees regarding the quality and usefulness of training. The study aims to provide evidence-based insights to improve teacher training practices in Gujarat.</p>	

11.Objectives: The primary objective of this study is to examine the impact of in-service teacher training in the Gujarati language provided by District Institutes of Education and Training (DIETs) across Gujarat. The study aims to explore how such training enhances teachers' instructional practices, teaching skills, and overall classroom effectiveness in primary education. A key focus is on understanding whether teacher trainees effectively apply the pedagogical methods, constructivist approaches, and evaluation techniques learned during their training in real classroom settings.

Specifically, the study seeks to assess the enrollment patterns of teacher trainees opting for Gujarati language training in DIETs, identifying trends and participation levels. It further aims to evaluate the impact of the training on multiple aspects of teaching, including the use of teaching methods, adoption of teaching skills, implementation of teaching-learning activities, utilization of constructivist approaches, and application of appropriate evaluation procedures.

In addition, the study intends to explore the perceptions of teacher educators and trainees regarding the effectiveness, relevance, and applicability of the Gujarati language training. Finally, based on the findings, the study aims to suggest measures to enhance teacher training practices in DIETs, ensuring that teachers are better prepared to deliver quality instruction in the mother tongue, thereby improving learning outcomes for students.

12. Methodology:

The present study has adopted a **survey research design**, which is appropriate for examining the impact of teacher training programs and the perceptions of participants across a large geographic area. The study covered the entire state of Gujarat, including all DIETs that provide training to teacher trainees in the Gujarati language at the primary level. Both teacher trainees and teacher educators form the sample of the study to ensure comprehensive data collection from multiple perspectives.

For data collection, the researcher developed multiple tools, including an **Information Schedule** for DIET principals, a **Questionnaire** and **Observation Schedule** for classroom curriculum transaction, and a **Perception Scale** for teacher educators and trainees. All tools were validated by experts in the field, and pilot testing was conducted to ensure clarity, reliability, and accuracy before full-scale administration.

Quantitative data from closed-ended items was analyzed using **frequency and percentage**, while qualitative data from open-ended items was processed through **content analysis**. Observations provided additional insights into classroom practices, and perception scales helped gauge attitudes and experiences of both

educators and trainees. This mixed-method approach ensured a thorough and reliable assessment of the effectiveness and impact of Gujarati language teacher training in DIETs.

13.Findings:

The study revealed that a significant number of teacher trainees enrolled in DIET programs opted for Gujarati language training, indicating a sustained interest in strengthening mother tongue instruction. Analysis of classroom observations and curriculum transactions showed that most trained teachers actively implemented the teaching methods and skills acquired during their training. They effectively incorporated teaching-learning activities, constructivist approaches, and evaluation procedures, which enhanced student engagement and understanding. However, the study also identified challenges in translating training into practice. Some teachers reported difficulties in applying innovative methods due to large class sizes, time constraints, and limited teaching resources. Despite these challenges, the perception scale data indicated that both teacher educators and trainees viewed the training positively. They acknowledged improvements in pedagogical knowledge, instructional confidence, and classroom management. Further, the findings highlighted the need for continuous support and refresher programs to sustain and enhance the impact of training. Teacher educators emphasized the importance of regular monitoring, mentoring, and provision of supplementary teaching materials. Overall, the study confirmed that Gujarati language teacher training under DIETs positively influences instructional practices and classroom effectiveness, while also suggesting areas for improvement to maximize the benefits of the program for both teachers and students.

14.Implications:

The findings of this study have important implications for teacher training programs, educational policymakers, and curriculum designers in Gujarat. First, the positive impact of DIET-based Gujarati language training on teaching methods, skills, and classroom practices underscores the necessity of continuing and expanding in-service training initiatives. Such programs equip teachers with essential pedagogical tools, fostering effective mother tongue instruction, which is crucial for student comprehension and overall learning outcomes.

Second, the study highlights the need for **continuous professional development**. Refresher courses, workshops, and mentoring programs can help teachers sustain and further enhance the application of innovative teaching strategies. This is particularly important in addressing classroom challenges such as large student-teacher ratios and limited resources, which may hinder the effective implementation of training.

Third, the study emphasizes the importance of integrating teacher feedback and perceptions into program planning. Teacher educators' and trainees' insights can guide curriculum refinement, ensuring that training aligns with practical classroom needs and challenges.

Finally, the study provides guidance for policymakers and DIET administrators to allocate resources effectively, develop supplementary teaching materials, and establish monitoring mechanisms. These measures can strengthen mother tongue education, enhance instructional quality, and ultimately improve student learning outcomes in Gujarati medium classrooms.

