

## **Resume of Activities of the Department during Last Five Years (April, 2007 – March, 2013)**

### **I. Research**

**1.1 ‘Appraisal of the Functioning and Performance of Colleges of Teacher Education’** (CTEs) was undertaken in 2004 to critically evaluate the functioning of College of Teacher Education (CTEs) from the view point of their roles and functions envisaged in centrally sponsored scheme of ‘strengthening and Re-organization of Teacher Education”. The study was funded by the MHRD. 57 CTEs constituted the sample. Semi-structured questionnaires, observation schedule, discussion and interview schedules were used as tools to assess the functioning of CTEs. The study reveals gap between the actual and expected roles and functions of CTEs as visualized by the MHRD. The study reveals that very little changes have occurred in the actual functioning of these institutions in spite of their upgradation as CTEs as these institutions predominantly involved in pre- service teacher education only, and in addition occasional in- service programmes. Activities related to research, development experimentation and innovations in these institutions are yet to pick up momentum. A number of institutions do not have lack both infrastructure and human resources in terms of adequate number of faculty and faculty with prescribed qualifications. Report published in 2007.

### **1.2 Critical Analysis of Problems related to Teaching-learning Process in Primary Schools located in Tribal areas (2006-07)**

The Tenth Five Year Plan (2002-2007) emphasizes the need of improving the quality of education of tribal children and ensuring equity and equality of access and retention. It is also one of the thrust areas of the SSA as the drop out rate among the ST students continue to be high in spite of provisions of various incentives to ensure the retention of these students in school. It is therefore essential to have an intensive study of the teaching learning processes of schools located in tribal areas to ascertain the gaps, and provide suitable training to teachers to adopt contextual and culture specific pedagogy to improve the effectiveness of teaching learning processes and make it attractive and comprehensible to ST students. The study had been initiated on this backdrop in the year 2005-2006 with the objective to analyse the problems experienced by teachers working in tribal areas, and suggest suitable interventions for their capacity building.

The objectives of the study were:

- the subject contents included in the textbooks are not suited for the tribal child;
- students face severe language difficulties,
- teachers hardly try to contextualise teaching-learning suited to the specific needs of tribal learners,
- teaching -learning process is totally teacher-centered and confined within the four wall of class rooms,
- teaching-learning processes are conducted in a routine manner and lacks opportunities to make the classroom activity based

- teachers were found to be just managing the class instead of ensuring that students understand the concepts,
- teacher absenteeism had been found to be quite high due to various reasons and teachers lack the pedagogical skills to manage multigrade classes and children with special needs etc.
- illiteracy of parents and their BPL status were reported to be the major reasons for their apathy towards education of their children. The report was prepared in 2007.

### **1.3 A Study of the Professionalism of Rural Primary School Teachers (2006-2008)**

The objective was to study the professionalism among rural primary school teachers. The study followed participatory method involving DIETs of 22 states i.e. Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chattisgarh, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Kerala, Karnataka, Maharastra, Meghalaya, Nagaland, Orissa, Rajasthan, Sikkim, Tamil Nadu, Uttaranchal, Uttar Pradesh, and West Bengal.

The sample of the study included six primary schools located in the rural area of the participating states. All the regular teachers of selected schools constituted the sample. However, para teachers and community teachers were not included in the study. The total sample therefore included 189 rural primary schools drawn from 22 states of the country. 617 rural primary school teachers and 189 head masters of these schools participated in the study. In addition classroom observation of two lessons per teacher was also carried out and three community members residing in the locality nearby the school were interviewed to ascertain their views regarding the professionalism of teachers, as well as the views of at least ten students studying in classes IV-V or III-IV were also taken to have an idea about their perception about the teachers professionalism.

Findings of the study indicate that teachers in rural areas have to function under tremendous resource constraints both in terms of infrastructural facilities and human resources. Teachers consider themselves as professionals, however it is not reflected in their behaviour and classroom teaching, as the class room teaching of rural teachers remains a routine exercise with very little efforts made by these teachers to involve active participation of students, and practice any innovative method. Corporal punishment is frequently used by these teachers to discipline children. Very few teachers made any self initiated efforts for their own professional growth and development, apart from attending the regular in-service training programmes organised for them by the government. The study report was prepared in 2008,

**1.4 A study entitled “Appraisal of Functioning and Performance of IASEs”** was undertaken to critically evaluate the functioning of IASEs as per roles and functions envisaged for IASEs in Centrally sponsored scheme of restructuring and reorganization of Teacher Education. 22 IASEs constituted the sample. Semi-structured questionnaires, case studies, discussion and observations schedules were used to collect the data for the MHRD funded study. The study highlighted that most of the IASEs did not adopt the MHRD guidelines in conducting various programmes and activities. The study report was completed in September 2006.

## **1.5 A Comparative Study of Pre-service Teacher Education Programme at Secondary Stage in India, Sri Lanka, Pakistan and Bangladesh (2006-07)**

The study was undertaken with the following objectives:

- To identify different models of pre--service teacher education programmes at secondary level in India, Sri Lanka, Pakistan and Bangladesh
- To compare different components of pre-service teacher education programmes in Sri Lanka, Pakistan, Bangladesh and India
- To derive implications of these factors for overall improvement of pre-service teacher education programme in India.

During 2008-09 the data was collected from sample institutions belonging to different countries. The analysis of data were also carried out and report was prepared. The project report was submitted in March 2009.

## **1.6 Teachers in Conversation with Experts on New Textbooks, Syllabi and NCF-2005 through Video-conferencing (2007)**

A study based on the direct interaction of teachers with experts during the orientation programme for the teachers of KVS, NVS and CBSE affiliated independent schools on the use of new textbooks for classes I, III, VI, IX and XI developed by NCERT through teleconferencing was undertaken with a view to analyze and review the teachers' observations and suggestions and also their questions /queries on NCF-2005, new syllabi ,textbooks and other related aspects. The interaction of teachers with resource persons has encompassed 108 sessions in 36 working days from 6 July to 26 August 2006. The main objectives of the study being (i) to disseminate important information to a larger number of teachers who could not be included in the teleconferencing (ii) to use the compiled information for enriching future programmes and (iii) to make available the feed back of teachers on NCF-05, new syllabi, textbooks and other related aspects to policy planners and other stake holders in school education. The group of teachers in various subjects i.e. Hindi (1777), English (1968), Physics (340), Chemistry (353), Biology (357),Mathematic (2199), History (164), Geography (173), Economics(250),Accountancy(182),Businessstudies(223),EVS(351),Sanskrit(334),Science(1291)and Social science (1263)at different levels have provided their views ,observations and feedback and also put forward their questions/ queries to satisfy their curiosity. The questions /queries of the participants in different subjects at different levels have been compiled. The analysis of the questions and queries of the teachers indicates that in general, the participant teachers have appreciated the content and their presentations in the new textbooks. The questions /queries, observations and suggestions provided by the teachers in different subjects and levels consist of EVS class III ( 110);English class I & III(70 ),class VI( 111 ),class IX(168 )and class XI (154 );Mathematics I & III(55),class VI ( 264 ),class IX ( 242)and Class XI (125 );Science class VI ( 67)and ClassIX (130);Social Science class VI (142)and class IX ( 146);Physics class XI ( 82 );Chemistry class XI (117 );Biology class XI (152); History class XI( 111 );Geography class XI(122);Economics class XI (147) and Business Studies class XI(127).The questions/queries of teachers to experts are related to concepts, illustrations,examples,diagrams,flow charts, exercises etc. given in these books and their critical analysis in light of new syllabi and NCF-05. Similarly, the important suggestions given by the teachers include continuum of concepts and elaboration at different levels in a given subject; interconnection of contents of a topic included in two

subjects e.g. thermodynamics in chemistry and physics at class XI ;need for increased synergy between NCERT and the examining bodies like CBSE to have syllabi and textbooks satisfying their requirements e.g. a few topics in CBSE syllabi are not in NCERT syllabi/textbooks ;even distribution of curriculum at different levels and to reduce students stress at all levels ;inclusion of practical demonstration and laboratory in most of the subjects including Economics ; time management for completion of syllabi and also related experiences out side the class etc.. The teachers have also given suggestions about the organization of contents in the books. It is pointed out that for certain topics/subjects/levels more elaboration is required and in a few others, reductions have been suggested. The inputs received from the group of about 12000 teachers through their direct interaction with experts on NCF-05,new syllabi and textbooks will go a long way towards undertaking exercise on continual improvement of textbooks and development of related materials for qualitative improvement of education in the country.

