NCERT
Annual Report
2022–2023

NCERT

Annual Report 2022–2023

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Foreword

With immense pride and deep satisfaction, I am delighted to share the remarkable journey of NCERT in implementing the National Education Policy 2020 as it strives for the realization of equitable and high-quality school and teacher education during the year 2022–23. Aligned with the NEP 2020, NCERT has embarked on the development of National Curriculum Frameworks (NCFs), covering domains such as Early Childhood Care & Education, School Education, Teacher Education, and Adult Education. Collaborating closely with States/UTs and various stakeholders, this initiative aims to deliver a high quality education rooted in Bhartiya ethos, fostering 21st century skills, instilling commitment to human rights, promoting sustainable lifestyles, and nurturing global citizenship.

The Annual Report of NCERT for the year 2022–23 provides a comprehensive overview of key publications, including school textbooks, workbooks, supplementary readers, teacher guides, and educational journals. Additionally, it highlights research activities spanning diverse fields such as ICT, inclusive education, digital and non-digital development programmes, innovative integrated in-service programmes at Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar, Mysuru and Umiam (Meghalaya) and capacity-building programmes, which are of short-term as well as long-term courses. The report also sheds light on extension programs like the Yoga Olympiad, *Kala Utsav* and *Rashtriya Bal Vaigyanik Pradarshani* as well as significant international engagements involving visits by NCERT faculty abroad and visits of academicians, teachers and students to NCERT.

Throughout the year, NCERT has undertaken diverse need-based research projects to address various difficulties encountered by teachers and students, along with disseminating recent knowledge and best practices in the field of education. The flagship programs, such as the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) 1.0, 2.0, and 3.0, have demonstrated excellence in providing online training for different stages of school education, addressing the needs of teachers, heads of schools/principals, and other stakeholders. India's national assessment regulator, PARAKH (Performance, Assessment, Review, and Analysis of Knowledge for Holistic Development), is expected to play a pivotal role in shaping student assessment through surveys, standards, and competency-based evaluations.

To foster the mental and emotional well-being of both students and teachers, the Manodarpan Cell at NCERT vigilantly oversees mental health issues, proactively addresses concerns, and establishes a robust support system to cater to the diverse aspects of mental health and psychosocial well-being.

A noteworthy addition is the introduction of *Jaadui Pitara*, a box containing teaching materials for various concepts, serving as a valuable resource for teachers in the Foundational Stage. NCERT continues to advance educational technology through initiatives like PM eVidya DTH TV channels, DISKHA, e-books, ICT webinars, Indian Sign Language video

lessons, books in DAISY format, etc., for promoting equitable and inclusive quality education.

In the realm of vocational education, NCERT's contributions are substantial which includes the publication of diverse vocational curricula and syllabi and textbooks besides digital resources, setting guidelines for pre-vocational education, conducting orientation programmes and also hosting national conferences to facilitate the effective implementation of vocational education in schools.

Recognising the importance of international collaboration in school education, NCERT has proactively entered into Memorandums of Understanding (MoUs) with various countries and institutions to promote knowledge exchange and expertise sharing.

I extend my heartfelt appreciation to all NCERT faculty members for their unwavering commitment, especially during the year 2022–23, where their dedicated service to stakeholders proved crucial. The Council expresses profound gratitude for the incessant support received from the Ministry of Education (MoE), Government of India and other collaborators, in the efforts of NCERT ensuring high-quality education for all.

I commend the exceptional efforts of the faculty members in the Planning and Monitoring Division (PMD), including Dinesh Kumar, *Head*, PMD; Ashita Raveendran, *Associate Professor*; and P.D. Subhash, *Associate Professor*, in documenting the Council's achievements in this Annual Report.

By presenting this report for the year 2022–23, I aim to encourage meaningful dialogue with the broader academic community, policymakers, educators, and practitioners. It serves as a comprehensive overview of the NCERT's dedicated efforts to ensure quality education for our children. We hope that our educational planners, scholars, and experts in the field will assess our endeavours and acknowledge the Council's journey towards providing high-quality education for all.

Dinesh Prasad Saklani
Director
New Delhi   National Council of Educational
November 2023   Research and Training

Abbreviations

3D	3 Dimension
AC	Academic Committee
AEP	Adolescent Education Programme
AEP-MIS	Adolescent Education Programme-Management Information System
AI	Artificial Intelligence
AICEeCC	All India Children's Educational eContent Competition
AICTE	All India Council for Technical Education
AIDS	Acquired Immune Deficiency Syndrome
AIL	Art Integrated Learning
AIR	All India Radio
AKS	Academy of Korean Studies
AMHF	Apparel Made-Ups and Home Furnishing Sector
APCEIU	Asia-Pacific Centre of Education for International Understanding
APEID	Asia-Pacific Programme of Educational Innovation for Development
AR	Augmented Reality
ARC	Adolescence Resource Centre
ARSH	Adolescent Reproductive and Sexual Health
ATS	Apprenticeship Training Scheme
AWP	Annual Work Plan
AYUSH	Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy
B.A.	Bachelor of Arts
B.A.Ed.	Bachelor of Arts and Education
B.Ed.	Bachelor of Education
B.El.Ed.	Bachelor of Elementary Education
B.Sc.	Bachelor of Science
B.Sc. B.Ed.	Bachelor of Science and Bachelor of Education
B.Sc. Ed.	Bachelor of Science Education
B.Tech.	Bachelor of Technology
BAS	Baseline Assessment Survey
BHU	Banaras Hindu University
BRC	Block Resource Centre
CABE	Central Advisory Board of Education
CAPE	Comprehensive Access to Primary Education
CAS	Computerised Accounting System
CATC	Combined Annual Training Camp
CBSE	Central Board of Secondary Education
CBT	Competency Based Teaching
CCE	Continuous and Comprehensive Evaluation
CD	Compact Disk

CEMCA	Commonwealth Educational Media Centre for Asia
CERN	Certificate of Education Research Methodology
CIET	Central Institute of Educational Technology
CII	Confederation of Indian Industry
CLASS	Computer Literacy and Studies in Schools
CLO	Course/Activity Learning Outcome
CMP	Common Minimum Programme
COETG	Centre of Excellence in Tactile Graphics
CoL	Commonwealth of Learning
COVID-19	COronaVIrus Disease of 2019
CPSC	Colombo Plan Staff College
CRC	Cluster Resource Centre
CRISP	Centre for Research and Industrial Staff Performance
CSIR	Council of Scientific and Industrial Research
CSR	Corporate Social Responsibilty
CTE	College of Teacher Education
CTES	Certificate Programme for Teaching of Elementary School Science
CTSA	Centre Tibetan Schools Administration
CwA	Children with Autism
CwD	Children with Disability
CwSN	Children with Special Needs
D.El.Ed.	Diploma in Elementary Education
DAB	Departmental Advisory Board
DACEP	Developmental Activities in Community Education and Participation
DCGC	Diploma Course in Guidance and Counselling
DCS	Department of Curriculum Studies
DEAA	Department of Education in Arts and Aesthetics
DEE	Department of Elementary Education
DEGSN	Department of Education of Groups with Special Needs
DEK	Division of Educational Kits
DEL	Department of Education in Languages
DELNET	Developing Library Network
DEME	Department of Educational Measurement and Evaluation
DEPFE	Department of Educational Psychology and Foundations of Education
DER	Division of Educational Research
DERT	Directorate of Educational Research and Training
DES	Department of Educational Survey
DES&DP	Department of Educational Survey and Data Processing
DESDP	Department of Educational Survey and Data Processing
DESM	Department of Education in Science and Mathematics
DESS	Department of Education in Social Sciences
DGS	Department of Gender Studies

DICT	Department of Information and Communication Technology
DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DIY	Do It Yourself
DMS	Demonstration Multipurpose School
DoE	Directorate of Education
DPEP	District Primary Education Programme
DPR	Detailed Project Report
DoSE&L	Department of School Education and Literacy
DTE	Department of Teacher Education
DTEE	Department of Teacher Education and Extension
DTH	Direct to Home
DVD	Digital Video Disc
DVD	Digital Versatile Disc
EBSB	Ek Bharat Shreshtha Bharat
EC	Establishment Committee
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
ED	Engineering Division
EDUFI	Finnish National Agency for Education
EDUSAT	Educational Satellite
EE	Elementary Education
ELP	Early Literacy Programme
ERIC	Educational Research and Innovations Committee
ESD	Educational Survey Division
ESMP	Early School Mathematics Programme
ET	Educational Technology
EVS	Environmental Studies
FA	Formative Assessment
FAQ	Frequently Asked Question
FAQs	Frequently Asked Questions
FC	Finance Committee
FLN	Foundational Literacy & Numeracy
FLS	Foundational Learning Study
FOSS	Free and Open Source Software
FSSAI	Food Safety and Standard Authority of India
FSU	Florida State University
GCED	Global Citizenship Education
GCRC	Guidance and Counselling Resource Centre
GIS	Geographic information system
GoI	Government of India
Govt.	Government

HEFS	Human Ecology and Family Sciences
HEI	Higher Education Institute
HEIs	Higher Education Institutes
HIV	Human Immunodeficiency Viruses
HOTS	High Order Thinking Skills
HPC	Holistic Progress Cards
HRD	Human Resource Development
HSMLK	Higher Secondary Mathematics Lab Kit
IAB	Institute Advisory Board
IASE	Institute of Advanced Studies in Education
ICDS	Integrated Child Development Scheme
ICT	Information and Communication Technology
IEA	International Association for the Evaluation of Educational Achievement
IER	Indian Educational Review
IGNOU	Indira Gandhi National Open University
IIT	Indian Institute of Technology
IJET	Indian Journal of Educational Technology
INDEM	Inter Demonstration School Meet
IP	Internet Protocol
IQAC	Internal Quality Assurance CelL
IRD	International Relations Division
ISBN	International Standard Book Number
ISEA	Information Security Education and Awareness
ISLP	Integrated School Language Programme
ISLRTC	Indian Sign Language Research and Training Center
ISMP	Integrated School Mathematics Programme
ISRO	Indian Space Research Organisation
ISSN	International Standard Serial Number
IT	Information Technology
ITEP	Integrated Teacher Education Programme
ITPD	In-service Teachers Professional Development
IVRS	Interactive Voice Response System
J&K	Jammu and Kashmir
JIE	Journal of Indian Education
JNNSMEE	Jawaharlal Nehru National Science, Mathematics and Environment Exhibition for Children
JNU	Jawaharlal Nehru University
JNV	Jawahar Navodaya Vidyalaya
KG	Kindergarten
KGBV	Kasturba Gandhi Balika Vidyalaya
KRIVET	Korean Institute of Vocational Education and Training

KRP	Key Resource Person
KVS	Kendriya Vidyalaya Sangathan
KWDI	Korean Women's Development Institute
KYA	Know Your Aptitude
LDD	Library and Documentation Division
LO	Learning Outcomes
LPD	Low Performing District
M.Ed.	Master of Education
M.Phil.	Master of Philosophy
MC	Managing Committee
MD	Managing Director
MDM	Mid-day Meal
MeitY	Ministry of Electronics and Information Technology
MHRD	Ministry of Human Resource Development
MIE	Mauritius Institute of Education
MIL	Modern Indian Languages
MIS	Management Information System
MIT	Massachusetts Institute of Technology
MoA	Memorandum of Association
MoE	Ministry of Education
MOOC	Massive Open Online Course
MoU	Memorandum of Understanding
MP	Madhya Pradesh
MPD	Media Production Division
NAAC	National Assessment and Accreditation Council
NAS	National Achievement Survey
NBB	National Bal Bhavan
NBT	National Book Trust
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
NCT	National Capital Territory
NCTE	National Council for Teacher Education
NDG	National Development Group
NDMC	North Delhi Municipal Corporation
NE	North-East
NEHU	North Eastern Hill University
NEP	National Education Policy
NER	North-East Region
NE-RIE	North-East Regional Institute of Education

NESAC	North-Eastern Space Applications Centre
NGO	Non-Governmental Organisation
NIE	National Institute of Education
NIEPA	National Institute of Educational Planning and Administration
NIOS	National Institute of Open Schooling
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
NISHTHA	National Initiative for School Heads' and Teachers' Holistic Advancement
NITTTR	National Institute of Technical Teacher and Training and Research
NLEPT	National Library of Education and Psychological Tests
NOS	National Occupational Standard
NPE	National Policy on Education
NPEGEL	National Programme for Education of Girls at Elementary Level
NPEP	National Population Education Project
NQF	National Qualifications Framework
NRCVE	National Resource Centre for Value Education
NRG	National Resource Group
NROER	National Repository of Open Educational Resources
NSDC	National Skill Development Council
NSQF	National Skills Qualifications Framework
NTNU	National Taiwan Normal University
NTSE	National Talent Search Examination
NTSS	National Talent Search Scheme
NUD	National Unity Day
NUEPA	National University of Educational Planning and Administration
NVS	Navodaya Vidyalaya Samiti
OB	Operation Blackboard
OCR	Optical Character Recognition
OER	Open Educational Resources
OOSC	Out of School Children
OPAC	Online Public Access Catalog
PAB	Project Approval Board
PAC	Programme Advisory Committee
PARAKH	Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
PECR	Primary Education Curriculum Renewal
PGDGC	Post Graduate Diploma in Guidance and Counselling
PGT	Post Graduate Teacher
Ph.D.	Doctor of Philosophy
PINDICS	Performance Indicators
PM	Prime Minister
PMD	Planning and Monitoring Division

P-MOST	Programme of Mass Orientation of School Teachers
POA	Programme of Action
POCSO	Protection of Children from Sexual Offences
POSCO	Protection Of Children From Sexual Offences
POSH	Prevention of Sexual Harassment
PPT	Power Point Presentation
PRASHAST	Pre-Assessment Holistic Screening Tool
PRD	Planning and Research Division
PSAC	Primary School Achievement Certificate
PSSCIVE	Pandit Sunderlal Sharma Central Institute of Vocational Education
PTM	Parents Teacher Meeting
PTR	Pupil Teacher Ratio
QR	Quick Response
R&D	Research and Development
RAA	Rashtriya Avishkar Abhiyan
RCSME	Resource Centre for Science and Mathematics Education
RIE	Regional Institute of Education
RISM	Regional Institutes' Students Meet
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RPDC	Regional Production-cum-Distribution Centers
RPWD	Rights of Persons with Disabilities
RSA	Rivest–Shamir–Adleman
RTE	Right to Education
SA	Summative Assessment
SAKSHAM	Stimulating Advanced Knowledge for Sustainable Health Management
SAP	School Attachment Programme
SBA	School Based Assessment
SBSV	Swachh Bharat Swachh Vidyalaya
SC	Scheduled Caste
SCC	State Coordination Committee
SCERT	State Council of Educational Research and Training
SDG	Sustainable Development Goals
SDG	Sustainable Development Goals
SHP	School Health Programme
SIE	State Institute of Education
SIET	State Institute of Educational Technology
SLSMEE	State Level Science, Mathematics and Environment Exhibition
SMC	School Management Committee
SMDC	School Management and Development Committee
SMLK	Secondary Mathematics Lab Kit
SOPT	Special Orientation Programme for School Teachers

SPC	Student Police Cadet
SPD	Sensory Processing Disorder
SPMC	Screening-cum-Progress Monitoring Committee
SRG	State Resource Group
SSA	Sarva Shiksha Abhiyan
SSK	Secondary Science Kit
SSMCLK	Senior Secondary Microscale Chemistry Laboratory Kit
SSMK	Solid State Model Kit
ST	Scheduled Tribe
STC	Special Training Center
STEAM	Science, Technology Engineering, Arts and Mathematics
STEM	Science, Technology Engineering, and Mathematics
SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
TBP	Toy Based Pedagogy
TGT	Trained Graduate Teacher
TLM	Teaching Learning Material
TNA	Training Needs Analysis
TPCK	Technological Pedagogical Content Knowledge
TV	Television
TVET	Technical and Vocational Education and Training
UDL	Universal Design for Learning
UGC	University Grants Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNEVOC	International Project on Technical and Vocational Education
UNICEF	United Nations International Children's Emergency Fund
UPSK	Upper Primary Science Kit
URL	Uniform Resource Locator
USA	United State of America
USOL	University School of Open Learning
UT	Union Territory
VE	Vocational Education
VET	Vocational Education and Training
VR	Virtual Reality
VTTE	Voices of Teachers and Teacher Educators
WWC	Working with Community
YOJANA	Yearly Ongoing Judicious Appraisal of NCERTs Activities

Contents

'हमारे सामने विभिन्नताओं को खत्म करने की चुनौती नहीं है बल्कि उनके साथ रहते हुए एक रहने की है।'

— रवीन्द्रनाथ टैगोर

'The Problem is not how to wipe out the differences but how to unite with the differences intact.'

— Rabindranath Tagore

1. Overview

The National Council of Educational Research and Training (NCERT) was registered as a society under the Societies' Registration Act (Act XXI of 1860) on June 6, 1961 and the establishment of the Council was announced by the Ministry of Education, Government of India in its resolution of July 27, 1961. It formally began its work on September 1, 1961. The Council was set up by the government to assist and advise the Central and State governments on policies and programmes for qualitative improvement in school education. The major objectives of NCERT are to:

❑ undertake, promote and coordinate research in areas related to school education and teacher education;

❑ prepare and publish model textbooks, supplementary reading material, newsletters, journals and develop educational kits, multimedia digital materials, etc.;

❑ organise pre-service and in-service training of teachers and teacher educationors;

❑ develop and disseminate innovative educational techniques and practices;

❑ collaborate and network with state educational departments, universities, NGOs and other educational institutions;

❑ act as a clearing house for ideas and information in matters related to school education; and

❑ act as a nodal agency for achieving the goals of Universalisation of Elementary Education.

The Council came into existence by merging seven institutions established in the initial decade after independence, namely, Central Institute of Education (1947), the Central Bureau of Textbook Research (1954), the Central Bureau of Educational and Vocational Guidance (1954), Directorate of Extension Programme for Secondary Education (1958), [initially established as the All India Council for Secondary Education in 1955], the National Institute of Basic Education (1956), the National Fundamental Education Centre (1956), and the National Institute of Audio-Visual Education (1959). The amalgamation of these institutions indicated a need to develop a holistic view of education in the country. Over the years, the structure and functions of NCERT has been modified to cater to the changing educational needs of the country. Now it continues to flourish with institutions located at different parts of the country viz., National Institute of Education (NIE) at New Delhi consisting of seventeen departments, divisions and three cells; five Regional Institutes of Education (RIE) located at Ajmer, Bhopal, Bhubaneswar, Mysuru, and NERIE, Umiam,

(Meghalaya); and two central institutes, viz., Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) at Bhopal and Central Institute of Educational Technology (CIET) at New Delhi.

NCERT as an apex national body launched a process of rethinking education, national in character and at the same time facilitating and encouraging the expression of the varied culture across the country. For many, NCERT is primarily known for its involvement in textbook publishing only. Indeed, NCERT has produced generations of textbooks for school children on science, mathematics, social sciences and languages, latest being the textbooks based on the National Curriculum Framework, 2005. Yet, true to its name, NCERT works on the entire gamut of school education be it conducting research in school education, conducting innovative pre-service and in-service teacher training programmes or synergising the state level education organisations like SCERTs, DIETs, etc., in every possible way.

The Council played a significant role by providing survey, research and development inputs in the formulation of the National Policy on Education (NPE-1986) and Programme of Action (POA) (1992). As a follow-up of NPE and POA, NCERT brought out the 'National Curriculum for Elementary and Secondary Education: A Framework' (1988) and subsequently the guidelines and syllabi for all stages of school education. The Council played a significant role in providing inputs to the National Education Policy, 2020. It has also initiated the works for the preparation of New Curriculum Frameworks based on NEP 2020. Evaluation of students' learning outcomes and curriculum development for teacher education have been yet another important areas of activity.

NCERT is also dedicated to the cause of teacher education in the country. In order to prepare teachers, the Council runs pre-service teacher education courses such as four-year B.Sc., B.Ed., B.A., B.Ed., and two-year B.Ed., B.Sc. B.Ed., integrated programmes to be included as courses in its Regional Institutes of Education. It also runs a one-year P.G. Diploma Course in Guidance and Counselling at NIE and RIEs. Short term in-service teacher training programmes are also organised to acquaint teachers with the latest developments in their respective fields. In order to encourage excellence amongst teachers. It has worked for popularisation of science education, social science education, population education, environmental education, non-formal education, Global Citizenship Education (GCED), Education for Sustainable Development (ESD) education of disadvantaged and marginalised groups, etc., through exhibitions, competitions and a host of other activities. NCERT provides a platform for encouraging excellence and innovation in children. For instance, NCERT organised the esteemed National Talent Search Examination (NTSE), through which 2000 exceptionally talented children were granted scholarships to pursue studies in sciences and social sciences, including doctoral programs, as well as in professional fields like medicine and engineering up to the second-degree level. To make learning joyful, NCERT has produced several supplementary and non-textual materials both for teachers and students in print and electronic form. NCERT has also developed equipments and kits for conducting experiments in science and mathematics.

In order to establish meaningful linkages and partnerships with the States, NCERT continues to provide academic inputs in several central sector projects/ schemes, such as, Vocationalisation of Secondary Education, Non-Formal

Education Programmes for Children of 6–14 years age group, Educational Technology, Special Orientation Programme for School Teachers (SOPT), Programmes of Mass Orientation of School Teachers (P-MOST), Scheme of Improvement of Science Education in Schools, Environmental Orientation of School Education, Computer Literacy and Studies in Schools (CLASS), Operation Blackboard (OB) Scheme, Scheme for Integrated Education of the Disabled, *Sarva Shiksha Abhiyan* (SSA), *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA), Promotion of Yoga in Schools, Pre-service and In-service Teacher Education Programmes, *Samagra Shiksha,* etc.

Over the years, the Council has undertaken significant projects funded by international agencies which provided the basic data for the formulation of policies, plans and programmes of education. Some of them are: International Association for the Evaluation of Educational Achievement (IEA) Study, Primary Education Curriculum Renewal (PECR), Study on Achievements in Language and Science, IEA Comp Ed Study, Developmental Activities in Community Education and Participation (DACEP), Comprehensive Access to Primary Education (CAPE), District Primary Education Programme (DPEP), National Population Education Project (NPEP), Survey of Secondary Schools, Achievement Motive in High School Boys and Training for it, Scholastic Aptitude Tests in Hindi for Grades VIII and XI, Evaluative Criteria for Inspection and Supervision in Secondary Schools, Wastage and Stagnation in Primary and Middle Schools, Survey of Achievement in Mathematics at three levels of School Education, Identification of Talent in Elementary and Secondary Schools, Curriculum and Methods of Teaching Mathematics in Secondary Schools, etc.

Some other major initiatives of NCERT in recent years includes: preparation of four National Curriculum Frameworks viz., Early Childhood Care and Education (ECCE), School Education (SE), Teacher Education (TE) and Adult Education (AE) based on National Education Policy 2020; conducting the countrywide capacity building programmes called National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA); PM eVIDYA, an umbrella initiative to dissemination of eContent through various mediums i.e. radio, television and internet-based DIKSHA platform and mobile application; PRASHAST the screening instrument that facilitates the screening of all 21 disability conditions, Alternative Academic Calendar; conduct of Post National Achievement Survey interventions based on the NAS findings for the quality improvement of school education; development of competency-based curriculum for vocational courses based on National Skills Qualification Framework (NSQF) and textbooks for vocational courses; conduct of SAHYOG, a live interactive session under Manodarpan Cell for providing psychosocial support for mental health and well-being of students; organising flagship programmes such as *Kala Utsav*, National Talent Search Scheme, National Role Play and Folk Dance Competition, National Yoga Olympiad and Yoga Quiz, All India Children's Educational eContent Competition (AICEeCC), etc.; establishment of Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH) for setting norms, standards, guidelines and implement activities related to student assessment along with other tasks; development of Learning Outcomes (LO) for all the three stages of school education— Elementary, Secondary and Higher Secondary Stages for enhancing the quality of learning in schools, etc.

ORGANISATIONAL STRUCTURE

The General Body of NCERT comprises of the Education Ministers of all States and Union Territories, Chairperson of the University Grants Commission (UGC), the Secretary to the Government of India, Ministry of Education (Department of School Education and Literacy), four Vice-Chancellors of Universities (one from each region), the Chairman of the Central Board of Secondary Education, the Commissioner of the Kendriya Vidyalaya Sangathan, the Director, Central Health Education Bureau, the Director of Training, Directorate General of Training and Employment, Ministry of Labour, one representative of the Education Division, Planning Commission, members of the Executive Committee of the Council and nominees, not exceeding six, nominated by the Government of India (not less than four of them shall be school teachers). The Union Minister of Education is the President (*ex officio*) and the Secretary, NCERT is the Convener of the General Body of NCERT.

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                    ┌─────────────────────────────┐
                    │   NCERT (General Council)    │
                    │        President, MoE        │
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                                  │
        ┌─────────────────────────┴───┐         ┌──────────────┐    • Programme Advisory
        │   Executive Committee       │─────────│   Standing   │    • Finance
        │      President, MoE         │         │  Committees  │    • Establishment
        └─────────────────────────────┘         └──────────────┘    • Building and Works
                                  │
        ┌─────────────────────────────┐
        │  Officers of the Council     │
        │  Director                    │
        │  Joint Director              │
        │  Secretary                   │
        └─────────────────────────────┘
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NIE New Delhi	RIEs & DMSs	CIET New Delhi	PSSCIVE Bhopal

Ajmer	Bhopal	Bhubaneswar	Mysuru	Umiam (Meghalaya) (No DMS)
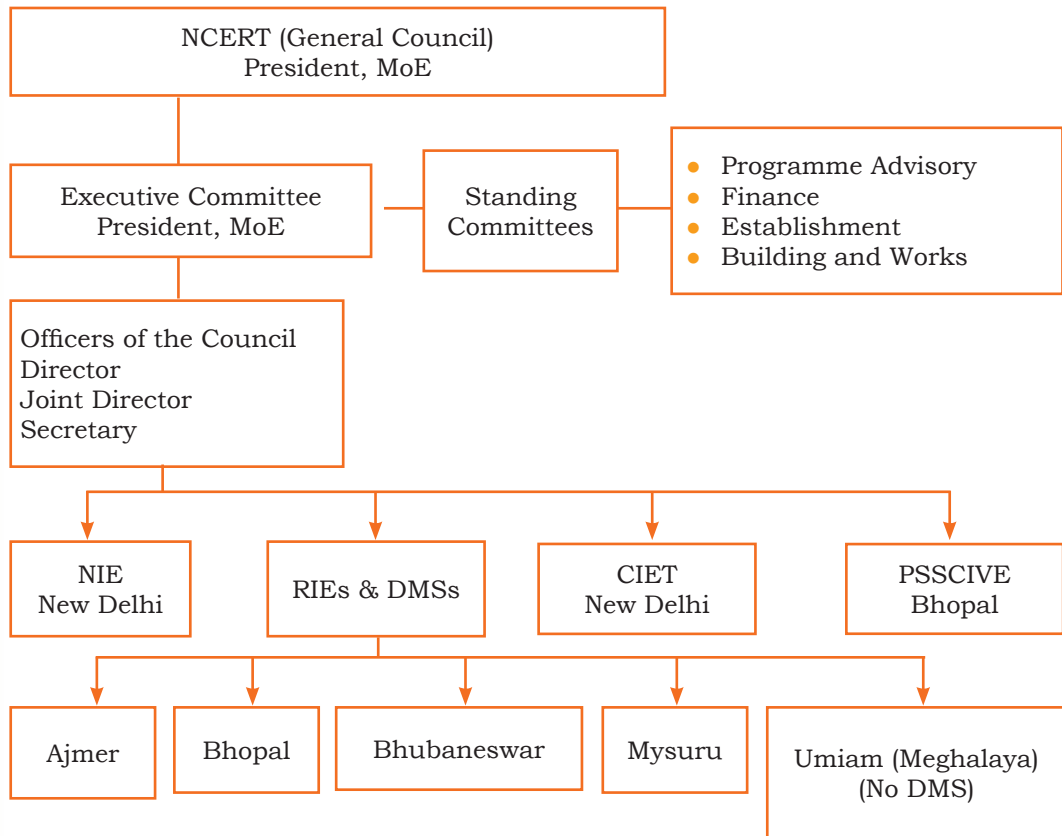
The Executive Committee is the main governing body of NCERT. The committee generally carries out the objectives of the Council as set forth in the Memorandum of Association and controls the management of all the affairs and funds of the Council. The Union Minister of Education President (*ex officio*) and the Union Minister of State in the Ministry of Education is the Vice-President (*ex officio*). The members of the Executive Committee are Director, NCERT; the Secretary to the Government of India, Ministry of Education (Department of School Education and Literacy); Chairperson of the

NCERT

University Grants Commission; four educationists well known for their interest in school education (two of whom shall be school teachers); the Joint Director, NCERT; three members of the faculty of NCERT (of whom at least two are of the level of Professor and Head of Department); one representative of the MoE and one representative of the Ministry of Finance (who is also the Financial Adviser of NCERT). The Secretary, NCERT is the Convenor of the Executive Committee. The Executive Committee is further assisted in its work by the following Committees/Boards:

- Finance Committee (FC)
- Establishment Committee (EC)
- Building and Works Committee (B&W)
- Programme Advisory Committee (PAC)
- Educational Research and Innovations Committee (ERIC)
- Academic Committee of the NIE (AC)
- Advisory Board of the Central Institute of Educational Technology (IAB, CIET)
- Advisory Board of Pandit Sunderlal Sharma Central Institute of Vocational Education (IAB, PSSCIVE)
- Managing Committees of the Regional Institutes of Education (MC, RIEs)
- Advisory Boards of Regional Insitute of Education (IAB,RIEs)
- Advisory Boards of Departments Divisions of the NIE (DABs)

Meetings

During the year 2022-23, the 144th Finance Committee meeting was held at NIE, New Delhi on 14 January 2022. The 109th meeting of the Executive Committee was held at Shastri Bhawan, Ministry of Education, New Delhi on 12 November 2022.

Senior Functionaries of the NCERT

The functions of the Council are looked after by the Director, the Joint Director and the Secretary. The Dean (Research) coordinates the research programmes and looks after the work of the Educational Research and Innovations Committee (ERIC); the Dean (Academic) coordinates the research, development, training and extension activities of the departments of NIE, New Delhi; the Dean (Coordination) coordinates of the different constituent units of NCERT.

Senior Functionaries of the NCERT 2022–23	
Director	Dinesh Prasad Saklani
Joint Director	Sridhar Srivastava
Secretary	Harsh Kumar (Till 22.04.2022) Pratyusa Kumar Madal (From 25.04.2022)
Joint Director (CIET)	Amarendra Prasad Behera
Joint Director (PSSCIVE)	Rajesh P. Khambayat (Till 09.05.2022) Deepak Paliwal (From 02.08.2022)

Dean (Academic)	Anjum Sibia
Dean (Research)	B. K. Tripathi (Till 31.08.2022) Dinesh Kumar (From 01.09.2022)
Dean (Coordination)	Gouri Srivastava

PLANNING AND PROCESSING OF PROGRAMMES

The programmes of NCERT are formulated keeping in view the broader perspectives of the National Policy on Education (NPE) and the educational needs of the States. The educational needs of the states are identified mainly through the mechanism of the State Co-ordination Committees (SCCs) which provide a forum for interaction of the NCERT faculty with the senior functionaries of the state education departments. The education secretaries of the respective states is the chairperson of the SCC and the Principal of the concerned Regional Institute of Education (RIE) is the member-convenor. As per the identified educational needs of the States/UTs proposals are prepared by the Institute which is placed before the Institutes Advisory Boards (IABs) of RIEs and then by the Managing Committees (MCs) of RIEs for recommendation to the Programme Advisory Committee (PAC).

The academic programmes of the departments/divisions/cells of the NIE are processed through the advisory boards of the individual departments (DABs) and thereafter by the Academic Committee (AC) of the NIE. Programmes of the CIET and PSSCIVE are processed through their respective Institute Advisory Boards (IABs) and thereafter placed in the AC. The programmes recommended by AC/MC are finally considered by the Programme Advisory Committee (PAC). It is the responsibility of the PAC to consider all the plans, programmes, research proposals, etc., and to examine the academic aspects of the work of the Council and to ensure a coordinated approach to the development of the programmes. The PAC reports to the Executive Committee of NCERT regarding the overall directions in which research, training, extension and other programmes would be channelized to best serve the interest of school education in the country.

Conducting and sponsoring educational research is one of the major activities of NCERT. The research programmes proposed by the constituents of the NCERT and other institutions/ organizations are considered by the Educational Research and Innovations Committee (ERIC). ERIC promotes and sponsors research in various areas of school education and teacher education.

Constituent Units of NCERT

The major constituent units of NCERT which are located across different regions of the country are:

1. National Institute of Education (NIE), New Delhi
2. Central Institute of Educational Technology (CIET), New Delhi
3. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
4. Regional Institute of Education (RIE), Ajmer
5. Regional Institute of Education (RIE), Bhopal

6. Regional Institute of Education (RIE), Bhubaneswar
7. Regional Institute of Education (RIE), Mysuru
8. North East Regional Institute of Education (NERIE), Umiam, (Meghalaya)

I. National Institute of Education

The National Institute of Education (NIE) in New Delhi undertakes research and developmental activities related to the pedagogical aspects of curriculum; prepares prototypes of curricular and supplementary materials; develops school education-related database and undertakes experiments in pre-school, elementary, secondary and higher secondary stages to support all-round development of children. NIE conducts short term/long term courses/programmes and organises in-service training of key resource persons and teacher educators for capacity building and implementation of centrally sponsored school improvement schemes.

The major Departments/Divisions/Cells of NCERT located at NIE, New Delhi are:

1. Department of Elementary Education (DEE)

The Department of Elementary Education (DEE) is a nodal department of NCERT which advises the Government of India (GoI) on policies and programmes pertaining to elementary education. The Department has consistently been supporting and providing guidance to states/UTs for the implementation of Right to Education (RTE) Act, 2009, to achieve the goal of quality education for all. Major roles and functions of the department include the development of curriculum, syllabi, textbooks and other teaching-learning materials for the Foundational and Preparatory stages; resources and support materials as per new requirements of NEP 2020 and National Curriculum Framework for Foundational Stage; resource material for teachers and other key functionaries i.e., guidelines, manuals, handbooks, framing modules, etc.; teaching-learning material for out of school children and teachers working in special training centres (STCs) under the RTE Act; training/orientation of master trainers and state level key functionaries on various aspects of the Foundational and Preparatory stages of education focusing on the quality of education; undertaking research in priority areas to improve the quality of education at the Foundational and Preparatory stages; organising seminars, conferences and consultative meets, review meetings on contemporary issues and thrust areas; providing academic support and inputs under NEP 2020 at Foundational and Preparatory stages and the Right to Education Act, 2009 with respect to planning, implementation, monitoring and evaluation activities; and disseminating information in the form of sharing of resource material developed, findings of research and innovative practices and other conceptual papers through two journals namely, *The Primary Teacher* and *Prathmik Shikshak.*

The Department is involved in the development of training curriculum for preschool workforce and the development of exemplar training material and resource material for educational functionaries working at grass root levels in the area of foundational and preparatory stages of education. It is also involved in the conduct of training programmes for key functionaries of the states/UTs

in planning, implementation and monitoring of preschool/*balvatika*, developing advocacy material – audio video programmes in the area of preschool education/ *balvatika,* and the development of e-content, infographics and other Learning-Teaching Material (LTM) related to the Foundational and Preparatory Stages of education.