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16.Keyword: Gujarati Language, Teacher Training, DIET, In-Service Training, Teaching Effectiveness, Classroom Practices

10. Research Abstract

1. Theme/Subject:	Teacher Education
2. Stage of Education:	Pre-service student-teachers
3. Topic of Research:	Status of Education of a Village and Studying its Socio-cultural Impacts on the Community and providing Community Experience
4. Name and Address of the Investigators(s) with email:	Dr.N.C Ojha ncojha@riebhopal.in
5. Name of the Institution where the Research was conducted	RIE Bhopal
6. Category: (Research study/ Action research/ Other)	Research
7. Language of Research Report:	English
8. Year of Completion:	2021-22
9. Published/Unpublished:	Unpublished
10. Introduction:	
<p>Education plays a crucial role in transforming rural societies by addressing social, economic, and cultural disparities. Villages, being the backbone of India, reflect the strengths and weaknesses of grassroots development. Understanding the educational scenario of a village provides valuable insights into the challenges faced by rural communities and helps in designing meaningful interventions. A village case study not only highlights the socio-economic and cultural patterns but also identifies the existing gaps in the teaching-learning processes, infrastructure, and community participation. In this context, the proposed study aims to examine the educational status of a selected village through systematic observation, surveys, and action research.</p> <p>The involvement of faculties and student-teachers of RIE, Bhopal will make this initiative holistic, as it combines academic research with real-life community exposure. By conducting surveys, case studies, awareness campaigns, and cultural programmes, the study seeks to integrate education with social responsibility. Activities like “Shram Daan” and the “Swachh Bharat Campaign” will further enhance community engagement. The ultimate goal is to provide constructive feedback to teachers, parents, and the Village Education Committee (VEC) to improve educational quality, while also sensitizing student-teachers towards rural realities. Thus, the study will serve as a bridge between academic research and grassroots educational development.</p>	

11. **Objectives:** The primary objectives of this village case study are designed to explore and improve the educational scenario within the community while simultaneously providing meaningful exposure to student-teachers. First, the study aims to identify and select a suitable village that can serve as a representative case for understanding rural educational practices, challenges, and opportunities. Once selected, the focus will be on studying the social, economic, cultural, and educational patterns of the village. This will provide a holistic understanding of the factors influencing schooling, such as family background, occupation, traditions, gender roles, and awareness about educational rights.

Another important objective is to provide constructive input to teachers, parents, and the Village Education Committee (VEC) to ensure the overall development of the educational status of the village. By working closely with the school and community, the study seeks to strengthen teaching-learning processes through faculty support and action research projects. Additionally, student-teachers will gain community exposure by staying in the village, conducting surveys, organizing awareness campaigns on literacy, sanitation, child rights, gender equity, and health issues such as AIDS, while also addressing social dogmas and superstitions.

Ultimately, these objectives aim at creating sustainable educational improvements while sensitizing future educators to grassroots realities.

12. **Methodology:**

The present study adopted a descriptive and participatory research approach, using a case study design to explore the educational and socio-cultural context of the selected village. A village was identified based on accessibility, diversity, and relevance for educational research. Once identified, faculty members of the institute regularly visited the village school to observe classroom processes, provide academic support to teachers, and conduct action research projects aimed at improving the teaching-learning environment.

Student-teachers from RIE, Bhopal were also actively participated by staying in the village for 5-7 days in camp mode. During this period, they conducted educational surveys covering social, economic, cultural, and educational aspects of the village, as well as carried out family case studies to gain deeper insights into community life. In addition, they organized awareness campaigns on issues such as literacy, sanitation, Right to Education (RTE), gender equity, child rights, AIDS awareness,

and removal of superstitions through cultural programmes, street plays, and interactive sessions.

Data collection tools such as observation schedules, interview schedules, questionnaires, and field notes were developed and administered. Both qualitative and quantitative data were collected and analyzed to provide comprehensive feedback to teachers and stakeholders.

14. Findings:

The case study of the selected village revealed significant insights into the educational, social, and cultural patterns influencing schooling. The survey indicated that while there is awareness about the importance of education among parents, economic challenges and social practices often limit regular attendance of children, particularly girls. Many families still prioritize household work and early marriage over schooling, reflecting a need for stronger awareness campaigns on gender equity and child rights.

Teachers expressed difficulties in dealing with multi-grade classrooms and inadequate teaching-learning resources. However, regular support visits by the faculty and action research interventions helped them adopt new strategies, such as activity-based teaching and community participation, which led to gradual improvement in student engagement and attendance. Student-teachers' stay in the village contributed positively by building rapport with the community, conducting awareness drives, and motivating parents to send their children regularly to school.

Cultural programmes and campaigns on literacy, health, sanitation, and superstition created enthusiasm in the village and encouraged community involvement in school activities. The feedback collected from stakeholders showed a growing sense of ownership toward the school. Overall, the findings suggested that sustained interventions, community awareness, and teacher support can significantly improve the educational status of rural villages.

15. Implications:

The findings of the village case study hold strong implications for improving the quality of education in rural areas. First, they highlight the importance of continuous teacher support and professional development. Faculty visits and action research projects proved effective in enhancing teaching-learning practices, showing that sustained academic mentoring can significantly raise classroom quality. Therefore, structured teacher capacity-building programs need to be institutionalized in similar villages.

Second, the study underlines the need for strong community participation. Awareness campaigns on literacy, gender equity, RTE, and child rights motivated parents and community members to take ownership of their children's education. Schools can replicate this approach by involving local leaders, parents, and village education committees (VECs) in planning and monitoring school activities.

Third, the active involvement of student-teachers created positive change by bridging the gap between schools and the community. This indicates that integrating field-based experiences into teacher education can enhance both community development and teacher preparedness.

Finally, the study suggests that education should not only focus on academics but also integrate health, sanitation, and social awareness programs. Such holistic interventions can transform schools into centers of community learning and empowerment, thereby contributing to sustainable educational development.

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16. Keywords: Rural Education, Community Participation, Teacher Development, Action Research, Literacy Awareness, Holistic Development