### **1.7 Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education(2009)**

DTEE undertook a MHRD sponsored research study on comprehensive evaluation of the implementation of the Teacher Education Scheme to assess the technical and infrastructural capacity of the DIETs/CTEs and IASEs in all the states/UTs of India for carrying out the assigned functions.

Data was collected from 61(40) DIETs, 45(13) CTEs, 22(13) IASEs and 24(15) SCERTs were collected and analyzed in respect of each centrally sponsored institution (The numbers in brackets indicate the number of institutions considered for field study). The quantitative and qualitative data were collected through various tools and field visits to selected institutions. The study has been completed and submitted to the MHRD major funding.

### **1.8. National Study on Ten Year School Curriculum Implementation**

The National Research Project was conducted in 35 states and UTs with an objective to study the implementation of school curriculum at primary, upper primary and secondary stages particularly with reference to NCF-2005. It was found that structure of primary, upper primary and secondary stages was different in different states/UTs. Agency involved for curriculum development were SCERTs, Boards of School Education and NCERT. In majority of the states school hours were between 5.30 to 6.30 hours. Health and Physical Education, Art Education, Work Education were compulsory subjects particularly at elementary stages. Teaching of English was introduced from Class I in most of the states. Marks were used for the evaluation of the performance of the students in almost all the states. Continuous Comprehensive Evaluation was used only in one or two states at primary stage. NCERT syllabus and textbooks were adopted in 15 states namely, Andaman & Nicobar, Daman & Diu, Dadra & Nagar Haveli, Arunachal Pradesh, Chandigarh, Jammu & Kashmir, Delhi, Goa, Haryana, Mizoram, Uttarakhand, Himachal Pradesh, Lakshadweep, Rajasthan and Jharkhand and adapted in 14 states - Andhra Pradesh, Assam, Bihar, Chhattisgarh, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Nagaland, Pondicherry, Sikkim, Tamil Nadu, Uttar Pradesh. The remaining six states namely, Karnataka, Manipur, Orissa, Punjab, Tripura, West Bengal are in the process of development of the curriculum and textbooks.

**I.9 A Study of Impact of In-Service Teacher Training under SSA on Classroom Transaction:** NCERT conducted a research study entitled, Impact of In-service Teacher

Training under SSA on Classroom Transaction' on behalf of MHRD, Govt. of India in 15 sample states namely, Andhra Pradesh, Bihar, Chhatisgarh, Gujarat, Haryana J & K, Rajasthan, Madhya Pradesh, Maharashtra, Meghalaya, Nagaland, Orissa, Tamil Nadu, Uttar Pradesh and West Bengal. Research design and 15 tools were developed for realization of the objectives of the study. Data were collected and analysed. It was found that physical facilities including training hall, toilets, room for group work were adequate in most of the states. Black board, charts, maps were frequently used during the training programme. The power point presentations, film, VCD were not used frequently. Training packages used during the programme were developed during 2008-2009, 2009-2010 in many states. Most of the teachers found this training useful. In some of the states, there was association between training transaction and classroom transaction in simple skills like introducing lessons and praising students. There was a significant gain in knowledge during the training programme among teachers in most of the states. The teachers from experimental group were found better than control group in their curriculum transaction. The students found change in the behaviour of their teachers after attending training. The teachers used more teaching-learning material in their classes after attending training programme. The national report has been submitted to MHRD. Besides this report three thematic reports namely Toolkit, INSET Training Centers: Microview and INSET Training Package: Assessment as well as 15 State reports are also submitted to MHRD.

#### **1.10 A comparative study of Pre service Teacher Education Curriculum in different States of North Eastern Region**

The research project entitled, "A comparative study of Pre service Teacher Education Curriculum in different States of North Eastern Region", has been carried out using survey method based upon collection of quantitative and qualitative data. The quantitative data was collected with the help of questionnaires prepared by the investigators. All the 73 secondary teacher education institutions of north east region of the country were mailed questionnaire to collect information on various dimensions of teacher education such as the admission criteria, course structure and duration, transactional approaches, school experience programme, evaluation procedure, professional preparedness of faculty members, research and innovations undertaken by these institutions, infrastructural facilities, and financial and academic constraint etc. The objectives of the study were to study the teacher education curricula at B.Ed. level in different states of north- eastern region; to analyze the school experience / practice teaching programmes being followed in different institutions in these states; to identify/analyze the issues pertaining to teacher education Curriculum including constraints experienced by these institutions in different states; to suggest suitable interventions for introducing desired changes in the curriculum and implementation of teacher education programme in the different states of north eastern states. The Study has been carried out using survey method and field visits. Data has been received from 61 institutions and 467 teacher educators from all the states of N-E region. The quantitative data was corroborated and strengthened through qualitative data obtained through field visits to sample institutions in each state by the investigating team and holding focused group discussions, and interviews with the faculty members. The data obtained through quantitative and qualitative methods have been triangulated and given suitable statistical treatment to arrive at conclusions. The Report of the study has been submitted.

## **II. Development**

## **II.1 Development of Training Transaction Methodology based on the Principles of Andragogy (2007-08)**

The research project intended to develop transactional methodology for organization of in-service training programmes for the teacher educators at elementary level. Based on related literature, a conceptual paper was developed highlighting learning styles of the adults, andragogical assumptions about the adult learners, relationship between andragogy vis-à-vis pedagogy and the implications of all these dimensions for training of teacher educators at elementary level. Based on these dimensions and opinion of the experts, andragogic strategies were identified. Draft modules have been developed on training transaction methodology which include case studies, field interaction (field visits), role play etc. The modules were revised on the basis of feedback. The project was completed.

## **II.2 Reformulation of M.Ed and M.Phil Syllabus of RIEs (2007-08)**

The department had undertaken to reformulate the M.Ed syllabus of RIEs in the light of shift in the conceptualization of learning proposed by the National Curriculum Framework (2005), Position Paper on Teacher Education for Curriculum Renewal and the Govinda Committee Report (2006) that has recommended for the revision of syllabus of M.Ed in the light of new perspectives. A number of expert group meetings and workshops were organised and the draft syllabus of M.Ed and M.Phil has been developed with the help of experts. (Project Complete).

## **II.3 Publication of Journal of Indian Education and Bhartiya Adhunik Shiksha**

NCERT publishes Journal of Indian Education and Bhartiya Adhunik Shiksha as quarterly journals. They have been found useful publications for dissemination of ideas for teachers, teacher educators, researchers and other concerned with education. The content of these journals include thought provoking articles, challenging discussions, book reviews, interviews and other features.

During 2008-09 five issues of JIE i.e. Feb.2008, May 08, Aug. 08, Nov. 08 and Feb. 2009 were finalized and sent for publication. During this period six issues of BAS i.e. July-October, 2007(joint issue), January 2008, April 2008, July 08, Oct. 2008 and Jan. 2009 were finalized and sent for publication.

During 2009-10 more than 160 articles in English and 90 articles in Hindi were received. The articles were reviewed by the members of editorial committee as well as by other faculty of NCERT to ascertain their print worthiness. Four issues of journal of Indian Education (May 2009, Aug.2009, Nov.2009 and Feb.2010) and four issues of Bhartiya Adhunik Shiksha (April 2009, July 2009, Oct. 2009 and Jan. 2010) were finalized and sent for publication to Publication Division, NCERT.

During 2010-2011 more than 150 articles in English and 100 articles in Hindi were received. The articles were reviewed by the members of editorial committee as well as by other faculty of NCERT to ascertain their print worthiness. Four issues of journal of Indian Education (i.e. May 2010, August 2010, November 2010 and February 2011) and four issues of Bhartiya Adhunik

Shiksha (i.e. April 2010, July 2010, October 2010 and January 2011) were finalised and sent for publication to Publication Division, NCERT. These issues are published.