2. Department of Education in Languages (DEL)

The Department of Education in Languages, established in 2005, works in the area of language education at all stages of school education. The major role of the department is the implementation of the rationed curriculum, NCF-2005, in respect to syllabi and pedagogy. The department keeps abreast of the recent developments in language education. Keeping in mind the diversity in school education, the department provides academic inputs to States/UTs based on the innovative principles of language education.The research, development, training and extension programmes are carried out for all stages of school education. Department has developed the curriculum, syllabi, textual and supplementary materials in Hindi, English, Urdu and Sanskrit. Training packages for teachers and teacher educators (under SSA and RMSA) are developed for their capacity building. Online training pogrammes in Urdu have also been initiated. Besides this, e-content and Quick Response (QR) codes are also developed for the benefit of learners and teachers. The Department attributes a lot of importance to research in language education. Research studies on the implementation of NCF have been carried out in all the four languages— Hindi, English, Urdu and Sanskrit. Research on the policy of Three Language Formula and classroom-based research is in progress.

The Department has contributed to the programme on the rationalisation of curriculum and syllabi from the perspective of language education and review of textbooks of some states and UTs. Extension activities are carried out to share and disseminate innovative practices, materials and prospective vision in language education (such as seminar and conferences on issues of language and literary figures are organized on emerging issues like ICT, gender, inclusive education, environment, peace, etc. to integrate in language education). A resource centre in languages is also being established in the Department. Procuring, categorisation and arranging and cataloguing of resources published before 2005 has been completed. Accession of resources and scanning of resources published before 2005 has been completed. The department is also involved in various programmes throughout the year such as *Swayam Prabha,* audio/video recording, PM e-Vidya, etc. Class-wise video programmes on curriculum-based topics/themes have been developed in collaboration with CIET. The Department has also developed a road map for activities based on LOs in four languages for all stages.

3. Department of Education of Groups with Special Needs (DEGSN)

The Department of Education of Groups with Special Needs (DEGSN) was established on 1 September 1995. Since then, it has been working in the area of education of Children with Disabilities (CwD) and children belonging to socially disadvantaged groups, such as Scheduled Castes (SCs), Scheduled Tribes

(STs) and minorities. Implementation of an inclusive system of education for all assumes greater significance for systemic reforms especially in the context of the socially disadvantaged and the children with disability. The Department hosts a cell called Minority Cell which was created in NCERT on 28 July, 2006 with a view to focus on the promotion of education and welfare of minorities.

The major roles of the Department are to facilitate equitable and inclusive school education to children from socio-economic disadvanatged groups, namely, CwD and children belonging to socially disadvantaged groups of the society through major programmes of the Government like the *Samagra Shiksha*; to concentrate on issues and problems related to the education of children from SCs, STs (with a focus on nomadic, the identified, primitive, coastal and hill tribes and disturbed tribal areas due to natural disaster and human action) and minorities (linguistic and religious) and to provide quality education to these disadvantaged groups; to play an advocacy role for increasing the coverage of CwD under all programmes/ schemes/committees and also for the implementation of Right to Education (RTE) Act, 2009 from the perspective of Socio economically disadvantaged children.

The key functions of the Department are to conduct research and develop research based teachers' guides, manuals, handbooks and training packages, etc., organise training programmes for teachers, teacher educators and policy makers focussing on strategies for providing quality education to children belonging to the vulnerable groups; support the development of inclusive curriculum and teaching-learning material based on Universal Design of Learning (UDL); and provide resource support to the Centre, states, NGOs and international and national agencies for the implementation of inclusion of CwD and other vulnerable groups in education.

4. Department of Gender Studies (DGS)

The Department of Gender Studies (DGS), initially created as a Women's Education Unit in 1979, became a full-fledged Department of Women's Studies in 1989 to address the issue of girls' education and women's empowerment more intensively. The Department was renamed as the Department of Gender Studies in the light of a landmark judgment of the Supreme Court of India in 2014, which recognized transgender as 'third gender' and addressed their concerns.

The Department works towards the equality of all genders through its research projects, development of materials, capacity building programmes for various stakeholders and though extension programmes. It believes that gender should become an important organizing principle of the National and State Curriculum Frameworks and should be effectively implemented for achieving a gender inclusive society. It envisions that education should be embedded with the principle of gender equality, gender justice, harmony and peace.

The major roles and functions include: sensitisation of key educational personnel including teacher educators, educational planners, gender coordinators and administrators on gender concerns in education, including transgenders across the country; re-designing curriculum and educational programmes by eliminating gender bias from textbooks and other teaching-learning materials; development of guidelines, handbooks and other exemplar materials for gender equity; development of textual and non-textual materials for

the promotion of gender equality and making the curriculum and its transaction gender inclusive; inoculation of self-esteem and self-confidence among students irrespective of gender; organising capacity building and orientation programmes for curriculum makers, textbooks writers and educational planners for the incorporation of values that commensurate with equality between all genders, peace and harmony in textbooks and school curriculum across the states; conducting research in the area of gender studies, girls' education and empowerment; formulation of intervention strategies for inputs into teacher education curriculum, training of teacher educators, pre-service and in-service education of teachers for promoting gender sensitisation among practitioners; and mobilizing community through advocacy and sensitisation campaigns for the educational and overall development of girl children. The Department works in close collaboration with the constituent units of NCERT, MoE, Niti Aayog, Department of Women and Child Development, NIEPA, women's study centers, universities, faculties of education, national, international and voluntary agencies working in the area of gender studies and girls'/women's education and empowerment.

The Department has the vision that every student, irrespective of gender, should be able to exercise the right to quality education, is capable of facing the challenges of life and is empowered in the true sense of functionality, in order to be able to make informed choices and take action without being intimidated. The Department is committed to making a significant impact on education and quality of life of students: play a leading role in removing barriers to education; redress all forms of discrimination in education; work towards bringing positive societal change in favour of girl child and transgender and enable them to attain their full potential. The Department is working towards integrating gender perspectives in the new curriculum, syllabi, textbooks and other textual/non-textual material in order to ensure that they incorporate appropriate and relevant material that is free of any bias/stereotyping and discrimination based on gender.

5. Department of Education in Social Sciences (DESS)

The Department of Education in Social Sciences (DESS) undertakes activities pertaining to research, development of materials, capacity building of teacher educators, and teachers and extension related activities. The main functions of the department are to: (i) formulate research projects in the domain of social sciences; (ii) develop training materials in the form of modules, handbooks for making pedagogical processes child centered and strengthen experiential learning; (iii) prepare teaching learning materials for concept clarification and better understanding of subjects; (iv) collaborate with different NIE departments, regional institutes of education, university departments, national institutes, state educational institutions, non-governmental organizations and so on.

The Department had contributed to development of materials, training and extension related activities in a significant manner. Some of the development activities include the preparation of material on India's border areas, an atlas and supplementary readers. Kit items and manuals in the domain of Economics from an inter-disciplinary perspective for the inclusive Secondary Stage (Classes IX–XII) to create an awareness among students about India's monetary history, contribution of Indian thinkers to modern economic thinking to instil a

deep-rooted pride in being Indian, develop competencies among student and empower them to make informed decisions by using hands on activities such as working modules, indigenous games, activities, etc. In addition, the Trilingual Dictionary in History developed by the Department has been converted into e-pub audio and is available on the NCERT website. Materials on toy-based Pedagogy in Social Sciences for Middle Stage (Classes VI–VIII) has been prepared for making the teaching and learning of Social Sciences joyful and child centred. At the same time, the Department has prepared a report on "A Comparative study on Social Science Syllabus of NCERT, States and Union Territories and some of the International Countries in the light of the New Education Policy 2020". The materials have been prepared with regard to eminent economic thinkers of India.

The Department's National Population Education Project (NPEP) organised mega national level events such as Yoga Olympiad, Yoga Quiz and the National Role Play and Folk Dance Competition. In order to promote greater awareness on concerns related to Health and Wellness, the NPEP organised two capacity building programmes at Delhi and Puri, Bhubaneswar in collaboration with the Health Ministry for training of Key Resource Persons from the Educational and Health sectors based on the training and resource material developed under the School Health Programme of *Ayushman Bharat*. In order to build the capacities of the Social Science teachers on preparing textbooks and other curricular materials a six-month certificate course on developing school Social Science textbooks and other curricular materials was organised in a blended mode.

In connection with the extension related activities, the Department developed several Quiz items to celebrate significant events such as International Yoga Day, National Vigilance Week, Constitution Day and G-20. Department also contributed to the live interaction programmes of *Swayamprabha*/PM e-Vidya channels.

6. Department of Education in Science and Mathematics (DESM)

The Department of Education in Science and Mathematics (DESM) has been working for school education in the areas of Science, Mathematics, Environment at the Middle and Secondary Stages. The Department carries out research, development, training, evaluation and extension activities. It conducts research in innovative methods of teaching-learning and other issues related to Science and Mathematics education, develops teaching-learning materials in print and digital forms such as syllabi, textbooks, supplementary materials, e-resources for students, teachers, teacher educators, children with special needs, etc. The Department also develops and disseminates material for popularization of Science, Mathematics and Environmental education. Capacity building programmes for teachers/teacher educators in face-to-face mode as well as online mode are conducted regularly.

Different extension activities of the Department include organization of seminars, state and national level science exhibitions; besides publication of the Journal *School Science. Rashtriya Bal Vaigyanik Pradarshani* (RBVP) previously known as Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) for children is an annual event that marks

the culmination of a series of Science exhibitions organized at district, zonal and state levels. Academic guidance and financial support for state level science exhibitions are also provided. *Rashtriya Avishkar Saptah* (RAS), an annual event, is also organized by the Department under *Rashtriya Avishkar Abhiyan* (RAA). The Department has developed a Science Park and a Herbal Garden which provide valuable information and idea for schools to replicate the same for benefit of children. A Resource Centre for Science and Mathematics Education (RCSME) in the Department is a rich repository for both print and electronic resources on Science and Mathematics education. The Department also has four laboratories namely, Biology, Chemistry, Physics and Mathematics as a centre for conducting activities, experiments and getting hands-on experiences in respective areas.

The Department also assists and advises the Ministry of Education, Government of India in various issues and concerns related to Science, Mathematics and Environment education at school level. It also extends its cooperation and expertise to other departments and divisions of NIE as well as other constituents of the NCERT in various activities related to development of curricular and other support materials for students as well as teachers. The Department also extends its cooperation to other departments of NCERT in conducting various capacity building and extension programmes. Faculty members of the department also provides its expertise to SCERTs, state boards of school education, central and state Governments, universities, etc.

7. Department of Curriculum Studies and Development

The Department of Curriculum Studies and Development (DCS&D) has been set up with effect from 13 December 2021, by merging the Department of Curriculum Studies (DCS) which was set up in 2016 and Curriculum Group (CG) which was set up in 2019 to look after various aspects of school curriculum research and development and preparation of National Curriculum Frameworks in consonance with perspectives of the National Education Policies. The Department is mainly involved in curriculum development and its implementation in the country. It develops guidelines and builds capacities of agencies in States/UTs serving in school education on curriculum research and development. It coordinates the process of development of the National Curriculum Frameworks and related documents in the area of School education, Early Childhood Care and Education, Teacher Education and Adult Education. The Department in turn provides academic support to States/UTs in the development of curriculum across the stages and their implementation and strengthens linkages among the various academic/examination bodies for the effective implementation of curriculum. The Department is currently involved in the development of National Curriculum Frameworks and in the subsequent years it will be coordinating the development of syllabi, textbooks and other learning-teaching material for all the stages of schooling.

8. Department of Education in Arts and Aesthetics (DEAA)

The Department of Education in Arts and Aesthetics (DEAA) was created as a separate department on 24 November 2005, at NIE, New Delhi, with a concept to promote all forms of arts in schools by bringing it into the mainstream of the education system through various activities as development, training, research, orientation and to unfold the aesthetic potentialities of children for enabling them to become contributing citizens. The Department shoulders the responsibility of research on the status of arts education in schools, implementation of Art Integrated Learning (AIL) in schools and in teacher education institutions, RIEs, study of the impact of arts on school environment, and on the learning of students, frequent review of teaching learning and evaluation process and of the innovative practices in school education and teacher education. The department has been engaged in the development of teaching learning materials, training packages, training modules, textbooks, teachers' handbooks, supplementary material, audio-visual material, multi-media and e-content for all stages of school education in visual arts and performing arts. The Department has contributed to a pedagogical model of experiential learning, the Art-Integrated Learning to the nation, while promoting learning through the arts and culture at all level of school education. The Department has conducted in-service training and orientation programs for teachers, teacher educators and educational administrators, for the capacity building of the RIEs, SCERTs and DIETs, regularly. It has provided an in-depth capacity building exercise to the states both for preparing their master trainers on Art Integrated Learning to imbibe the nuances of a flexible pedagogy and on arts education disciplines for experiences which form a basis for Indian traditional arts. The Department has contributed extensively in the development and training of Art Integrated Learning module under the NISHTHA initiative, to millions of teachers and heads of schools at elementary and secondary level of school education.

The NEP 2020 recommends "Inclusion of outstanding local artists, writers, crafts persons, and other experts as master instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, sports etc. and a much greater flexibility in the curriculum, especially in secondary schools and in higher education, so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths". The Department has framed guidelines in the position paper to achieve the vision of NEP 2020 and for the necessary actions to do the needful in future. As future tasks the Department shall be working on the curriculum, syllabi, textbooks, learning outcomes, Art Integrated Learning, research in art education and capacity building of the national and state level organisations as per the NEP 2020 mandate, developing e-content and print teaching-learning material, synergies with art and culture organisations, etc.

9. Division of Educational Kits (DEK)

The Division of Educational Kits (DEK), previously known as NIE-Workshop, was conceived in 1964 to provide academic assistance for the designing and development of equipment/items for teaching-learning of Science and Mathematics at a school level. The main objectives are to study teaching equipments in Science and Mathematics and to design, develop and make experimental trials in schools for testing the designs and production.

The Division is responsible for augmenting teaching-learning in the field of school education supporting print media through hands-on-experience by design, development and prototype production of school equipment in the form of kits. The Division also provides hands-on-training to students/ teachers/teacher educators on the use of various kits developed by the Division. The Division conducts various extension activities viz., hands-on-activities in Science, Mathematics and Technology for children by ensuring their participation in annual *Rashtriya Bal Vaigyanik Pradarshani*, World Book Fairs, World Trade Fair, and Global Education Summits. The Division is also responsible for various tasks including designing and developing prototype kits, empanelment of firms, coordinating kit supplies based on orders, and providing hands-on-training to teachers, students, and teacher educators.

10. Department of Educational Psychology and Foundations of Education (DEPFE)

Department of Educational Psychology and Foundations of Education is one of the oldest departments of NCERT. It came into being when NCERT was established in 1961. It has undergone changes in its nomenclature and emphasis of work due to organisational changes and changes in thrust areas. The focus has been always on psychological foundations and guidance and counselling.

The Department, with the major thrust in the areas of educational psychology, guidance and counselling and value education, has been engaged in realising the NCERT's objectives of bringing about qualitative improvement in school education and teacher education through the application of psychological knowledge to educational theory and practice. The Department extends its resources and collaborates in providing psychological perspectives to different aspects of school education, viz. curriculum planning, textbook writing, teacher training, assessment, etc.

As a department, it puts in concerted efforts in the areas of work specifically facilitating in (i) preparation and training of counsellors for the school system, (ii) providing psychological inputs in the curricular areas across all stages so as to give focus on understanding uniqueness of learners, building life skills, and developing ethics, human and constitutional values, (iii) integrating value education in the functioning of school and in teacher education, and (iv) ensuring value education, and mental and emotional well-being as integral components of both curriculum development and teacher training.

11. Division of Educational Research (DER)

The Division of Educational Research is engaged in promoting policy research in education; performing activities of a 'think-tank'; undertaking, coordinating,

sponsoring and commissioning research and innovations in school and teacher education; and functioning as the secretariat of Educational Research and Innovations Committee (ERIC). A standing committee of NCERT, called Educational Research and Innovations Committee (ERIC), acts as a catalyst to promote and support research in priority areas of school education and teacher education. The ERIC members include eminent researchers in education and allied disciplines from universities and research institutions and representatives of SIEs and SCERTs. The division also awards NCERT Doctoral Fellowships to students working for their doctoral degrees in a university/ research institutions. Under the scheme 'NCERT Research Associateship (Educationists'/ Researchers' Pool) opportunities are provided to young educationists/educational researchers, who have done their Ph.D. on topics relating to school education. It provides a chance for them to contribute and gain experience in relevant areas pertaining to school education. NCERT, in particular, and the education system in India as a whole, also gain from the energy, enthusiasm and knowledge of these young people.

12. Department of Teacher Education (DTE)

The Department of Teacher Education (DTE) addresses the task of formulation and organization of teacher education programmes, both pre-service and in-service, and Continuous Professional Development programmes (CPD). The programmes and activities of the Department of Teacher Education (DTE) focus on research in the area of teacher education, recruitment, deployment, service conditions, and empowerment of teacher, etc., development of materials, journals, professional development of teachers and teacher educators, providing academic support to the centrally sponsored institutions of teacher education (like BITEs, DIETs, SCERTs, CTEs and IASEs) in the light of National Education Policy-2020. The department also promotes innovations, experimentations and conduct extension activities in teacher education and school education. Apart from this, the Department focuses on performing the policy and advisory role in teacher education and provide academic support to MoE and State/ UT governments in formulation, implementation and evaluation of centrally sponsored schemes for qualitative improvement of teacher education; perform 'think-tank function' in the area of teacher education, curriculum, high-quality content as well as pedagogy, National Professional Standards for Teachers (NPST), which include pre-service teacher programmes at different levels and formulation of models/designs of in-service education, continuing education and lifelong education of the teachers; supporting teacher and teacher educators in the area of updating pedagogy to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable; supporting program and activities of SCERT, so that SCERTs lead a "change management process "for the reinvigoration, capacity building and changing the work culture of DIETs/ BRCs/CRCs for developing them into vibrant institutions of excellence to achieve National Professional Standards for Teachers (NPST); supporting the activity of National Mentoring Mission (NMM) and the development of framework on School Quality Assessment and Accreditation Framework (SQUAAF); providing technology support to TEIs to empower them to effectively and efficiently carry

forward the mandate of quality teacher education, research, and development of curriculum/textbooks/various TLM/other online and offline resources for school education and teacher education; supporting TEIs in the organization of Teacher Education Programmes in multidisciplinary context; organizing continuous professional development programmes (CPD) for teacher educators/master trainers/Key Resource Person (KRP) at different levels in face-to-face and online mode for their professional and self-development; undertaking research studies on various issues and concerns of teacher education and school education like pre-service teacher education progammes, internship programme sand pedagogy; developing high quality resources/e-content for teaching and learning for CPD programmes for teachers, teacher-educators, educational administrators such as NISHTHA, DIKSHA, MOOCs, PM e-Vidya, etc.; and developing reference books, handbooks, guidelines, manuals, journals, etc. for promoting experiential learning, toy-based pedagogy, sport and art-integrated pedagogy, story-telling-based pedagogy, etc. as highlighted in NEP-2020 for teacher education and school education.

13. Educational Survey Division (ESD)

The Educational Survey Division (ESD) was established in 2012 by merging two previous departments in order to conduct educational surveys and provide authentic information on school education for strengthening educational planning in India. The Division's main functions include creating, maintaining, and updating educational databases, providing training in research methods and statistical analysis, conducting capacity building programs, developing materials for educational evaluation, conducting research in learning assessment, and administering the National Talent Search Examination. ESD has conducted large-scale surveys such as the All India School Education Survey and the National Achievement Surveys, including NAS 2022, which assessed the learning achievement of students in government and government-aided schools. ESD has also conducted research studies on various themes in school education, and provides capacity building programs for states' functionaries on quality tests development, item development, question paper setting, and statistical methodology. ESD's flagship program is the National Talent Search Scheme, which identifies and nurtures talented students, providing them with scholarships for higher education up to the doctoral level.

PARAKH

India's first national assessment regulator, PARAKH (Performance, Assessment, Review and Analysis of Knowledge for Holistic Development) has been established in NCERT. It will work on setting norms, standards, and guidelines for student assessment and evaluation for all recognised school boards in the country. PARAKH will work in three major assessment areas including large scale assessments, school-based assessment and examination reforms. Its core objectives are to revamp the education system by introducing comprehensive assessment methods that go beyond traditional exams. PARAKH aims to nurture students' skills, including critical thinking and problem-solving, reduce the stress associated with exams, and promote holistic development by valuing not only academic achievements but also character and life skills. It seeks to align India's education with global standards, empower teachers with

effective tools, and create a conducive learning environment for students. It also focuses to alleviate the overwhelming stress and pressure often associated with high-stakes exams. It advocates for a shift towards a more balanced and less anxiety-inducing approach to assessments, creating a healthier learning environment for students. In essence, PARAKH's objectives are rooted in a vision of an education system that caters to the holistic development of students, promotes a comprehensive set of skills, and prepares them to thrive in an increasingly complex and interconnected world.

14. International Relations Division (IRD)

The International Relations Division (IRD) carries out various activities in conformity with the NCERT's role to promote international cooperation to facilitate the exchange of information between NCERT and agencies and sign a Memorandum of Understanding (MoU) between NCERT and willing international educational institutions and discharge responsibility as the Academic Secretariat of the National Development Group (NDG). As part of these activities, IRD hosts visiting delegations from abroad and facilitates cooperation in the areas of formulation of national education policies, development of national curriculum frameworks, organisation of pre-service and in-service teacher education programmes, formulation and implementation of programmes for vocational education, educational technology, and facilitates the participation of faculty from the NCERT in international seminars, conferences, meetings, exhibitions and training programmes conducted under the auspices of international organisations like UNESCO, UNICEF, UNDP, etc. In addition, IRD also supports national level MoE initiatives such as the *Shikshak Parv.*

The Division is engaged in promoting bilateral cooperation and in the process of working out and signing Memorandums of Understanding (MoUs) in different areas of school education with distinguished educational institutions and agencies. The process of signing MoU initiated between NCERT and the National Agency of Education (EDUFI), Finland and the National Taiwan Normal University (NTNU), Taiwan, has been completed. IRD has also signed MoUs with Academy of Korean Studies (AKS), Republic of Korea; Mauritius Institute of Education (MIE), Mauritius; Curtin University (CU), Australia; and Florida State University (FSU) and University of St. Francis, USA. The objective behind these MoUs is to foster structured and meaningful relations with these countries for mutual benefit in improving the quality of school education. The Division is currently working on draft MoU with the institutions at Sri Lanka, Nepal and Bhutan. During the pandemic, the Division operated online and engaged in multiple activities outlined in the MoUs. This involved conducting Joint Working Committee meetings with AKS, Republic of Korea and MIE, Mauritius. The new initiatives pertaining to bilateral cooperation in education were initiated in online mode with institutions from Vietnam, Finland, Israel and the Islamic Republic of Iran.

15. Library and Documentation Division (LDD)

The NCERT library is one of the resourceful centres in the country in the field of education and its interdisciplinary areas. The main functions of Library and

Documentation Division (LDD) is to collect, organise and disseminate primary, secondary and tertiary resources on school education and also on teacher education; support academics, researchers and students through conventional references, referral services and document delivery services; facilitate in-services education of library personnel of States/UTs and other organisations by using manuals; disseminate bibliographies, book reviews, contents indexing and abstracting of articles and press, clipping; disseminate LDI) products and services through extension services; facilitate the readers resource sharing through DELNET, and provide free internet surfing to the readers.

16. Planning and Monitoring Division (PMD)

The Planning and Monitoring Division (PMD) was created with the purpose of coordinating the process of programme formulation, monitoring, evaluation and submitting periodic reports of the programmes to the MoE. It acts as a clearing house with respect to the academic programmes or activities of NCERT and monitors the conduct of all Programme Advisory Committee (PAC) approved programmes. It bears the responsibility of designing pertinent strategies of the Council and issues proper guidelines for the implementation of its various programmes. To achieve its objectives, PMD issues guidelines, prepares various documents for dissemination of information, monitors the progress of programmes approved by Programme Advisory Committee (PAC) and Project Approval Board (PAB).

While providing support to the constituents of NCERT in formulating short and long-term academic programmes and evaluating its implementation and assessing progress, PMD has been engaged in the activities of preparation of Annual Report of NCERT; preparation of NCERT component for the Annual Report of MoE; preparation, development and updating of general guidelines for formulation of academic programmes; preparation of time schedule and participation in the meeting of programme processing committees: Departmental Advisory Boards, Academic Committee, Institute Advisory Boards and Management Committees; Convening Programme Advisory Committee meetings; quarterly monitoring of the progress of programme implementation undertaken by the Institutes/Departments/Divisions/Cells; collection and processing of information through follow up actions; Preparation of Annual Programme Budget of NCERT; Processing of proposals of PAC and PAB approved programmes for administrative-cum- financial sanctions; Preparation of monthly and quarterly reports on major activities and achievements of NCERT; Preparation of MoU of NCERT with MoE; Review of programme proposals for NIE Departments/Divisions/Cells, CIET, PSSCIVE and RIEs for duplication and monitoring financial aspects as per recommendations of meetings of the PAC; and coordination of projects approved by Project Approval Board (PAB) of Ministry of Education under *Samagra Shiksha*-integrated Scheme. Apart from these regular activities, PMD is also engaged in carrying out research, development, training and extension programmes in different areas of school and teacher education.

For enabling the monitoring and reporting of programmes, the MIS portal 'YOJANA' (Yearly Ongoing Judicious Appraisal of NCERTs Activities) has

been developed by the Division. The objective of MIS portal YOGJANA is to systematically assess and evaluate the performance, accountability, and quality of the Council's educational initiatives and programs over the course of a year. It will ensure the effective monitoring of programmes, updating of the progress of programmes and quick retrieval of essential information. It also aims to provide information on the PAC/PAB approved projects carried out by the Constituent Units of NCERT. This process will ensure transparency, adherence to quality standards, and alignment with national educational goals while fostering continuous improvement and engagement, ultimately enhancing the overall effectiveness of the programmes.

17. Publication Division (PD)

The NCERT publishes school textbooks, workbooks, supplementary readers, teacher guides, laboratory manuals, source books on assessment, exemplar problems in mathematics, research reports/monographs and educational journals. For adoption/adaptation and translation of NCERT books by various states/UTs, copyright permission is granted by NCERT on the request of States/ UTs under the nationalized textbook programme. These are also used widely in schools affiliated to the Central Board of Secondary Education, Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Tibetan Schools and several public schools in all States of the country and abroad.

The NCERT has granted the copyright of its textbooks to the under mentioned States/UTs, based on their request for adoption/adaptation/ translation for the year 2022-23:

S. No.	State	Agency	Classes for which copyright given
1	Manipur	Board of Secondary Education, Babupara, Imphal, Manipur	I–VIII
2	Madhya Pradesh	Sanchalak, Rajya Shiksha Kendra, Bhopal, Madhya Pradesh Samagra Shiksha Sec. Education, Madhya Pardesh	I–XII Vocational Books (22) books
3	Uttarakhand	Nirdeshak, Madhyamik Shiksha, Uttarakhand Samagra Shiksha, Rajya Pariyojna Office, Uttarakhand Samagra Shiksha, Rajya Pariyojna Office, Uttarakhand	I–XII Barkha Series Vocational Books (IX–X)
4	Mizoram	School Education Department, Govt. Of Mizoram, Mizoram	I–VIII
5	Rajasthan	Rajasthan, Paathya Pustak Mandal, Jaipur	1–XII (All subject)
6	Jharkhand	JEPC, Ranchi	General Publication
7	Haryana	Elementary Education, Haryana Haryana Board, Bhiwani	I–VIII 9 and 10 (Three Books)
8	Karnataka	Karnataka Text Book Society	I–XII

9	Andhra Pradesh	SCERT, Andhra Pradesh	VIII (7 books)
10	Uttar Pradesh	School Education, Utter Pradesh	IX–XII (74 books)
11	DBTB	Delhi Bureau Text Books society, Janakpuri, Delhi	I–VIII (108 books)
12	SCERT, Chhattisgarh	SCERT, Chhattisgarh, Raipur	VI, VII, VIII, XI, XII (82 books) Hindi, Eng, Urdu
13	Punjab	Punjab School Education Board	VIII–XII (57 books) and Vocational Books (NSQF)
14	Goa	SCERT, Goa	I–VIII
15	Kerala	SCERT, Kerala	XI–XII
16	Himachal Pradesh	Himachal Pradesh School Shiksha Board, Dharamshala	I–X (90 Books)
17	Gujarat	Gujarat State Board of School Textbooks	I–XII (53 books)

A total of 22 agencies of 17 States/UTs have obtained copyright permission in 2022–23.

Apart from non-textual material, textbooks for different classes from I to XII are printed every year. About six crore copies of various NCERT publications in English, Hindi and Urdu including textbooks are brought out every year. The books are used widely in schools affiliated to the CBSE which include Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Central Tibetan Schools and several private schools in all the States and UTs. Many States and UTs have obtained copyright for NCERT textbooks. The Council also uses QR Codes in its textbooks.

The Publication Division, NCERT has empanelled 995 dedicated booksellers as its vendors for ensuring the availability of NCERT publications across the country. The Urdu publications are distributed or sold through the Urdu Academy, Government of NCT of Delhi. With the help of a dedicated web portal, Publication Division, NCERT, extends the facility to schools for placing online orders of textbooks as per their requirement. Schools also have the option either to collect their requirement of NCERT textbooks from any empanelled vendor or directly from NCERT as per their convenience. NCERT's web portal also extends the facility to order online NCERT publications to individuals, students, parents and institutions. The orders received via. the NCERT web portal are delivered through registered book post at the customers' doorstep for which NCERT bears the postal cost.

Publication Division, NCERT also supplies textbooks directly to the various Educational Institutions, Government Agencies, School Organizations, such as, Navodaya Vidyalaya Samiti, Model Schools of different states, Governments of Arunachal Pradesh, Sikkim, Gujarat, Assam, SCERT Tripura, Nagaland Board of School Education, Kohima, Textbook Bureau Andaman and Nicobar, Jharkhand Education Project Council, Govt. of Pondicherry, Department of Education Lakshadweep, Daman and Diu, Chandigarh Administration, NDMC, Goa Board of Secondary Education, M.P. Pathya Pustak Niyam (Urdu), Directorate of School Education Jammu and Kashmir etc. Four Regional

NCERT

Production-cum-Distribution Centers (RPDC) of the Publication Division, NCERT located at Kolkata, Bengaluru, Ahmedabad and Guwahati are catering to the needs of publications in the Eastern, Southern, Western and North Eastern parts of the country respectively. The Delhi headquarter caters to the requirement of North India.

There are a total of 10 sales counters operated directly by the NCERT, Publication Division. These counters are functional throughout the year at four RPDCs, five Regional Institutes of Education and at Delhi Headquarter to ensure the easy availability of NCERT publications to individuals, students, parents and schools. During the year under report, 666 publications were released. The details of publications are given in Appendix – VII.

Cells

1. Cell for National Centre for Literacy (CNCL)

As per National Education Policy 2020 recommendations, a Cell for National Centre for Literacy (CNCL) was constituted in NCERT in March 2021. It is dedicated to 'Education for All' (Adult Education), to develop resource materials, both print and non-print, for foundational literacy and numeracy along with critical life skills. The cell works in accordance with Ministry of Education's program – New India Literacy Program *(Nav Bharat Saksharta Karyakram)* that focuses on Education for All.

The National Educational Policy (NEP), 2020, for Adult Education talks about five major areas to achieve, viz., foundational literacy and numeracy, critical life skills, vocational skills development, basic education and continuing education. The cell works for adult learners by keeping the focus on two major areas— Foundational Literacy and Numeracy and Critical Life Skills— by developing various resource materials such as Primer titled UJAAS in four volumes, *Margdarshika,* worksheets, assessment items, video programs based on primer, audio program on critical life skills, promotional material such as jingle, documentaries, flyers, monograms, informative booklets, etc.

The cell aims at working towards achieving the goal of 100 per cent literacy as recommended by National Education Policy, 2020. Keeping this vision in mind, the cell organised various workshops and training programs for educators, key resource persons and master trainers of various states, including orientation workshops for all the regions.

In the same light, the cell envisions to develop synergy with and build upon the existing expertise in developing various resource materials for Foundational Literacy and Numeracy and Critical Life Skills, while also covering the areas of Vocational Skills Development, Basic Education and Continuing Education. For the effective implementation of *Nav Bharat Saksharta Karyakram,* the cell plans to develop resource materials such as detailed guidelines, handbook, audio-video programs, story books, posters, pamphlets, monographs, etc.

2. Manodarpan Cell

Ministry of Education (MoE) initiative *Manodarpan,* aims to address concerns of mental and emotional well-being among students, as part of *Atmanirbhar Bharat*

Abhiyan. It also aims to provide psychosocial support to students, teachers and families for mental health and emotional well-being during COVID-19 and beyond. The *Manodarpan* initiative was inaugurated by the Hon'ble Minister for Education on 21 July, 2020.

A working group was constituted by MoE, having experts from the fields of education, mental health and psychology to monitor and promote mental health concerns of students. To take forward the work envisaged under the initiative, *Manodarpan* Cell was established at NCERT on 14 October, 2020, comprising of faculty members from DEPFE, NIE and RIEs at Ajmer, Bhopal, Bhubaneswar, Mysuru, and NERIE, Umiam (Meghalaya). The Manodarpan Cell along with the working group members have been undertaking several activities for the advocacy of the importance of mental health and well-being, especially for students.

The Manodarpan webpage (https://manodarpan.education.gov.in/), created on the website of the MoE, contains advisory and guidelines for students, parents and teachers, directory of counsellors (approximately 350 counsellors, both school and college/university level) along with other support materials such as motivational posters, FAQs, *Mantarang*, a digital collation of activities undertaken under the Manodarpan initiative was prepared and uploaded on the webpage. Another step to reach the stakeholders was by providing tele-counselling services to students, teachers and parents, service through a toll-free tele-helpline (8448440632). Trained counsellors have been providing voluntary counselling services from 8:00 am to 8:00 pm since July, 2020.

Live interactive sessions 'SAHYOG' are organised with practicing counsellors from Monday to Friday (from 5:00-5:30 pm) across different regions for students (Classes VI-XII) on concerns related to mental health and well-being. Webinars 'Paricharcha' are organized every Friday (2:30 pm to 4:00 pm) with experts in the field to address various mental health and emotional well-being concerns of students, parents and teachers. These sessions are telecast on PM e-Vidya channels and are also available on 'NCERT Official' YouTube Channel.

3. Hindi Cell

With the enforcement of the Constitution on 26 January 1950, according to Article 343 of the Constitution, Hindi was announced the official language of the Indian Union and the responsibility of promoting Hindi was assigned to the Government of India. As a result of the enactment of the Official Languages Act, 1963, orders for the use of Hindi as the official language are continuously issued by the Ministry of Home Affairs, Government of India. After Hindi was mandated to be the Official Language, the Official Language Rules, 1976 were implemented. For the promotion of Hindi language in the day-to-day work of the Council and for its proper implementation, Hindi Cell was established in NCERT.

Hindi Cell makes all efforts to follow the orders, rules and resolutions issued by the Department of Official Language, Ministry of Home Affairs to promote Hindi as Official Language. It also ensures compliance of these orders, instructions etc., from time to time in the administrative work of the Council.

II. Central Institute of Educational Technology (CIET)

Central Institute of Educational Technology (CIET), a constituent unit of NCERT, came into existence in 1984 with the merger of Center for Educational Technology (CET) and Department of Teaching Aids. CIET is a premier national institute of educational technology. Its major aim is to promote utilisation of educational technologies viz., radio, TV, films, satellite communications and cyber media either separately or in combinations. The Institute undertakes activities to widen educational opportunities, promote equity and improve quality of educational processes at school level. The Institute has four major divisions namely: Department of Information and Communication Technology and Training Division (DICT and TD), Planning and Research Division (PRD), Media Production Division (MPD) and Engineering Division (ED).

DICT and TD is instrumental in creation of multimedia materials for students and teachers, imparting training on use of ICTs in the teaching-learning process and research methodology for ICTs in education, etc. for teachers, teacher-educators and other stakeholders. It organizes faculty training on usages of ICTs in education including the development and use of open-source materials, etc. It also facilitates innovations in ICTs in education and their dissemination. Extension of ICT resources among schools, students and teachers in every nook and corner of the country is the motto of the Institute along with the continuous updating and maintenance of CIET and NCERT websites and other web applications. PRD looks after the activities related to planning, conducting and disseminating researches carried out in the institution. It is also responsible for overseeing the processes for developing new program proposals, their approval from the bodies like Institutional Advisory Board (IAB) of CIET; Programme Advisory Committee (PAC) of NCERT and Project Advisory Board (PAB) of Ministry of Education (MoE), Government of India and ensuring the timely execution of the approved programs. Besides this, it is also involved in the compiling and sharing of the monthly, quarterly and annual reports of academic activities of CIET with the NCERT Headquarter and coordination of extension activities at the national and international levels.

The primary mandate of the MPD is to produce high quality educational audio-video programmes for the school-going children (Foundational to Secondary stages) and teachers. Once the programs are produced and finalised after undergoing a rigorous preview by experts and other stakeholders, the programs are packaged for the dissemination through offline and online modes including telecast on PM eVidya DTH TV Channels for Classes I-XII and radio stations, etc. Similar to the curriculum-based video programmes, audio programmes are also developed that are broadcast through All India radio Stations, GyanVani, FM radio channels, community radio stations and iRadio. These programs are also available on CD/DVD formats for the students, teachers as well as the general public. Apart from this, all the curriculum-based video programmes can also be accessed from the DIKSHA portal and mobile app.

The primary mandate of the Engineering Division (ED) is to equip the institute with the modern and latest technologies to help CIET to achieve its goals and objectives. ED procures equipment as per the requirements and also maintains them. CIET has state of the art production facilities and the

quality of equipment is sustained because of constant upgradation and proper maintenance of the equipment. CIET intends to create excellent e-content (audio/video/multimedia/animation) covering all topics taught and learnt in school and teacher training colleges and disseminate them using both offline and online (air, web and mobile platforms) avenues. Our goal is to provide quality education to the children of this country using the latest technologies such as Augmented Reality-Virtual Reality (AR-VR).

III. Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) is an apex research and development organisation in the field of vocational education. It is a constituent unit of National Council of Educational Research and Training (NCERT), established in 1993 by the Ministry of Education (MoE), Government of India. It comprises six academic disciplines namely, Agriculture and Animal Husbandry, Business and Commerce, Engineering and Technology, Health and Paramedical Science, Home Science and Hospitality Management and Humanities, Science, Education and Research with five centres.

The Institute is also a UNEVOC (International Project on Technical and Vocational Education) Network Centre in India, which coordinates all the activities, including communication with UNESCO-UNEVOC International Centre, Bonn, Germany. Through the network, the Centre shares knowledge and experiences related to all aspects of VET, exchange country experiences, and discuss issues of common relevance.

The vision of the institute is to be a leading organization to strengthen vocational education and training system to meet the skill needs of the current and future workforce. For this, the institute is engaged in multifarious activities under broad categories viz., research and evaluation, development, training and extension activities. It provides academic and technical support for the realization of the national goal of vocational education in fulfilling the human resource requirement for national development and the social requirements of employment. The institute works in collaboration with many national and international institutes like UNEVOC, CBSE, NIOS, NSDC, SSCs, state boards, etc.

The goal of the Institute is to promote vocational education and training, to enhance the socio- economic development of the country; enhance the quality of vocational education and training system through systemic policy interventions; foster lifelong learning through delivery of employability and 21st century skills; design and offer programmes for professional development of vocational teachers to enhance the quality of vocational education and training in school; and to enhance synergic partnership and networking with organisations, institutions and agencies for delivery of VET products and services.

The strategies to achieve the goal and vision of the Institute are to develop learning outcome based curricula for NSQF (Classes IX–XII); conduct and promote research in vocational education; devise multiple approaches to address the training needs of different stakeholders; networking with national and international organisations for the promotion of vocational education;

popularize vocational education; providing employability skills and establishing student support system to ensure better employment opportunities; increase the reach of the institute and establish mechanism for quality training to vocational teachers; up-skilling vocational educators improving access, efficiency and equity in vocational education and training at all levels of education; and collecting, maintaining and disseminating information and popularize vocational education amongst society at large.

The institute is mandated to develop curricula and courseware for vocational subjects (job roles) for Classes IX to XII in 19 different sectors of the economy like Retail, Automobile, Security, Media and Entertainment, Travel and Tourism, Beauty and Wellness, Agriculture, Health Care, etc. as the MoE has mandated NCERT for the development of curricula and courseware of NSQF courses. It is mandatory for all states to follow the curricula and courseware developed by the PSSCIVE, Bhopal. The Institute is also responsible for training teachers and capacity building of State key functionaries for effective implementation of NSQF.

IV. Regional Institutes of Education

The Regional Institutes of Education (RIE) located at Ajmer, Bhopal, Bhubaneswar, Mysuru, and NERIE, Umiam cater to the educational needs (pre-service and in-service education) of teachers or teacher-educators in the States and UTs under their jurisdiction. Pre-service professional training programmes are offered to prepare school teachers for teaching of various school subjects. These are Regional Resource Institutions for school and teacher education and they extend assistance for the implementation of the policies of the states and UTS and help in monitoring and evaluation of the centrally sponsored schemes.

The following major academic functions of RIE are the designing and implementing innovative pre-service teacher training programmes; conducting continuing education or in-service training programmes for capacity building of the staff of DIETs, CTEs, IASEs and SCERTs and other educational functionaries of the states and Union Territories in the region; carrying out research and development activities in various areas of concern of school education and teacher education; offering consultancy on matters related to school education as well a teacher education; providing academic support in school education and teacher education to States and Union Territories in the region; and assisting in the implementation, monitoring and evaluation of centrally sponsored schemes in the region, assisting the states in the development, field testing and evaluation of curriculum materials, textbooks and instructional materials.

Pre-service Teacher Education Programmes

One of the major concerns of the NCERT is the development and operationalisation of innovative pre-service teacher education courses, viz., four-year integrated B.A., B.Ed. course in Social Science and Humanities education, B.Sc.-B.Ed./B.Sc.Ed. course in Science Education, two-year B.Ed. (secondary) course in Science and Humanities, one-year M.Ed. course in Elementary Education and one-year Post-Graduate Diploma in Guidance and Counselling (PGDGC) in RIEs at Ajmer, Bhopal, Bhubaneswar, Mysuru

and NERIE, Umiam. The RIEs also have the facilities for Ph.D. programme. The main emphasis of the four-year integrated B.A. B.Ed. and B.Sc., B.Ed./B.Sc. Ed. courses is on quality, i.e., producing good teachers well-versed in content, process, pedagogy and co-curricular activities. The one-year M.Ed. (Elementary Education) course in teacher education gives adequate emphasis on issues and concerns in elementary education and research-based inputs. The pupil-teachers of the course conduct research studies in different priority areas of elementary education. The two-year B.Ed. (Secondary) course in Science and Humanities is an experimental course based on the guidelines of NCTE.

1. REGIONAL INSTITUTE OF EDUCATION, AJMER

The Regional College of Education, Ajmer was set up in the year 1963 which was later in the year 1995 renamed as Regional Institute of Education (RIE), Ajmer. It looks after the educational interests of Northern Region comprising the States/UTs of Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh, Delhi, Chandigarh, J&K and Ladakh. It is affiliated to the M.D.S. University, Ajmer and its courses are recognised by the NCTE, New Delhi. The Management Committee, chaired by the Vice-Chancellor of the affiliating university performs the advisory role on matters of academic interest. The Institute has been accredited with 'A+' Grade by the NAAC in the year 2017-18. The Institute has submitted its SSR report for reaccreditation to NAAC recently. The Institute is affiliated to Maharshi Dayanand Saraswati University Ajmer and offers programmes and courses, namely, B.Sc.-B.Ed., B.A.-B.Ed., B.Ed., M.Ed., and Diploma in Guidance and Counselling with significant emphasis on achievement of Program Learning Outcomes (PLOs) and Course/Activity Learning Outcomes (CLOs).

As an advanced and pioneering institute of education of the northern region of the country, it tries out innovative pre-service programmes and promotes research, develops instructional material and imparts training to in-service teachers in various school disciplines and the methods of transacting them. As a regional resource institute on school education and teacher education, it offers a support system to the clientele states/UTs and documents and disseminates information concerning improved methods, practices and patterns of education to the state level agencies. The Institute advises the state departments of education on policies and programmes related to all aspects of school education and extend help in the implementation of national level policies and programmes originating from the Ministry of Education (MoE) and the NCERT headquarters. The Institute aims primarily at capacity building of the states/ UTs and district level teacher education institutes like SCERTs, DIETs, IASEs, CTEs, etc. by undertaking specific projects in the areas of research, development, training.

2. REGIONAL INSTITUTE OF EDUCATION, BHOPAL

The Regional Institute of Education, Bhopal, earlier known as the Regional College of Education was established on 3 May 1963. It caters to the pre-service and in-service needs of teacher-training pertaining to school education

of the western region of the country, namely the States of Madhya Pradesh, Chhattisgarh, Gujarat, Maharashtra, Goa and the Union Territories of Daman, Diu and Dadra and Nagar Haveli. The Institute offers M.Ed., B.Ed. program and four year integrated teacher preparation programmes of B.A.Ed and B.Sc. Ed. for preparing secondary school teachers in Science, Mathematics, English and Social Science. It also offers in-service programmes which cater to the professional development needs of teachers, teacher educators and other school functionaries. In addition, it also has one year programme on Diploma in Guidance and Counselling for preparing teacher counsellors. The Institute is affiliated to Barkatullah University, Bhopal for the award of degrees.

It acts as a regional institute for conducting training, research and development programmes in education in general, and school and teacher education in particular. Its role includes the preparation of quality teachers in the areas of Science and Mathematics Education Physical Sciences, Biological Sciences, Mathematics) Social Science and Languages and Teacher Education; organizing in service programmes for teachers, teacher educators, supervisors and administrators concerned with school education; running a model Demonstration Multipurpose school (DMS) to serve as a laboratory of the Institute for trying out innovative experiments; and acting as a support system to the states of the region for capacity building of the state/district and teacher education institutions like SCERTs, DIETs/CTEs and IASE in the areas of research, training, development and extension and to advise the state departments of education on policies and programmes related to various aspects of school education launched by NCERT or GoI.

3. REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

The Regional Institute of Education, Bhubaneswar caters to pre-service needs pertaining to school education of Odisha, Bihar, Jharkhand, West Bengal, Sikkim, Manipur, Mizoram, Meghalaya, Arunachal Pradesh, Nagaland, Tripura and Andaman and Nicobar Islands and in-service needs of Odisha, Bihar, Jharkhand, West Bengal, Andaman and Nicobar Islands. The following regular pre-service programmes are running in the Institute under the affiliation of Utkal University and approval of NCTE: (i) Four-year integrated B.Sc.-B.Ed., (ii) Four-year integrated B.A.-B.Ed., (iii) Two-year B.Ed., (iv) Two-year M.Ed. In addition, a diploma course in Guidance and Counselling is offered by the Institute on distance-cum-face-to-face mode. The Institute also acts as the nodal centre for pre-Ph.D. in the Education course of Utkal University.

The main functions of RIE, Bhubaneswar, are to serve as an institute of Teacher Education and Educational Research, besides undertaking capacity building tasks of SCERTs, IASEs, CTEs, and DIETs of the region in the areas of teacher training, skill development in new pedagogical concepts; strategic institutional and classroom management techniques, material production, curriculum renewal, monitoring and educational research; to assist in the implementation, monitoring and evaluation of centrally sponsored schemes like *Samagra Shiksha*; to design and try out innovative pre-service teacher preparation programmes through four year integrated B.Sc. B.Ed. and B.A. B.Ed. courses, two year B.Ed. course, two year M.Ed. course; to assist the states in the development, field-testing and evaluation of curricular materials,

textbooks, instructional materials and preparation of training packages with special reference to inclusive education, gender sensitivity, multi-grade teaching, special education, etc.; to act as a regional centre of NCERT and implement the policies and programmes of NCERT besides designing region and state specific need based programmes; to act as regional resource institution for school education and teacher education including educational research; to provide academic support to clientele states in the eastern region and Andaman and Nicobar Islands as per their needs in school education; to document and disseminate innovative classroom practices.

4. Regional Institute of Education, Mysuru

The Regional Institute of Education, Mysuru (formerly Regional College of Education) founded on 1 August, 1963, was started with the main objective of bringing in quality improvement in school education through innovative pre-service and in-service teacher training programmes and for meeting the educational needs of the southern states.

The Regional Institute of Education, Mysuru, has established itself as an institute of repute in the area of school and teacher education. The Institute has endeavoured to shoulder the responsibilities and challenges generated by changes in the educational scenario of the country and the southern region. The Institute has been functioning as Regional Institute of Education since 1995, following a major shift in its focus from pre-service education to in-service education. The pre-service teacher education programmes of the institute are affiliated to the University of Mysore and cater to the needs of South Indian states namely, Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, and Union Territories of Puducherry and Lakshadweep. A Demonstration Multipurpose School (DMS) is attached to each RIE, Mysuru as a laboratory for trying out innovative practices in school education and teacher education. These are also used for practical training for the trainees of the institutes to prepare qualified teachers and teacher educators in different subject areas.

The main function of the institute is to train teachers both in-service and pre-service; preparation and training of humane and reflective practitioners for school education and teacher education who are capable of managing inclusive settings; to become a centre of excellence in the field of school education comprising of research, development, training, and extension with special reference to the southern region; to improve the quality of school education with focus on constitutional values and contemporary issues; to improve the quality of teacher education with emphasis on current trends in teaching-learning and the emerging demands of school education; to collaborate with the central government and the state governments for formulation and implementation of different educational schemes; to provide need-based academic support to organizations working in the area of school education and to build and sustain a network of mutual support with peer institutions in the matter of school and teacher education.

The institute is currently offering pre-service programmes with the revised curriculum, approved by the University of Mysore. The Institute is offering four-year integrated programmes of B.Sc.-B.Ed., B.A.-B.Ed., six-year integrated programmes of M.Sc.Ed. in Physics, Chemistry and Mathematics, two-year

B. Ed. and Two-year M.Ed. programme. Choice Based Credit System has been introduced in all these programmes. The Institute also offers diploma courses in Guidance and Counselling, a contact-cum-distance education mode programme of NCERT. The Department of Education and Department of Education in Science and Mathematics are recognised for the research programs. Presently 60 scholars are pursuing their Ph.Ds in the institute.

The Institute functions as a model institute for teacher training and educational research, besides undertaking capacity building tasks for the faculty of SCERTs, IASEs, CTEs and DIETs of the region in the areas of teacher training, skill development for classroom application of new pedagogical concepts; instructional strategies and classroom management techniques; material production, curriculum renewal; monitoring and textbook evaluation and educational research. It assists in the implementation, monitoring and evaluation of central government sponsored schemes such as Science education, Right to Free and Compulsory Education, Educational Technology, *Samagra Shiksha*, population education, gender sensitivity, mid-day meal, computer education, and environmental orientation to school education.

5. North East Regional Institute of Education (NERIE), Umiam, Meghalaya

The North East Regional Institute of Education was set up at Shillong, the capital City of Meghalaya State, in 1995 to cater to the educational needs of North Eastern States, which include Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. The Institute aspires to emerge as a leader in the field of school education and teacher education in the North Eastern region by playing the role of a pro-active organization. The vision of NERIE is to facilitate the development of human resources in the region so that the states are able to provide quality inputs in all aspects of school as well as teacher education. The Institute undertakes research, development and in-service training programmes for catering to the educational needs of all the NE states. It serves as the nodal agency in the implementation of all the centrally sponsored schemes and the flagship educational programmes of the Government of India.

The Institute primarily works for capacity building of the state and district level resource institutions/Teachers Education Institutions and State Boards of Secondary and Higher Secondary Education located in the region in undertaking research, development and training activities. The Institute seeks to engage itself in: (i) the promotion and support of the programmes of the Government of India and the NCERT, (ii) development of school education in the North- East, and (iii) development of a different kind of professional identity in the areas of language in education, Science and Mathematics education in the light of National Policy on Education and the National Curriculum Frameworks, teachers' professional development, research on sociological and cultural dimensions of education, etc.

NERIE started its 2-year regular full time B.Ed. program from the session 2015-16. The students are selected from all the NE states. The Course has been approved by National Council of Teacher Education (NCTE) and is duly affiliated to North Eastern Hill University (NEHU), Shillong. Besides the B.Ed.

course, NERIE also offers a 1-year Diploma Course in Guidance and Counseling (DCGC) program and a-six month certificate course in Early Childhood Care and Education (ECCE) in blended mode. In view of the unique demographic, geographical and other features of the region, distinguishing characteristics of the NERIE are its functioning modality marked by distance mode of learning and training in addition to the conventional face-to-face system of education and training. This is a step towards decentralization of delivery of training by making it accessible to a large number of clienteles. The Institute networks with SCERTs of North Eastern States and CIET, NCERT, New Delhi for the purpose. The Institute makes all efforts to preserve the ethnic/cultural identities of the NE Region.

V. Demonstration Multipurpose Schools

The Demonstration Multipurpose Schools situated at Ajmer, Bhopal, Bhubaneswar and Mysuru are an integral part of the RIEs and act as laboratories for trying out of innovative practices in school education and teacher education. The Demonstration Multipurpose Schools are affiliated to the Central Board of Secondary Education (CBSE) and imparts education from Classes I-XII through English and Hindi mediums. These are also used for practical training for the teacher trainees of the institutes.

1. Demonstration Multipurpose School, Ajmer

The Demonstration Multipurpose School (DMS) was established in 1964 as a pace setting institution under the control of Regional College of Education (now, Regional Institute of Education), Ajmer, to try out innovative ideas and experiments for the improvement of school education in the country. This co-educational school, affiliated with CBSE, offers comprehensive education to a student body exceeding 700 individuals, ranging from pre-primary stages to Class XII. At the senior secondary stage, students have the opportunity to select from a diverse range of streams including Humanities, Science, Commerce, and vocational paths. The institution is well-equipped with distinct facilities such as a dedicated library, laboratories, a computer room, and an extensive compilation of multimedia CD/DVD resources.

2. Demonstration Multipurpose School, Bhopal

Demonstration Multipurpose School, Bhopal, affiliated to the CBSE came into existence in 1965. The school admits children through a randomised computer draw to facilitate admission to children of all sections of society. It serves as a laboratory of the institute for carrying out action-research and innovative experiments in school education. It also provides opportunities to interns to observe learn and participate in teaching through internship programmes. The school has a separate primary wing. The school has well-equipped science laboratories and a computer centre.

3. Demonstration Multipurpose School, Bhubaneswar

Demonstration Multipurpose School, R.I.E Bhubaneswar, acts as a pace setting school in Eastern Region of India by participating in research and development

related to major areas of school education and mostly serves as a centre for teachers training programmes of Regional Institute of Education, Bhubaneswar. In this school, the students are drawn from all sections of society. Here, the admissions in pre-primary, Class I and Class VI (additional section) are done by random selection. 25 students have been admitted each in 3 to 4 years and in 4 to 5 years age group, 45 students in Class I and 35 students have been admitted in class VI. Our school students are given preferences for admission into Class XI (Science, Commerce and Arts stream). In this school, Class XI students are admitted on the basis of merit. Through quality education and training our students have proved their worth in national level institutions like IIT, NISER and IISER and also at the international level. The products of this school have earned great accolades across the country and world in the fields of medicine, engineering, law, education, sports, modelling, films, bureaucracy and spiritual institutions.

4. Demonstration Multipurpose School, Mysuru

The Demonstration Multipurpose School, Mysuru, functions as a laboratory for experimentation and try-out of new strategies and instructional training programmes of the Institute. The school provides opportunities for B.Sc. (Ed.) students to observe, learn and participate in teaching and serves as a centre for the cooperative training and research endeavour of the staff of the institute. The school is affiliated to the CBSE and is known for its innovative approaches to teaching and evaluation and lay emphasis on the total development of the child's personality. Competency Based Teaching (CBT) with an action research approach has been implemented in the school with effect from 1995–96. It has a separate primary wing. The school has well-equipped science laboratories and a computer centre.

Major Achievements of the Council in 2022–23

NISHTHA Online

The NISHTHA is a nationwide initiative for the training of teachers of various stages of school. Eighteen courses of NISHTHA Elementary were reviewed in the light of NEP 2020 for re-running the course. Twelve generic courses of NISHTHA Secondary and twelve courses of NISHTHA FLN were rerun in 21 states/ UTs. Development of pedagogy courses for NISHTHA secondary in process. NISHTHA ECCE was launched on 29 July 2022 and six courses are offered in batches. 30 states/ UTs have initiated the training and around 60,000 participants have enrolled and around 14,000 participants have completed the courses. Coordinators of the states/ UTs have been trained in implementation strategies and data management.

The NISHTHA teacher training program is a competency-based program that focuses on developing the skills and knowledge that teachers need to teach effectively. It is a blended learning program that combines online and face-to-face training. The program is scalable and can be implemented in all states and UTs. It is also a continuous professional development program that provides teachers with opportunities to learn and grow throughout their careers. The NISHTHA teacher training program is a significant initiative that has the potential to improve the quality of education in India. The program has already reached millions of teachers and school heads, and it is expected to reach even more in the coming years.

PARAKH

The National Council for Education Research and Training (NCERT) has introduced India's inaugural national assessment regulator, known as PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development). This independent entity operates as a constituent center within NCERT and is tasked with fulfilling several key objectives. These include establishing norms, standards, guidelines, and overseeing activities related to student assessment, as well as managing additional responsibilities mandated by Para 4.41 of NEP-2020.

Under the umbrella of PARAKH, several significant activities have been undertaken, such as conducting large-scale achievement surveys including National Achievement Survey (NAS) 2021 and Foundational Learning Study (FLS) Report 2022 dissemination and follow-up, administering achievement surveys in PM Shri Schools, preparing for NAS 2024 and FLS 2024, creating standard protocols/guidelines for equivalence of school boards, and enhancing the capacities of stakeholders in School Based Assessment, particularly focusing on Competency Based Assessments and Holistic Progress Cards (HPC) across various grade levels.

For the upcoming National Achievement Survey (NAS) 2024, an assessment framework, a sampling framework, and an analysis framework are being developed. Additionally, in the context of exploring the 'Equivalence of the Boards,' a template for analyzing question papers has been devised, and a questionnaire has been crafted to gain a comprehensive understanding of the functioning of educational boards. The data gathered through these tools

will inform the creation of standard protocols and guidelines for establishing equivalence among school boards.

In the pursuit of enhancing stakeholder capabilities in School Based Assessment, specific efforts have been made for the development of Holistic Progress Cards (HPC) at the foundational level. Activities conducted until March 31st include consultative meetings involving various stakeholders for HPC development, workshops dedicated to crafting Holistic Progress Cards, capacity-building initiatives for Competency Based Assessment in the context of HPC, piloting the Holistic Progress Card in different States/Union Territories, collecting post-piloting feedback, and fostering capacity building for Competency Based Assessments during the foundational stage of HPC implementation.

Manodarpan Cell

Under the *Manodarpan* initiative created for addressing mental health and well-being amoung school students, a webpage (https://manodarpan.education. gov.in/) has been created on the website of the MoE, which contains advisory and guidelines for students, parents and teachers, directory of counsellors (approximately 350 counsellors, both school and college/university level) along with other support materials such as motivational posters, FAQs, *Mantarang*, a digital collation of activities undertaken under the Manodarpan initiative. The Cell conducted Mental Health and Well-being of School Students survey aimed to understand the mental health perceptions of school students in Classes VI–XII across different states and union territories. Tele-counselling services to students, teachers and parents, and Live interactive sessions 'SAHYOG' are being organised with practicing counselors on concerns related to mental health and well-being. Webinars '*Paricharcha*' to address various mental health and emotional well-being concerns of students, parents and teachers are also organized and these sessions are telecast on *PM e-Vidya* channels and are also available on 'NCERT Official' YouTube Channel.

The Cell also focused on several orientation programs for stakeholders at the state and district levels to sensitise them to the findings of the mental health and provide guidance on early identification and intervention for mental health issues in school-going children. Consultative meeting with representatives from various School Education Boards to discuss curriculum and assessment reforms as outlined in the National Education Policy 2020 (NEP 2020) were also held. These initiatives under the *Manodarpan* Cell emphasise the importance of mental health in schools, provide guidance for stakeholders, and advocate for the integration of mental health education into the education system, aligning with the goals of the National Education Policy 2020.

National Curriculum Frameworks (NCFs)

The Council has been working on developing new National Curriculum Frameworks (NCFs) for school education, Foundational Stage, teacher education, and adult education, following the National Education Policy (NEP) 2020. To get feedback from the ground level, NCERT held 12 consultations

across the country, with the participation of universities, faculty members, students, parents, and members of civil society groups. Around 8,000 people participated in these consultations and provided feedback on Early Childhood Care and Education (ECCE), school education, teacher education, and adult education. NCERT also consulted with school education boards to get their input on assessment and examinations.

The NCF for the Foundational Stage was released on October 20, 2022. Working notes on different dimensions of the foundational stage were prepared and submitted to the integration group for inclusion in the NCF-FS. The syllabus for the foundational stage has been developed, aligned with the curricular goals, competencies, and learning outcomes set out in the NCF-FS. The syllabus for the foundational stage is based on the recommendations of the NCF-FS-2022. It is mapped to the aims, curricular goals, and competencies of each domain. Textbooks for Hindi, English, Mathematics, and Urdu for Classes I and II have also been developed based on the syllabus. These textbooks use a balanced literacy approach for language development and are aligned to the four-block approach for language and numeracy development proposed in the NCF-FS. They also use play-based, discovery-based, and story-based approaches to curriculum delivery.

The position papers and working notes on different themes identified in the NEP 2020 have been developed. The draft NCF for School Education (NCF-SE) has been uploaded for public comments. After the NCF-SE is released, the syllabus, textbooks, and other curricular materials will be prepared.

Educational Technology

Recognising the significance of integrating technology into education, like creation of curriculum-based video programs for students at different levels – primary, upper primary, secondary, and higher secondary have been carried out. These programs are broadcasted daily on platforms like DD-Free Dish, Tata Sky, Videocon, Sun Direct, Dish-TV, YouTube (official NCERT channel), and the Jio TV Mobile App. They also engage with viewers through an Interactive Voice Response System (IVRS) for feedback and live interactions with experts in the CIET-NCERT studio. Additionally, there are 1946 audio programs available, including audio books based on NCERT textbooks in various subjects and languages such as Hindi, English, Sanskrit, Urdu, Mathematics, Science, Environmental Studies, and Social Science. This collection comprises 1382 quiz questions, 19 Daisy Books, and 3358 words in the ISL Dictionary. NCERT has updated its latest textbooks on the official website and conducted QR Code testing for all these textbooks. The updated textbooks are also available on the ePathshala portal in flipbook format.

A portal for ICT awards has been launched to accept entries from all corners of India. EPUB versions of the 2022–23 textbooks have been generated and uploaded onto ePathshala. Laboratory manuals for Classes IX–XII have been made available on DIKSHA (*Vidyadaan*). They have developed the NCF Survey mobile app, which has been tested using the Blue Stacks Player. For enhancing accessibility, user survey forms and posters have been designed for ePathshala and DIKSHA. The most recent APK files and versions (for android/iOS) have been published on the ePathshala Console. Furthermore, the Prashast app, a

disability screening checklist for schools, has been launched. The ePathshala mobile app is now available on Jio Book, and a substantial collection of 1,335 ISL videos have been uploaded on DIKSHA.

On September 6, 2022, during *Shikshak Parv*, the PRASHAST initiative was introduced. This scientific screening checklist is designed for regular teachers at all schooling levels to identify potential disabilities in students promptly. The data collected from school-wise disability screening is shared with authorities for further use in assessment and certification programs. To facilitate wider use and efficient data sharing, the PRASHAST app is available in digital form as an Android app.

Another initiative, PM eVIDYA, was launched by the Ministry of Education during the COVID-19 pandemic. This initiative involves disseminating educational content through various mediums such as radio, television, the DIKSHA platform, and a mobile app. A substantial number of videos were produced and telecast on DTH TV channels under the 'One Class One Channel' concept. PM eVIDYA's coverage on the DIKSHA platform in both Hindi and English mediums was comprehensive, while development of videos in Urdu is ongoing. The initiative also features live interactive sessions with experts on various topics.

DIKSHA, a national platform for school education, is accessible to learners and teachers across India and supports content uploading in 36 Indian languages. It hosts a wide range of resources, including textbooks, vocational education materials, audiobook chapters, and various eContent in multiple languages. DIKSHA has facilitated numerous training sessions, workshops, and collaborations to enhance its educational ecosystem.

Vocational Education

In the realm of vocational education, curricula for 152 distinct job roles have been undertaken. Furthermore, student textbooks for 59 job roles within the framework of the National Skills Qualification Framework (NSQF) have been produced. Among these, a total of 57 student textbooks have been successfully published, spanning across 19 sectors, namely: 1. Agriculture, 2. Apparel, Makeups and Home Furnishing, 3. Automotive 4. Beauty and Wellness, 5. Banking, Financial Services and Insurance, 6. Construction, 7. Electronics, 8. Food Processing, 9. Healthcare, 10. IT-ITeS, 11. Retail, 12. Physical Education and Sports, 13. Plumbing, 14. Power, 15. Private Security, 16. Telecommunication, 17. Tourism and Hospitality, 18. Transportation, Logistics and Warehousing, and 19. Media and Entertainment.

A range of digital resources, including 150 video films covering various job roles designed for students in Classes IX–XII also have been developed. Additionally, 41 pre-vocational video films have been created for subjects such as Agriculture, Apparel, Bakery, Plumbing, Beauty and Wellness, Retail, and Health Sectors, targeting students in Classes VI–VIII. Moreover, animated materials addressing diverse aspects of job roles in various sectors have been designed for students in Classes IX–XII.

To fortify vocational education and training within schools, the institute has conducted a variety of orientation programs. These include sessions focused on the National Education Policy (NEP) 2020's implications for vocational education

and training, the integration of Information and Communication Technology (ICT) in vocational education, effective vocational pedagogy, as well as specific themes like automobile technology, employability skills, implementation of pre-vocational education, and distinct job roles.

Under the aegis of *Samagra Shiksha*, regional consultation meeting and workshop to facilitate the implementation of vocational education in schools have been organised. This initiative encompassing the southern, western, and northeastern regions. Additionally, the institute administers one-year Diploma Courses in vocational education and training programs. It also operates model vocational education programs in its Demonstration Multipurpose Schools (DMSs) Moreover, they have established such programs in six schools identified by State Education Departments in Karnataka, Madhya Pradesh, Meghalaya, Odisha, Rajasthan, and Tripura. These endeavours fall under the purview of the Innovative Model of Vocational Education in Schools.

Research Studies

The Council conducted an extensive array of educational research studies encompassing various aspects of school education and teacher training. These studies covered a wide range of topics, including the social environment in elementary schools for disadvantaged children, innovative practices in Hindi language education, accommodations for children with disabilities, gender equality initiatives, the impact of hybrid education models on mathematics learning, documentation of pedagogical approaches, integration of traditional Indian knowledge into science education, the effectiveness of educational interventions such as augmented reality-based content and cyber safety awareness, etc. Additionally, the researches explored modes of online education during the pandemic, the implementation of vocational education programs, learning loss during COVID-19, the evaluation of educational resources and practices across different regions and subjects, etc. The Council's commitment to such comprehensive research underscores its dedication to the advancement of education and the betterment of students, teachers, and educational systems across the country.

Development Activities

The development work undertaken by the Council encompass a wide array of educational initiatives aimed at enhancing curriculum, pedagogy, and resources across various educational stages. These include the creation of syllabi and textbooks aligned with the National Education Policy 2020 for foundational and preparatory stages, the development of competency-based pedagogical frameworks in environmental studies, and the production of e-contents for school and teacher education. The Council also focuses on cultural and linguistic diversity, offering guidelines and exemplar materials in multiple languages, materials for pedagogy in Indian languages, and quadrilingual illustrated dictionaries. There are efforts to promote learner-cantered pedagogy, experiential learning, and the integration of 21st century skills into education. Additionally, there are initiatives in arts education, vocational education, the development of resources for subjects such as psychology, mathematics, and

science, etc. These comprehensive efforts reflect the Council's commitment to improving education in India through innovative curriculum, pedagogical approaches, and resources development.

Capacity Building Programmes

The Council conducts capacity building/orientation/ training programmes for the master trainers or key resource persons for ensuring quality education all levels of school and teacher education. During the year, the Council conducted the programmes in the areas of Data Analysis with Open Source Software, Quality Education, Curriculum Research, Vocational Pedagogy and Employability Skills, Research Methodology, Guidance and Counselling, Selection, Adaptation and Development of Resource Material in Minority Language, Minor-Tribal Language Teaching, Multilingual Approach, Development of Resource Material in Minority Language, Foundational Literacy and Numeracy, Script Writing for e-Content, Effective usage of Teaching Learning Materials, Life Skills Education, Developing Exemplar Questions, ICT, etc.

Extension Activities

The Council's extension programs encompass a wide range of initiatives aimed at promoting education and fostering innovation in various areas. These initiatives include regional conferences to popularise toy-based pedagogy for foundational and preparatory stages, state-level exhibitions in science, mathematics, and environment for children, as well as national exhibitions. The Council also operates resource centers, awards, and fellowships to support research and education. It organizes meetings and activities for educational institutions, conducts workshops, and focuses on areas such as teacher training, curriculum development, and population education. Additionally, there are programs related to early childhood education, language and culture, and digital learning, showcasing a comprehensive approach to educational enhancement and development. The Council is involved in the development and maintenance of websites, mobile apps, and various other digital activities to enhance the educational experience as part of the extension activities. It also conducts seminars, conferences and internships for pre-service teachers and fostering professional development. From promoting innovative pedagogical approaches to fostering talent and embracing digital technologies, the Council's multifaceted efforts contribute significantly to the country's educational landscape, aligning with national policies and contemporary educational needs.

International Collaboration and Linkages

Keeping in view the importance of international cooperation in the field of school education, the Council hosts foreign delegations, facilitates their interaction with different departments and constituent units pertaining to areas critical to their interest and needs, such as, educational policies, curriculum frameworks, pre-service and in-service teachers' education programmes, physical education, vocational education, ICT and ET, and conducts workshops, seminars and conferences involving MoUs signed with foreign institutions.