During 2011-12 more than 100 articles in English and 80 articles in Hindi were received. After reviewing and editing four issues of JIE (i.e. May 2011, August 2011, November 2011 and February 2012) and four issues of BAS (i.e. April 2011, July 2011, October 2011 and January 2012) are sent for publication.

During 2012-13 (upto Nov 30, 2012) 98 articles in English and 87 articles in Hindi were received. After reviewing and editing articles three issues of Journal of Indian education (i.e. May 2012, Aug. 2012 and Nov. 2012) and three issues of Bhartiya Adhunik Shiksha (i.e. April 2012, July 2012 and Oct. 2012) were finalized and sent for publication to Publication Division, NCERT.

#### **II.4 Report of the Committee to Review the Existing Teacher Education Programmes of RIEs and to Recommend Strategies for Improvement or Changes and for Designing Alternative Programmes.**

The Director, NCERT had constituted a Committee during 2006 to review all existing pre-service and in-service teacher education programmes currently offered at Regional Institutes of Education in the light of NCF (2005) and to recommend strategies for improvement or changes and for designing alternative programmes. The Committee has submitted its report and the major recommendations have been reported to Executive Committee of NCERT in March, 2007. The major recommendations of the Committee include:

- There is a need for flexibility in pre-service teacher education programme rather than uniformity across RIEs.
- Programmes need to be so designed as to meet the requirements of variety of conditions and contexts such as rural multigrade schools , tribal areas , linguistic diversity and so on .
- RIEs should develop regional identity along with striving for international standards .
- RIEs should also offer programmes intended to prepare reflective decision makers, counselors , educational administrators , curriculum planners and the likes .
- RIEs should take proactive steps for capacity building in the areas of curriculum and text book development , research and training .
- Replacement of with 2 year B.Ed programme by One Year B.Ed programme with long duration of internship ( 5-6 months )
- Efforts need to be made for reformulation of Four Years Integrated B.A.B.Ed. and B.Sc. B.Ed. programmes in RIEs.

- There is a need to initiate an exercise to establish connectivity between fundamental concepts drawn from various cognate disciplines such as Philosophy of Education, Psychology of Education, Sociology of Education etc. with teaching learning process and classroom practices. Foundation component/theory needs to be reformulated in a way that it could be linked to practices
- There is a need for integration between content and methodology
- Attempts need to be made for ICT and emerging technology needs to be integrated to training transaction
- Care needs to be taken that TEPs should allow space for the student – teacher to develop as someone who is reflective, introspective and capable of analyzing his/ her own life and process of education.
- RIE should adopt a cluster / community of schools to try out innovations and could take up participatory research studies.
- The use of multi-modal approach in TEP needs to be encouraged.
- M.Ed (Elementary Education) should be replaced by interdisciplinary M.Ed. (G)
- The possibility of introduction of 5/6 Years Integrated M.Sc. Ed programmes could be examined.

## **II.5 Curriculum Framework for Teacher Education (2007)**

In response to the National Curriculum Framework for School Education (2005) it was felt essential to bring out corresponding changes in teacher education also. A draft document on 'Curriculum Framework for Teacher Education' was prepared for all the stages i.e. Pre-Primary, elementary, secondary and higher secondary in collaboration with NCTE. This draft was extensively discussed in groups and consultation meetings. On the basis of suggestions and comments received, the draft document was prepared in 2007.

## **II.6 Development and Utilization of Web- log for sharing of Experiences in the Use of New Generation School Textbooks based on NCF-2005(2009)**

The following activities were undertaken / completed as a part of the project:

1. Compilation of base material based on teachers' dialogues with experts during live interactive sessions during their orientation programme through videoconferencing during 2006-9 on the use of new textbooks developed by NCERT based on NCF 2005 in different subjects at different levels of school education.
2. Designing and organization of the web-log to (i) disseminate information at(1) above to the teachers; specially those who could not participate in the orientation programmes & (ii) obtain views of the experts, teachers and interested readers on different issues;
3. Reviewed the base material launched on web-log ;

The compilation of the base material and structuring of web-log have been completed and the web-log is launched as “Discussion -Forum -for -Teachers” and the web address of the web-log is [www.discussion-forum-for-teachers.com](http://www.discussion-forum-for-teachers.com). Now reviewing the inputs received on the web-log in meetings. The views expressed on web-log are those of individuals and will not necessary those of NCERT. In view of this the web-log is being created/launched with an independent Id .However the web-log have links to important websites/organizations concerned with the school education.

## **II.7. Development of Resource Book on Emerging Perspectives of Teacher Education(2011)**

The book aims at providing ready reference material to M.Ed students on some of the new areas of teacher education. The chapters of the resource book include: Reconceptualising teaching and teacher education; Teacher Education curriculum reforms in India; Constructivism: A paradigm shift; Teachers as reflective practitioners: ICT enabled teacher education; Innovations in teacher education; Teacher Education for Peace; Inclusive Education; and Quality concerns in Teacher Education. Draft of book is complete and submitted for publication.

## **II.8. Development of Resource Book on Language Proficiency and communication Skills(2012)**

The resource book aims at providing reference material to teacher educator on Language Proficiency and communication Skills. The manuscript of the book has been vetted and finalized and submitted to NCERT .It consists of five chapters includes 1- Introduction to Language Proficiency and Communicative Skills;2-Developing Communicative Sensibilities and Abilities ;3-Enhancing Reading Capabilities ;4-Enhancing Writing Capabilities and V- Assessment for communication and language proficiency. In the first chapter it has been emphasized that teaching-learning contexts are essentially communicative situations, where use of language plays a key role (in getting across or sharing or constructing meaning).The objective of this chapter is to provide some theoretical perspectives on communication and language use for teacher educators that include many (or most) of the themes like Language influencing aspects of life; Nature of language; Written and spoken English; language and identity; Language and thought; Language and power; Language and learning; Language as communication; Language for communication; Relevance of language across curricular areas and Language for teacher empowerment; Input rich communicational environment}and the process of communication- Context;Situation;Discourse;Accuracy and fluency ;Competence and performance; Communicative competence; Barriers in communication etc.The chapter II on Resources for developing communicative sensibilities and abilities contains a set of exemplar activities that are to be used with student-teachers in developing their sensibilities in communicative situations, as well as enhancing their own communicative abilities, chapter 3&4 on Enhancing Reading Capabilities and Writing Capabilities contain theoretical as well as a range of exemplar texts; with several exercises/activities indicated for each that will be suitable for *initiating* student-teachers into enhancing their language proficiency .And chapter 5 suggested various modes of assessment . Assessment include Self Assessment; Peer assessment; Individual assessment by trainer and Group assessment .Also indicate the type of feedback and follow up work that would aid in enhancing the language proficiency of student-teachers.

### **III. Training**

**III.1 Orientation programme for Teacher Educators on Pedagogy of Peace Education (2006-07)**- A five days orientation programme on pedagogy of peace education was organized during 19-23 February, 2007 for teacher educators working in the Colleges of Teacher Education (CTEs) of the country with the objective to generate awareness among teacher educators about the curricular changes in the NCF 2005 with regard to education for peace. Thirty-two participants drawn from fourteen states of the country such as Tamilnadu, Karnakata, Kerala, Gujarat, Maharashtra, Orissa, Uttar Pradesh, Assam, Mizoram, Meghalaya, Himachal Pradesh, Jammu and Kashmir, Rajasthan, Andhra Pradesh, and West Bengal attended the training programme. The themes of the programme include various aspects of education for peace with reference to the national and international perspective, highlights of the NCF 2005 on peace education, conflicts and techniques of conflict resolution, role of the teacher education institutions and teacher educators in promoting and modeling peace, and techniques of integrating peace in teacher education and school education curriculum etc. The programme transaction methodology include: group discussion, self reading of Focus Group Report on Peace Education followed by discussion, field visits, group work and presentation by participants etc.

**II.2** A Training Programme entitled “**Capacity Building of SCERT Faculty of North-Eastern Region in the area of Development of Self Learning Materials**” was undertaken. The programme was organized with the objective to orient the faculty members of SCERTs of North-East Region on techniques of developing self-instructional materials. The programme was organised held at the NERIE Shillong was attended by participants from Arunachal Pradesh, Assam, Meghalaya and Manipur.

### **III.3 Conference of Directors of SIEs/SCERTs**

The NCERT organizes conferences of Directors of SIEs/SCERTs every year to share the significant achievement in the field of school education and to discuss the issues of common interest. Two days Conference of Directors' of State Councils of Educational Research and Training, State Institutes of Education and State Institutes of Educational Technology held during February, 2009 at NIE Campus, New Delhi on Review of National Curriculum Framework and related issues was organized by Department of Teacher Education & Extension. The deliberations of the Conference centered round various key issues like role of states in development of decentralized curriculum/syllabus under National Curriculum Framework, designing and production of textbooks, policy overview of curriculum/syllabus/textbooks, organization of In-service training of Elementary Teachers under Sarva Shiksha Abhiyan, use of EDUSAT in Teachers Training and role of research.

Major highlights of the deliberations follows:

- A 'negotiated' and 'shared' national curriculum needs to be continuously constructed and reconstructed in an interlocked network of local (school level), regional (state government level) and national forums. At each level, representatives of functional groups of the society such as parents, teachers, teacher educators, expert bodies, employers, government departments at appropriate levels, state level resource and training institutions, state Boards of School Education and all other stake holders should share and negotiate their respective vision of educational aims and processes through participation and dialogue.
- In a society of multiple cultures and contexts, curriculum reform needs to be a social experiment where the needs of rural, tribal, disabled, poor and minority are required to be 'negotiated and shared'.
- Goals of 'capacity building' needs to be reached. The process of capacity building of SCERTs/SIETs in the areas of research, training and development needs to be defined.
- Front line curriculum areas include:
  - Environmental education
  - Information and communication technology
  - Consumers education
  - Life skills
  - Aids/HIV / Adolescence education
- Reduction in the load of the school bag, a critical issue, needs to be addressed.
- While formulating curriculum the need for material development to support teaching – learning is required to be emphasized.
- Text books needs to be contextualized.
- School teachers occupies a central position in development of curriculum, syllabus and text books; particularly in contextualizing curriculum.
- Text books needs to be competency based.
- Text books should be reviewed/tried out before introduction.

- Textbooks should facilitate child - centered and activity-based approaches.
- The needs of different categories of students should be addressed during curriculum transaction.
- Innovations in curriculum, text books and teachers training needs to be undertaken in conformity with:
  - Constitutional Provisions
  - NPE-1986
  - central and state legislations
  - clearly defined goals of education
  - democratic, secular and scientific values
  - socially relevance
  - Curriculum review should take note of school environment/condition of the school;
  - needs of the community ;
  - teaching-learning process within the classroom;
  - process of teachers' training and outside;
  - diverse background of the learners, and
  - type of materials to be used in the classroom.
- Creation of pedagogic space for the child to construct new ideas is an urgent necessity.
- The bottlenecks for achieving quality education needs to be identified and quality indicators needs to be defined.
- Teacher's training and professional development of the teachers is crucial for curriculum implementation.
- Teachers serving in tribal areas are required to be oriented in tribal language / dilects.
- For twenty days teachers training under SSA, DIETs and BRCs needs to be restructured.
- The success of twenty days teachers' training programme under SSA would depend on:
  - formulation of logistic plan for each district.
  - assigning appropriate time weight age for general and curriculum areas
  - The inclusion of topics in a way that it enhances both knowledge and
  - performance competencies of the teacher.
  - Networking of SCERTs with RIEs and SSA structures in the states.
- EDUSAT should be used extensively for classroom transaction, interactive training through teleconferencing, distance and online mode; data exchange, research and development network.

- There is a need of networking between SIETs, SCERTs, CBSE, KVS, NCTE, NOS, PSSCIVE, Bhopal, RIEs and DIETs.
- Collaborative research, policy research and action researches are required to be undertaken.
- Research base needs to be decentralized at DIET/BRC level
- There is a need of networking of Institutions for promotion of research.
- Research is a reflective activity. Academic environment for promotion of researches needs to be created through faculty development and collaboration.

During 2009 Conference of Directors of SCERTs/SIE was organized during 3-4 February 2009 at NCERT, New Delhi. The main objective was to improve the status of SCERT/SIEs. Various recommendations were laid down on the basis of deliberations of the Conference.

**III.4 Orientation of Master Trainers and teachers of KVS,NVS and CBSE affiliated Independent Schools on the Use of New Textbooks Developed by NCERT following new Syllabus based on NCF 2005 for classes I to XII through Face to Face Mode and Videoconferencing during 2006-07,2007-08 and 2008-09**

On the basis of NCF 2005 syllabi have been prepared and the textual materials have been developed in a phased manner. In the phase I the textbooks for classes I , III, , VI, , IX , XI ,in phase II the textbooks for classes II,IV,VII,X and XII and in phase III the textbooks for classes V and VIII have been developed in all subjects and published during 2006 ,2007 and 2008. While the syllabi and textbooks have been under preparation / publication it was realized that the training of teachers covering various aspects of NCF, syllabi and the textbooks in different subject areas is extremely important as they are key to transact the new curriculum through the new textbooks in line with the thinking embodied in the NCF 2005.In view of the vast coverage to include large number of teachers for their orientation /training and also the feasibility of interaction of teachers with experts it was considered beneficial to utilize the facility of EDUSAT for the organization of training Programme for teachers through teleconferencing and orientation of Master Trainers through face-to-face mode.

**(A) Orientation of Master Trainers of KVS,NVS and CBSE affiliated Independent Schools on the Use of New Textbooks Developed by NCERT following new Syllabus based on NCF 2005 for classes I to XII through Face to Face Mode during 2006-07,2007-08 and 2008-09**

The Department of Teacher Education & Extension (DTEE), NCERT has organized training programmes for Master Trainers drawn from Kendriya Vidyalaya Sanghathan (KVS), Navodaya Vidyalaya Samiti (NVS) and CBSE affiliated Independent Schools on the Use of new. These programme were organized at NCERT head quarters, New Delhi, RIE, Ajmer/Bhopal/Bhubneshwar/Mysore and Shillong through face to face mode as per the following details:

Items	2006-07	2007-08	2008-09
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Duration	Three Days	Four Days	Four Days
Phase I	5 June-5 July 06	4 June-6 July 07	12 May-19 June 08
Phase II	17 August-9 September	27 August-9 Sept.07	
Phase III	-----	9 October 07	
Training Centers	RIE ,Ajmer,Bhopal, Mysore,Bhubneshwar, Shillong	RIE ,Ajmer,Bhopal, Mysore,Bhubneshwar, Shillong	RIE ,Ajmer,Bhopal, Mysore,Bhubneshwar,
Number of Trained MTs	2000	3000	1300

The resource persons for this programme were drawn from NCERT Head Quarter, Universities, NGOs, and school teachers who have been associated in the preparation of NCF-2005 document and textbooks development for different classes. During Four days major focus was on the Study of New Text Books- Presentation of video CD on new textbooks followed by Interactive Session(Content, style, exercises and illustrations); highlighting the logic used, so that Master Trainers can identify these components and assess their significance; How to move beyond the Text Books; How to critically reflect on one's own practices? How to develop Critical Thinking and Self Reflection abilities in the students? Constructivist Approach; NCF-2005 and New Syllabus and content cum Pedagogy.

During the programme all presentations were followed by interactive sessions. The participants were encouraged on the basis of their readings of the material on new textbooks to suggest how experiences from outside the school could supplement the knowledge of textbooks/discussion in the classroom. Presentations on constructivist learning situation: Observation cognitive apprenticeship, collaboration interpretation, multiple interpretation, multiple manifestations were also made, during the programme.

In addition to printed materials the developed Video programmes on textbooks - its content style, exercises and illustrations were also utilized during face-to-face training of Master Trainers to make the programme more effective and interactive. The material included 6 audio CDs containing 11 Focus Group materials; 7 Video CDs containing Presentations made by Prof. Yash Pal, Chairperson of the Steering Committee on NCF – 2005; Prof. K. Kumar, Director, NCERT on “Aims of Education and what is wrong with today's education”; Prof. Jalaluddin on “How to critically reflect on one's own practices?” Prof. Anita Rampal on “How to move beyond the Text Books”; Sh. Rohit Dhankar on “Constructivist Approach”; Ms. Deepta Bhog on “Critical Pedagogy.” A total number of about 6300 Teachers were trained as MTs through these programmes during 2006, 2007 and 2008.