In order to foster structured and meaningful relations with various countries for mutual benefit in improving the quality of school education and teacher education, NCERT has signed MoUs with the institutions like Academy of Korean Studies (AKS), Republic of Korea, Mauritius Institute of Education (MIE), Mauritius, Curtin University (CU), Australia, National Taiwan Normal University (NTNU), Taiwan, National Agency of Education (EDUFI), Finland and Florida State University (FSU) and University of St. Francis, USA. The process of signing MoU initiated between NCERT and the, Sri Lanka, Nepal and Bhutan.

Publications

NCERT continues with the publication of school textbooks, workbooks, supplementary readers, teacher guides, laboratory manuals, source books on assessment, exemplar problems in mathematics, research reports/monographs and educational journals. Apart from non-textual materials, textbooks for different Classes from I to XII are printed every year. More than five crore copies of various NCERT publications in English, Hindi and Urdu which include textbooks, supplementary reading materials, teachers' handbooks, source books, research reports and six educational journals are brought out every year. NCERT textbooks are freely adopted by states under their nationalised textbooks programme. They are also used widely in schools affiliated to the CBSE, KVS, NVS, Tibetan Schools and several public schools in all the states. Many states have obtained copyright for NCERT textbooks. The Council has brought out energised textbooks, by using QR Code.

During the year, the Council brought out the publications: *Vidya Pravesh: Three- Month Play- Based School Preparation Module; Textbook of Biotechnology for Class XII; Tactile Kit Manual in Science for Classes VI-VIII (4 Volumes) ; Handbook on Toy based pedagogy; School Bag Policy; Hindustani Sangeet – Gayan evam Vadan –(Hindi) – Textbook for Class XI ; Art Integrated Learning Handbook for Teachers Teaching classes I-V and classes VI-VII; Mental Health and well-being of School Students – A Survey, Students Textbooks for Vocational Job Roles in Apparel Made Ups and Home Furnishing Sector, IT and ITeS sector and Electronics Sector*, etc. Journals and Magazines viz., The *Primary Teacher, Prathamik Shikshak, School Science – A Quarterly Journal, Indian Educational Review, Bhartiya Adhunik Shiksha, Journal of Indian Education, On-line Journal on Voices of Teachers and Teacher Educators , Quarterly Bulletin on Vocational Education, Indian Journal on Vocational Education, Online Publication of Indian Journal of Educational Technology and the Annual Report 2021-22* etc., were also published by the Council during the year.

NCERT

2. Major Publications

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Educational journals and magazines, viz., The *Primary Teacher, Prathamik Shikshak, School Science – A Quarterly Journal, Indian Educational Review, Bhartiya Adhunik Shiksha, Journal of Indian Education, On-line Journal on Voices of Teachers and Teacher Educators, Quarterly Bulletin on Vocational Education, Indian Journal on Vocational Education, Online Publication of Indian Journal of Educational Technology and the Annual Report 2021–22* etc. were also published by the Council during the year.

Vidya Pravesh: Three-month Play-based School Preparation Module for Grade – I (ISBN 978-93-5680-101.2)

Providing children with *Vidya Pravesh — Three-month Play-based School Preparation Module for Grade-I* is an attempt to promote their holistic development by providing age-appropriate experiences for developing requisite competencies necessary for Grade-I. The module is an integral part of *Nipun Bharat*— a national mission on Foundational Literacy and Numeracy (FLN) of the Government of India. It is a three months' (12 weeks) programme developed as an interim measure for all children who have entered Grade-I. The programme in the module is designed to be implemented at the beginning of Grade-I for three months and transacted for four hours per day.
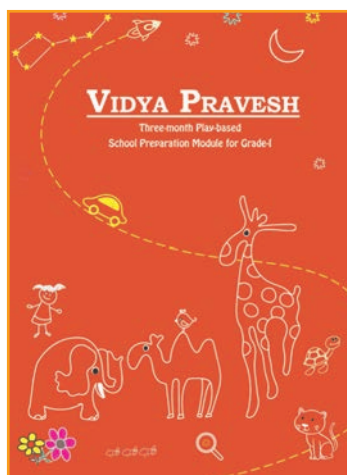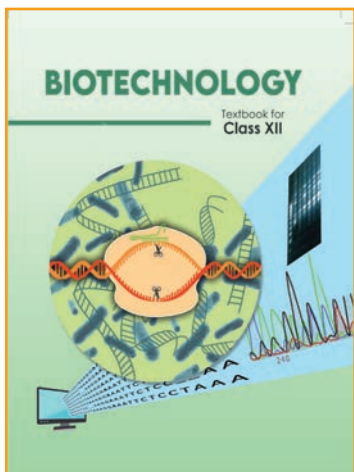
Textbook of Biotechnology for Class XII

In continuation of the publication of *Biotechnology Textbook for Class XI*, the *Textbook of Biotechnology for Class XII* based on the revised syllabus has been published. Concepts dealt in the textbook are based on the developments happened in the field of Biotechnology.

Tactile Kit Manual in Science for Classes VI-VIII (4 Volumes)

In order to achieve the goal of inclusive education, *a Tactile Kit Manual in Science* having 59 activities for low vision and visually impaired students at the middle stage (Classes VI-VIII) has been published. Low vision and visually impaired students can perform these activities with the help of tactile kit containing various devices. The description of the activities has been given in Braille along with the tactile diagrams so that such students can understand the science concepts better.

Handbook on Toy-based Pedagogy

The handbook on toy-based pedagogy has been developed to promote integration of toys and its pedagogy into the curriculum in School Education, Early Childhood Care and Education and Teacher Education. This document contains a road map for curriculum developers, teachers and teacher educators on the various aspects of Toy-based Pedagogy. The handbook is divided into two parts— Part I contains the concept and understanding of Toy-based Pedagogy spread over chapters on variety of indigenous toys, stage-wise perspective of Toy-based Pedagogy, experiential learning, mapping of toys with competencies at different stages and the way forward. Part II contains annexures including lists and images of toys mapped
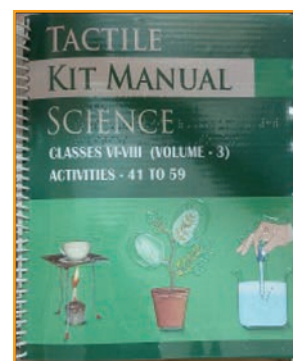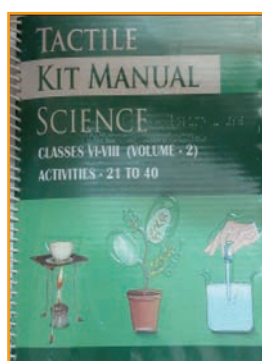
https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf

with learning of different concepts and learning outcomes across the stages. There is strong interconnection between Parts I and II of this document. The Handbook on Toy-based pedagogy provides many examples of mapping of competencies in all the subject areas and in multidisciplinary manner with toys across the stages. It also elaborates upon the importance and benefits of toys at

the Foundational, Preparatory, Middle, and Secondary stages. The Handbook provides useful suggestions for implementing toy-based pedagogy through toy fair, toy corner, changing mindset of people, building capacity of various stakeholders, etc. Regular puppet shows on the local problems— wastage of water, wastage of food, cleanliness, etc. may be organised in schools with the help of children, wherein parents and community may be invited to watch them and hence generate awareness. Schools may function as *Samajik Chetna Kendra*, which is one of the important concerns of NEP 2020 – using toys and puppets as a medium of creating awareness and understanding of local and social issues. The Handbook also suggests that school children may be given an opportunity to learn toy-making in the schools during these 10 bagless days or internship days with the help of local toy makers. The link to access the document is: https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf

Schooli Basta Neeti 2020

The Hindi version of School Bag Policy 2020 (*Schooli Basta Neeti*, 2020) has been submitted to the Ministry of Education. It contains a detailed guideline on the reduction of weight of school bag based on a survey conducted in this regard. It also provides strategies for the reduction in the burden of non-comprehension. The English version of School Bag Policy has already been notified by theMinistry of Education for implementation by States and UTs.

Hindustani Sangeet – Gayan Evam Vadan – Textbook for Class XI – 2022 (ISBN No. 978-93-5580-085-5)

This textbook on Hindustani sangeet for vocal music and melodic instrumental music is meant for secondary level students studying in Class XI. It is for understanding both the theory and practical parts of Hindustani music. The theory part includes historical development of Music which is deeply rooted in Indian knowledge traditions and practices since the Vedic era evolving innovatively to the contemporary times, the treatise' of Music which has laid down principle guidelines in Classical Music , the terminologies that define music, different forms of musical compositions, knowledge of *ragas, talas*, inter disciplinary approaches, the 4 categories of musical instruments , information regarding *Gharanas* and the stalwarts of Indian Music who have brought the forms to the present times. The practical part contains description of *ragas*, notations of compositions in varied *ragas*, notation of writing *talas* and the rhythmic interpretations. This book will be useful for the general people also who have an urge to understand the nuances of Hindustani Classical Music.

Art Integrated Learning— Handbook for Teachers Teaching Classes I–V (ISBN 978-93-5292-396-0)

The aim of this handbook is to increase the outreach and accessibility of Art Integrated Learning (AIL) to every part of the country. Objectives of AIL at Foundational Stage are to: (i) make learning joyful and engaging for children while developing their social skills, sensitivity and ethics, (ii) enhance the cognitive processes of understanding through guided observation and creative exploration, (iii) encourage children to be aware of their environment and promote sensitivity towards it, (iv) promote free emotional expression and communication, and (v) train the senses through observation, exploration and spontaneous expression. The Objectives of AIL at Preparatory Stage are to: (i) increase the

level of engagement and expression to make them experience joy in learning, (ii) concertise the early learning of literacy and numeracy, (iii) provide inclusive environment and foster an inquisitive attitude towards knowledge, (iv) help them freely express their ideas and emotions, (v) enhance the cognitive processes of learning through observation and creative exploration, (vi) facilitate better communication and critical thinking skills, and (vii) encourage participation in collaborative work with peer groups. This handbook shall be beneficial for all teachers who are willing to expand their horizon in the teaching-learning process and get access to AIL even if they don't have any formal training in this pedagogy. The publication is available for sale at the NCERT publication counters.

Art Integrated Learning— Handbook for Teachers Teaching Classes VI-VII (ISBN 978-93-5292-397-7)

The aim of this handbook is to increase the outreach and accessibility of AIL to all teachers of the Middle stage in the country. Specific objectives of the AIL at middle stage are to: (i) help children explore multiple perspectives of concepts, (ii) appreciate the unity in diversity concept through regional art forms, (iii) enhance capacity to construct knowledge of themes, subjects and concepts with clarity of the inter-disciplinary connections, (iv) experience process of engagement and expression that infuses joy in learning, (v) promote teamwork and mutual appreciation, (vi) enhance communication skills and problem solving skills, (vii) build sensitivity towards environmental and societal concerns, (viii) provide ground to practice mutual respect, care, empathy and compassion for others and for environment, (ix) enhance skill of appreciation and aesthetic sensibility, and (x) encourage enthusiastic participation in collaborative work, and resolve social conflict and develop tolerance and universal acceptance, (xi) encourage practice of values, such as; honesty, objectivity, cooperation, freedom from fear and prejudices, compassion etc. The AIL handbook for teachers teaching Classes VI-VIII consists of conceptual framework, and exemplars in different subjects. Exemplars include: identification of the concepts, hot-spots, Learning Objectives, AIL based pedagogical strategies in different subjects, possible interdisciplinary/trans-disciplinary linkages, etc., for teachers to understand, practice and encourage them to develop their own AIL strategies and exercises as an outcome. The handbook is user friendly and can be used by Teachers and Teacher Educators for effective implementation of AIL at middle stage of school education.

Mental Health and Well-being of School Students — A Survey, 2022

The report titled *Mental Health and Well-being of School Students — A Survey, 2022* was released by the MoE on 6 September, 2022. The Mental Health Survey was conducted between January- March, 2022 on students of Classes IV–XII. 3,79,842 students from 28 States and 8 UTs across different types of schools participated in the survey. The report describes the perception of students with regard to their mental health and well-being. It includes an overall section based on responses of all participants and four individual sections on findings from students of State Government, JNV, KV and Private Schools. The report provides important leads in the area of mental health and well-being of students and includes recommendations towards enhancing mental health of students in the school system.

Students Textbooks for Vocational Job Roles in Apparel, Made-ups and Home Furnishing Sector, IT & ITeS sector and Electronics Sector

The PSSCIVE has been developing students textbooks for vocational job roles in various sectors. During 2022-23, the following textbooks have been published:

S.No.	Title/Job Role	Sector	Class	ISBN No.
1	Assistant Beauty Therapist	Beauty and Wellness	X	973-93-91-444-47-1
2	Banking Technician	Food Processing	IX	978-93-91444-17-4
3	Dairy Farmer (Worker)	Agriculture	X	978-81-949589-1-4
4	Domestic Data Entry Operator	IT-ITeS	X	978-93-5580-007-7
5	Domestic Biometric Data Operator	IT-ITeS	XI	978-81-948859-6-9
6	Employability Skills	All Sectors	XI	978-93-5292-126-3
7	Field Technician- Other Home Appliances	Electronics and Hardware	IX	978-93-5580-055-8
8	Filed Technician Wireman Control Panel	Electronic	XII	978-93-5292-389-2
9	Floriculturist Protected Cultivation	Agriculture	XII	978-93-5292-390-8
10	Food and Beverage Service Trainee	Travel, Tourism and Hospitality	X	978-93-81444-41-9
11	General Duty Assistant	Healthcare	XII	978-93-5580-117-3
12	Housekeeping Attendant – Manual Cleaning	Travel, Tourism and Hospitality	X	978-93-5580-084-8
13	Optical Fiber Splicer	Telecom	IX	978-93-5292-330-4
14	Paddy Farmer	Agriculture	X	978-93-5292-364-9
15	Solanaceous Crop Cultivator	Agriculture	X	978-93-5292-388-5
16	Texturing Artist	Media and Entertainement	XI	78-93-5292-367-0
17	Trainee Associate	Retail	XI	978-93-5580-053-4
18	Unarmed Security Guard	Security	X	978-93-91444-49-5
19	Warehouse Binner	Logistics	IX	978-93-5292-378-6
20	Plumber *Samanya*	Plumber	IX	978-93-5292-340-3
21	*Motar Vahan Seva Technician*	Automotive	IX	978-93-5580-099-2
22	*Rozgar Kshamta Kaushal*	All Sectors	IX	978-93-5580-118-0
23	*Hast Kasheedakar (Addawala)*	Apparel	IX	978-93-5580-005-3
24	*Nishastra Suraksha Guard*	Nijee Suraksha	IX	978-93-5580-134-0
25	*Sahayak Saundarya* Therapist	Saundarya evam Kalyana	IX	978-93-5580-046-6
26	*Sukshma Sinchai* Technician	Krishi	XI	978-93-5580-092-3

Students Textbooks on Vocational Courses

The Institute was entrusted with the major task of developing students textbooks and teacher handbooks for job roles in various sectors under NSQF approved by Project Approval Board (PAB), *Samagra Shiksha*, Ministry of Education (MoE), Government of India for the year 2021–22.

The institute has developed Curriculum for 152 job roles in last two years and student textbooks for 59 job roles under NSQF approved by Project Approval Board (PAB). Out of these, 57 student textbooks have been published in 19 sectors viz., 1. Agriculture, 2. Apparel, Madeups and Home Furnishing, 3. Automotive 4. Beauty and Wellness, 5. Banking, Financial Services and Insurance, 6. Construction, 7. Electronics, 8. Food Processing, 9. Healthcare, 10. IT-ITeS, 11. Retail, 12. Physical Education and Sports, 13. Plumbing, 14. Power, 15. Private Security, 16. Telecommunication, 17. Tourism and Hospitality, 18. Transportation, Logistics and Warehousing, and 19. Media and Entertainment. The textbooks have also been uploaded on the e-pathshala Portal and website of NCERT, including the Institute's website (www.psscive.in). During the year 2022-23 the following student textbooks have been published :

S.No.	Title of the Students Textbooks Published during 2022–23
1	Employability Skills (Class XI)
2	Optical Fibre Splicer (Class IX)
3	Paddy Farmer (Class X)
4	Warehouse Binner (Class IX)
5	Texturing Alerts (Class XI)
6	Solanaceous Crop Cultivator (Class X)
7	Floriculturist (Protected Cultivation) (Class XII)
8	Field Technician – Wireman Control Panel (Class XII)
9	Domestic Biometric Data Operator
10	Dairy Worker – Textbook for Class X
11	Baking Technician
12	Food and Beverage Service Trainee
13	Assistant Beauty Therapist (Class X)
14	Trainee Associate (Class XI)
15	Unarmed Security Guard
16	House Keeping Attendent – Manual Cleaning
17	Field Technician – Other Home appliances
18	*Sookshm Sinchai* Technician
19	Motor *Vaahan Seva* Technician (Automative)
20	General Duty Assistant
21	*Rozgaar Kshamta Kaushal*
22	Nisshastra Suraksha Guard (Class IX)
23	Hast Kashidakari (Addawala)
24	Domestic Data Entry Operator
25	*Sahayak Saundarya* Therapist

Journals and Magazines

### The Primary Teacher (ISSN No.0970-9282) and Prathamik Shikshak (ISSN No. 0970-9312)

Two journals, i.e., *The Primary Teacher* and the *Prathmik Shikshak* are being brought out to provide a forum for teachers, teacher educators and other functionaries and other contemporary issues at the foundational and preparatory stage of education. The *Primary Teacher*—January 2022 issue, Volume XLVII and January, 2022 issue of *Prathmik Shikshak* has been published.
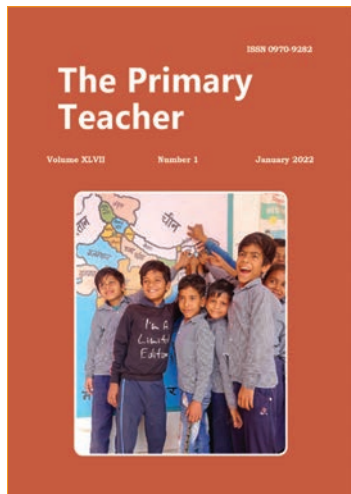
School Science— A Quarterly Journal

ISSN No.0036-679 X (Print) 0972-5061 (Online)

School Science, a peer-reviewed quarterly journal provides a forum to teachers, teacher educators, researchers and students to disseminate their views, ideas, experiences and research findings related to curriculum, new and innovative ways of teaching, assessment, educational practices, etc., in the field of science, mathematics and environmental education including ancient knowledge, indigenous traditional knowledge and herbal medicinal plants at the school level. The journal also serves as a platform to share the latest global trends and developments in all such fields.
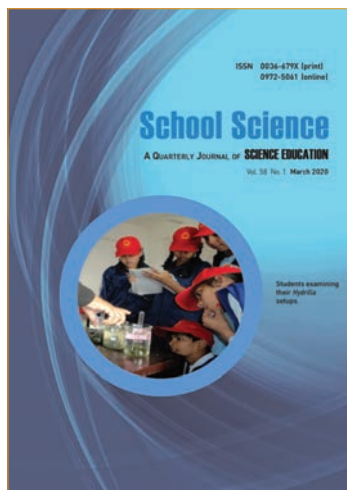
Indian Educational Review

ISSN No. 0019–4700 (Print) 0972–561X (Online)

Indian Educational Review (IER), a prestigious research journal of NCERT, aims to enhance the theory and practice of research in education. The journal covers a wide range of issues, reports, reviews and *empirical findings* including studies in inter-disciplinary perspectives. The journal is published half-yearly in January and July. The issue of July 2020 has been published. Manuscript for January 2021 issue is under publication in the Publication Division. The articles of the combined issue of IER July 2021 and January 2022 and the articles of the issue of July 2022 and January 2023

are under review. Initiatives have been taken to publish the summaries of the completed ERIC funded researches in the journal.

Bhartiya Adhunik Shiksha (BAS): ISSN No. 0972-5636

The *Bhartiya Adhunik Shiksha* journal is a UGC - CARE list quarterly journal published by the NCERT on a regular basis in Hindi. The published version is also uploaded on NCERT website. It has been proved to be a useful publication for dissemination of ideas for teachers, teacher educators, researchers, students and other stakeholders from school education and teacher education. The contents include thought provoking articles, research papers, critical reviews, best practices, innovations and experiments, field experience and book reviews and other feature. During the year, four issues of the *Bhartiya Adhunik Shiksha* (i.e., April 2022, July 2022, October 2022 and January 2023) were finalised and sent to Publication Devision for publication.

Journal of Indian Education (JIE) ISSN No. 0377-0435

The *Journal of Indian Education (JIE)* provides a forum for teachers, teacher educators, researchers and other concerned with education to encourage original and critical thinking in education through presentation of new ideas, critical appraisal of contemporary educational problems and experiences on innovative practices. The content of the journal includes thought provoking articles, research papers, challenging discussions, innovative practices, book reviews, and interviews and so on.

During the year, 202 articles/research papers/ case studies/ book review in English were received. The article received was reviewed by editorial team members. The comments and suggestions were sent to the concerned authors of those papers, which are selected for publication. After incorporating the suggestions/comments the selected articles were sent to the Publication Division. Four issues of JIE (i.e., May 2022 August 2022, November 2022, and February 2023) were finalised and sent for publication.

Online Journal on Voices of Teachers and Teacher Educators (VTTE) 2455-1376 (eISSN No.)

The VTTE is an online journal which is published by the NCERT and is listed in the UGC-CARE list. This bi-annual journal is bilingual. It has been proven to be a useful publication for dissemination of ideas for teachers, teacher educators, researchers, students and other stakeholders from school education and teacher education. The contents include thought provoking articles, research papers, critical reviews, best practices, innovations and experiments, field experience

and book reviews. During 2021-22, two issues of this journal (i.e., July 2020 and Decmber 2021) were finalised and uploaded on the NCERT website.

Quarterly Bulletin on Vocational Education

The institute published the quarterly bulletin *Vocational Education* for the period April-September, 2022. The bulletin comprises the events and activities organised in the institute and other important news during the period.

Indian Journal on Vocational Education

(ISSN No. 0972-5830)

The institute is promoting research in the area of vocational education by publishing research articles and papers in the *Indian Journal of Vocational education,* Volume 29-31 during the year 2022-23. It is a biannual journal published by PSSCIVE, Bhopal. The papers include original empirical investigatons in the field of vocational education and training, with a focus on encouraging discussions for enhancing the effectiveness and efficiency of different vocational education systems at the school through action research projects.

### Online Publication of Indian Journal of Educational Technology

(ISSN 2581-8325)

CIET comes out with an online peer-reviewed journal in English, *Indian Journal of Educational Technology* (IJET), which is published bi-annually on its website (https://ciet.nic.in/pages.php?id=journal&ln=en). It is a UGC - listed journal. The July 2022 and January 2023 issues were published on NCERT's and CIET's website, in which a total of 25 and 21 manuscripts in various categories were published respectively.

Annual Report 2021-22

The Annual Report of NCERT is an important document which provides a complete picture of the achievements and activities including the account statement which is placed in the parliament. The journey of NCERT, the apex organisation in school education, for the year 2021-22 has been brought out in the Annual Report. It provides a complete picture of the accomplishments and milestones of the Council in the form of its publications, research studies, development activities, capacity building programmes and extension activities. The report facilitates valuable communication with a wider academic community, policy makers, educators and practitioners in the field.
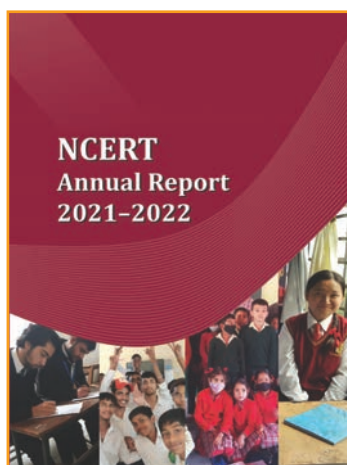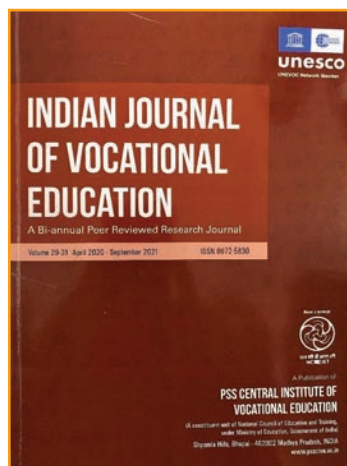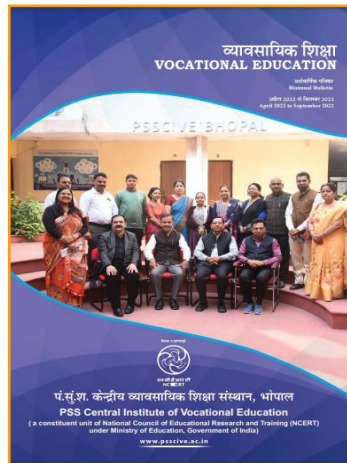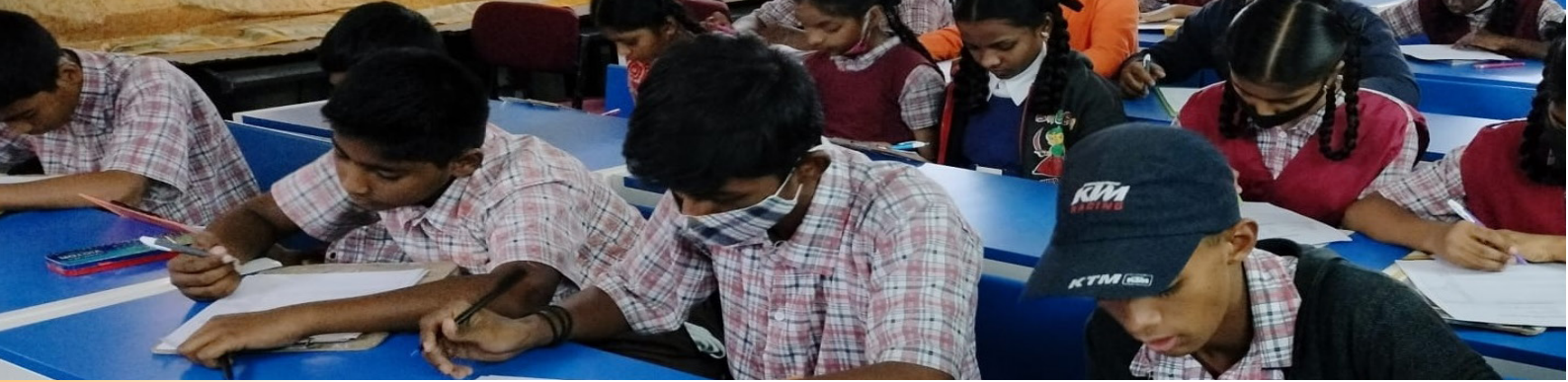
3. Research Studies

Research being one of its principal functions, NCERT undertakes, promotes and coordinates educational research on various aspects of school education and teacher education. On the basis of the insights gleaned through the research studies and innovations carried out, NCERT plays a pivotal role in informing policies and programmes to bring about desirable changes in the educational system.

In the area of educational research, during the year, the Council conducted studies in different areas of school education and teacher education, viz., School-based Survey on Social Environment for Socio-Economically Disadvantaged Groups Children, Exploratory Study of Innovative Practices in Hindi Language and their Efficacy in Achieving Desired Learning Outcomes, Efficacy of Reasonable Accommodations for Children with Disabilities in Schools, Impact Assessment Study of Select Initiatives of Government of India for Gender Equality and Prevention of Child Sexual Abuse, Impact of Hybrid Model of Education on Students Understanding of Mathematics concepts, Documentation of International and Indigenous Pedagogical Approaches, Exploratory Study of Integration of Living Indian Traditional Knowledge and Practices, Assess the Efficacy of Upper Primary Science Kit, Sustainable Development Goals (SDG) 4.7: Policies and Practices in School Education, etc.

The Effectiveness of Augmented reality based e-contents and Virtual labs, ICT @ School Scheme under *Samagra Shiksha*, Impact of ICT based accessible interventions (UDL-based e-Contents) of NCERT on Holistic Development of Students with Special Needs, Effectiveness of ICT in Education Courses on ICT competency and Techno-Pedagogy Integration Competency of Teachers, Effectiveness of Cyber Safety and Security Awareness Package, Study of Different Modes of Online Education during the Pandemic, online learning problems faced by tribal students during COVID-19, Impact of COVID-19, Learning Loss during COVID-19 period, e-Learning initiatives in India during COVID period, etc., were also undertaken during the year under report.

The Council conducted studies on implementation of the Vocational Education and Training Programmes, Utilisation and Impact of Transport Facilities, Competencies Developed among Teachers and Students by the use of Online and Digital Resources, Pedagogical Practices for Children at ECCE, Textbooks of FLN prepared by Maharashtra in light of NEP 2020, Challenges in Physics Education faced by Teachers of Government Schools of Aspirational Districts, ICT integration on Science Learning in Aspirational Districts, Implementation of Social Science Pedagogical Training Programme in Classroom Processes, Trends in Assessment and Evaluation of Student's Learning in Physics, Innovative Programmes Completed in Science, Identification of

Linkages of some Selected Concepts in Chemistry with Folk Practices, Future Needs of Teacher Educator, Analysis of Strengths, Weaknesses, Opportunities and Challenges (SWOC) of KHUSHI programme, Implementing Interventions at Elementary School stage: A Block Level Research, etc.

Analysis of Educational Resource Centre, DIET-CRC Linkage Initiatives, Foundational Literacy Skills of Students, Status of Teaching-Learning Process, Identification and Implementation of Socio-cultural Practices, Implementation of 10 Bagless Days, Multilingual Education, Compatibility of Language use in Middle Level Textbooks, Enhancing Inclusive Classroom Environment, Language Preferences of School Students and Parents in North East, Research-cum-Documentation of Sign Language for Teaching of English, Maths and Social Science in the North East Region, etc., were conducted during the year.

In addition, the Council supported educational research through Educational Research and Innovations Committee (ERIC). The Council continues 'NCERT Doctoral Fellowships' in which ten fellowships are earmarked to be awarded every year to young aspirants to pursue doctoral research in the field of education and worked on their disciplines directly related to education.

Department of Elementary Education (DEE)

Effects of Virtual Schooling on Learning Outcomes of Elementary School Children in Selected Aspirational Districts of the North-East Region

The research was undertaken in eight North Eastern States, namely, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura. The main objectives of these research were to understand the seriousness of COVID-19 on the elementary school children and teachers, analyse the effects of COVID-19 on the elementary school education system, and virtual schooling on learning outcomes of children, and identify the challenges and opportunities before the elementary schools due to COVID-19 pandemic.

A study on the status of implementation of Swachh Bharat Mission at School level

The study was conducted with a mixed method approach using the tools- a document review template and a school proforma and parent proforma, finalised after the field trial. The data, both qualitative and quantitative, was systematically collected and analysed. The sample included top five and bottom five performing States and UTs on the SDG ranking list 2021 of India, namely Arunachal Pradesh, Chandigarh, Bihar, Goa, Himachal Pradesh, Kerala, Ladakh, Nagaland, Tripura and Uttarakhand.

The findings reveal that the Swachh Bharat Swachh Vidhyalaya (SBSV) programme has achieved the aimed targets with states at varied levels with significant improvements in the availability, accessibility and safety aspects of water, sanitation and hygiene, i.e., separate functional toilets for boys and girls, drinking and general water and hand washing facilities. However, more efforts are needed on water quantity, testing and conservation, waste and menstrual hygiene management, and toilets for Children with Special Needs (CwSN), and urinals for girls and CwSN with appropriate flush and sewage systems. The health check-ups and training of different stakeholders is in accordance with the SBSV norms. Improvement with respect to participation of SMCs, students, parents/guardians and the community is essential. It has

been found that the States/UTs having high SDG ranking are doing better in comparison to the others on most of the SBSV components. Chandigarh, Goa and Himachal Pradesh are the top performers while the performance of the states of Kerala, Uttarakhand, Tripura, Ladakh and Bihar are average, and Nagaland, Arunachal Pradesh trail behind on most of the SBSV aspects.

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS (DEGSN)

Efficacy of Reasonable Accommodations for Children with Disabilities in Schools: A Study

The research project has been undertaken with the objectives to explore the nature and extent of accommodations required by the individual student with disability and provided by the school, and also to analyse the efficacy of the accommodations and support provided by the schools in relation to the learning needs of students with disabilities.

A pilot study prior to the preparation of research tools was conducted in September 2022 in six schools in the districts of Bhopal, Madhya Pradesh. The draft research tools, viz., School Information and Observation Sheet, Interview Schedule for School Students, Classroom Observation Schedule, Questionnaire for School Teachers, and Interview Schedule for Parents were prepared by the researchers and administered during the pilot study. Feedback from the different stakeholders on the research tools had been obtained for further modification in formulation and statement, appropriateness, language, relevance, sequencing, and need for addition or deletion of the items. The tools were finalised after try-out of the tools conducted in five schools of Kangra District of Himachal Pradesh.

DEPARTMENT OF GENDER STUDIES (DGS)

Impact Assessment of Select Initiatives of Government of India for Gender Equality and Prevention of Child Sexual Abuse

The objectives of the study were to review the dissemination and screening of the short film Komal, the School Safety Pledge, Protection of Children from Sexual Offences(POCSO) and Juvenile Justice (JJ Act) Awareness ,and Gender Sensitisation in schools for the beneficiaries such as the children, teachers and the parents. Questionnaires were sent to the states for the collection of research data. After receiving the data, two states were identified from each region, viz., Haryana, Himachal Pradesh, Rajasthan, Goa, Assam, Manipur, Chhattisgarh, Odisha and Telangana . Field visits were made to the identified states except Tamil Nadu. The research data was collected from various stakeholders, viz., principals,

Data collection with students of Middle Stage in GHS, NBT Nagar, Telangana

teachers and students of all stages and parents. Field visits for data collection in all states except Tamil Nadu have been completed.

As per preliminary findings, it was noted that the screening of the film Komal was done in all the selected states. However, there was no follow up on the film. At the Foundational Stage, majority of students were aware of the child helpline number and private parts of the body. At the Preparatory Stage, in all the states except Telangana and Goa, all the students were not aware of the private parts because the schools did not show the short film Komal to male students in their school. At the Middle and Secondary Stages, the students were aware of the private parts of the body and the Child helpline number. It was noted that majority of the students were aware of the POCSO act while JJ Act remained unknown to most of the students. In the case of parents, the majority of them

FGD with teachers at GHS school, Kamrup Metro, Assam

Information about POCSO & JJ Act on walls in GPS School, Dharushire, South Goa

were not aware of the POCSO and JJ Act and the child helpline number as well. The same situation was observed among parents in all the states. The teachers and principals from all the states were aware of the importance of the film Komal. However, not all the teachers were sensitised on the POCSO and JJ act. In the states of Odisha and Haryana, the teachers were making efforts in disseminating the knowledge on prevention of Child Sexual Abuse (CSA).