**(B)Orientation of Teachers of KVS,NVS and CBSE affiliated Independent Schools on the on use of New Textbooks Developed by NCERT following new Syllabus based on NCF 2005 for classes I to XII through Video-conferencing during 2006-07,2007-08 and 2008-09**

The Department of Teacher Education & Extension (DTEE) have organized orientation programme for the teachers of Kendriya Vidyalaya Sanghathan, Navodaya Vidyalaya Samiti and CBSE affiliated independent schools in the use of new textbooks developed by the NCERT for classes I to XII as per the following details:

Item	2006-07	2007-08	2008-09
Classes Covered	I,III,VI,IX,XI	II,IV,VII,X,XII	V,VIII
Subjects covered	I&III: EVS, Mathematics, English and Hindi; Classes VI& IX: Science, Social Science, English, Hindi, Sanskrit, and Mathematics; Class XI: Mathematics, Physics, Chemistry, Biology, Hindi, English, History, Economics, Business Studies, Geography and Accountancy.	II & IV: EVS, Mathematics, English and Hindi; Classes VII & X: Science, Social Science, English, Hindi, Sanskrit, and Mathematics; Class XII: Mathematics, Physics, Chemistry, Biology, Hindi, English, History, Economics, Business Studies, Geography and Accountancy.	V: EVS, Mathematics, English and Hindi; Classes VIII Science, Social Science, English, Hindi, Sanskrit, and Mathematics;
Duration	36 Days	36 Days	16 Days
Dates	6 July-20 August ,2006	9 July-21 August,2007	16 July-2 August
Number of Learning Centers	25(3 KV,11 SCERTs,6 SIETs,4 RIEs,1 DM school	29(5Kv,12 SCERT,5SIETs,5 RIEs,1DM School,Goa Univ.	28(5KVs,12 SCERTs,5 SIETs,5RIEs,
Number of Teachers Trained	12000	17000	7000

The Programme spread over 88 working days consisted of three sessions on each day devoted to I. Presentation on Textbooks with respect to the- Salient features of New Textbooks(Content, style, exercises and Illustrations etc.);Reflection of NCF-05 in Text Books (5 guiding principles);Interconnection/continuum across subjects and levels (classes) of education and Guidelines for using Textbooks ;II. Teaching Strategies for selected topics in the subject areas and III. Evaluation-Presentation by experts with focus on Nature of students Activities/Exercises with examples, Evaluation strategies to be adopted by the teachers, Internal evaluation and Model Question Papers.

The activities during each sessions consisted of presentation by the experts; group work by the teachers and live interaction of teachers with the experts. The experts provided their detailed guidance on these aspects. During the interactive Sessions the teachers from different parts of the country interacted directly with the textbook writers/ developers, experts in different subject areas and the policy planners concerned with curriculum, syllabi and the textbooks. During interaction the teachers have put forward their reflections, views, observations, suggestions and also questions/queries on different aspects of syllabi, textbooks, evaluation and practical aspects related to transaction of the curriculum to satisfy their curiosity and clarify their concepts. The experts' panelists have provided answers to their questions/queries within the time available to them. The programme provided new experiences covering important aspects of NCF-2005, syllabi, textbooks and other related aspects with large but structured participation of experts and

teachers. About 40000 teachers from KVS, NVS and CBSE affiliated independent schools were oriented during 88 days programme. The importance and impact of the programme was widely appreciated by all concerned.

### **III.5 Organization of Training Programme for the Teachers of Kendriya Vidyalaya Sang than through Video Conferencing (2009)**

The NCERT took initiative and organized orientation programme for the teachers of KVS, NVS and CBSE affiliated schools on the use of New Text books developed as per the New Curriculum Framework 2005 by NCERT during 2006, 2007 and 2008 through video conferencing with overwhelming response and support of various agencies covering a large number (40,000) of teachers utilizing EDUSAT facility. While reviewing the earlier organized programmes it was expressed that there is a need to organize the programmes for the PGT Economics, PGT Chemistry, PGT History and TGT Science of KVS through video conferencing. These programmes for KV teachers were organized as per following details:

S.No	Dates	Subjects	Learning Centers	Approx. no. of Teachers trained
1	14-15 December,2009	Chemistry(PGT)	18	450
2	18-19 December, 2009	Science(TGT)	18	450
3	15-16 January,2010	History(PGT)	12	300
4	19-20 January,2010	Economics(PGT)	16	320
	Total			1520

In each two days training programme the focus was on sensitization of teachers' on-Difficult areas / hard spots in concerned subjects; Content & pedagogy; Testing and Evaluation. A total number of 1520 teachers from KVS were oriented in the concerned subjects.

### **III.6 Capacity Building of Heads of Teachers Education Institutions in the Emerging Perspective of School Education (2010)&(2011)**

The research report prepared by the National Council of Educational Research and Training on the "Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education" has expressed concern over the issue of capacity building of DIETs, SCERTs, IASEs and CTEs faculty members and emphasised the need of training of principals and other faculty members. It is observed in the report that the guidelines of DIETs/ SCERT have clearly indicated the need for training of principal and other faculty members in areas such as in-service education, educational technology, planning and management etc. Initial orientation courses were to be organised by NCERT (including RIEs and CIET), NUEPA and the university departments of education, SCERT, SIETs etc. The data in the report presents a very dismal picture as far as initial training and induction level programmes for the principals and other faculty members are concerned. To address the concerns expressed in the above mentioned research report as well as in other forums also the department has undertaken this capacity building programme for Heads of Teachers Education Institutions in the Emerging Perspective of School Education. The following steps were followed to complete this programme:

The two days workshop was organised during 15-16 June 2010 and 14-15 June 2011 respectively in the Seminar Room, IIIrd floor, Zakir Hussain Block, NCERT, New Delhi to develop and finalise the course design and schedule for the programme.

Organised Training Programme for the Heads of Teachers Education Institutions (DIETs) in the Emerging Perspective of School Education during 13-17 September 2010 and 8-12 August 2011 at NCERT respectively. In these programmes 29 principals of DIETs from the States of UP, Uttarakhand and Rajasthan and 39 principals from Haryana, Punjab and Himanchal Pradesh participated. The following themes were covered in the five days training programme: Roles & functions of different functionaries in Teacher Education Institutions w.r.t. Roles & functions of different functionaries in Teacher Education Institutions- DIET & SCERT; Trends and Practices in School education-National Curriculum framework and Syllabus at elementary level, Constructivist approach, Peace education; 3 Emerging Trends in Teacher Education: “Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education”-Salient recommendations with reference to DIET; New Curriculum for Teacher Education(2009); 4. Managerial and Administrative Skills of DIET Principals- Management styles, Communication channels in school system; Motivation and Educational leaderships; Management Skills; Meeting skills; Time management- Planning; Dealing with stress; Systems for time management, Presentation skills- Planning; Delivery; Use of media; External representation of organization, Team building- Working under pressure; Working with people; Negotiating; Team processes (storm, norm, etc.); Taking responsibility; Leading; Role taking/accountability; Conflict Management; Resource Management: Library, LRC, Labs, Equipments, Psychology lab etc.;. Research Methodology and Priority areas of research for DIET/SCERT faculty;. Concept need & process of Educational Planning & Management; Planning and organization of in-service training programmes in line with the Needs of teachers and different educational programmes operative in different districts; Right to education Act: An Overview. The mix of lecture, group discussion, case study and brain storming techniques was used for transaction of the course content. The participants were encouraged to raise questions to clarify their doubts and satisfy their curiosities

### **III.7 Revamping of Education in NER- Improving the quality of Teaching in Science and Mathematics in Schools- Skill Up gradation cum-motivation Course**

Realising the importance of professional development of teachers, the North Eastern Council (NEC) through North Eastern Regional Education Committee (NEREC) has initiated steps to organise training programmes for teachers at all stages of school education – Primary, Upper-Primary, Secondary and Senior Secondary. The training of teachers will start from primary and move upwards. The programme is meant initially to clear the backlog of untrained teachers. However, it is felt that training should be provided to both trained and untrained teachers to acquire/update their content, pedagogical competence and gain insights into curriculum reforms and their implications to classroom practices. In this connection, the NCERT received a request from, NEC, Shillong to provide training to teachers in the NE states.