DEPARTMENT OF EDUCATION IN SOCIAL SCIENCES (DESS)

A Comparative Study of Social Science Syllabus Developed by NCERT, States and Union Territories and some Important Countries in the Light of the National Education Policy 2020

The objective of the study was to examine the Social Science syllabi of NCERT, States, Union Territories and some important countries in the light of National Education Policy 2020, and study the organisational framework and the thrust areas. The findings of the study highlighted that social sciences is an important subject offered at the school stage. It highlighted that priority was given to vocational education, experiential learning and practical work including the project work in the entire syllabus. Emphasis on nearly all of them was given to real-life situation and age-appropriate information in this domain of knowledge. The finding of the study is expected to have significant implications

for the development of a more relevant, engaging, and effective syllabus for social science and commerce education in India. The study will also contribute to the on-going discourse on curriculum reform in the country and provide guidance and direction for policymakers, educators, and other stakeholders.

DEPARTMENT OF EDUCATION IN SCIENCE AND MATHEMATICS (DESM)

A Study to Assess the Impact of Hybrid Model of Education on Students Understanding of Mathematics Concepts at Secondary Level

The specific objectives of this study were to identify the learning levels of students in mathematics at the secondary level in relation to the hybrid model, and to investigate the impact of the hybrid model of teaching-learning on the understanding of mathematical concepts by students at the secondary level.

The study findings show that online learning has become a popular option for students and teachers alike, and one area where it has shown particular promise is in revision classes. With the convenience and flexibility of online learning, many students and teachers find it to be a highly effective way to review and reinforce key concepts and skills. One of the key benefits of online learning for revision classes is the time-saving aspect. Traditional revision classes often require students to travel to a specific location, which can be time-consuming and can interfere with other commitments. Online learning eliminates the need for travel, allowing students to participate in revision classes from the comfort of their own homes or wherever they have access to computer and internet connection. It is essential to provide ongoing professional development opportunities for teachers that focus on the effective use of ICT tools.

DEPARTMENT OF CURRICULUM STUDIES AND DEVELOPMENT (DCS&D)

An Exploratory Study of the Integration of Living Indian Traditional Knowledge and Practices Across the Stage in School Science Curriculum

The research study explores the integration of living Indian traditional knowledge and practices in school science curriculum. The study was designed to identify existing practices related to Indian traditional knowledge and practices; identify concepts, themes, skills, methods and strategies used in traditional knowledge and practices; and find out the scientific principles and processes embedded in them. The research methodology used in this study is qualitative in nature. An explorative approach and design has been used. The study has identified Indian traditional knowledge and practices prevailing in the States of Sikkim, Rajasthan and Uttarakhand and mapped them with themes, concepts and skills in science curriculum at different stages. The study also provides illustrations for integration of such knowledge and practices in science curriculum. This will not only provide insights into traditional knowledge of India, local flavour, tribal knowledge, etc., but also pave way for the integration of the same into the school curriculum, syllabi, textbooks and teaching-learning materials.

A Study on Documentation of International and Indigenous Pedagogical Approaches for Teaching Different Subjects in School Education

The study aims to document and compile indigenous pedagogical approaches used nationally and internationally for teaching different subjects, and identify

the ones that can be employed in the present scenario of school education. It is a qualitative study, wherein the researcher reviewed the related documents, articles and literature to collect information regarding the pedagogical approaches followed across the countries/internationally as well as in India. A national consultative meet was organised wherein academicians, practitioners and administrators shared their experiences related to school education in general and teaching-learning process in specific. The data collected from documents/literature, consultative meet and field visits were analysed and recommendations were made on the pedagogical approaches that can be practiced or implemented in the present school scenario in India, to improve the quality of school education in turn. Major findings of the study included teachers need to have a thorough understanding of the sources of knowledge and its acquisition; human development process (*Panchakoshas*) and resources and environment which is required to be provided for holistic development of students at school; some of the indigenous pedagogical processes that can be practiced in current schools include oral tradition (drill, repetition and practice), play and exploration; and reading, memorisation (not rote memorisation), contemplation, question answer direct answer, use of examples, analogies, illustrations and metaphors, travel (field visits, explorations), observation and imitation, dialogue and discussion, celebrating traditions, cultural activities and ceremonies, modeling, community living, meditation and prayer, teaching as learning and self-learning. Some of the pedagogical processes that can be taken up from the other countries include STEM/STEAM education to promote scientific temper, engineering abilities and aesthetic sensibilities among the students, and development of cleanliness and honesty among the students during the school hours as found in Japan schooling system.

Division of Educational Kits (DEK)

A Study to Assess the Efficacy of Upper Primary Science Kit (UPSK) in Understanding the Concepts of Science at Upper Primary Stage in Schools of Delhi

The objectives of the research study was to find out the efficacy of Upper Primary Science Kit in understanding of concepts of science at upper primary stage, and to find out the modifications required in the kit for improving its efficacy in understanding of the concepts of science. In most of the students, the impact of using Kit items of UPSK during teaching-learning was found to be positive. However, it is also observed that majority of the students have not attempted the subjective questions. The triangulation of the findings is also being done by considering the performance of the students in different tests/ exams conducted by the schools.

Division of Educational Research (DER)

NCERT Doctoral Fellowships 2022-23

As per the scheme of Fellowship, the progress reports of NCERT Doctoral Fellows are reviewed annually for the continuance of the Fellowship. In this connection, Screening-cum-Progress Monitoring Committee (SPMC) meeting to review the progress of 16 Doctoral Fellows was convened from 2–3 February

2023 through virtual mode. Appropriate action as per the minutes of the SPMC meeting has been taken up.

Two days meeting of the Screening-cum-Progress Monitoring Committee (SPMC) of ERIC was held from 1–2 March, 2023 at NIE, New Delhi, and 10 Doctoral Fellows were recommended for the Fellowship (Appended in Appendix III). During the academic year 2022–23, fellowship/contingency has been released to 22 fellows. Nine fellows have completed their Ph.D. and submitted their thesis to the Division.

Educational Survey Division (ESD)

National Achievement Survey (NAS) 2021

The National Achievement Survey (NAS) was administered on 12 November, 2021 covering more than 34 lakh children and 5 lakh teachers from 1,18,274 schools drawn from 720 districts of all the States and UTs of the country. The analysis of the data generated through NAS 2021 provides the national average performance of Classes III, V, VIII and X.

NAS 2021 Report was released on 25 May 2022. The National Report, State Report Cards of all 37 State/UTs and the District reports of 720 districts are available in the public domain and can be accessed using the following link: https://ncert.nic.in/NAS.php or https://nas.gov.in/report-card/2021.

Foundational Learning Study 2022

A large-scale assessment and benchmarking study for foundational learning titled Foundational Learning Study (FLS) was administered from 23 – 26 March 2022 across India. The aim of the study was to draw a first-hand understanding of the foundational learning levels of Grade III students. FLS was conducted in 20 languages which are being used as a medium of instruction in respective States/UTs covering — Assamese, Bengali, Bodo, English, Garo, Gujarati, Hindi, Kannada, Khasi, Konkani, Malayalam, Manipuri, Marathi, Mizo, Nepali, Odia, Punjabi, Tamil, Telugu, and Urdu. Foundational Learning Study covered approximately 86,000 Grade III students from 10,000 schools. The Study sample included state government schools, government aided schools, private recognised and central government schools. More than 18,000 teachers participated in the research. Three questionnaires for school heads, teachers and students were also administered as a part of the study to obtain background information vis-à-vis the learning levels of the children. The report of FLS 2022 was released in September, 2022. The reporting has been done at the National, State and District (only for the Low Performing Districts) level. The link for FLS reports: https://dsel.education.gov.in/fls_2022 or https://ncert.nic.in/fls.php.

Achievement Survey in Low Performing Districts

The National Achievement Survey (NAS) is a large-scale survey of students' learning that has been conducted periodically since 2001 to monitor the health of India's education system. The survey is administered to students in Classes III, V, VIII, and X in government, government-aided, private recognised, and central government schools. The most recent survey was conducted in 13 November 2021, that assessed the learning levels of 2.2 million students from 1,10,000 schools across 701 districts in all 36 States/UTs. The survey identified ten 'Low Performing Districts' (LPDs) where students' performance levels were

below the national average. The districts identified as Low Performing Districts (LPDs) based on the results of National Achievement Survey (NAS) and other educational parameters were, Changlang (Arunachal Pradesh), Dhamtari (Chhattisgarh), Diu (Daman & Diu), Alirajpur (Madhya Pradesh) Yavatmal (Maharashtra), Sambalpur (Odisha), Muktsar (Punjab), Tiruchirappalli (Tamil Nadu), Adilabad (Telangana) and Shamli (Uttar Pradesh).

The NCERT was given the responsibility to conduct two surveys in these LPDs within mission of upgrading the performance under the initiative named 'National Mission of Ameliorating the Performance of Low Performing Districts (LPDs) of the Country' which was launched by the Hon'ble Prime Minister on 22 January 2022.The created a primer for this purpose, which includes the Mid-Term Achievement Survey, and an End-term Achievement Survey. In order to assess the performance of students in Grades III and V, a Mid-Term Achievement Survey (MTAS 2022) was conducted on 22 November 2022, and the End-Term Achievement Survey (ETAS 2023) was conducted on 16 March 2023, respectively in these districts in nine languages. The survey gathered high-quality data on students' progress, which will help reduce gaps in survey administration, and achieve time-bound goals and outcomes to ensure their sustainability through systemic improvements.

Planning and Monitoring Division (PMD)

Sustainable Development Goals (SDG) 4.7: Policies and Practices in School Education

Sustainable Development Goals (SDG) 4.7 says that, "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development." SDG target 4.7 embraces emerging concepts including Education for Sustainable Development (ESD) and Global Citizenship Education (GCED). The study is conducted with the objectives to analyse the extent to which (i) global citizenship and education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in national/state education policies and curricula in school education, and to examine the curricular practices related to GCED and ESD implemented in the schools. The review of literature related to SDG 4.7 and policies and practices have been carried out. The reflection of the ESD and GCED in the States/UTs policies, curriculum, teacher education and assessment, has been analysed to understand the status of the States/UTs with respect to the target SDG 4.7. In-depth case studies on the curriculum practices related to SDG 4.7 were conducted in the states of Kerala, Andhra Pradesh and Himachal Pradesh. The preliminary findings point towards the need for strengthening the curriculum by integrating the ESD and GCED themes in the curricular materials, using innovative pedagogies, reforms in assessment and implementation of the curricular practices that can help in building up the GCED and ESD competencies. The curriculum needs to help students learn how to learn, cultivate positive values and attitudes, develop generic skills that equip the learners with knowledge and skills to cope with challenges in the future.

Central Institute of Educational Technology (CIET)

Effectiveness of Augmented Reality-based e-contents and Virtual Labs on Achievement in Science of Class IX School Students

A scale for students and teachers reaction towards Virtual Labs (VL) and Augmented Reality (AR) e-content was developed. A total of 15 AR and 15 VR e-content were selected for intervention. Data collection was completed in 5 selected schools of Delhi (496 students for pre-test and 390 students for post-test).

An Evaluative Study of ICT @ School Scheme under Samagra Shiksha

Review of related literature was carried out in order to supplement the research. *Parakh* app developed by CIET was explored. The research tools included questionnaires (one each for Principal, IT Instructor, Teacher, Special Educator and Students) were finalised for data collection, and data collection was carried out in {10 % schools from 10 % (total districts -10 LPD)}.

Effectiveness of ICT based Accessible Interventions (UDL-based e-contents) of NCERT on Holistic Development of Students with Special Needs

596 ISL videos based on the NCERT textbooks for Classes I to V and 115 audio books, following principles of Universal Design of Learning (UDL) have been developed. These e-contents were curated following a well-established systematic process, and reviewed externally before sharing it with stakeholders through DIKSHA (Digital Infrastructure for School Education), *ePathshala*, NROER, and PM eVidya DTH-TV channels and radio broadcasts. With the objectives of studying the awareness about these UDL based e content and to gather the feedback of end users a study was conducted. The research were gathered from special educators (458), regular teachers (760) and students (725). Majority of the regular teachers were not found to be aware of the audio books (58 per cent) and ISL NCERT (71 per cent), Videos on PM eVidya (59 per cent), videos on NCERT offcial YouTube channel (44 per cent), and ePathshala (57 per cent). However, 58 per cent of responding special teachers were aware of the UDL based ISL videos prepared by CIET, NCERT. After interventions the regular teachers highlighted that ISL videos are easy to use in the classrooms (64 per cent), content of ISL videos is easy to comprehend (66 per cent), they sustain attention (62 per cent), increase interest of the students in the class (68 per cent), engaging for all irrespective of disability (61 per cent), and facilitates concept attainment in mathematics (68 per cent) and science (69 per cent).

Effectiveness of ICT in Education Courses on ICT Competency and Techno-Pedagogy Integration Competency of in-Service Teachers at Secondary Level

Review of the competency framework of 30 countries was completed and major competencies to be focused during research were identified. Development of Techno-Pedagogy Content Integration (TPCI) package framework was completed. Development of ICT competency scale which included knowledge, attitude and skill components were completed and development of reaction questionnaire was carried out. Development of the online induction course was carried out and is in the final stage.

A Study on the Effectiveness of Cyber Safety & Security Awareness Package Implemented Through the Cascade and Direct Intervention Models

Intervention schedule and achievement test was developed. A two-day intervention was conducted and around 900 participants from 30 States/UTs and 5 autonomous organisations participated. A post intervention assessment was conducted and those who scored around 70 per cent and above were certified. Data analysis was done with respect to five dimensions of cyber safety and security namely technical, social, ethical, psychological and legal. The founding of the study shows that the intervention could create awareness more in psychological dimension and less in technological dimension. Study also identified the areas in which more intervention is required for creating holistic awareness in terms of cyber safety and security.

A Study of Different Modes of Online Education Adopted by Elementary and Secondary Schools During the COVID Pandemic

Review of related literature was carried out for getting an idea about the related research. Research tools for Teachers, Students and Parents in English and Hindi were developed and were piloted and finalised. Data collection was also completed in four states: Gujarat, Sikkim, Jammu & Kashmir and Delhi (4 schools in each state) and data analysis was also done.

Implementing ICT Interventions at the School Stage: A Block Level Research Study

The study was conducted with the objectives to study the status of ICT interventions at block level in the aspirational blocks adopted by NCERT, to develop a plan for intervention and to study the impact of the intervention among the teachers of the blocks. Block Hurda in Rajasthan, Chilika in Odissa and Ichhawar in Madhya Pradesh comprised the field of the study. In the first phase Six variables, i.e., Infrastructure, Training, Competency, Attitude, Barriers and Usage were studied to assess the status of ICT integration in 139 schools of the three blocks for which the tools were administered on 130 principals and 658 teachers.

The major findings of the Phase I were (a) the teachers of Hurda had the highest competency with the maximum of its (46.3 per cent) teacher having a moderate competency level, whereas for both Ichhawar (66.9 per cent) and Chilika (83.1 per cent) had maximum teachers having low competency level, teachers were most competent in using smartphones and using social media and least competent in using FOSS; (b) Teachers had a unanimous stance (91.20 per cent) agreed that use of ICT in the classroom helps in improving students' learning, and (74.50 per cent) agreed that it is not a waste of time. Maximum teachers were undecided about the benefits of using FOSS in education (48.00 per cent) while many teachers were of the opinion that use of ICT reduces the importance of teachers (40 per cent), teachers had an overall positive attitude towards the use of ICT in education (avg. mean score=2.42); (c) Major barriers identified by the teachers in integration of ICT were lack of sufficient funds for ICT (80.57 per cent), lack of facility of computers to individual teachers in school (82.19 per cent), and the lack of a personal computer at home (74.06 per cent); d) Chilika had maximum number of teachers (91.2 per cent) with low usage of ICT (mean score≤1.67), followed by Ichhawar (71.8 per cent).

For the II phase of the study, areas of intervention were identified from the analysis of phase I data, the intervention training module was developed under the guidance of experts. The training was provided to a sub sample of the first phase in which 91 teachers of the three blocks separately in 5-day long face-to-face training and the impact of the intervention was studied using a quasi-experimental (one group pre-post test) design. The major findings of the impact study revealed that there was no difference in the attitude of the teachers towards the use of ICT in education, though all the teachers were in neutral to positive attitude category, however, difference was observed in the knowledge and skill of teachers in using ICT in education, post intervention.

PSS Central Institute of Vocational Education (PSSCIVE), Bhopal

Tryout of Guideline for Implementation of 10 Bagless days in Schools for Classes VI to VIII

As per the NEP 2020, bagless days are to be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports and vocational crafts. In view of this, PSSCIVE has developed a guideline for the implementation of 10 bagless days activities in schools. For trying out and verifying the activities for validation and reliability check, this project was undertaken. The main objective of the project is to try out the guideline of 10 bagless days activities in the schools; to identify the implementation problems of the guideline and to suggest the strategies for successful implementation of guideline. Eight schools with vocational subjects from Classes IX to XII were selected from four different locations, viz., rural, semi-urban, urban and tribal for the try out. The units taken into consideration for the study were degree of interest, enthusiasm and feeling of fun, excitement and stress-free learning of pre-vocational concepts exhibited by the students and teachers. A proforma was developed for reporting of tryout observations including teachers' and students' responses. The study reveals that students and teachers have appreciated the guideline to be implemented in school. It will help in involving students in various vocational activities, and also exposed them in various vocational areas.

Regional Institute of Education, Ajmer

Implementing Interventions at Middle Stage: A Block Level Research

For implementing need-based interventions at the block level and to see its effectiveness, a research study was conducted in 167 schools of Hurda Block of Bhilwara District of Rajasthan from the year 2018-19. The block has been selected based on the poor performance of the district in the NAS 2017. The need-based interventions have been planned on the basis of baseline assessment of students and teachers' need assessment data. The interventions have been imparted using Art Integrated Learning (AIL) and School-Based Assessment (SBA). For providing onsite support to the teachers and promoting peer learning, two teachers from each panchayat have been identified and trained as master trainers on attaining learning outcomes through "Art Integrated Learning".

The interventions are also being implemented through alternative strategies. Some of these including the learning levels and development of competencies

NCERT

amongst the students of the block have been tracked by test items based on Learning Outcomes (LOs) by baseline assessment survey (29–30 March, 2019), sample based Mid- term assessment (5–9 September, 2022) and Terminal Assessment (10–11 March, 2023). The results have been assessed and analysed as per the needs of the study. Hands on workshops have been organised for attaining level specific learning outcomes for the teachers of 167 schools of the block at Swami Vivekanand School, Taswaria from 31 January 2023 to 3 February 2023. During the workshops, 445 teachers were provided opportunities' for exploring suitable pedagogies for attaining the low performing learning outcomes. The subject specific need-based interventions have been explored by analysing NAS 2021 District Report Card.

Some of the outcomes of the implemented interventions were that the State Report Card has shown a significant improvement in the learning levels of students and ranking among 33 districts of Rajasthan for Classes III, V and VIII; the terminal assessment has shown a remarkable improvement in the learning outcomes of the students across all grades and subjects; the implemented quality interventions have changed the classroom processes in schools of the block. The learning outcome of the students is being improved, with enhanced interest, engagement and participation, by integrating art with subject-specific learning outcomes. The findings of the case studies on imparted interventions are reflecting the effectiveness of implemented interventions and also have guided to plan the future interventions. The sharing platform and teacher circles have allowed teachers to share the practices. Peer learning has created a learning atmosphere in the block.

Study of Pedagogical Practices for Children at ECCE in reference to Foundational Literacy and Numeracy

The research study was aimed to identify and compare the pedagogies and practices for school readiness programme of various ECCE centers, and to find out the different aspects of school readiness among children who attended ECCE at RIE, Ajmer and other centers in the cognitive, pre-academic, language, self-help, social, and play areas. For this, a tool was developed and vetted in workshop mode. The data were collected at the various ECCE centers four Anganwadi centers, Preschool and Primary centers, Demonstration Multipurpose Schools of RIE, Bhopal, Bhubaneshwar, Mysuru and Ajmer. The data on the infrastructural facilities and pedagogical practices were also collected from two private centers. It was found that there are differences in the pedagogies used by different types of ECCE centers apart from the differences in infrastructure and resources. The difference was also found in the level of Foundational Literacy and Numeracy of children who attended ECCE at different centers. There is a need to standardise the pedagogies and practices at FLN level.

A Study of Competencies developed among Teachers and Students by the use of Online and Digital Resources in Schools of Northern Region

The research was undertaken for all the States and UTs of the Northern Region. In the study, 10 schools from each State and UT were identified for data collection and fulfillment of the objectives of the study. The data collection for the sample States and UTs was done by visiting the schools. The data from 770 teachers of 86 schools were collected for the study. The competencies developed

on the use of online and digital resources was tested on a 4 level scale; none, basic, intermediate and advanced for the development of competencies. The findings of the study reveal that only basic level competencies among the teachers and students have been developed by the use of online and digital resources. This shall help in understanding the use of online and digital resources in education and make recommendations to the education authorities to improve and modernise the resources in the schools in their state.

Study of Utilisation and Impact of Transport Facilities in the Secondary Schools of Ladakh

The research was undertaken to find out the status and impact of transport facilities under *Samagra Shiksha* schemes of Ministry of Education, Government of India. The status of utilisation of transport facilities in the secondary schools of Ladakh and its impact on enrollment of students in the secondary schools, and traditional ways, and best practices of transport facilities used in Ladakh under the scheme of transport have been examined.

The research tools, viz., questionnaires for SPD office, school heads, students, and parents were used. The study was conducted in 44 schools of Leh and 19 schools of Kargil district of Ladakh from 21 to 25 November 2022, and data were recorded accordingly. An analysis of the data indicates that sincere efforts have been made to implement the scheme as per norms of the *Samagra Shiksha*. However, at certain points further attention is required for effective implementation of the scheme.

Learning gaps, Challenges and Innovations in Primary Education during COVID-19 in the State of Uttrakhand

The research aimed to study the gaps in the holistic development (cognitive, health & well-being, socio-personal) of students due to COVID-19 pandemic. The challenges faced and innovation adopted by teachers, head teachers, parents, students and education functionaries in teaching-learning during COVID-19 were the pertinent research questions. The study followed the mixed research design, and the sampling has been done by using multi-stage sampling techniques.

For the research study, 40 schools of two districts of Uttarakhand namely Tehri-Garhwal as general district and Haridwar as aspirational have been identified. The questionnaire for students about health and well-being, socio-personal development of students, questionnaire for studying challenges faced by teachers, head teachers, education functionaries, parents and students, questionnaire for studying innovations done by teachers, head teachers, education functionaries, and parents, and focused group discussion with students to study challenges faced during COVID-19 have been used. The tools developed in a workshop mode have been used for data collection in a total of 40 schools; 05 schools from rural and urban block of each district. The result of NAS 2021 has been used for identification of learning gaps at Class III and V. The study has presented a comparative analysis of the learning gaps of subject specific Learning Outcomes (LOs) as per the district report card of NAS 2021. The lack of internet connectivity/digital gadgets, as well as lack of parental support, limited teacher response, and lack of training of teachers were some of the major challenges that were reported.

Regional Institute of Education, Bhopal

A Study of the Textbooks of FLN prepared by Maharashtra in the Light of NEP 2020 Recommendations

The objective of the research study is to (a) study the textbooks of FLN prepared by Maharashtra, (b) to assess whether the textbooks are prepared in accordance with the Learning Outcomes and NIPUN Bharat guidelines, (c) to assess whether the textbooks have good/sufficient illustration, printing, etc., to motivate young learners in reading them, and (d) to suggest changes for the improvements of textbooks. The research utilised an analytical methodology encompassing both qualitative and quantitative approaches. The study will also develop some tools to see whether the textbooks will support in meeting the Learning Outcomes in the young learners. Besides, quantitative and qualitative study of the illustrations, font, printing, etc., the textbook will also be done to see if they motivate the young learners to read the textbooks. The findings and suggestions will be shared with the state of Maharashtra. Moreover, these findings and suggestions can be taken in consideration by other states when developing and reviewing their textbooks.

Implementing Interventions at School Stage: A Block Level Research Project

The objective of the research study is to: (a) assess the learning levels of students at the school stage in an identified revenue block (assessment), (b) to study the extent to which the ideas propagated by NCF 2005 (e.g., gender concerns, inclusive education, art integrated education, multilingualism, use of ICT, CCE, child-centered as well subject-specific pedagogies, school library facilities, guidance services, school-community participation, organisation of co-curricular activities, etc.) have reached and are being implemented at the school level, (c) to find out the difficulty of teachers faced by them in their daily school work, (d) to study the school climate (such as safety, relationships, teaching and learning, institutional environment, and school improvement process, etc.) as well as involvement of parents/communities in the school activities?, (e) to develop/modify the need-based interventions for teachers and teacher educators. This would focus on learners' achievement and their participation in curricular and co-curricular activities, teachers' difficulties; school climate and involvement of parents' and communities in school functioning, (f) to help teachers and teacher educators in implementing the interventions, (g) to study the changes, if any, in learning levels of students, teachers behavior, school climate, and so on, (h) to infuse art, game, toy pedagogy and local specific activities for making classes lively, and (i) to provide some workable solutions guided by experience and theory to attain the goals of NEP 2020 and the new NCF 2022.

Providing Community Experience to RIE, Bhopal Students on Research and Multicultural

The main aims and objective of the research was to: (a) provide community experience/exposure to the students of RIE, Bhopal, (b) launch awareness campaign on literacy, gender equity, RTE, child rights, AIDS, COVID-19, superstition, dogmas, *Swachhta*, etc., (c) provide students the knowledge of conducting surveys and research, (d) conduct case studies/surveys on

drop-outs, farmers, animal husbandry, dispensary, farmer's wife, Aaganwadi centres/teachers, etc., (e) provide the multi-cultural experience to the students, (f) provide the experiences of real school situations in the village, and (g) organise various cultural programmes to bring awareness among the community on various issues like girls education, literacy, COVID, etc.

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

Learning Gaps, Challenges and Innovations in Primary Education during COVID Period in Odisha

The objective of the research study was to find out the learning gaps in the holistic development of the learners during Covid period and document the challenges and innovations done by the stakeholders. The survey was conducted on 296 students, 20 Head teachers, 37 teachers, 70 parents and 14 educational functionaries. Questionnaires and interview schedules were used to conduct the study. The study findings that show learning gaps are found in learning outcomes of EVS, language, mathematics, emotional wellbeing and physical health. The main challenges faced by stakeholders are; lack of digital devices, poor network connections, lack of digital skills, poor participation of teachers, etc. The central and State governments have taken many initiatives like providing e-Contents through YouTube, DIKSHA, PM eVidya, Madhu App, etc., to continue education during COVID-19. This research has provided insight into the stakeholders and policy makers for planning and organising learning enhancement programmes for students in such situations.

A Study of Educational Resource Centre for its Effective use among Pre-service and In-service Teachers

The study followed both quantitative and qualitative approaches to collect research data from pre-service (B.Ed.) teachers of RIE, Bhubaneswar and in-service teachers from Chilika block. Questionnaires/tools for pre-exposure were finalised in a workshop mode to assess the previous experiences of pre-service teachers in their schools, as well as the experiences of in-service teachers. Along with post-exposure, a five-day exposure programme to the educational resource center was organised for both pre-service and in-service teachers, where they were exposed to different resource materials at RIE, Bhubaneswar. Subsequently, post-exposure tests were conducted. Afterward, the pre-service teachers participated in their multi-cultural programme, while the in-service teachers returned to their respective schools. The data were collected from the respective fields. The findings of the study reveal that the effective use of the Educational Resource Center is observed in due process, when both pre-service and in-service teachers utilise it and find alternatives in its usage to suit local situations. Furthermore, the study generated curiosity and interest in learning concepts in an innovative way, leading to the realisation that teaching can be joyful as well as inspiring with the help of activities through educational resource centers to fulfill the vision of NEP 2020.

Identification and Implementation of Socio-cultural Practices in the Schools of Jharkhand: A Study

The study was focused on exploring socio-cultural practices in the schools of Jharkhand and their implementation in school education. It was specifically

limited to two districts, Gumla and East Singhbhum, which were chosen for their rich ethnic culture. The survey included eleven schools in the Bharno block of Gumla district, and one school in the Jamshedpur block of East Singhbhum district. To gather comprehensive data, a diverse range of schools were selected, including nine higher secondary schools, ten middle schools, and five elementary schools. The study involved two hundred students, and valuable insights were collected from 20 head teachers, 50 teachers, and 20 community members throughout the research process. The findings of the study highlighted the positive impact of diversity within classrooms. The presence of students from different linguistic and religious backgrounds was observed to facilitate language learning and promote intercultural sensitivity among students. The integration of socio-cultural practices was fostered by having children from various communities and mixed backgrounds studying together in these schools. Overall, the research shed light on the significance of socio-cultural practices in the educational setting, and how they can positively influence students' learning experiences and intercultural understanding.

Awareness and Perception of Stakeholders on Implementation of 10 Bag less Days in Odisha

The main objective of the study was to investigate the awareness and perception of stakeholders regarding the implementation of 10 bag less days for students in Classes VI to VIII. The survey involved gathering data from 20 head teachers, 40 teachers, 40 parents, and 120 students across various schools in Sambalpur, Balasore, Koraput, and Kendrapara districts. To assess the stakeholders' perceptions, a self-developed perception scale comprising 36 items, covering different aspects of 10 bagless days, was utilised as the primary research tool. The study's findings revealed that a majority of head teachers, teachers, and students were aware of, and held a positive perception towards the implementation of 10 bagless day activities. These activities were observed to enhance the learning experience by making it more joyful and participatory, ultimately aiding students in better understanding the concepts being taught. Additionally, the 10 bagless days were found to foster cooperation, creativity, social competency, confidence in speaking, and generate interest among the students. Based on the study's results, it was suggested that teachers and head teachers should undergo orientation sessions specifically focused on 10 bagless day activities, with a special emphasis on vocational education. This would likely further enhance the benefits of the program and contribute to its successful implementation in schools.

REGIONAL INSTITUTE OF EDUCATION, MYSURU

Impact of Covid-19 Pandemic on Primary Education in Southern States

The proposed research is aimed to comprehensively understand the repercussions of the COVID-19 pandemic on primary education within the southern region. The study's objectives were multifaceted and encompassed various dimensions of the pandemic's impact on educational systems, strategies employed by educational authorities, challenges faced, and potential learning loss.

The first objective was to assess the extent of the pandemic's impact on educational participation, both from students and teachers, across different districts within the states. The second objective sought to identify the strategies

and measures implemented by district-level educational authorities to effectively manage and maintain school education during the pandemic. Furthermore, the study aimed to analyse the educational methods and resources utilised by schools during this period, along with the specific resources allocated to address the pandemic-induced challenges.

Additionally, the research delved into the perceptions of educational functionaries regarding potential learning loss, particularly focusing on vulnerable groups like children with special needs and marginalised sections of society. The study also aimed to capture unique interventions and experiences offered to students during the pandemic by various educational bodies. Furthermore, challenges encountered by schools, teachers, and students were meticulously examined, paving the way to understand the systemic readiness of districts and states in handling similar crises in the future.

The methodology employed for this study was qualitative in nature. It adopted a multicentric approach, involving all States and Union Territories within the southern region. The unit of analysis was the district, with case studies conducted in two districts from each state. These districts were chosen based on their aspirational status and educational indices. To ensure a comprehensive representation, schools from both urban and rural settings were selected, including government, aided, and special/tribal schools. The research data were collected through questionnaires and interviews/focus group discussions involving stakeholders like educational administrators, school heads, teachers, students, and parents.

The study explored the far-reaching impacts of the COVID-19 pandemic on primary education in the southern states, investigating strategies, challenges, and responses. The thorough methodology employed and the dissemination of findings underscored the importance of understanding and addressing the educational upheavals caused by the pandemic, with the ultimate goal of enhancing the resilience of educational systems in the face of future crises.

North East Regional Institute of Education (NERIE), Umiam

Implementing Interventions at Elementary School Stage: A Block Level Research Project (Bhoirymbong Block, Meghalaya)

The research objectives were to identify the different kinds of Early Childhood Care and Education provided in Bhoirymbong Block, to examine on the infra structure, play equipment provided in ECCE centers, to analyse on the quality of professional workers appointed in these centers, to assess the curricular and pedagogical transactions during this stage of education, and to provide suggestions for quality improvement of ECCE in Bhoirymbong Block. The block has 122 Anganwadi centers which are under the supervision of the Social Welfare Department, Government of Meghalaya. The number of ECCE centers (pre-primary and Anganwadi centers) which are attached to schools are 188. The sample size consisted of six different types of schools, i.e., SSA (9), Private (6), Deficit (2), Government (2), NGO (1) and Anganwadi (10). A total number of 50 teachers, 65 parents and 162 students were part of this research study. The study made use of School Observation Schedule, School Information Schedule, Questionnaire for Pre-school Teachers and Anganwadi Workers, Teachers' Interview Schedule, Parents' Interview Schedule and Students'

Interview Schedule. Both qualitative and quantitative methods were used to analyse the data. To bring the schools closer to the community and vice versa in the form of outreach programmes and orientation of community members on the need, importance and recent trends in education were conducted. Five pamphlets in the local language in the following areas, Inclusion, Adolescent Education, Health Education, Early Childhood Care Education (ECCE), Mental Health and Well-being were distributed to the students of the three clusters in the Bhoirymbong block.

A Baseline Study of Language Preferences of School Students and Parents in North East Region

The research was conducted to look into the preferred languages in education by the parents and students in the North East Region. The research data were collected from four states of North East, i.e., Assam, Arunachal Pradesh, Manipur and Nagaland. Ten communities from Nagaland— *Angami, Ao*, Chakheshang, Chang, Khiamniungan, Lotha, Sangtam, Sumi, Yimkhiung and *Konyak* language speakers, seven communities each from Assam— Assamese, *Bodo, Deuri, Karbi, Mising, Nepali* and *Rabha* language speakers and Manipur (*Anal, Maol, Poumai, Maram, Tangkhul, Thadou-Kuki* and Maram language speakers— along with two languages, *Nyshi* and *Tagin* language communities from Arunachal Pradesh were taken for the research. The questionnaire was administered to 1,099 parents and 1,117 students of the communities mentioned. Overall the research findings revealed that the most preferred language to get education is English as it is linked with higher education and jobs; the next preferred language is Hindi as it is considered a language which will enable them to communicate in every corner of India. Except for the larger communities like Assamese and Manipuri, all the language speakers feel that opportunity lies in English so it is the ultimate choice. However, every community feels that they also should learn their respective mother tongue and schools with adequate number of teachers and resources would serve the purpose. It is also observed that in the states of Manipur and Assam the regional language or the state official/dominant language is studied widely and people also prefer these languages. It is interesting to note that in the state of Nagaland people want to learn Hindi along with English and mother tongues. Although Hindi has almost become a lingua franca in Arunachal Pradesh, it is not a preferred language to acquire knowledge; they learn Hindi as a part of the school curriculum, but hardly read in Hindi.

Factors Contributing to Suicide Amongst School Adolescents in Sikkim: The Case of Gangtok and Pakyong Districts (Under National Population Education Project)

The objectives of the research study are to find out the magnitude of suicide amongst school adolescents; and to study the factors contributing to suicide amongst school adolescents and to plan/design strategies for interventions to reduce the menace of suicide amongst school adolescents of Gangtok and Pakyong districts, Sikkim. A descriptive survey method was followed in carrying out the study. The sample of the study consisted of 25 elementary and/or secondary schools of Gangtok and Pakyong districts, Sikkim. The subject/ key informants of the study included the school adolescents, teachers (100),

Head teachers (25), SMC members (50) spread over 26 randomly selected schools. Purposive/incidental sampling techniques were followed in selection of schools and selection of key informants. The data were collected with the help of interview schedules for head teachers, questionnaires for teachers, SMC members/parents/supervisors and Focus Group Discussion for student informants. It was found that the factors contributing to suicide amongst school adolescents are children witnessing domestic violence among parents, separation of parents, lack of love and affection from family, relationship between parents and children, family ethics, causal relationship among boys and girls, adolescent marriage, peer pressure, alcoholism, substance use, etc. The teacher's opined that most of the parents are illiterate. Also, boys are more vulnerable to substance abuse, and girls are more vulnerable to sexual activity. Parents don't take any interest in their wards' studies and emotional wellbeing. Some of the parents do not even turn up for PTA. Students are engaging themselves in household works. Parents compare them with other kids or siblings. POCSO cases have also been registered in the school. After the COVID-19 pandemic a huge gap was created and it has not yet been possible to bridge that gap, almost all school students are from migrant families, i.e., from Bihar, Nepal, and their parents work as taxi drivers, works in garages, shops and as daily wage earners. The study recommendations include, appointment of Counsellors in each school/ enroll at least two teachers in the DGDC course conducts by NERIE and conduct of Advocacy programmes to generate awareness among parents and students on how to deal with the ups and downs of life.

4. Development Activities

Developmental programmes that enhance teaching-learning process in all areas of school and teacher education are undertaken by various constituents of NCERT. These include audio-visual materials, textbooks, handbooks, training packages, manuals, supplementary readers, kits, etc.

In the year under report, the Council has been involved in the development of syllabi and textbooks at the foundational and preparatory stages as per NEP 2020, competency based pedagogical frameworks, guidelines for training materials for teachers, supplementary reading materials.

The Council was also involved in the development of e-Content, working papers, Learning Outcomes, Audio-Video Scripts, Certificate Course, Training materials, bridge course package for Out of School Children, e-pub audio, kit and manual, item banks, exemplar materials, educational media programmes and online courses. Handbook of activities based on learner centred pedagogy of Urdu language at the foundational, preparatory, middle and secondary stages in the light of NEP 2020, in Hindi, English, Urdu and Sanskrit translation and review of *Samajh ka Madhyam* in twenty-two languages, online (basic level) language courses in twenty-two Indian languages, documentation of experiential learning as resources of various tribal groups, guidelines on art integrated learning and experiential learning, and toys/models/ games/ videos/ storyboards for promoting toy based pedagogy were developed.

The Council developed supplementary readings on economic thinkers of modern India, and India's Border Areas, imparting GCED values through folktales of North East, materials on pedagogy for Indian languages and quadrilingual (Urdu-Urdu, Hindi-English-Sanskrit) illustrated dictionary of cultural words, e-Courses on health and wellness, guidelines to implement experiential learning, textbooks on Carnatic Music (Vocal and Melodic)—Class XII, psychology syllabi and psychology textbook, framework for teacher education programme at multi-disciplinary institutions, Alternative Assessment Techniques (AAI), 'YOJANA', the Management Information System (MIS) portal, rollout of curricula for ICT, standardisation of Indian Sign Language, digital resources for pre-vocational education and vocational subjects, student textbooks for Job roles under NSQF, courseware of six new job roles under NSQF, state plan for the implementation of hub and spoke model, popularisation folders of 12 job roles of apparel, made ups home furnishing sector, empowering mathematics teaching and learning with Augmented Reality (AR) based App, etc.

Certificate course in school librarianship, innovative course in science education (Mathematics, Physics, Chemistry, Biological Science), certificate course in mathematics through MOOC, coding modules and STEAM modules,

resource materials using ancient mathematics, compendium of some of the suggestive innovative teaching and learning practices in science, learning outcome based learning resources for FLN, compilation of folk songs and rhymes in Manipuri, *Thadou-Kuki, Rongmei, Tangkhul, Adi* and *Galo* languages of North East India, resources on indigenous and traditional ways of learning, Teacher's handbook on 21st century skills in the light of NEP 2020, a hand book on *Experiential Learning* for *Preschool Education*, etc., were also developed during the year.

Department of Elementary Education (DEE)

Syllabus and Textbooks for Foundational Stage

The syllabus for Foundational Stage based on the recommendations of NCF-FS- 2022 has been developed. The syllabus was mapped according to the aims, curricular goals, and competencies of each domain. Based on the syllabus, the department also developed textbooks for Classes I and II in Hindi (*Saarangi* 1 and 2), English (*Mridang* 1 and 2), Mathematics (*Joyful Mathematics* 1 and 2) and Urdu (*Shennayi* for 2). The Hindi and Urdu versions of *Joyful Mathematics* named *Anandmayee Ganit* 1 and 2, and *Dilchasp Riyaji* 1 and 2 have also been developed. The textbooks use a balanced-literacy approach for language development, and are aligned to the four-block approach for language and numeracy development proposed in the NCF-FS. The textbooks also used play-based, discovery-based, story-based approaches for curriculum transaction.

Teacher Trainer Manual for Numeracy at Foundational Stages

A Teacher Trainer Manual for Teacher-trainers on *Strengthening Numeracy Skills at Foundational Stages* has been developed to facilitate understanding of numeracy among teachers/teacher educators at the foundational and preparatory stages. The resource manual is designed with a user-friendly approach to facilitate understanding among teachers and teacher educators. It incorporates four blocks approach mentioned in the NCF-FS 2022; that is oral math talk, skill teaching, skills practice, and math games. It consists of modules on all the concepts and components of numeracy and mathematics at the foundational and preparatory stages. The major themes included in the manual are pre-number and number concepts, addition and subtraction, multiplication and division, shapes and spatial understanding, estimation and measurement, patterns, data handling, mathematical communication, errors in mathematics learning, mathematical problems and puzzles, stories and poems on mathematics, learning outcomes and assessment.
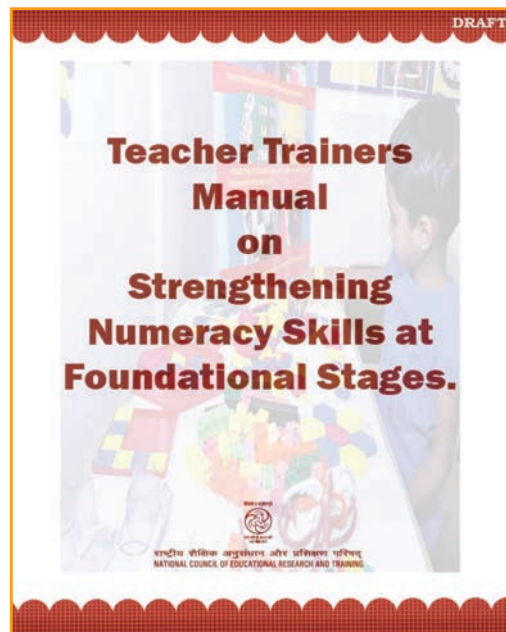
The trainer manual highlights the early Mathematics skills associated with each topic and elaborates it further along with opportunities for enhancing these skills. It includes hands-on activities for teachers' own understanding, and can also be conducted in their classroom and brainstorming questions for discussion with teachers. Supporting videos and PPTs have also been included in the manual for the teacher trainers.

Infographic Resource Materials for Children and Teachers on Literacy and Numeracy for Foundational Stage

(A) Infographic posters

Numeracy

Infographics based on learning outcomes for Developmental Goal 3 as specified under NIPUN Bharat guidelines for three years of preschool and Classes I-III were developed in order to ensure clear and easy comprehension of the learning outcomes by the teachers, parents, guardians, and all other stakeholders through visuals representation. A total of 176 infographics have been developed. The Hindi version of these 176 infographics was also developed and uploaded on DIKSHA portal. The metadata sheet based on the same was also developed for the purpose of referencing and to be used by teachers through DIKSHA portal.

Literacy

To facilitate a visual understanding of the learning outcomes developed under NIPUN Bharat guidelines for children to become effective communicators (Development Goal 2), infographic posters were developed from preschool I to Class III. These infographic posters serve as a great tool for developing an understanding (with examples) of the learning outcomes especially for teachers and teacher educators. 178 infographic posters have been uploaded on DIKSHA portal for preschool I to Class III till now. Among these, we have also developed separate infographics posters for language 1 (Hindi) as well as language 2 (English) especially for the preschool stage considering the significance of bilingual resources at foundational stages. Further, the metadata sheets were developed and shared to provide the correct description of the same at DIKSHA portal.

Links to access uploaded infographics

https://diksha.gov.in/play/collection/do_31337244893609164811634?contentId=do_31350972295208960011342

https://diksha.gov.in/play/collection/do_31337244958498816011637?contentId=do_31350910703487385611015

https://diksha.gov.in/play/collection/do_31337244893609164811634?contentId=do_31350563764781056011207

https://diksha.gov.in/play/collection/do_31337244893609164811634?contentId=do_31350562848342835211831

https://diksha.gov.in/play/collection/do_31337244893609164811634?contentId=do_31358061028136550411159
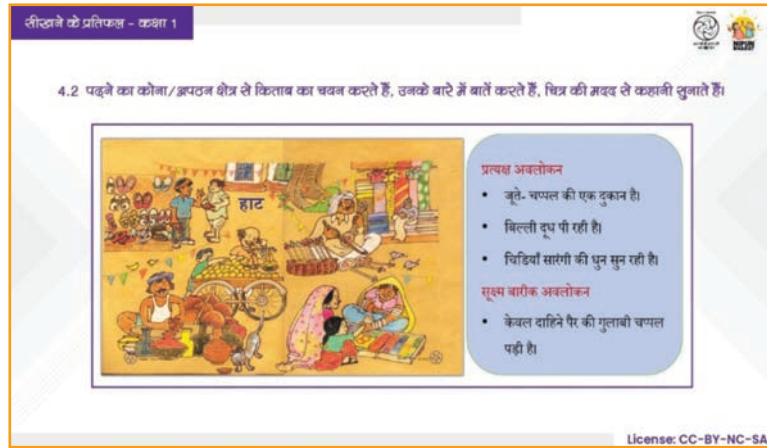
(B) Byte-sized Video Scripts for Foundational Literacy and Numeracy under NIPUN Bharat

Numeracy

Scripts for byte-sized videos were developed in order to explain the learning outcomes to the teachers, parents, teacher educators, and other stakeholders. 176 video scripts based on each learning outcome were developed, and 51 scripts were reviewed and finalised.

Literacy

Byte sized video programs were developed based on the scripts to provide a clear understanding of the learning outcomes under NIPUN Bharat guidelines. These byte sized video programs based on the scripts provide an active learning experience and are great resource for teaching-learning processes. 15 scripts for Classes I–III were developed covering each and every learning outcome. Based on the scripts, 10 video programs were reviewed and uploaded on DIKSHA portal. 38 scripts have been developed for preschool I–III. Among these, separate scripts have been developed in Language1 (Hindi) as well as for Language 2 (English) especially for the preschool stage.

Link to access Video programs

https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_313351171264331776129 8

(C) Worksheets and Assessment Items

Numeracy

In addition, 176 worksheets and assessment items were developed for each learning outcome for preschool and Classes I–III as mentioned in NIPUN Bharat guidelines for Goal 3. A total of 79 worksheets were finalized with illustrations and metadata sheets for preschools I, II and III and were uploaded on DIKSHA Portal.

Literacy

Worksheets are developed in accord once with the learning outcomes of Developmental Goal 2 to provide an enriching, tangible and hands on resource material for all stakeholders of education, especially parents, teachers and teacher educators. 194 worksheets have been reviewed and uploaded on DIKSHA portal for preschool and Classes I to III till now. Among these, separate worksheets in Language1 (Hindi) as well as Language 2 (English) especially for the preschool stage considering the significance of bilingual resources at foundational stages were developed. Further, the metadata sheets were developed and shared to provide the correct description of the same at DIKSHA portal. In view of the significance of quality and continuous assessment, 574 assessment items for Classes I to III have also been developed.

Link to access the uploaded worksheets

https://diksha.gov.in/play/collection/do_3133724489360916481634?contentId=do_31361028341881241611433

https://diksha.gov.in/play/collection/do_3133724489360916481634?contentId=do_31361028341881241611433

https://diksha.gov.in/play/collection/do_3133724489360916481l634?contentId=do_31361033578635264012937

Link to access the assessment items

https://diksha.gov.in/play/collection/do_3133724510601216001l300?contentId=do_31352682597046681611

https://diksha.gov.in/play/collection/do_3133724510601216001l300?contentId=do_31352682597046681611

Storytelling videos

To provide an engaging learning experience to the learners and to facilitate children become effective communicators, 20 storytelling videos have been developed to be uploaded on DIKSHA portal as per the NEP 2020 which focuses on "Experiential, holistic, integrated, inquiry-driven, discovery centred, discussion-based, flexible, and enjoyable."

E-content and Toys for Children and Teachers at the Foundational and Preparatory Stages

A workshop was organised at IIT Gandhinagar, Gujarat from 3-7 October, 2022 in collaboration with Center for Creative Learning (CCL), IIT Gandhinagar. The workshop emphasised the role of toys and games in the holistic development of children, especially at foundational stages.

A series of discussions, brainstorming sessions, and demonstrations led to the finalisation of educational toys and games created at CCL, IIT Gandhinagar, as a suggestive list of educational toys which can be modified or adapted for the children and teachers.

There were 20 participants who attended the workshop. The participants were from IIT Gandhinagar and NID, Gandhinagar, Gujarat.

During the workshop, a few toys, manipulatives, models, puzzles, and games were identified and a suggestive list of manipulatives was prepared, which can be further modified or adapted for the children and teachers at foundational and preparatory stages (numeracy).

The manipulatives and toys which were found to be most effective for the foundational and preparatory stages were shape sudoku, walking floor puzzle, number board, square wheel car, jumping puzzles, stack it up, etc.

Stack It Up

Syllabus and Textbooks in EVS at the Preparatory Stage as per NEP 2020

To translate the ideas of NEP 2020 into syllabus and textbooks, relevant research studies, policy documents, and curriculum of different countries were compiled and analysed to

assess the global trends review of the research studies, to find out the strengths and challenges of the existing EVS curriculum and textbooks. NEP 2020 has been studied to decide the key areas, structures and approaches of EVS syllabus and textbooks. Class-wise themes, age-appropriate concepts and concerns from Classes III to V have been identified to develop a first draft of syllabus of EVS at the preparatory stage. The draft syllabus is needed to be reviewed in the light of draft NCF FS 2023.

E-content in Environmental Studies (EVS) at the Preparatory Stage

The e-content activities in EVS for children at the preparatory stage to be used by teachers and parents, to help children go beyond the textbooks to learn in a joyful manner was developed. Five scripts in English were developed and related illustrations and graphics were done. Voice over in English and sign language was done, and these were digitised into video programs.

Imparting Values of Global Citizenship Education (GCED) Values Through Folktales of North East

The project to develop the folktale series titled *Bamboo,* a supplementary reader series for children of Classes III to V have been undertaken in accordance with the NEP 2020, and keeping UNESCO's emphasis on GCED. It comprises of fifteen folktales from the eight states of North East India which are culturally and linguistically diverse. At the end of every folktale, an activity or exercise is included to enable learners to learn GCED concepts and skills in an effective manner. The series is a part of NCERT's educational programmes aimed towards advancing GCED at a local level in India. These materials will equip learners with a theory-based lens for GCED and help them acquire a profound and thorough respect for diversity in its many forms.

Trainers' Handbook for Balvatika Unmukh (ISBN 978-93-5292-493-6)

In order to reach a large number of trainers and teachers as per the recommendations of NCF FS 2022, training programmes of short duration have to be organised by teacher training institutions like NCERT, SCERTs, DIETs, BRCs, and CRCs, to the resource persons at every level. In order to provide some reference material for guidance, a trainers' handbook entitled 'Unmukh', meaning 'orientation', has been developed which has been translated to Hindi and Urdu.

This handbook has two parts. Part I spells out the basics about the need and significance, methods and materials, planning, and transaction of the Balvatika programme with in-built assessment through observation. Part II includes a variety of exemplar suggestive activities, for children of early stage. The activities are progressive and integrative in nature and cater to different domains of a child's holistic development. Suggestions for the caregivers are also provided wherever needed.

ANAND– An Activity Book for Balvatika

The activity book, *Anand* was developed for children of Balvatika, keeping in mind the perspectives of NEP 2020, and it has attempted to provide competency-based worksheets in a simple, interesting and engaging manner. This activity book has endeavored to be inclusive and takes care of social and cultural rootedness and provides ample opportunities for the teachers to create before the children for doing and learning things. The activity book has

integrated arts and craft through which teachers make children aware and motivate them to appreciate the aesthetic sense inherent in such activities. Ther are 92 exemplar worksheets given in '*ANAND-Activity Book for Balvatika,*. These worksheets would provide children an opportunity to connect their visual memories with concepts learned in the classroom and also connect with their prior experiences. The exemplar worksheets given in this book are developed to provide opportunities for children with diverse capabilities for joyful learning in order to exhibit grade level outcomes. These worksheets would promote school readiness for children, and make sure that they are aware of the basic language and cognitive skills required to enter the formal school system. For a smooth transition, it is important that children acquire skills in advance, which would help them to perform age-appropriate activities. These worksheets will help the children to develop and practice healthy and safe habits, enhance sensory perceptions, build a fit and flexible body, develop emotional intelligence, logical thinking and expression through art. These exemplar worksheets are based on competencies (as given in NCF-FS 2022) and have suggestive ideas and questions that a teacher or a parent can ask the child to assess their understanding.

Learning Teaching Material for Foundational Stage: Jaadui Pitara

Following NEP 2020 and NCF-FS 2022, the exemplar learning teaching materials are developed and kept in a box – *Jaadui Pitara*. The *Jaadui Pitara* is a box having approximately 45 Learning-teaching Materials (LTM) for the Foundational Stage. It includes activity book, play materials, puppets, toys and manipulatives for young children of the age group 3 to 8. This *Pitara* is a complete comprehensive LTM which includes play materials for all aspects of child development, and it would help the teachers at the Foundational Stage to plan quality programme and to device activities for teaching different concepts. The department developed picture-reading, posters, alphabet cards, *varnamala* cards, number cards, tracing cards for alphabets and numbers, sequential thinking story cards, poem posters, number and colour domino's and classification cards. The *varnamala* and number cards have been developed in 13 languages.

Guidelines for Family and Community Engagement for Foundational Years

The guidelines highlight the roles and responsibilities of different stakeholders like SCERTs, families, schools, and community. It suggests different activities which can be taken up by parents and school for the development of foundational literacy and numeracy. It also contains case studies of community involvement in India. The draft guidelines have been circulated for expert comments.

Training Modules on Early Childhood Care and Education for NISHTHA 4.0 ECCE

The six courses of NISHTHA Anganwadi offer master trainers to help the preschool teachers and *anganwadi* workers maximise early learning opportunities in their ECCE centres. The six courses will guide the ECCE personnel on how to orient and train the teachers for improving the quality of the transactional processes in the centres, and for bringing quality in the early childhood education programmes. This would update all the functionaries across ICDS (Integrated Child Development Services) and support the *anganwadi* workers in making the *anganwadi* a vibrant and great place, where young children will play and learn as they develop holistically.

Resource Support for NISHTHA Foundational Literacy and Numeracy

120 infographics in Hindi were developed in English to demystify the learning outcomes for teachers, teacher educators and parents. Various other materials like alphabet tracing cards, picture reading posters have been uploaded on DIKSHA Portal.

Review and Translation of a Bridge Course Package from Hindi to English for Out of School Children of Special Training Centers Under RTE Act 2009

Translation of the *Exemplar Bridge Course* package at elementary level was carried out to develop its English version for special training center for Out of school children in four levels. For level I, *Navarambh*, (Part 1 & 2). Level II has three books namely— *Playing with the Numbers*, *Rainbow* and *Indradhanush*. Level III consist of 4 books— *Playing with the Numbers*, *Rainbow*, *Indradhanush* and *Environmental studies*, Level IV consists of 5 books— *Playing with the Numbers*, *Indradhanush*, *Rainbow*, *Social Science* and *Science*.
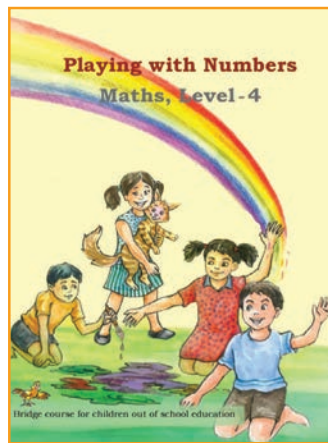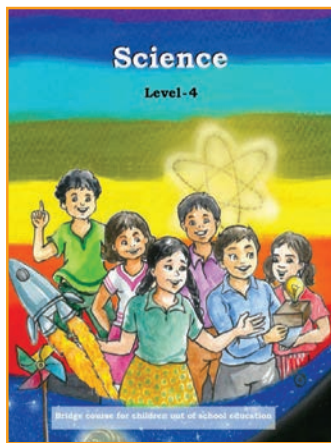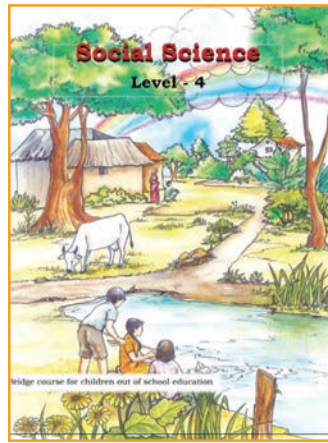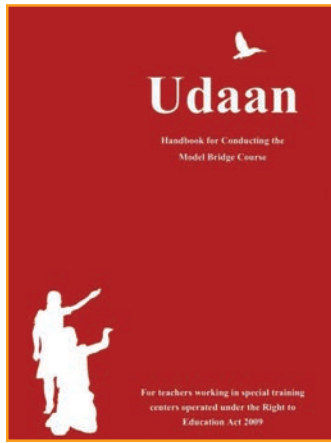
Department of Education in Languages (DEL)

Guidelines for Materials (textbook and supplementary materials) in English, Hindi, Sanskrit and Urdu Languages for all stages

NCERT as an educational organisation has been developing materials for learners and teachers in school subjects. Materials which include textbooks,

supplementary readers and teacher's handbook serve major role in the teaching-learning in school. National Education Policy (NEP) 2020 lays emphasis on quality materials for enhancing learning and equipping the states and other stakeholders of education with competencies in the development of textbooks and other materials. Guidelines on materials development in consultation with teachers, teacher educators, pedagogues, writers and NCERT faculty have been developed. The guidelines will be shared with States and Union Territories, school boards and other agencies which work in the development of textbooks and other materials in language education.

Towards a Pedagogy for Indian Languages: Development of Materials on Pedagogy for Indian Languages and Guidelines for Training Materials for Teachers

The specific objective of the programme was to develop training/teacher development materials with guidelines for teachers and teacher educators on language pedagogy with a special reference to Indian languages as envisaged in NEP 2020. Keeping in view of these objectives, a guideline for language teachers has been prepared to meet the existing challenges and facilitate the learning-teaching processes of Indian languages in our country. This guideline presents a feasible roadmap taking into account the various dynamics of a vast array of languages in our multilingual and multicultural contexts. This guideline will empower the teachers in transacting Indian languages at all levels as it rightly puts emphasis on the learners' narrative in the classroom, so that they own their learning process and knowledge. Its main purpose is to prepare them in such a way that they represent the country work at national and international levels with a considerable amount of confidence in their own languages.

Syllabus for Language Education

The revision of syllabus based on the philosophy of the National Education Policy (NEP) 2020 has been carried out. NEP 2020 provides for a flexible implementation of the policy for language education. The draft syllabus has been developed in consultation with practicing teachers, linguists, teacher educators, university academics, media persons, artists, etc. The following have been kept as the cardinal principles of language education in school: (i) Multilingualism and the power of language (as rightly NEP titles the language section) and defining multilingualism and Multilingual Education, (ii) Current context of education, language education, (iii) Typologies of schooling and language education: language situations in the context of diverse Indian schooling; the language situations— (iv) Overarching aims of language education, (v) Stage wise objectives of language teaching-learning, (vi) Indian Languages as first, second and third language, (vii) Contents and themes, (viii) Competency-based learning and Learning Outcomes, (ix) Language pedagogy, (x) materials for teaching-learning of languages, (xi) language assessment and so on. The draft syllabus will further be revised based on the National Curriculum Framework for school education under finalisation.

e-Content in Languages: Hindi, English, Urdu and Sanskrit

The programme is visualised to develop e-content to provide learners additional resources as QR Codes in the textbooks and for enhancing language skills with the help of digital resources. The digital resources are being developed in

Hindi, English, Urdu and Sanskrit. In Urdu, 20 audio, and 10 video scripts have been developed. 13 video programmes on Sanskrit *Shlokas*, 10 videos on Sanskrit *Geet*, 2 videos on Sanskrit stories, 75 images for *Chhand*, 25 programmes for Sanskrit *Pratyaya*, 4 programmes in Sanskrit Games, and 15 video programmes in Sanskrit *Natak* have been developed in Sanskrit. A video programme in Hindi on *Shabd Chhavi* and on *Hindi Sahitya Ek Yatra* have been developed.

Azadi ke Aandolan ke Dauran Bhartiya Bhashaon ke Rashtriya Ekta Visyak Kavitaon ka Hindi Mein Sankalan kar ek Atirikt Pathan Pustika Nimran

It is a collection of poetry in Hindi translated from 22 languages. It will promote extensive reading among learners. It will also develop interest, activities and task for appreciation of the text events in the poetry of Indian languages. It will be useful for promoting multilingual learning approaches among the students, and they will be motivated to imbibe the quality of literature and literary values, and will carry forward the best tradition of reading habits.

Bharat ke Poorwottar Pareshon ke Lok Kahtaon ka Hindi Mein Sankalan Tayyar Karna

It is a collection of folktales from eight states and various Indian languages from north-eastern region of India in Hindi. It will promote extensive reading among learners. It will also develop interest, activities and tasks for appreciation of events in the folk tales of north eastern Indian languages. It will be useful for promoting multilingual learning approaches among the students and they will be motivated to imbibe the quality of literature and literary values, and will carry forward the best tradition of reading habits set by our great people.

Quadrilingual (Urdu-Urdu, Hindi-English-Sanskrit) Illustrated Dictionary of Cultural Words

Many of the artifacts, utensils, light producing appliances, attires, jewelries, coins, food items, musical gadgets, carriages, mannerisms related to hospitality and entertainment, letter writings and postal communications, poetic compositions, fiction, dramas and other literary productions, etc., are still intact in our collective memories. Since our school going children are bound to read similar material in their textbooks, they very often encounter difficulty in the recognition and comprehension of some of these cultural manifestations. It is therefore pertinent to safeguard these valuable assets of our cultural lives in the native languages, as without them, the history of our past cultural lives as well becomes meaningless. Identification and selection of cultural words have been carried out. Almost 2500 words have been identified and meanings in respective languages are being provided.

Supplementary Reading Material in Hindi, English, Urdu and Sanskrit

The objective of the programme is to provide relevant reading material to learners for creating awareness about heritage, values and prevailing concerns and enhance the skills of language (LSRW) through reading with meaning. The content for the supplementary material is collected from authentic sources. This is reviewed by a team of experts for its relevance for learners. Another activity is the collection, revision and reprint of already published material by NCERT for upper primary stage. Selected material is translated to Urdu and

Sanskrit. The development of supplementary material in Hindi, English, Urdu, and Sanskrit is in the process of publication. Two supplementary readers in English have been brought out. These are titled as *This is Just to Say and Other stories: ISBN 978-93-5580-133-3, The Empty House and Other Stories: ISBN, 978-93-5580-127-2.* 04 Books have been developed and is under publication.

Ek Bharat Shreshtha Bharat (EBSB) Development of Online (Basic Level) Language Courses in Twenty Two Indian languages

National Education Policy 2020 (NEP) reemphasises the promotion of all Indian languages in school education under the flexible language-in-education policy, pedagogical practices and ensuring materials in all languages. Government of India, under the flagship programme of *Ek Bharat Shreshtha Bharat (EBSB)* initiated learning of languages in school as an instrument for promoting national integration, cultural understanding and learning to live together and understanding the 'Indianness' through our languages. A programme to develop online courses in 22 Indian languages for learners in school, and also for others to learn the languages to understand and use it at the basic level was undertaken. The major aim of developing the courses is to celebrate the linguistic diversity of India, promotion of linguistic harmony and national integration through the instrument of languages, culture and arts.

Learner will be able to familiarised with the language(s) and learn the preliminary words, alphabets and language chunk to converse in the language(s). The courses will serve as a catalyst for the learners in school to understand other languages and cultures to become harmonious and contributing citizens and to enable them to be a world citizen. The text modules of the online courses in 22 Indian languages of the Eight Schedule of the Indian Constitution (Assamese Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Odia, Punjabi, Sanskrit, Santali, Sindhi, Tamil, Telugu, Urdu) have been developed for students at the Upper Primary to Senior Secondary levels in schools in English medium. There are about 12 modules through which learners in school will learn the language through blended mode of text modules and audio and video materials. The course adopts the suitable online platform like MOOC or DIKSHA.

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS (DEGSN)

Documentary (video programmes) on Education, Socio-economic and Cultural Practices of Various Tribal Groups

The indigenous knowledge and practices of various tribal groups in India were explored through documentation of experiential learning as resources of various tribal groups in India. Accordingly, tribal groups in five different zones were selected and various tools for headmaster, teachers, students, SMC, parents and community people were developed and validated. Field studies were done among *Gaddi* tribal groups in Himachal Pradesh and *Kadar* tribal groups in Kerala. Five separate scripts have been prepared to develop documentary video films. Further, *Bhil, Riang, Agaria, Kadar* and *Gaddi* tribal areas in different States were visited and relevant the shorts video were taken for the preparation of documentary films.

Department of Gender Studies (DGS)

Gender Inclusion in Syllabus and Core Essentials across all Core Areas of National Curriculum Frameworks

In the learning teaching materials developed in light of the National Curriculum Framework for Foundational Stage 2022, the guidelines for gender perspectives had been shared with the development teams and illustrators to ensure a balanced gender perspective. Guidelines for integrating gender perspectives in other school stages are also developed. The same will be shared with syllabus and textbook committees for other stages after the release of National Curriculum Framework for School Education 2023.

Training Material for Teachers and Teacher Educators on Transgender Concerns in School Education

For the sensitisation of academic as well as non-academic staff of schools, a draft module titled, "Integrating transgender concerns in schooling processes has been developed. The module is based on a whole school approach to be conducted in a full day session. The draft module has been shared with organisations and institutions like NCPCR, National Human Rights Commission, the National Council for Transgender Persons, all states/UTs SCERTs for their suggestions and feedback.

Department of Education in Social Sciences (DESS)

Daisy Full Text Full Audio Trilingual Dictionary of History

NCERT as an organization develops pedagogic tools for effective teaching and learning. As part of this responsibility, textbooks, manuals and dictionaries in different subject areas are developed. The *Trilingual Dictionary of History*, thus prepared by NCERT in 2017 provides explanation of various terms and concepts used in the subject of History at various stages of school education in all the three languages i.e., English, Hindi and Urdu.

In order to ensure visually challenged students have access to knowledge and information, NCERT, with the help of SAKSHAM converted the Trilingual Dictionary in History into Daisy Full Text Full Audio. This dictionary has unique features. It has text plus audio and hence it is also suitable for non-disabled as well as dyslexic readers and others with reading disabilities. Moreover, instead of simple machine conversion of text into audio, it was recorded by the experts in all the three languages. The dictionary has been tried out with visually challenged students and has been received well by them. It is now available on NCERT website.

Supplementary Study Materials on India's Border Areas

A supplementary reader, entitled 'Border Areas of India: Concepts and Explorations and an Atlas on Border Areas of India' has been developed. The book focuses on border areas of India particularly the international land border of seven countries, namely, Pakistan, Afghanistan, China, Nepal, Bhutan, Bangladesh and Myanmar. The book has been divided into eight chapters viz, Introduction, Socio-Cultural landscape, India-Pakistan and Afghanistan Border Areas, Indo-China (Tibet) Border Areas, India-Nepal Border Area, India-Bhutan Border Areas, India-Bangladesh Border Areas, India-Myanmar Border Areas.

Description of physical and cultural aspects of borders with each country has been explained.

The Atlas on Border Areas of India includes 57 maps which have been categorised into 10 themes viz. Introduction, Administrative, Physical Features, Drainage, Population Density, Scheduled Tribe, Mother Tongue, Infrastructure, Tourist places, and Glimpses. A brief- write up and visuals have also been included with each map of the Atlas. Information for both the materials has been collected from the websites of various Ministries/Departments of Government of India and State/s Government.

Kit and Manual for Teaching-Learning of Economics at the Secondary Stage

In the light of National Education Policy (NEP) 2020, the Secondary Economics Educational Kit (SEEK) along with Manual for Classes IX to XII has been developed. This material is interdisciplinary and inclusive in nature and meant for inculcation of important life skills— economic and financial including creating awareness about India's monetary heritage and contribution of Indian thinkers to modern economic thinking. Through this kit, an initiative has been taken to revisit the Indian economic heritage forming the context and starting point of the *Bharatiya Vidya* (Indian Knowledge System), to find out the contributions of Indian thinkers to modern economic thinking to preserve, promote and disseminate Indian perspective (*Bhartiya Vidya*) on Economics (Social Sciences), the wisdom path shown by the visionary sages and great scholars, the ethical values which stand for social and national interests, and ideas like *Vasudhaiva Kutumbakam* for international harmony resulting in peace and sustainable development. The kit items have been drawn from several resources— text available in Sanskrit that lay thrust on rootedness in Indian tradition. The kit and manual signify NCERT's attempt to provide to teachers and students a new vision for school education. This kit is dedicated to people working to bring the best potential in children through hands-on and minds-on learning approaches.

Supplementary Reader on Economic Thinkers of Modern India

A reader on Economic Thinkers of Modern India to highlight India's rich tradition in economic thinking has been developed with the objective of making school children aware of the indigenous nationalist economists, whose thoughts and writings contributed not only to the struggle for liberation of India, but also to its progress on the path of economic development. The book is intended to help young learners get acquainted with the contribution of the important Indian philosophers, thinkers and economists of the modern times, namely Naoroji, Ranade, Gokhale, Gandhi, B.R. Ambedkar, Mahalanobis, Vakil, Gadgil, V.K.R.V.Rao, Dandekar, K.N. Raj, Brahmananda, Amartya Sen, Jagdish Bhagwati, and Krishna Bhardwaj. These are thinkers, whose lives and economic ideas are highlighted in the book. The selected thinkers are exemplar nationalist as well as post-independence thinkers, who were in the forefront of economic thinking in modern India. These thinkers have also inspired future economic policies of the country.

Department of Education in Science and Mathematics (DESM)

Audio-Video Resource in Chemistry at Secondary Stage

The audio-video materials on chemistry related topics were designed and developed as per the needs and difficulties faced during the teaching-learning process. These audio-video materials facilitate students and practicing teachers to carry out the experimental works, supplementing hands-on-approaches and integrating ICT. Many innovative scripts of experiments/activities have been developed on chemistry related topics at the Secondary Stage. This year, the focus was on the first phase of secondary stage for Classes IX and X. Some scripts are developed keeping the necessities of children with special needs. The aim is to cover complete chapters in a sequential manner in the form of bite-sized videos.