The number of teachers to be trained in a face-to-face mode is too large as it may take many years to cover all teachers at the rate of 30-40 in a training programme. Therefore, it is decided to

follow a two tier cascade model to train the teachers. In this model, first the Key Resource Persons (KRPs) are trained by NCERT and the KRPs from each state will then train teachers from the respective states in a number of training programmes and in a number of cycles.

When a number of trainers are involved in training of teachers in large number of training programmes there could be variation in the quality of the training in terms of coverage of the content and its transactional methodology, which could cause variation in learning attainments of participating teachers. Therefore, it was proposed to develop training packages for training of primary and upper primary teachers before organising the training programmes by the NCERT.

The package for primary teachers includes modules related to Mathematics, Environmental Studies and English Language as teachers at this stage of school education are required to teach invariably these subjects. The training package for upper primary teachers includes modules related to Science, Mathematics, Social Sciences and English language. The course content included in these packages focuses on the nature of the learner and the learning - particularly the constructivist approach to learning, National Curriculum Framework 2005 perspectives related to curricular issues and practices at primary and upper primary stages, pedagogy of different curricular areas, assessment for learning including assessment of Higher Order Thinking Skills (HOTS) and diagnosis and remediation of learning difficulties, learning resources including Science and Mathematics kits and relevant learning technologies.

The training packages have been developed in English in a number of workshop involving experts from various constituents of NCERT (including Regional Institutes of Education), Schools and Universities. Each package consists of two sections .Section-I deals with Pedagogy and Section II is about Content cum Pedagogy of concerned subjects (Mathematics, Environmental Studies and English for Primary level) and (Science, Mathematics, Social Sciences and English for Upper Primary level).

These packages were tried out during the training programmes for Key Resource Persons of eight North Eastern States held at Guwahati, Shillong and Agartala respectively during January-February 2010. A total of 341 KRPs were oriented from Assam, Arunachal Pradesh, Meghalaya, Manipur, Nagaland, Tripura, Mizoram and Sikkim were trained (Table –I). During these training programmes the feedback was also received from the KRPs as well as the resource persons about the training packages. The training packages were finalised keeping in view feedback in a workshop. The finalised training packages are being printed by NCERT.

Table-I: The number of trained KRPs in various NE States is as follows:

<u>State</u>	<u>No. of Trained KRPs</u>
Assam	91
Arunachal Pradesh	24
Manipur	44
Meghalaya	41
Mizoram	49
Nagaland	06
Tripura	50
Sikkim	36

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The Key Resources Persons trained during four training programmes organised by NCERT may be utilised by each state to train teachers teaching at primary and upper primary level using the training packages. The training may be organised through split-up model i.e the initial training may be of 6-8 days duration organised at district/block Resource Centre, followed by 1-2 days on the spot training in actual school situation. Teachers may apply the knowledge and skills acquired during the training in their own school situations and a follow up training of 1-2 days may be organised at Cluster Resource Centre (CRC) wherein the teachers could share their experiences through discussions and interactions.

### **III.8 Training Programme on Yoga Education for State Level Key Resource Persons/ Teacher Educators**

10 days training programme was organized on Yoga Education for the state level key resource persons at Kaivalyadhama Lonavla, Pune during March 15-24, 2007. The major objectives of the programme were:

- To provide state level key resource persons an opportunity to update their knowledge on Yoga Education
- To enable the state level key resource persons to practice Yoga and its methods so that they are able to develop training designs to the teachers and teacher educators.
- To help key resource persons to select, design and develop strategies as visualized by NCF-2005 for implementing yoga education programme in school/teacher training institutions.

23 participants drawn from 5 states participated in the training programme. Interaction with participants was held on the following major themes: NCF-2005 Health and Physical Education, Philosophy and Practice of Hatha Yoga, Astanga yoga of Patanjali, Teaching Methods in Yoga, Yoga Education Curriculum in Schools, Strategy of Organizing In-service Training Programme on Yoga Education for the Teachers, Yoga for Healthy Living, Yoga Practical etc.

### **III.9 Organization Yoga Classes/activities for NCERT Staff:(2006-07)**

Yoga Classes were organized for both academic and non-academic staff of NCERT with the help of experts drawn from different institutions. Participants also discussed individual problems with the experts.

### **III.10 Training of The DIET Faculty on Pedagogy**

The Department organized a three weeks training programme from March 30 to April 18, 2006 on 'Pedagogy' for Teacher Educators Of Elementary Stage. The training focused on three main themes - (i) Understanding Children and their Learning (ii) Curriculum, Syllabi, Textbooks and Other Instructional Materials (iii) Pedagogy of Curricular subjects.

The participatory, contextual and activity based training strategy was followed where participants worked in groups and developed charts and other learning activities. Group discussion, drama, simulated classroom situation were some of the training strategies in this programme. Teacher Educators from seven states, namely, Uttar Pradesh, Bihar, Uttranchal,

Himachal Pradesh, Haryana, Chattisgarh and Delhi. Efforts were made to relate the training programme to the school ethos and context.

### **III.11 Workshop on European Vocational Education and Training**

Prof. Christopher Winch, Professor of Educational Philosophy and Policy at Kings College, London conducted a two days workshop on European Vocational Education and Training during 22-23<sup>rd</sup> January 2007 at CIET. The discussion of the workshop focused on various aspects of European Vocational Education and Training and implications for India based on circulated texts. Scenarios were drawn the practical problems in the area were delineated and suggested interventions were designed by the participants in groups of four each. The summary of discussion were relayed in the plenary session. Twenty seven participants drawn from academicians, civil servants, business professionals, trade unionists and the practioners having expertise in Vocational Education and Training attended the workshop.

### **III.12 Training Programme in Yoga Education for Teacher Educators at Secondary Level**

National Curriculum Framework (NCF)-2005 has reconceptualized the curricular area of Health and Physical Education by adopting a holistic definition of health within which physical education and Yoga contribute to the physical, social, emotional and mental development of a child. As a result, there is a need to recognize health & physical education and Yoga as a comprehensive component of health & physical education curriculum, replacing the fragmentary approach currently being followed in schools. In order to transact health & physical education curriculum effectively there is a need to develop teachers' capabilities through professional preparation and development programmes. In view of the above, Department of Teacher Education and Extension has organized a 10-day training programme on Yoga Education for teacher Educators at Secondary level from 14-23 December 2009. The Teacher Educators from SCERTs & CTEs were invited from the States/ Uts. 17 participants from 10 states were participated in the programme. The main objective of the programme was to provide an opportunity to teacher educators to understand the holistic view of Health & Physical Education as envisaged in NCF-2005 with an opportunity to update their knowledge in Yoga Education also to design and developing strategies for implementing yoga Education in Schools and Teacher Education Institutions.

Interaction with participants were on different topics such as Health & Physical Education in the light of NCF 2005, Position paper – National Focus Group on Health & Physical Education, Health & Physical Education in School Curriculum, Introduction to Traditions of Yoga, Yoga: Historical Background, Introduction to Hatha Yoga & its Practices, Introduction to Patanjali Yoga, Yoga Education, Role of Yoga for Healthy Life Style, Balanced Diet: Nutritional Need of the Body, Health & Physical Education: an overview, Introduction to Human Body & Mind, Communicable Diseases, Methods of Teaching Yoga, due weightage were given to practicals sessions such as Yoga Asanas, Shuksham Viyam, Pranayama, Special Relaxation Technique: Yog Nidra, practices leading to Meditation, Shat Karma, Bandas & Mudras. The participants were also taken to Morarji Desai National Institute of Yoga 68, Ashoka Road New Delhi-01, for Yogic practicals in the real situation.

Eminent Resource Persons from reputed institutions /University departments which include Dr. Ishwar V. Basavaraddi Director, MDNIY, Prof. Ramesh Bijlani (Former professor at AIIMS) etc. and internal faculty interacted with the participants and the practical sessions were also conducted.

## **IV Extension**

### **IV.1 Ideas Forum**

The Ideas Forum was initiated to share the ideas, views, and works of various eminent scholars and personalities from different walks of life like education, literature, art, science, technology and films etc. which have implications for education and which are of common interests of all faculty of NIE cutting across the boundary line of different departments. The activities of the forum took place on the last Friday of every month. A number of national and international award winning movies having educational implications had been screened and discussed with the NIE faculties besides the presentations made by some NGOs on their work

### **IV.2 Resource Support to DIET to Strengthen its Capabilities and Performance (2007-08)**

The DIET, Baad, Mathura was identified to strengthen its capabilities and performance through augmentation of its critical resources-physical, academic including research, institution management etc. with a view to enable them to fulfill their expected role effectively. In view of above the following activities have been carried out at DIET Mathura (i) the need analysis was done to assess the current practices in the functioning of DIET, Mathura and identify the strength and specific areas of deficiencies; the resources available locally for the assistance of DIET; (ii) the plan of action was developed with details of support and activities and their scheduling on the basis of identified areas of deficiencies; (iii) Creation of data base: Initially the faculty was oriented about the importance of having the educational data of their district for planning purposes. Then a proforma was developed and information on the developed proforma was collected from each school of all blocks. After the collection of information the data was compiled on the computer and now it is available in the DIET, Mathura. (iv) the programme /workshops were organized for capacity building of faculty and other functionaries of the district in the following areas: Role, functions and responsibility; Preparation of Institutional plan; How to organize a training programme?; Skills-Managerial Skills; Teaching Skills; Communication skills; Leadership; Importance of creation of database of the district; Need and Importance of Teaching Learning Material (TLM); Preparation of TLM in Mathematics. (v) prepared material on Cultural and Natural Heritage of Mathura including the information in the area of culture, local geography, customs, forest, flora and fauna, festivals, demography, agriculture, industries, service occupations, folk arts, etc. for the use of pre-service and in service teachers of district Mathura which they will use as enrichment material during the teaching at primary level and will be able to relate class room teaching with their environment/surroundings.

### **IV.3 Creation of Data Base of Trained Teachers on the Use of New Textbooks developed by NCERT based of NCF-2005 (2008-09).**

The Data Base of Trained Teachers on the Use of New Textbooks developed by NCERT for the Classes V and VIII in all subjects based of NCF-2005 have been created and finalized.

#### **IV.4 Revival of Selected Heritage School Programme**

During the freedom struggle eminent leaders and educational thinkers in different parts of the country had started a number of innovative schools. Many such schools are languishing due to unsustainability of innovative ideas and ethos marked by a pervasive pressure to conform and lack of financial resources. Through revival of heritage school programme attempts would be made to identify 5-6 such heritage schools and provide them with support (financial and academic) to ensure that their original character could be nurtured. In the meeting of the Executive Committee of NCERT held on 8.2.06 the programme has been approved. An Advisory committee under the chairmanship of Director NCERT was constituted. The committee in its meeting held on 11 September, 2006 finalized the criteria for identifying the prospective Heritage Schools. These are:

- Been found during the freedom movement inspired by nationalist educational philosophy
- Represented a heritage of innovative pedagogy or innovative educational techniques as a viable alternative to the system of formal education evolved during the colonial period.
- Developed innovative learning materials using local language
- Inculcated dignity of labour through curricular and co curricular activities
- Made endeavours to develop various types of skills and abilities among the pupils and interconnections in an attempt to build all round development of personalities
- A heritage of active engagement with the local community and worked towards the eradication of superstitions, gender, inequality, caste prejudice, poverty etc.
- Instilled the values of democratic participation among the pupils and promoted such values in running the school.
- The actual need for financial support.

In response to the advertisement incorporating these criteria five schools were selected by the advisory committee from the 89 applications received. The five selected heritage school requirements were reviewed for academic and financial support. Financial assistance for carrying out some prioritized activities was sent to each identified school. The terms of expenditure for undertaking these activities was prepared and sent to these schools. In addition, the report writing format was finalized in consultation with the schools. Each school was provided academic support and the progress reports were reviewed.

#### **IV.5 Memorial Lecture Series on Eminent Educationists**

The Memorial Lecture Series have been initiated to fulfill the role of acting as a clearing house and disseminator of ideas relating to school and teacher education and to commemorate the life and work of great educational thinkers. The programme was approved by the Executive Committee of NCERT in its meeting held on 8.2.06.

The aim is to strive to raise the level of public awareness about the seminal contributions made in the field of education by eminent men and women of India. It is hoped that such awareness will set off a chain of discourse and discussion and will make education a lively subject of

inquiry while simultaneously encouraging a sustained public engagement with this important domain of national life.

The Memorial Lecture Series covers public lectures commemorating the life and work of nine eminent Indian educational thinkers and practitioners. They include Mahatma Gandhi, Gijubhai Badheka, Rabindranath Tagore, Zakir Husain, Mahadevi Verma, B.M. Pugh, Savitribai Phule, Marjorie Sykes, and Sri Aurobindo. An Advisory Committee was set up to help plan the Series. Names of eminent speakers and chairpersons were suggested by the Advisory Committee in its meeting held on 7.5.08.

In the year 2007-08 eight memorial lectures (First Mahatma Gandhi, Zakir Hussain, Mahadevi Verma, B.M. Pugh, Majorie Sykes, Sri Aurobindo, Rabindranath Tagore, Savitribai Phule) were organized at IIC, New Delhi, RIE Bhubaneswar, Ajmer, Bhopal, Laitumkhrah Women's College Shillong, Presidency College Kolkatta and S.N.D.T. Women's University, Mumbai. The speakers included Professor Christopher Winch, King's College, London, U.K.; Dr Radhika Herzberger, Director Rishi Valley School, Professor Karuna Chanana, Former Professor at Zakir Husain Centre for Educational Studies, School of Social Sciences, JNU, Shri Ratan Thiyam, Chairperson, Chorus Repertory Theater, Imphal, Ms Medha Patkar, Social Activist, Shri Manoj Das, International Centre of education, Sri Aurobindo Ashram, Pondicherry, Professor N.R. Menon, Member Commission on Centre State Relations and Dr Sunderaraman, Director, State Health System Resource Centre.

In the year 2008-09, ten memorial lectures (Second-Marjorie Sykes, First Sri Aurobindo, Rabindranath Tagore First & Second, Savitribai Phule, Mahadevi Verma Second, Gijubhai Badheka First, Zakir Hussain Second, Mahatma Gandhi and first Gijubhai Badheka Memorial Lecture) were organised in the five RIEs (Bhubaneswar, Shillong, Mysore, Bhopal and Ajmer) and four metropolitan cities (SNDT Mumbai, NIE, New Delhi, MIDS Chennai, Presidency College, Kolkata). The speakers included Shri Anupam Mishr, Gandhi Peace Foundation, Professor Swapan Majumdar, Director Rabindra Bhavan Shantiniketan, Professor T.S. Sarsawathi, Maharaja Sayajirao University Baroda, Professor Padmini Swaminathan MIDS, Professor Sharmila Rege, Savitribai Phule Women's Study Centre, University of Pune, Ms Kalpana Sharma, former Chief of Bureau, The Hindu Mumbai, Professor Sharmila Rege, Director, Kratiyoti Savitribai Phule Women's Study Centre, University of Pune, Professor Jasodhara Bagchi, former Professor Jadavpur University, Shir P. Sainath, Rural Affair Editor, Professor Kamal Datta, former Professor, Department of Physics, Delhi University.

In the year 2009-10, five memorial lectures (Third Marjorie Sykes, third Sri Aurobindo, third Mahadevi Verma, third Mahatma Gandhi and third B.M.Pugh Memorial Lecture) were organised in the three RIEs (Shillong, Bhopal and Ajmer) and two metropolitan cities (NIE, New Delhi, Presidency College, Kolkata). The speakers included Prof. Satish Deshpande, Department of Sociology Delhi School of Economics, Prof. Dipesh Chakrabarty, Eminent Historian, Shri Arvind Gupta, Science writer, Shri Jatin Das, Chairman JD Centre of Art and Prof. Nandini Sundar, Professor of Sociology, Delhi School of Economics, Delhi University.