Display of models in chemistry during workshop

Audio-video resources based on Laboratory Manual in Science at Upper Primary Stage

The need for audio-video resources became significant during the COVID 19. The use of it has been increased drastically by the teachers, students and many other stakeholders. Audio-video materials cater diverse learning needs in different styles as well as facilitate practicing teachers to carry out the experimental work supplementing hands-on-approaches along with integration of ICT. Around 40 scripts based on laboratory manual in science have been developed. The process of the production of the audio-video programme is in progress.

Modification and Upgradation of Biology and Biotechnology Laboratory

Emphasizing the fact to make biology learning an activity-based learning, the biology and biotechnology experiments and activities have been designed following a child-centric approach for the development of a child in a holistic manner. The developed experiments will be complementary to understand the concepts of biology and bio-technology dealt in the NCERT textbooks at various stages of school education. In this programme, brochure, general guidelines for laboratory maintenance and up keeping have been developed, additionally, around 10 activities at the Middle Stage and around 12 experiments for the Secondary Stage have been developed to inculcate the scientific temper among the learners.

Display of models and equipment in biology laboratory

Modification and Development of Mathematics Laboratory

Mathematics laboratory is a valuable resource that provides a hands-on experience for students to explore mathematical concepts and develop problem-solving skills. The laboratory activities are designed to supplement and enhance the existing curriculum, making it more engaging and interesting for students. The activities are intended to give children an experiment of doing mathematics and not merely for the purpose of demonstration. The activities help students to visualise and search reasons. They provide opportunities to make conjectures and test them and to generalise observed patterns. In this programme, around 37 activities for upper primary mathematics, around 42 activities for secondary, around 33 activities for higher secondary Stages have been designed. Updating mathematics laboratories in the light of the National Education Policy 2020 can help in promoting critical thinking, problem-solving, and analytical skills among students.

Competency-based Pedagogical Framework and Revisiting of Learning Outcomes in Science and Mathematics

One of the recommendations of NEP-2020 is to reduce curriculum content to enhance essential learning and critical thinking which is elaborated in Para 4.5 of the documents as follows: "Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning". Keeping in view the recommendation of NEP-2020, the task to prepare a framework will guide different stakeholders in identifying core essentials related to science and mathematics for the middle and secondary stages.

This document will be helpful to all stakeholders who are engaged in the development of syllabus and other aspects of curriculum by giving them an idea about core essentials and how they can go about for identifying such core essentials for different stages and grades in science and mathematics. The

broad areas and the core essentials mentioned for each stage in the document are only suggestive and not prescriptive. Stakeholders may develop their own strategy to identify the core essentials, the details of which could be context-specific or state-specific as well.

Resource Material based on Games, Toys, Models, Videos, Storyboards and integration of Art forms in Science

National Education Policy 2020 emphasises on enhancing various skills among learners such as critical thinking, creativity, decision-making, and problem-solving, etc. Toy, games and art form-based pedagogy plays a vital role in this endeavor. In addition to this, there is an urgent call to work upon preservation of our cultural heritage. Keeping this in view, a resource material at the Middle Stage including activities such as classical games, digital games, toys, videos and art- integrated activities has been developed. The material aims to promote learning of science, experiential, innovative, interactive and child-centered. This will also enable learners to connect with their tradition and culture through integration of science with art forms, games and toys. The resource material is in the process of finalisation. Two booklets on science songs namely, *Vigyaan Geet Manzari* in Hindi and *Science melodies* in English are also in the process of publication.

DEPARTMENT OF CURRICULUM STUDIES AND DEVELOPMENT (DCS&D)

Guidelines on Implementing Experiential Learning in School

Experiential learning is a philosophy where an individual experiences, reflects, conceptualises and actively experiments or applies the learning. In order to facilitate the process of implementation of experiential learning across the stages and subjects, guidelines include lots of illustrations. The document has a theoretical perspective of the what, why and how of experiential learning; policy perspectives; creating a experiential learning culture in the schools; and the role of various stakeholders including teachers, teacher educators, students, parents, examination board members, community members, etc. The stage and subject-wise illustrations presentation would give a clear understanding of how to use this in the classrooms. These guidelines would facilitate the improvement of quality in the teaching-learning process. The document is developed based on the inputs collected from various practitioners in the national consultative meet and illustrations were drafted, reviewed and finalised by the teachers, teacher educators and faculty members of NCERT. It was expressed that the document would really be a ready resource for teachers for effective implementation of experiential learning at schools.

Schooli Basta Neeti, 2020

The Hindi version of School Bag Policy 2020— Schooli Basta Neeti has been submitted to the Ministry of Education. It contains a detailed guideline on the reduction of weight of school bag based on a survey conducted in this regard. It also provides strategies for the reduction in the burden of non-comprehension. The English version of School Bag Policy has already been notified by due Ministry of Education for the implementation by the States and UTs.

Updating Curriculum, Syllabi and Textual Material Developed as a Follow-up of NCF-2005

The main objective of the project was to update the curriculum, syllabi and textbooks across the stages and subjects developed by the different departments and units of NCERT. Various meetings were conducted with content departments and with CBSE for the review and updating of textbooks as a regular activity. Three workshops were conducted for editing and vetting of 18 vocational education textbooks. The books were reviewed thoroughly in terms of content, updated the data, recent practices and illustrations wherever required in order to enhance the quality of textbooks. In the light of the feedback, the books have been finalised. Till now, 69 vocational education textbooks have been published and uploaded on the NCERT website.

DEPARTMENT OF EDUCATION IN ARTS AND AESTHETICS (DEAA)

National Focus Group (NFG) Position Paper on Arts Education

The NFG position paper on Arts Education was developed with the objective of giving a guideline to teachers and varied stakeholders in Education on the recommendations of Arts Education in NEP 2020 for different stages of Education. It emphasises on multi-dimensional avenues to achieve 21 century skills through the plural and diverse arts heritage of India, Indian Knowledge systems and traditions in different fields of Art, recognising the essential Indian ethos, and preserving the true spirit of our rich cultural and artistic legacies to navigate flexibly and rationally in an ever-changing global world. The position paper has clearly stated the areas of Visual and Performing arts which can be implemented stage wise thoroughly to enable joyful learning and enhance creative potentials. These are painting, sculpture, mixed media, graphic design, museums, classical and folk forms of Music (Vocal and Instrumental), Dance, Drama (modern plays, monologues, street theatre, children's plays, puppet plays), Crafts and Art of Food Gardening, flower decorations, etc.

The focus paper lays emphasis on the implementation of arts as a curricular area with no hard separation among curricular, extracurricular, or co-curricular while referring to arts, or between vocational or academic streams. It has to be compulsory for every child till Class X and so has to be essentially implemented in all institutions (school education, teacher education, adult education, and vocational education). At the secondary level, different subjects in the arts and crafts, and vocational skills will be offered as elective subjects which will have linkages to higher education and careers. Initiatives like developing a proper syllabus, development of material in digital and print, assessment strategies, synergies with existing cultural organisations (both Govt. and non-Govt.) learning about local arts, material and involving local artists and artisans, technology-based learning, bagless days, artist in residence programes, sharing of resources and workshops, etc., have been discussed in detail to enable proper implementation.

Textbook in Carnatic Music – Class XII – Vocal & Melodic

A textbook has been developed in Carnatic Classical Music for Class XII. This textbook constitutes topics related to Vocal Music and Melodic Instrumental Music. It is for understanding both the theories of Carnatic Music and the

practical part. The theory includes historical development of music in India which is deeply rooted in Indian knowledge traditions & practices since the Vedic era evolving innovatively to the contemporary times, the treatise of music which has laid down principle guidelines in classical music, the terminologies that define music, different forms of Musical compositions, knowledge of ragas, talas, inter disciplinary approaches, the four categories of Musical Instruments and the contribution of stalwarts in Carnatic Music who have brought the forms to the present times. The practical part contains description of *ragas*, compositions in varied *ragas,* notation of writing *talas* and the rhythmic interpretations. This book will be useful for the general people also who have an urge to understand the nuances of Carnatic Classical Music.

DIVISION OF EDUCATIONAL KITS (DEK)

Revision of Molecular Model Kit

The program was carried out with the goal of improving the effectiveness of the existing Molecular Model for teaching chemistry, adding items for creating new molecules like fullerenes and update the Manual of Molecular Model Kit accordingly and making the kit items more user-friendly and inclusive, along with providing a video guide. Based on the suggestions and feedback received from experts, the specifications of the kit items and new prototype items, including the kit box, are being modified to make the kit more inclusive and user-friendly.

Review of Senior Secondary Chemistry Kit with Focus on Greener Approach

The program was initiated with the objectives to review and revise the specifications of the existing Senior Secondary Chemistry Kit items along with its design, to enhance the usefulness of the kit in conducting chemistry experiments, to include new items in the Chemistry Kit, to finalise the design of the kit with appropriate compartments for different items and to develop a video guide for the proper use of the kit. New prototype items and the kit box of SSCLK for making the kit more inclusive and user-friendly.

New Prototype Items for New Kits and Revision/Replacement and of Items in the Already Launched Kits

The programme was undertaken with objectives to review the existing Kit items, to develop prototype items, to make the Kits inclusive and user friendly, to conduct quality tests and to revise the Manuals of Kits. Based on experts' suggestions, the kits developed by the Division viz., Upper Primary Science Kit (UPSK), Secondary Science Kit (SSK), Senior Secondary Physic Lab Kit (HSPLK), Early School Mathematics Learning Kit (EMLK), Upper Primary Mathematics Kit (UPMK), Secondary Mathematics Lab Kit (SMLK), & Higher Secondary Mathematics Lab Kit (HSMLK) were modified.

Setting up of Educational Kits Resource Centre (EKRC) at the Regional Institutes of Education

The programme was undertaken with an objective of developing Educational Kits Resource Centre (EKRC) in each of the RIEs. It also aimed to help RIE faculty in using NCERT Educational Kits for training pre-service teacher

trainees and for capacity-building programs for resource persons, state/UT officials, and DMS teachers. The guidelines for setting up of Educational Kits Resource Centre have been finalised and shared with the Principals of the RIEs.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS OF EDUCATION (DEPFE)

Development of Item Banks and e-Contents based on Learning Outcomes in Psychology at Secondary Stage (Classes XI and XII)

The project was undertaken with the objectives to developed competency-based item banks based on learning outcomes in psychology and prepare infographics/assessment questions/worksheets/ byte-sized videos on each learning outcome. With these objectives, workshops and review meetings were held periodically to develop the item banks and e-contents based on the learning outcomes, with the help from subject teachers in Psychology. Assessment questions and marksheet related to learning outcome of seven chapters of Class XI and six chapters of Class XII of textbooks in Psychology have been development along with infographic of these respective chapters. The developed materials were reviewed by faculty and subject teachers, and these were finalised after incorporating suggestions.

DEPARTMENT OF TEACHER EDUATION (DTE)

Implementation Guidelines for Integrated Teacher Education Programme (ITEP) at Multi-disciplinary Institutions

Currently different teacher education programmes are being offered in standalone institutions, which offer only teacher education programmes with a few exceptions. As per the recommendations of NEP 2020, it has to be shifted to multidisciplinary institutions or universities. There are few institutions in our country, which run 4-year integrated courses such as B.Sc. B.Ed and B.A. B.Ed along with other under graduate and post graduate programmes. If we need to offer ITEP courses in a large number of multi-disciplinary institutions a comprehensive framework in the form of guidelines will be helpful.

The guidelines have been divided into 10 sections, each covering a specific programme aspect. The first chapter explains the context of the programme, which covers the historical context of teacher education programmes, perspectives on teacher education, the National Education Policy 2020, and NCTE regulations for the Integrated Teacher Education Programme (ITEP). The second chapter draws lessons from the field study conducted at five institutions. The third chapter delves into preparedness for implementation, including its mandatory requirements and suggestive measures for implementing the ITEP at Multi-Disciplinary Institutions. The fourth chapter discusses student induction, including admission and eligibility and components of student induction. The fifth chapter explains the capacity building of faculty. The capacity building of faculty members is essential for the improvement of teaching quality, the development of new teaching methodologies, and the overall advancement of educational institutions. The sixth chapter explores the curriculum and its components that need to be covered in this programme. This chapter also includes different types of courses and field engagement to be offered. The

seventh chapter focuses on curriculum transactions. Integrating theory, practice, and research is crucial in designing effective curricula that meet the needs of diverse learners. This chapter explores the different modes of curriculum transactions, including traditional, ICT, and alternative methods, and how they can meaningfully integrate subjects and pedagogy elements. The eighth chapter focuses on the assessment of the programme, including the evaluation of student performance and the monitoring of programme outcomes. Chapter nine focuses on the programme's feedback mechanisms, including feedback components to be included. The tenth chapter focuses on the programme's documentation and different sources of and ways of documentations.

These guidelines will provide a framework for standardising the programme's implementation across different institutions. Guidelines will provide a deep understanding of the programme, its objectives, and the strategies required to successfully implement it. It covers various aspects of the programme, including its conceptual framework, structure, curriculum transaction, capacity building of faculty, students' induction, assessment feedback for the programme, and documentation. The guidelines can help ensure standardisation, clarity, accountability, quality assurance, and recognition of the programme, and contribute to the overall improvement of teacher education in the country.

Reflective Teaching – A Handbook Towards Preparing a Reflective Teacher (Revised based on NEP-2020)

Reflection is a key to successful learning for learners and teachers. It is an underpinning value and a necessary condition to become a reflective and professional teacher. Being able to reflect on what, why and how we do things, and develop and enrich our learning-teaching processes, is an essential characteristic of a competent teacher. Because a competent teacher teaches to teach and learn for self as well as their students 'learn how to learn'. Therefore, they must have to be reflective.

National Education Policy 2020 emphasises the need for reflective practice in teaching in the present context. Pedagogical practices of teachers need to constantly change and grow to meet the diverse needs, through critical reflection by teachers on their own practices. Hence, there was an urgency to bring out a handbook towards preparing reflective teachers, to help transform teaching into a new mode for emerging aspirations.

The book is divided into three broad sections, namely: conceptual framework, developing reflection, and reflection on action. Section I comprising of conceptual framework covers two chapters, which are reflective learning and teaching, and teacher as a reflective practitioner. Whereas, Section II comprising of Developing Reflection covers three chapters. These are areas for reflection: writing reflective journal and assessment of reflective learning and teaching. Reflective teaching in language: English; reflective teaching in Environmental Studies; reflective teaching in Social Sciences; reflective teaching in Science; and reflective teaching in Mathematics have been covered under Section III. A reflective practitioner would learn from these chapters and improve their learning-teaching processes. This handbook shall facilitate student-teachers, teachers, teacher educators, and researchers to become reflective practitioners.

Strengthening of SCERTs and DIETs and Capacity Building of Teacher Educators from DIETs, SCERTs, CTEs, IASE, and University Education Departments

For the effective implementation of the recommendations of NEP 2020, it is essential to strengthen DIETs academically as well as physically. In order to keep up with the pace of various challenging issues that may arise in future, these institutions need to gear up in terms of existing roles and functions. The opinion and suggestions of the stakeholders while relooking the roles and functions of DIETs are also equally important.

A discussion meeting with faculty members of DIETs and SCERTs from Western and North-East States were held with the objective to discuss various recommendations of NEP 2020 in the context of changing role of DIETs and other academic institutions and to come up with recommendations in terms of the future responsibilities of DIETs to function as academic authorities at district level to ensure quality education on various aspects of school education, teacher education, vocational education and adult education. A total of 118 participants from Arunachal Pradesh, Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra, Manipur, Meghalaya and Nagaland participated in these discussion meets. The DIETs and SECRTs faculties have shared their best practices, innovations and challenges in the light of NEP-2020 in the discussion meets. The participants also have shared their opinion as well as suggestions in terms of the expected roles and responsibilities of DIETs in their states. Based on the finalised modules capacity building of Teacher Educators from DIETs, SCERTs, CTEs, IASE, and University Education Departments will be carried out.

Revisiting the Learning Outcomes at Secondary Stage in the Light of NEP 2020 and Developmental Goals

The NEP 2020 has given greater emphasis on output potential concerning desired learning outcomes. It further states that in all stages, experimental learning will be adopted, including hands-on learning, art-integrated and sports-integrated education, story–telling-based pedagogy, among others, as standard pedagogy within each subject, and with exploration of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment "as", and "for" learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class. Keeping these in mind these documents need to be aligned with the recommendations of NEP 2020. Learning outcomes for secondary classes have been revisited in light of NEP-2020 and have been compiled in two volumes.

EDUCATIONAL SURVEY DIVISION (ESD)

Operationalisation of Examination Reforms as envisaged in NEP 2020 in collaboration with the different State Functionaries (Phase 2)

The division has conducted an offline face to face consultative meeting for development of holistic progress card as envisaged in National Education Policy 2020 (NEP 2020). The meeting with the representatives was scheduled

on 12.07.2022 and 13.07.2022. A draft HPC was prepared and shared with the members of the meeting. The discussion points of the meeting involved suggestions and feedbacks from the representative regarding preparation of holistic progress card as envisaged in NEP 2020. The second series of meeting which included experts from various institutions was conducted on 29.11.2022 and 30.11.2022.

Thereafter, when the final draft of HPC for Foundational and Preparatory Stages was prepared, it was shared with the representatives from SCERTs in two-day workshop for development of holistic progress card as envisaged in National Education Policy 2020 (NEP 2020) which was conducted on 15.12.2022 and 16.12.2022.

Alternative Assessment Techniques (AAI) for Secondary
Stage of School Education

The division has undertaken the developmental project with the objective to develop exemplar test items to assess higher order thinking skills in Mathematics, Science and Social Sciences at the Secondary Stage. A five-day workshop was organised in online mode from 31st January 2022 to 4th February 2022 to develop test items.

LIBRARY AND DOCUMENTATION DIVISION (LDD)

Institutional Repository (IR) of NCERT

Development of institutional repository of NCERT is an online archive for collecting, preserving, and disseminating intellectual output of an institution in digitized form. NCERT has a rich collection of NCFs, syllabi, textbooks, supplementary books, research reports, etc. The objectives of this repository are to preserve, organise and disseminate all rare and old published resources of NCERT in digitised form to facilitate the research and provide wider

accessibility for the academic community. The static IP address obtained to provide access to the resources is available on IR through permanent link on LDD website. Digital counter has been incorporated on web page for the usage of IR. Presently more than 350 textbooks are available on IR as per 1975 and 1988. The Institutional Repository of NCERT is now ready to be accessed by the users on Intranet of NCERT.

Planning and Monitoring Division (PMD)

Management Information System (MIS) for the PAC/PAB Programmes of the NCERT Constituent Units

Planning and Monitoring Division acts as a clearing house in respect to the academic programmes/ activities of the NCERT. The division also needs to collate necessary information regarding the PAC/PAB approved programmes of NCERT periodically to the MoE. The MIS has been developed for the PAC/PAB approved projects of NCERT in order to monitor the progress of programmes carried out by the constituent units of NCERT. Based on suggestions received, the web portal has been developed and the security auditing of the portal has been carried out. The portal has been named as YOJANA (Yearly Ongoing Judicious Appraisal of NCERTs Activities) with the URL yojana.ncert.gov.in for the portal. A user manual offering instructions on how to use the web portal for enabling the users to gain a better understanding of the whole functioning of the portal has been developed. The manual explains how to log in to the MIS portal, appraise and report so that the users with various roles and responsibilities in the Institutes/Departments/Divisions can carry out systematic monitoring and evaluation. The launch and release of the MIS portal YOJANA and the user manual were done by Prof. Dinesh Prasad Saklani, Director, NCERT, and other dignitaries on 21 March 2023 during the 60th PAC meeting in the august presence of the PAC members.

Online Course (Blended) on Instructional Strategies for Mathematics and Statistics in Economics

An online course on *Instructional Strategies for Mathematics and Statistics in Economics* has been developed and piloted with the intention of equipping economics teachers with the mathematical expressions and statistical tools used in economics textbooks at the Higher Secondary Stage and on various innovative transaction methods. This course is expected to help the participants in acquiring the analytical skills required to use the mathematics and statistical tools in economics. In this approach, participants get opportunity to practice the application of the analytical and quantitative skills through the medium of selected topics. Online support to the participants is provided through supplementary/enrichment lectures for offline learning, access to open resources, assignments, workout problems, etc. which will help the teachers learn at their own pace. It will help in reaching out to a large number of teachers and enable them to transact the economic theories using mathematical expressions efficiently in the classroom. Additionally, the credits acquired also add to the professional development of teachers. The course has been designed in accordance with the MOOCs format in four quadrants, which is inclusive of modules, online video sessions, quizzes, assignments, and web sources.

There is a huge demand for such a course as it will enhance the capacity of the teachers in integrating computational skills in Economics. On the basis of the feedback received from the pilot running of the course, the course materials have been finalised. For enhancing the dissemination and to reach out to a large number of teachers, the modules and videos are being edited to make it DIKSHA compliant. Part I of the course has been developed in DIKSHA format. The course is being designed in the MOOCs format and is now being made DIKSHA compliant.

Central Institute of Educational Technology (CIET)

e-Content at Foundational Literacy and Numeracy Level

The objectives of this programme were to develop e- Content, audio-programmes in different languages (Hindi, Urdu and English) for FLN level and to pedagogically design these e contents and disseminate through Broadcast and Podcast for all the students at FLN level. Under this programme, 53 scripts were developed in three languages: English, Hindi and Urdu for FLN under NIPUN Bharat. A few radio programmes were also produced that have been approved by the preview committee. The scripting and production of more programmes are in process. These scripts take care of different aspects of children and holistic development of the children including understanding of numbers and language development.

Curriculum-based materials on Augmented Reality (AR) and Virtual Reality (VR) Simulation and 3D videos for School Education

This programme focussed on the new technologies such as AR-VR and 3D simulation. A total of 29 AR-based 3D simulations were developed and finalised and 53 videos were rendered and uploaded on DIKSHA. A total of 60 scripts/ storyboards were also written and eight simulations are under the process of development. NCERT's ePathshala AR app was updated to Version 2.

Educational Media Programmes

A variety of programmes in different formats are developed under this programme. A total of 681 video and 339 videos specifically for Class VI were completed and launched on 23 September, 2022 by MoSJ&E. Showreel 2022-23 showing a variety of programmes produced can be accessed by the following link:https://drive.google.com/file/d/1rnuyWKnai3HSVFuoSzclukmMWHOk7 gFr/view?usp=share_link.

A few series were also developed on various themes: Eminent personalities- 04 Programmes (Illustration-based programme); Adult Education-13; Geography- Earth's Processes based on AR-VR- 07 English & 01 Hindi; Biology Life processes based on AR-VR- 01; Science Education (DESM) -10; Educational Administration (NIEPA)- 23; Performance of Yoga (AYUSH)-157; Discovered Questions-08; e-payments-12 (scripts approved by script committee). Live sessions on various topics are also conducted under this programme and this year a total of 1,750 live sessions were conducted.

Audio Programmes: A total of 2,816 audio programs were produced which included 1,541 Enrichment programmes, 16 Books (Chapters 497) new daisy Books (Chapters 355) Recording (Books/Programs/Yoga Quiz/ISL Words) 2,031, iRadio Live broadcast 900 Programs (Pre-recorded) 18 live, along with

918 programmes and AIR 405 Capsules (1,215 programmes), Audio recording of all 10,000 words was completed. About 800 graphics were developed for videos, promos, social media advocacy, etc. The eContents review of about 1,500 eContent were reviewed in online and offline modes.

ICT in Education for School systems

As part of the development of curricula for ICT in Education for school system online course on ICT-Basics has been developed and online course on 'ICT Pedagogy Integration' being developed. Two course books and tutorial were developed for implementation ICT curriculum and training manual on 'Development of Online Course' was developed. 11 digital resource (52 days tips pocket book, brochure on digital footprint, flyer on digital footprint, booklet on cyber safety, seven resources translated in Urdu) have been developed on cyber safety and security. The online course 'Stay Safe in Cyberspace' developed is under review.

Online school collaboration programmes were organised with four schools in Israel ands school exchange programmes were organised with 11 schools in South Korea. During these collaboration activities, students shared about the culture, festivals, food, dance etc of their country through online activities and interactions. As part of the capacity building programme on ET and ICT around 199 webinar sessions were conducted.

Standardisation of Indian Sign Language (ISL)

In order to increase the inclusivity in education, standardisation of sign language is being carried out at CIET in collaboration with other institutions and stakeholders. For this, SOP for data collection was prepared and a list of 2,785 words for collecting the sign variants from States and UT's was also prepared.A draft of course structure, including the first draft of six modules was prepared in collaboration with ISLRTC and other organisations for the hearing impaired. The data collection was carried out for collation of regional level findings. Audio recording of all 10,000 words has been completed. Audio embedding and subtitling for about 6,000 words has been developed. About 339 videos for Class 6 were developed and were launched on 23 September, 2022 by MoS, J&E, GoI.

PRASHAST— Pre-Assessment Holistic Screening Checklist for Schools

PRASHAST was launched on 6 September 2022 during *Shikshak Parv*. This is a scientific screening checklist to be used by regular teachers at all levels of schooling, to screen all school children at the earliest, so that the school wise disability screening data is shared with authorities, for further use in assessment and certification camps. For its wider use and ease of data sharing the PRASHAST is available in digital form as an Android app. Students, teachers, parents and educational administrators are its prime beneficiaries. PRASHAST is one of its kind screening instruments that facilitates screening of all 21 disability conditions, recognized in the Rights of Persons with Disabilities (RPWD) Act 2016 and is applicable to all stages of school education. Launch video can be accessed from the link: https://www.youtube.com/watch?v=-IZzVx_XfmM. PRASHAST App can be downloaded from the google play store at the link https://play.google.com/store/apps/details?id=com.dscs.app. Till date, 45512 users across the country have registered at the PRASHAST app.

For more details, PRASHAST Flipbook is available at Hindi version https://ncert.nic.in/pdf/DSCS_booklet_Hi.pdf and English version https://ncert.nic.in/flipbook/DSCS_booklet/#page=1

PSS Central Institute of Vocational Education (PSSCIVE), Bhopal

Digital Resources on Different Job Roles in Various Sectors

The Institute developed digital resources including video films and animations on different job roles in various sectors for Classes IX–XII during 2022–23. About 150 video films on various job roles for Classes IX to XII and 35 videos on pre-vocational education were developed and uploaded on the website for online access of teachers and students of vocational subjects. The video films were developed on the job roles viz., agriculture, apparel made-ups and home furnishing, telecom, plumbing, retail, electronics, automotive and health sector.

Web Applications and Support for PSSCIVE Website

In order to update the contents of the Institute's website continuously, the Institute has undertaken the programme for the development of web applications and support for Institutes website. The feasibility study and requirement analysis for the development of the web applications were conducted, and based on the feasibility and requirement analysis, the relevant web applications were selected for development. Front end design and development has done through coding as well as by using the interface. All the developed applications were deployed on the PSSCIVE website. During the year 2022-23, the Institute's website has been transformed into a dynamic interactive website by adding latest web applications. These web applications of the Institute's website will be useful for promoting the activities of the Institute. It will be functioning as a clearing house for information, a forum for debate on Vocational Education and online resources.

Virtual Tour for Apparel Made ups and Home Furnishing Sector

Textbooks for various job roles of apparel, made-ups and home furnishing sector have been developed. For transaction of knowledge and skills under these job roles, the institute has taken up a programme on development of virtual tour for AMHF sector. Workshops were organised for the development of content of script with the help of experts from concerned areas. Media elements (writing/recording scripts, conducting interviews, speaking to camera, voiceover, industry photographs and short clips) were prepared to provide information on tools, equipment, procedures and operations related to the Apparel sector. After shooting and video editing the virtual tour was prepared. This tour would be helpful, reaching a wide number of target group irrespective of distance and time barriers. It would be useful for the training of masses of all learning styles and would be beneficial especially for vocational teachers and students of AMHF sector.

Professional Standards for Vocational Teachers

The National Education Policy 2020 has proposed 'high professional standards' among teachers, for which guidelines are to be developed. In view of this, the institute undertook the programme for development of professional standards

for vocational teachers, which will guide their roles and responsibilities at different stages of education. Working group meetings were organised with experts to identify roles and responsibilities of teachers to meet the skills need of the students in the 21st Century and future jobs; to identify the competencies and professional skills required for vocational teachers; to develop the professional standards for vocational teachers in terms of professional attributes, professional knowledge and professional skills. Professional standards were developed and will be disseminated to States/UTs for the benefit of vocational teachers.

Popularisation Folders for 12 Job Roles of Apparel Made-ups and Home Furnishing Sector

Curricula for 12 job roles in apparel made ups and home furnishing sector and textbooks are under different stages of publication. For creating awareness about the job roles of AMHF sector, brochures were developed. These folders would include both text and graphics and would contain information of the job roles related to its scope, employment opportunities, career and vertical mobility, course content, etc. Twelve folders were developed for twelve job roles of AMHF sector viz., inline checker, fabric checker, assistant fashion designer, store keeper, embroidery machine operator, export assistant, packer, hand embroider, hand embroider- addawala, self-employed tailor, sewing machine operator and specialised sewing machine operator.

REGIONAL INSTITUTE OF EDUCATION, AJMER

Empowering Mathematics teaching and learning with Augmented Reality (AR) based app at Middle stage (Classes VI-VIII)

The "RIEA Maths" App is a digital solution aimed at middle and secondary stage students of Mathematics. Its primary objective is to enhance the quality of learning and promote autonomous learning among students. The app was developed by RIE Ajmer under the aegis of NCERT. It offers students opportunities to expand their learning ability, including problem-solving, collaboration, and creativity, by going beyond the textbook. It also supports and promotes the development of cognitive, spatial, and motor skills among students. To aid students who have difficulties imagining geometrical objects in three dimensions, "RIEA Maths" utilises Augmented Reality (AR) technology. This technology can be effectively applied to mobile learning, improving the efficiency and effectiveness of the learning process. The app is particularly useful in topics such as area, volume, and geometry, which are often difficult to understand in a classroom setting due to the lack of three-dimensional visualization. With 'RIEA Maths App', students' curiosity and motivation to learn are stimulated, enhancing the learning process. The RIEA Maths app was developed to fulfil the basic concepts of middle and secondary education mathematics. It offers a better mathematical solution in a three-dimensional way to Classes IX and X students, allowing them to explore their creativity and constructivist knowledge. With this application, students can go beyond the textbook and raise their knowledge through activities.

E-resources for School and Teacher Education Curriculum

A total of 41 audio/video programmes were developed for various subjects at various levels including Chemistry at secondary level. The developed programmes were shared on CIET portal for PM e-vidya digital channels. The details of the multimedia developed is given below:

S.No.	Class	Chapter No.	Name of the Module/ Video	Videos Count
1	XI	10	s – *Block Tatva* (*Bhag*–I,II,III,IV) (39:38), (36:20), (33:15), (30:25)	4
2	XII	6	*Tatvon ke Nishkarshan ke Siddhant evam Prakram* (*Bhag*– I,II,III) (26:55), (34:38), (39:28)	3
3	XII	8	d and f- *Block ke Tatva* (*Bhag* – I,II,III) (29:01), (35:32), (46:04)	3
4	XII	15	*Bahulak* (*Bhag* – I,II,III) (35:08) (34:00) (23:00)	3
5	XI & XII and T.E.	Practical Video	MCL Kit Acetate ion In English (09:17)	1
6	XI & XII and T.E.	Practical Video	MCL Kit Sulphide ion In English (09:08)	1
7	XI & XII and T.E.	Practical Video	MCL Kit Nitrite ion In English (07:45)	1
8	XI & XII and T.E.	Practical Video	MCL Kit Sulphite ion In English (08:26)	1
9	XI & XII and T.E.	Practical Video	MCL Kit Chloride ion In English	1
10	XI & XII and T.E.	Practical Video	MCL Kit Carbonate ion In English	1
11	XI & XII and T.E.	Practical Video	MCL Kit Acetate ion in Hindi (07:25)	1
12	XI & XII and T.E.	Practical Video	MCL Kit Nitrite ion in Hindi (06:19)	1
13	XI & XII and T.E.	Practical Video	MCL Kit Sulphide ion in Hindi (08:02)	1
14	XI & XII and T.E.	Practical Video	MCL Kit Sulphite ion in Hindi (06:28)	1
15	XI & XII and T.E.	Practical Video	MCL Kit Bromide ion in Hindi (06:57)	1
16	XI & XII and T.E.	Practical Video	MCL Kit Iodide ion in Hindi (06:03)	1
17	XI & XII and T.E.	Practical Video	MCL Kit Nitrate ion in Hindi (07:23)	1

18	XI & XII and T.E.	Practical Video	MCL Kit Oxalate ion in Hindi (07:35)	1
19	XI & XII and T.E.	Practical Video	MCL Kit Chloride ion in Hindi (10:33)	1
			Total	28

Institutional Repository of RIE, Ajmer

With the objective to promote wider access and visibility of the Institute's research output, for Institutional Repository (IR), the documents have been uploaded on the Institute website. The documents such as dissertation, books, research reports, IQAC reports and programme reports of the Institute have been uploaded on IR for long-term access.

Metadata Update and New Keyword	230 Documents
Dissertation-Guide Name Updated	1484 Documents
Dissertations Uploaded	70 Documents
Book Uploaded	10 Documents
Institute Publications	27 Documents
Reports Uploaded	8 Documents
OCR Run	7554 Pages (Dissertation, Journals, NCERT Books and Reports, Question Papers (B.Ed. I II, M.Ed. I II, B.Sc. B.Ed. I II III IV, B.A. B.Ed. I II III IV, D.C.G.C. etc.)
Editing	14399 Pages (Dissertations, Journals, Books, Book Invoices, Technical Report for IQAC reporting list of Donated Books, Monthly User Statistics etc.)
Scanning	12105 pages (Dissertations, Books, Book Invoices, Technical Report for IQAC reporting list of Donated Books, Monthly User Statistics
Question Paper Uploaded (BA.B.ED, B.Sc.B.ED, B.ED, M.ED)	145 Documents (Question Papers of B.Ed. I II, M.Ed. I II B.Sc. B.Ed. I II III IV Year, B.A. B.Ed. I II III IV, D.C.G.C.)
CD Check for Dissertations	29 Dissertation

Science, Mathematics and Environmental Education Theme Park

Under this programme, the maintenance work of the different components of the theme park were organised. The areas exhibiting the medicinal plant, citrus plants, and other fruit plants were developed. Space and hall were developed for science park theme. A three-day workshop for developing activities related to various environmental issues had been organised during 6 to 8 February 2023. The *Prakriti Mela* had also been organised from 09 to 11 February 2023. The *mela* (exhibition) highlighted the various themes of environmental education.