In the year 2010-11, six memorial lectures (fourth Marjorie Sykes, Zakir Husain, Sri Aurobindo, Mahadevi Verma, third Savitribai Phule and B.M. Pugh Memorial Lecture) were organized in

the three RIEs ( Shillong, Mysore, Bhopal and Ajmer) and two metropolitan cities( SNT Women's University Mumbai, Presidency College, Kolkata). The speakers included Prof. Shantha Sinha, Chairperson for protection of Child Rights, Shri Ashok Vajpeyi, Chairman Lalit Kala Academe, Shri Ashok Agarwal, Advocate, Delhi High Court, New Delhi Ms.Urvashi Butalia, Co-Founder Kali for Women, New Delhi, Ms. Flavia Agnes, Director, Majlis, Mumbai and Shri Vinod Raina, Member, Central board for Education, Bharat Gyan Vigyan Samiti (BGVS).

Seven Memorial lectures (Fourth Mahatma Gandhi, Fourth Gijubhai Badekha, Fourth Rabindranath Tagore, Fourth Savitri Bai Phule and Third Rabindra nath Tagore, Third Zakir hussain, Third Gijubhai Memorail lectures) will be organized by the end of the current academic year (2010-11) The speakers who have given their consent include P.S. Krishnan, Professor Amiya Bagchi, Justice Ajit Prakash, Shri Madhav Chavan, Professor Shekhar Phatak, Professor Zoya Hassan, Ms. Sevanti Ninan.

#### **IV.6 International Seminars on Teacher Development and Management**

Building on the South Asia Regional Conference on Quality Education for All in New Delhi, India, from 24<sup>th</sup> to 26<sup>th</sup> October 2007, and in response to a request from the Ministry of Human Resource Development (MHRD), the World Bank, the UK Department for International Development (DFID), the European Commission, UNICEF and UNESCO it was decided to organise a series of eight Conferences on Teacher Development and Management under overall guidance Steering Committee of eminent educationists.

The Department of Teacher Education and Extension at NCERT is the nodal department coordinating these seminars along with NCTE, NUEPA and Vidya Bhawan Society Udaipur and has since organised three International Conferences. The first in the series was an International Conference on Teacher Development and Management. It was held at the Vidya Bhawan Society in Udaipur from 23 to 25 February, 2010. The 150 participants in the Conference represented a wide range of stakeholders and the approach taken in the Conference was to use relevant national and international experiences to stimulate discussion and analyse critical issues in teacher development and management in India. The manner of deliberations was participative with plenty of space in the programme for all participants to discuss and make contributions. Its success led to this pattern being adopted for the future conferences as well. The report of the seminar has since been published and has been referred time and again by various agencies including MHRD in their policy formulation.

The second International Conference in the series was organized in New Delhi from 2-4 February 2010 and focussed on the theme: Aligning pre-service teacher education to the National Curriculum Framework (NCF) 2005 in the light of Right To Education (RTE) Act 2009. Nearly 150 participants took part in the conference and included academics, policy makers and practitioners from India and around the world. An important session in this seminar was devoted to coming up with suggestions, both long-term and immediate, that could be implemented and bring about some change in pre-service education of teachers. The report of this seminar has been published in both English and Hindi and as part of the recommendation, it is being widely disseminated to various teacher education institutions.

The third and most recent conference in the series was organized in Bhubaneswar from 21<sup>st</sup> to 23<sup>rd</sup> October, 2010 and focussed on issues on in-service education of elementary teachers. In an important development, efforts were made to include field level practioners in the proceedings. Several teachers, BRC/CRC members, DIET representatives and members from teachers' unions were invited. Over 220 participants contributed to the seminar. The conference took place in parallel session mode to cover as many aspects of in-service teacher development as possible. The quality of international participation and recommendations arising from an intense two hour open session led to enriched discussions. These have been documented and a report is in the process of finalization.

The series has emerged as an effective platform for sharing experiences and developing a common understanding of the current scenario in teacher education. It has brought together international and national experts on teacher development and management and policymakers to discuss and debate key issues and strategies for elementary teacher education, in particular for the hardest – to- reach areas and the most disadvantaged segments of the population. The conferences have highlighted the need for a national level coordination body for institutes like NCERT, NCTE, NUEPA that are active in policy as well as research. They have also made a difference in the attitude of the National bodies and served to consolidate our collective understanding of issues in teacher education.

#### **IV.7 All India Competition On Innovative Practices And Experiments in Education for Schools and Teacher Education Institutions**

As a follow-up the old scheme was reviewed through field interaction and expert group meetings. Consequently, it has been felt that there is need to institutionalize the award system. There is a need to give awards to innovative schools or teacher training institutions, where all teachers, headmaster/principal and management exhibit greater involvement in implementation of innovations, instead of giving prize to individual teachers.

Accordingly the scheme has been revised as, “All India Competition on Innovative Practices and Experiments in Education for Schools and Teacher Education Institutions”.

#### **Scope**

Schools or teacher education institutions can undertake innovations or experimentation on any of the following themes or any aspect of their work related to teaching-learning, training or management of schools in order to enhance efficiency of the institution to overcome problems and difficulties, they face in day to day functioning.

#### **Eligibility for Participation**

The following categories of recognized schools/teacher-education institutions are eligible to participate in the Competition:

##### **Schools**

1. Any ECCE (pre-primary), primary, elementary, secondary and senior secondary school recognised by State Board/CBSE/ or any other recognized Board.
2. Recognised Special Education schools.
3. Teacher Education Institutions (TEIs)

4. Teacher Education Institutions at ECCE/Primary/Elementary level offering Teacher Education Programmes.
5. All Colleges of Education such as CTEs, IASEs and University Departments of Education offering B.Ed. programmes.
6. State Councils of Educational Research and Training (SCERTs) and State Institutes of Education (SIEs) offering teacher education programmes.

### Total Number of Awards

Total number of awards to Schools/Teacher Education Institutions will be 30. The number of awards will be equally divided among the five regions as per the jurisdiction of each Regional Institute of Education located at Ajmer, Bhopal, Mysore, Bhubaneswar, and Shillong. The suggested break-up of the total number of awards would be as follows:

Total number of Awards	30
<i>I. For Schools:</i>	20
a. ECCE/Primary/Elementary schools	10
b. Secondary/Senior Secondary Schools	10
<i>II. For Teacher Education Institutions:</i>	10
a. Teacher Education Institutions at ECCE/Primary/Elementary levels	5
b. Teacher Education Institutions at Secondary level	5

An amount of Rs 20,000 (Twenty thousand) will be given to each selected school/teacher training institution.

During 2010-2011 eleven schools/institutions were awarded

RIE's	Selected at RIE's level	Selected at NCERT level	Awarded
Ajmer	07	06	05
Bhopal	-	-	-
Bhubneshwar	06	02	02
Mysore	06	05	04
Shillong	-	-	-
<b>Total</b>	<b>19</b>	<b>13</b>	<b>11</b>

During 2011-2012 nine schools/institutions were awarded

RIE's	Selected at RIE's level	Selected at NCERT level	Awarded
Ajmer	7	6	5

Bhopal	9	3	3
Bhubneshwar	0	0	0
Mysore	9	2	1
Shillong	1	1	0
Total	<b>26</b>	<b>12</b>	<b>9</b>

### **Progress for the Year 2012-13**

1. The Information Bulletin of this scheme are disseminated to RIEs, SCERTs, CTEs, IASEs, DIETs, KVS, NVS and other stake holders.
2. Wide publicity has been given through advertisement in different national and regional newspapers to invite project proposals from Schools and Teacher Training Institution.
3. The Information Bulletin is also at NCERT website for easy access.
4. 50 project proposals were received at RIEs levels which are evaluated are at – RIEs and NCERT level.
5. The 10 schools/institutions whose project proposals found to be innovative are informed to carry out the innovation along with the suggestions given by the experts while evaluating the project proposals.
6. The selected school/institutions are also being visited for on the spot observation of innovative practices.
7. These selected schools/institutions are supposed for submit the final report by March 2013. They will be invited to presenting the final report in the national seminar scheduled during April-June, 2013. The cash award of Rs. 20,000/- will be given based on the combined rating of project report and its presentation in the national seminar.