REGIONAL INSTITUTE OF EDUCATION, BHOPAL

Self-learning Language Resource Centre (LRC) at DESSH, RIE Bhopal based on the Recommendations of NEP 2020

The main objective of the programme was to: (a) develop the existing language lab into Language Resource Centre as per the recommendation of NEP 2020; (b) prepare Learning Management System for the LRC; (c) prepare a Manual of the use of LRC for its proper and effective use for learners; (d) extend the facility of training in the LRC to the pre-service teachers of all courses of the Institute; and (e) try out the use of LRC Module with selected in/pre-service teachers. The programme focused on the western region and the major highlights were: (a) in the last financial year, the following work was done in Language Resource Centre under the PAC 23.16; (b) some LRC equipment were purchased including 1 teacher's console, 15 learners' console, 30 headphones, 41 chairs, 15 learners cubicle, 15 stools, 1 round table, 1 storage cabinet; (c) have developed "A Handbook for Language Learning Activities" which has 52 activities that can be used to learn language skills; (d) have analysed the existing syllabus of B.A.B.Ed., and B.Sc.B.Ed. and incorporated Language Resource Centre activities in the syllabus to make the syllabus more practical based; (e) have collaborated with IIT Bombay and are in the process of developing a web based software that can equip any teacher to carry out self-regulated language learning activities; and (f) have selected some free to use audio, video, e-books, and other language learning resources to be used in the LRC.

Innovative Course in Science Education (Mathematics, Physics, Chemistry, Biological Science) for leading to integrated twin post graduate degree (Three Years M.Sc. M.Ed. Course)

The main objective of the programme was to develop Master in Science and Master in Education (M.Sc.M.Ed. integrated) Scheme and curriculum for providing upward academic opportunity and modalities to the pass-out students of RIEs in Science Education for different courses (Mathematics, Physics, Chemistry, Biological Science), and to develop Master in Science and Master in Education Syllabus. The six separate subject-wise workshops were conducted at RIE, Bhopal for developing, reviewing and finalising the syllabus. The integrated MSc. M.Ed. programme is a professional development programme aimed at preparing teacher and teacher education professionals spanning all Science subjects such as Physics, Chemistry, Botany, Zoology, Mathematics and Education. This innovative integrated Programme is designed in such a way that it will not only provide required teacher or teacher educator to perform teaching, learning and assessment activities but also provide integrated qualification of M.Sc. M.Ed. in 3 years instead of normal degrees of M.Sc. and M.Ed. separately in 4 years. The basic objectives are to develop Master in Science and Master in Education Scheme and curriculum for provide upward academic opportunity and mobabilities to the pass-out students of RIEs in Mathematics Education Course and to develop Master in Science and Master in Education Curriculum. The six separate subject-wise workshops were conducted at RIE, Bhopal for developing, reviewing and finalising the syllabus.

Resource Center for Arts & Crafts at RIE, Bhopal

The objective of the resource center was to provide opportunities and resources to students, teachers, teacher educators to explore, experience and understand arts and crafts, integrating Arts and culture in schools, teacher education institutions and integrating education in arts through cultural institutions., promoting local and regional art forms by bringing it into the formal education system, and documenting various art forms prevalent in different parts of the country and their outreach to the students.

While the curriculum includes arts and aesthetics, there's a limited understanding of the traditional arts and crafts of Western India within the institute. As a response, we made the decision to operate as a resource center for this purpose. We extended invitations to traditional artists from various states to visit the institute, allowing us to learn about and showcase their arts (Principal's Note). Under the umbrella of a ten-day workshop for renowned tribal artists and craftsmen, the initial group of artists we welcomed hailed from Madhya Pradesh. This proved to be an innovative and enriching experience, providing both students and teachers with practical exposure to the world of arts. Madhya Pradesh, with its rich tradition of Gond art, stands as a culturally vibrant region. The artistic legacy of Padma Shri Bhajju Shyam and the late Jangarh Singh Shyam continues through the work of many contemporary artists. Mangru Uikey and Mohansingh Shyam have diligently preserved the tradition of Gond art. In the subtle emotions and everyday traditions of life, we discover profound artistic philosophies (Mangru Uikey and Mohan Shyam's Insights). Bhil painting, portraying the joys and colors of life in 24 moments, took center stage at our workshop. The Padma Shri awardee Purushottam Bhuri Bai, along with her son Ramesh Variya and daughter Shanta Bai, presented Bhil painting during our workshop. We take pride in providing a platform for such artists and their crafts within our institution.

Coding Modules for Middle School Stage for Implementation of NEP-2020

The major objective of the programme was to develop Coding Modules for Class VI students, using open source free to use platform in the form of eBook and Hard copy for implementation of NEP-2020. The targeted group was students of middle school stage. It comprises of three chapters namely (a) introduction of coding, (b) C-DEN (Coding Development Environmnet of NCERT) and (c) Coding Lesson Plans. This program was designed and developed in the light of NEP-2020.

The coding helps learners to enhance their communication, collaboration, critical thinking, creativity, logical thinking and writing skills on a computer. Out of 04 workshops, 01 was completed. In this workshop, a Scratch 3.0 (https://scratch.mit.edu/) which is an open-source and free-to-use platform developed by Massachusetts Institute of Technology (MIT) based Block-Based Programming software was customised. The name of our software suggested by the PAC Team is C-DEN (Coding Development Environment of NCERT). C-DEN is Scratch 3.0-based block programming software dedicated to teaching and learning coding in schools and students from other underrepresented groups. C-DEN is open-source and free-to-use software under CC BY-SA2.0 license (https://creativecommons.org/licenses/by-sa/2.0/). Our vision behind this software is that every student in every school can learn coding in India and abroad. The

next workshop will propose from the Financial Year 2023-2024. In the proposed workshop 10 draft modules will be developed according to the Class VI standard.

STEAM Modules for Middle School Stage for Implementation of NEP-2020

The major aim of this programme was to develop STEAM (Science, Technology, Engineering, Arts and Mathematics) Modules for Middle School Students in the form of eBook and Hard copy for implementation of NEP-2020. The targeted group was students of middle school stage. As STEAM education is mainly based on a project-based-learning approach to guide students through cooperation and practice. In the traditional education system, knowledge is imparted through books and the memorisation process whereas STEAM education allows students to stay away from the fragmentation of knowledge, narrows the gap between the existing knowledge and gives the technical skills to the students through practice. It also enhances the student's employment and competitiveness along with vocational knowledge. In the workshop, 10 draft modules were developed for Class VI. The modules are divided into two parts: (a) introduction of STEAM Education and (b) project-based STEAM lesson plan.

STEAM Park and Weather Station

The programme aimed to create STEAM learning environments to enable students for establishing connections on integration between science, technology, engineering, arts and mathematics. It also focused on providing atmosphere in the form of access points like working models, visual arts, charts, activities, puzzles etc. to engage students in the process of inquiry, dialogue, and critical thinking in the lines of STEAM. The other objectives of the programme were to provide facilities for hands on experience to children, teachers and teacher educators through learning by doing, to inculcate scientific temper and spirit of inquiry among the students, to build linkage between STEAM and society and promote citizen science, and to enable real time data collection of weather and climate conditions.

The main objective of STEAM (Science, Technology, Engineering, Arts and Mathematics) park is to provide STEAM learning environment to enable students for establishing connections on integration between science, technology, engineering, arts and mathematics. It provides an engaging atmosphere in the form of access points like working models, visual arts, charts, activities, puzzles, etc., to engage students in the process of inquiry, dialogue, and critical thinking in the lines of STEAM. STEAM Park has been successful in building the child's natural curiosity and desire to create, explore, and investigate the world of science, technology, engineering, art, and maths (STEAM) through creative play. It provides a natural and free environment for students to learn and familiarise with different scientific concepts. The models displayed in the park allow children to play with an array of exhibits in science, technology, arts and mathematics. Medicinal Plant Garden also enriches the environment. It is a lifetime experience of learning for children while playing in the park. Around 200 students and 50 teachers visited the STEAM Park in the last academic year. They found the place to be innovative which effectively promotes design thinking among teachers and students. Students and teachers reported a wonderful and joyful experience visiting the park. They could understand different fundamental concepts of Science, technology, Engineering, Arts and Mathematics in an easy

and interesting way through different models displayed in the park. They also learnt about different flora and fauna in the park area. The entire experience for the students and teachers was invigorating, encouraging, and enlightening.

The main highlight of was the programme was the STEAM park in RIE Bhopal which has 45 interactive models and five artificats. 200 students and 50 teachers visited the STEAM Park, through each and every model in the STEAM park, students and teachers were immersed in experiences that allowed them to wonder and question, and then collaborate, create, and develop activities that they could take back to their schools and colleges, and STEAM park is a rich source of different flora and fauna thus promoting environmental education.

Maintenance of Studio, Development of e-Content

The main objective of the programme was to maintain the studio established in the institute, appoint the staff for the development of e-content and the production of Film on education, production of audio, video and digital resources by utilizing the studio set-up, digitizing existing print and non-print resources, deploying digital resources on NROER/DIKSHA, development of online course materials, and develop e-content material in different subjects for different classes. A total of 185 e-content have been developed.

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

Automation of DMS Library, RIE, Bhubaneswar

The automation of DM School library is an ongoing programme that commenced in the academic year 2021-22. The primary objectives of this programme are to modernize the collection and services of the DMS Library, thereby enabling users to access materials easily and efficiently. The automation aims to streamline basic library processes and create an electronic database. Additionally, the program seeks to share bibliographic data of books for the preparation of a union catalogue of NCERT, which involves interlinking all libraries associated with NCERT. The library's clientele group includes students, teachers, teacher educators, librarians, and other library users. As part of the automation process, bibliographic data of a total of 8078 books has been uploaded into the database using Koha, an integrated library open-source software. To facilitate users in searching and retrieving library books, the Online Public Access Catalogue (OPAC) module of Koha has been upgraded. This enhancement allows library users to access the OPAC system through an Information Kiosk installed in the DMS Library. The Information Kiosk system is frequently utilized by the library users to find the materials they need quickly and conveniently. By automating the library processes and implementing the OPAC system, the DM School library aims to enhance user experience and improve access to its resources, ultimately supporting the academic and research needs of its diverse users.

Institutional Repository of RIE, Bhubaneswar

Institutional Repository (IR) serves as an online archive for collecting, preserving, and disseminating digital copies of the intellectual output of the institution. The main objective of the programme is to promote wider access and visibility

of research output of RIE, Bhubaneswar and to preserve institute publications digitally and to provide long-term access. The documents to be digitised and uploaded into the Institutional Repository (IR) were identified and thereafter a policy framework was prepared. Around 969 documents have been uploaded in the IR by scanning, cleaning, OCR checking, meta data creation, splitting the documents into chapters etc. The details of the documents uploaded are: Current contents- 11, Conference Proceedings- 9, Policy documents- 26, PAC Reports- 182, Learning Materials/ Resources (PAC)- 60, Training/ Workshop- 12, Training Modules/ Materials- 32, Dissertations and Thesis-535, Survey Report- 06, DPEP Project Reports- 13, Rare Books- 2, Abstracts- 29, Previous year Question Papers- 26 and other reports- 17.

Educational Theme Park, Learning Resource Center and Herbal Garden for In-service and Pre-service Teacher Education Programme

The development of the Education Resource Centre (ERC) was undertaken as an activity-based experiential learning center to facilitate the teaching-learning process for in-service and pre-service teacher education programmes. In view of this, the ERC has been divided into three different sections: the Learning Resource Room, the Herbal Garden, and the Theme Park. The resource room features over 300 activities and models, while the herbal garden boasts more than 250 varieties of medicinal plants. Additionally, the theme park includes 28 theme-based models in the fields of Science, Mathematics, and Social Science. All three components of educational resources are consistently utilized by school children, in-service teachers, and pre-service teacher education programmes according to their specific requirements.

REGIONAL INSTITUTE OF EDUCATION, MYSURU

Educational Media Resources

The focus is on enhancing teaching and learning through educational audio/ video resources, creating supportive materials for video programs with interactive multimedia elements, collaborating with CIET and other educational agencies for resource sharing, and distributing these resources via various platforms like telecast (PM e-Vidya), broadcasts, podcasts, iRadio, web portals (DIKSHA), YouTube, mobile apps, Community Radio, *Gyan Vani,* and AIR. The project highlights the dissemination of resources through platforms like NROER, e-pathshala, PM e-Vidya, DIKSHA, Swayam, YouTube, and physical formats like CD/DVD. A two-day workshop aimed at training students of different programs in content designing and scripting for audio and video programs was conducted on 20 and 21 August, 2022.

Compendium of some of the Innovative Teaching and Learning Practices in Science at the Secondary School Level of the Southern States

The programme was dedicated to crafting a comprehensive compendium showcasing innovative teaching and learning practices in secondary school level science. The project's core objectives encompass the identification of existing resources, collection of suitable materials, augmentation of resource pool, and ultimately, the creation of a curated compendium highlighting the

finest innovative teaching and learning resources. The project's progress includes a series of workshops: a 3-day session from 16–18 November 2022, focused on structuring the compendium; a 5-day workshop spanning from 29 November to 3 December 2022, dedicated to detailing the compendium; and a 3-day workshop held from 2 to 4 February 2023, aimed at finalising the compendium. Furthermore, the training initiatives conducted by the Institute are summarised in a consolidated manner, encapsulating thrust areas, objectives, target audience, and feedback for each program.

North East Regional Institute of Educaition (NERIE), Umiam

Dynamic Website for Tracking of Programmes, Creating Programme data base, and sharing and feedback mechanism

The programme aims: (i) to build a mechanism for tracking all programmes conducted by NCERT, (ii) to create a sharing and feedback mechanism about a programme for all stakeholders, (iii) to create e-database of programmes conducted by NCERT, (iv) to provide a platform for states to upload details of programmes conducted by the states and (v) to maintain and operate the website. A dynamic website has been developed, where all the information of the institutional programmes are uploaded. The faculty members are uploading their program details viz. dates, venue, number of participants, schedule, reports, etc. While registering for the program, participants are also expected to register in the website and directly give the feedback of the programmes in the website. States can also upload the information about the programmes conducted by the them. The information is available as per the levels of users. The dynamic website is ready to be used by all RIEs and NIE.

E-resources for the School and Teacher Education Curriculum

The main objectives of the programme are: (i) production of audio, video and digital resources by utilising the studio setup, (ii) production of audio, video and digital resources Free and Open Source Software (FOSS), (iii) deploying digital resources on NROER/ Swayam/PM e-Vidya, and (iv) development of e-resource in school subjects. 25 scripts have been developed the scripts of which vary from Science, Maths, English and Social Sciences. The recording of voice-over and shooting goes on simultaneously for the scripts developed. Regular uploading of videos for PM e-Vidya Channel is being done. Besides these, the NERIE Studio is engaged in covering all institutional programmes, designing brochures, banners, header and footer of library page, etc.

Compilation of Folk songs and Rhymes in Manipuri, Thadou-Kuki, Rungmei Tangkhul, Adi and Galo languages of North East India

The programmes were conducted in three phases (Phase I— 8–12 August 2022, Phase—II, 23–25 November 2022 and Phase III— 16–23 January 2023). The general objectives of the programme is the compilation of folk songs and rhymes available in the language mentioned and its recording. A total of 15 participants representing each of the languages participated in the workshop of Phase-I. A number of folk songs and rhymes were collected from each of the languages. From *Adi*, 18 folk songs and 17 rhymes, *Rungmei*, 32 folk songs and 22 rhymes, *Galo*, 8 folk songs and 30 rhymes, *Tangkhul*, 60 and 24 rhymes and *Thadou-Kuki*, 16 folk songs and 11 rhymes were collected. In Phase –II of

the programme held at NERIE the folksongs of the *Adi* Tribe were recorded. In the Phase-III workshop which was held at Manipur State Film and Television Institute, Imphal, audio recording of about 70 per cent of the folksongs of the Manipuri, *Thadou-Kuki*, Tangkhul and Ruangmei were done.

Resources on Indigenous and Traditional Ways of Learning

The resources developed include the indigenous system of measurement and traditional method of sky watching, storytelling as a means of disseminating knowledge, revisit to ancestors' trail and culturally rooted learning, wise sayings and proverbs, traditional methods of peace building and communication, the traditional learning institution of the Phom Naga Tribe, democratic ethnic institution and conflict resolution, the story of the Tragopan and the World's tallest tree, Alder-based farming practice, indigenous agri-farming system, traditional ways of learning science, etc.

Teacher's Handbook on 21st Century Skills in the Light of NEP 2020 for North East India

A five-day workshop was conducted on the 'Development of Teacher's hand book on 21st century skills in the light of NEP 2020 for North East India', from 27 February to 3 March 2023, at NERIE, NCERT, Shillong. The objectives of the programme are (i) to create awareness on the need and importance of 21st century skills, (ii) to understand the various components of 21st century skills including the National Curriculum Framework on life skills, (iii) to incorporate planned activities for implementing 21st century skills in the classrooms, (iii) to include different strategies to assess the various skills, (iv) to educate the stakeholders on the purpose, strategies, and outcomes of 21st century skills and (v) to create awareness on the relevance of communication, problem-solving and decision-making skills, and teamwork as the attributes of employability skills with highest importance.

Handbook on "Experiential Learning for Preschool Education" for North East India

The objectives of the programme are (i) to develop content materials on providing learning experiences, supports the emerging FLN skills, (ii) to develop exemplar activities that support the progress and assessment of skills like critical thinking, communication, creativity, and social-emotional development needed for the preparation of holistic report cards, (iii) to list out the different learning outcomes on the importance of teachers and parents who have a vital role in the pre-school programme with respect to learning environment at home, and (iv) to create awareness to the stakeholders about the relevance of experiential learning in preschool education. Ten core skills were identified, viz; Cognitive skills, Pre-reading skills, Pre-writing skills, Pre-arithmetic skills, Self-help skills, Social & emotional skills, Motor skills, Sensory skills, Play skills and Language & Communication skills. Around 200 exemplar activities for three levels (preschool 1, 2, and 3) were developed based on the three goals as mentioned in NIPUN *Bharat*, Goal -1: Children Maintain Good Health and Well-being, Goal -2: Children Become Effective Communicators, Goal -3: Children become involved learners and connect with their immediate environment, by incorporating the learning outcomes of each level.

5. Capacity Building Programmes

With a view to reduce the gaps that exist between the curricular pronouncements and the ground realities, the NCERT organises capacity building programmes for the stakeholders of education. The Council organised 'NISHTHA' online for the capacity building of teachers and school heads at elementary level on learner-centered pedagogies to improve learning outcomes of students. Apart from this mega training programme, the Council conducts capacity building, orientation and training programmes for the master trainers or key resource persons for ensuring quality education all levels of school and teacher education.

During the year, the Council conducted the programmes in the areas of Foundational Literacy and Numeracy, Inclusive Education with a focus on Gender Concerns for Socio-Economically Disadvantaged Groups, Data Analysis with Open Source Software, Educational Project Planning, Implementation, Monitoring and Evaluation, Development of e-Content, Use of Classroom Library, Certificate Course in School Library (CCSL), Toy-based Pedagogy, Multi-grade and Multilingual Class Rooms, Enhancing Listening and Speaking Skills, activity-based learning and the use of science kits, Development of LO Based Learning Resources for FLN, Global Citizenship Education (GCED), Development of Research Tools, Professional Development for Vocational Teachers, Textbook Writers of Recognised Tribal languages, Script Writing for E-content in Social Science, learning outcomes in Science and Mathematics, Assessment and Evaluation, question paper setting, Development of MOOCs, Strengthening Vocational Education, attainment of Learning Outcomes through ICT integrated pedagogy, Experiential Learning Strategies, Research Methodology and Data Analysis, Artificial Intelligence, etc.

The Council runs various diploma courses on Science Education at the Secondary Level, Diploma Course in Guidance and Counseling (DCGC), Course in Teaching of Science at Middle Stage, and certificate courses viz., certificate Six Months Certificate Programme on the Development of Social Science Textbooks and Other Curricular Materials, Certificate Course in School Library (CCSL), Certificate Course in ECCE, etc.

Orientation Programme for SCERT/DEOs/CBSE/KVS/ NVS on 'Mental Health and Well-being of School Students— A Survey' and on early identification and intervention for Mental Health Problems in School-going Children, Online Course in Value Education for School Teachers, Orientation of Teachers on the Newly Developed Textbook of Biotechnology for Higher Secondary Stage, Capacity Building Programme in Research Methodology, Post NAS Intervention and Post Foundational Learning Study (FLS) Intervention Workshops and Regional capacity building workshops for three days each on Transformation of Assessment Practices at Secondary Stage have also been undertaken by the Council.

NCERT

DEPARTMENT OF ELEMENTARY EDUCATION (DEE)

Academic Support and Capacity Building of Teachers and Teacher Educators on Numeracy for Foundational and Preparatory Stages

A large-scale Foundational Learning Study (FLS) was conducted by the ministry in collaboration with the National Council for Teacher Education and Training (NCERT) in March 2022 to benchmark the fluency, comprehension, and proficiency of literacy and numeracy skills among children. The study provided data about the learning outcomes achieved by the students of Grade III on foundational literacy and numeracy. Based on the study the states that need academic support were identified. Andhra Pradesh, was one of the states for which the study indicated that the learners possess inadequate knowledge and skills regarding numeracy and literacy.

A three-day capacity building programme for teachers and teacher educators on Literacy and Numeracy for Foundational and Preparatory Stages was conducted from 14 to 16 September 2022 at SCERT, Vijayawada, Andhra Pradesh. The major objective of the workshop was to build the capacity of teacher on various aspects and approaches of literacy and numeracy.

The teachers were oriented on the need for developing literacy and numeracy skills among children and it was emphasised that these are not just skills, but life skills that every child should acquire and develop. Teachers were asked to use the experiential learning method and also use home language of children for planning learning activities at the Foundational Stage. All sessions were designed to provide hands-on-experiences to the participating teachers on various aspects of numeracy and literacy.

The Mathematics Learning Kit developed by NCERT for Foundational stage was also demonstrated and teachers were given opportunities to contextualise various activities that can be conducted in classroom with the children on each concept.

S. No.	Title of the Programme	Venue and Dates
1.	Sensitisation Programme on FLN for Low Performing Districts in DIU	Diu 10–12, May 2022
2.	Sensitisation Programme on FLN for Low Performing Districts in Sambalpur, Odisha	Sambalpur 21–23, June2022

3.	One State Level Orientation-Cum-Training Programme on Foundational Literacy and Numeracy (FLN-NIPUN Bharat) for Key Mentors of the Manipur State	Manipur 20 to 22, September2022
4.	Online Training on *Jaadui Pitara* through YouTube	Online March, 2023

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS (DEGSN)

Capacity Building of Teachers of Gyanodaya Vidhyalaya (Madhya Pradesh) on Inclusive Education with a Focus on Gender Concerns for Socio-Economically Disadvantaged Groups especially Schedule Caste Children

The objectives of the program were to sensitise teachers on gender and inclusive education in the light of NEP 2020, make them aware about issues and concerns of Scheduled Caste children and to equip them with gender friendly and inclusive pedagogical processes. The assessment of the teachers was done based on the objectives of the training program, the themes were identified. Two capacity building programs were organised for elementary teachers of Gyanodaya Vidyalaya at the Administrative Academy, Bhopal, Madhaya Pradesh. The program was organised in two phases from 30 January 2023 to 3 February 2023 and 6 to 10 February, 2023. The NISHTHA training package materials, Inclusion in Education— A Manual for School Management Committee, Index for Inclusive Schools, Training Material for Teacher Educators on Gender Equality and Empowerment Vol. 1, 2 and 3, Modules for Enhancement of Quality Education: Issues Challenges and Concerns of Scheduled Caste, were disseminated. Feedback was taken from the participants after the completion of the training program.

Professional Development of In-service Teachers at Elementary Level in Pota Cabin Schools of Tribal concentrated Districts in Chhattisgarh

The programme was undertaken to train the teachers in different Pota Cabin schools in accordance with their needs. Accordingly, need assessment study was done in six schools of three districts namely, Dantewada, Sukma and

NCERT

Bijapur of Chhattisgarh. Data collected from schools were analysed and themes were identified. Consequently, five days in-service teacher training programme was organised at SCERT, Raipur, Chhattisgarh. In accordance with the session, discussions, experiments, PPT based presentations, group works, etc. were

done to enhance understanding of the participants. Various training materials such as need assessment reports both in Hindi and English, NISHTHA training package, literatures related to the in-service teacher training and Pota Cabin schools etc. were distributed among participants.

Capacity Building Programme for State Key Resource Persons (KRPs) on Inclusive Education

The SCERT Tripura requested a need-based capacity building programme for state key resource persons on Inclusive education. Academic support in designing and organising the short-term training programme were provided. There were 28 technical sessions on the thematic areas viz. diversities, equitable and inclusive education, learning needs of children with disabilities, early identification, issues and challenges in inclusion, implications of socio-economic conditions and disabilities in learning, multilingual, behavioural, social, developmental, pedagogical and therapeutic interventions, curriculum adaptation, practices in teaching ISL and Braille script, accessibility, assistive devices, addressing adolescence related issues and teaching children with learning difficulties, etc. Faculty member from SCERT, DIET, University, educational institutions, psychologists, teachers, etc. participated in this Programme.

S. No	Title of the Programme	Venue & Dates
1	Capacity Building of Teachers of *Gyanodaya Vidhyalaya* (Madhya Pradesh) on Inclusive Education with a focus on Gender Concerns for Socio-economically Disadvantaged Groups especially Schedule Caste children.	Administrative Academy, Bhopal Madhya Pradesh, 30 January to 03 February, 2023 Administrative Academy, Bhopal Madhya Pradesh, 06 to 10 February, 2023
2	Professional Development of In-service Teachers at Elementary Level in Pota Cabin Schools of Tribal Concentrated Districts in Chhattisgarh	SCERT, Raipur, Chhattisgarh 20–24 January, 2023
3.	Capacity Building Programme for State Key Resource Persons (KRPs) on Inclusive Education	Pragya Bhavan, Agartala, Tripura, SCERT, Tripura 27 June to 2 July, 2022

Department of Education in Social Sciences (DESS)

Six Months Certificate Programme on the Development of Social Science Textbooks and Other Curricular Materials

As part of this Programme, four courses with 16 credits viz., (i) School Social Science Education: Building Perspectives (4 credits); (ii) Epistemology and Social Sciences (4 credits); (iii) Development of Curricular Resources and Pedagogic Concerns (4 credits) and (iv) Assessment and Learning (4 credits) have been developed. The course syllabus and draft modules were prepared by the Course Advisory Committee.

The certificate programme was offered in the blended mode in which course participants attended the programme in three phases regularly and worked on assignments during the rest of the period. The duration of the three phases were: Phase 1: October 14 – November 04, 2022 (online); Phase 2: January 23 – February 11, 2023 (face-to-face); Phase 3: 18–31 March, 2023 (online).

Resource persons include faculty members from the department, members of advisory committee, faculty members from other constituents of NCERT and from other universities. Course participants were from the states and UT, of Nagaland, West Bengal, Maharashtra, Tamil Nadu, Karnataka, Andhra Pradesh, Telangana, Bihar, Gujarat, Jammu & Kashmir, Ladakh, Delhi, Haryana, Chandigarh, Punjab, Madhya Pradesh and Uttar Pradesh.

Sl.No.	Title of the Programme	Venue and Dates
1	Six Month Certificate Programme on the Development of Social Science Textbooks and Other Curricular Materials	Phase 1 (online) 14 October–4 November, 2022 Phase 2: NIE, New Delhi 23 January–11 February, 2023 (Online) Phase 3: 18–31 March, 2023

Department of Education in Science and Mathematics (DESM)

Orientation of Teachers on the Newly Developed Textbook of Biotechnology for Higher Secondary Stage

Based on the newly developed textbook of Biotechnology for Classes XI and XII an orientation programme for biotechnology teachers was planned about the modification of the syllabus as well as approach and content of the book. Accordingly, a training manual based on the revised syllabus and newly developed textbooks were first developed in which the learning objectives of the content and expected learning outcome from the perspectives of learners were identified. Also, the required prior knowledge for the specific concepts was defined in the manual. Training progerammes were organised at the regional Institute of Education, Mysuru from 21 to 25 February 2023 (for the teachers of Southern Region), Zonal Institute of Educational Training (ZIET) of KVS at Mumbai from 28 February to 04 March 2023 (For teachers of Central and Western Region) and at NCERT Headquarters, New Delhi from 14 to 18 March 2023 (for teachers of Northern, Eastern and North East Region). During the orientation programme the participating teachers were exposed to newly introduced topics in the syllabi of Biotechnology in Classes XI and

XII besides the approach of connecting the concepts and prior knowledge with the applications in the field of Biotechnology. Syllabi and textbooks have already been shared with the Central Board of Secondary Education for its implementation.

Online Diploma Course in Teaching of Science at Middle Stage

An online course for teachers teaching science at the Middle Stage has been developed to empower the large number of teachers who require strengthening of their content as well as pedagogic knowledge. A MOOC platform (http://www.ncertx.in) using the "Open edX" has been setup. The four quadrants highlighted in *SWAYAM* have been fully incorporated in this course in an integrated manner. The course consists of 40 modules. Each module starts from the basics and attempts to develop learner's understanding up to a significant conceptual depth. These modules showcase constructivist approaches towards pedagogy and assessment. In the year 2022-23, around 347 participants across the country have enrolled in this course. The participants forward their queries on the discussion forum and sort them out. So far, 347 participants have successfully completed the released modules. Further details are available at https://www.ncertx.in/

Home page of Online Diploma Course in Teaching of Science at Middle Stage

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS OF EDUCATION (DEPFE)

Organisation of Diploma Course in Guidance and Counselling through Blended Mode (Self-financing)

The Diploma Course aims to train teachers, teacher educators, educational and guidance personnel to work as teacher counsellors in schools/related settings. The Diploma Course in Guidance and Counselling for the 2022 session began in January, 2022. The first phase of Distance Learning comprised monthly tutorials, completion of assignments and development of portfolios. The second phase, i.e., three months' Contact Programme was conducted via blended mode. It involved intensive and supervised virtual school practica, online classes

and special lectures for skill development. Written examinations were also held in face-to-face mode followed by viva-voce. Internship projects of the trainees were conducted for three months. On successful completion of the course, diploma was awarded to 33 trainees by the department. A new session for the year 2023 began in January, 2023 with 53 participants.

Online Course in Value Education for School Teachers

The Online Course on Value Education aims to develop necessary skills among teachers to adopt whole school approach to value education. The course was started on 7 October 2022. A total of 43 school teachers participated in the course, representing 19 States/UTs and Kendriya Vidyalaya Sangathan. Interactive classes were held one day in a week and the modules developed for the course were shared with the participants. The online course was concluded on 30 December 2022. Participating teachers have also submitted the feedback.

S. No.	Title of the Programme	Venue and Dates
1.	Organisation of Diploma Course in Guidance and Counselling through Blended Mode (Self-Financing)	NIE Campus, New Delhi 1 January, 2022 to 31 December, 2022
		Tutorials were held on • 27 and 28 January 2022 • 25 and 28 February 2022 • 30 and 31 March 2022 • 25 and 26 April 2022 • 26 and 27 May 2022
2.	Online Course in Value Education for School Teachers	(Online) 7 October 2022 to 30 December 2022

DIVISION OF EDUCATIONAL RESEARCH (DER)

Capacity Building Programme in Research Methodology

The course on research methodology has been regularly organised in collaboration with SCERTs, for DIET and SCERT faculty. In addition to discussing various aspects of research methodology, the participants are provided hands-on-experience to use computers in the research. Also, each participant develops a research proposal, which is presented and discussed in the course. The major objectives of the programme are to: (i) update the training material developed for use in the programme; (ii) develop an understanding among teacher educators about the importance of educational research; (iii) orient them about the process of qualitative and quantitative educational research; and (iv) help the participants in the development of research proposals on a topic relevant to their contexts.

The capacity building programme for the DIET's/SCERT's/NCERT Faculty was organised from 14 to 18 November 2022 at NERIE, Umiam in which DIET's/SCERT's faculty from four States namely, Arunachal Pradesh, Assam, Meghalaya and Sikkim participated.

Sl. No.	Title of the programme	Venue & Duration
1	Capacity Building programme on Research Methodology	NERIE, Umiam (Meghalaya) 14 to 18 November 2022

Educational Survey Division (ESD)

Post NAS Intervention

In order to disseminate the findings of the National Achievement Survey 2021 and plan interventions, regional-level workshops are organised time to time. All States and UTs are also organizes district-level post-NAS dissemination workshops in collaboration with NCERT as a next step of dissemination. These workshops are for dissemination of the NAS results and post-NAS interventions for communicating the results and strategising action plans for improving the learning levels. This is a vital exercise since it will ensure that the key officials make judicious use of the NAS reports in order to improve the levels of learning as illustrated in the National Education Policy, 2020. In light of this, the Government proposes to re-evaluate the teaching methods and curriculum. The learning teaching materials will also be prepared as per new national curriculum framework.

The post NAS 2021 Intervention details are as follows

S. No.	Title of the Programme	Venue and Dates
1	National Workshop on 'Achieving Learning Outcome' attended by State Functionaries to deliberate on Post-NAS intervention plan and activities	MoE and NCERT 28–29 July 2022
2	Regional Workshop on Post-NAS intervention ensuring dissemination and understanding of the reports at the District Level by the DEOs, BRCs, CRCs, pedagogy experts and classroom teachers	
	2.1 Participating States— Rajasthan, Uttarakhand, Uttar Pradesh, Punjab, Haryana, Delhi, Himachal Pradesh, Chandigarh, Jammu & Kashmir, Ladakh	RIE, Ajmer 14–15 July 2022
	2.2 Participating States— Telangana, Andhra Pradesh, Puducherry, Karnataka, Tamil Nadu, Kerala, Andaman & Nicobar Islands, Lakshadweep, Gujarat, Maharashtra, Madhya Pradesh, Dadra & Nagar Haveli and Daman & Diu, Goa (13)	SCERT, Telangana 21–22 July 2022
	2.3 Participating States —Odisha, Chhattisgarh, West Bengal, Bihar, Jharkhand, Assam, Arunachal Pradesh, Nagaland, Manipur, Meghalaya, Mizoram, Tripura, Sikkim (13)	SCERT, Mizoram 25–26 July 2022

NCERT

SCERT/ DIET of State/UT	Post NAS Intervention Dates
Arunachal Pradesh	18–19 October 2022
Assam	19–20 October 2022
Bihar	19–21 December 2022
Chandigarh	19 October 2022
Chhattisgarh	9 December 2022
Dadra & Nagar Haveli & Daman-Diu	12–16 September 2022
Delhi	4–5 August 2022
Goa	16–17 June and 20–21 June 2022
Gujarat	10 November 2022
Haryana	7 October & 21 October 2022
Himachal Pradesh	20 July & 7 September 2022
Jammu	24–25 August 2022
Jharkhand	12–13 December 2022
Karnataka	3–4, 11–12 November 2022
Kerala	9 March 2023
Ladakh	1, 3 and 8 December 2022
Madhya Pradesh	6–7 October 2022
Maharashtra	21–22 September 2022
Manipur	17–18 August 2022
Meghalaya	11 October 2022
Mizoram	3–4 August 16 September, 11 November 2022
Nagaland	4–11 November 2022
Andhra Pradesh	November 2022
Odisha	15–16 July & 20 October 2022
Punjab	2 March 2023
Rajasthan	17–18 August 2022

State/District/Block level Workshops on Post-NAS intervention plan and activities

Sikkim	2 December 2022
Tamil Nadu	23 June 2022
Telangana	27–29 October 1–3 November, 15–19 November 2022
Tripura	15–16 December 2022
Uttar Pradesh	15–20 January 2023
Uttarakhand	22 August 2023
West Bengal	23 March 2023

Post foundational Learning Study (FLS) Intervention Workshops

The post Foundational Learning Study (FLS) intervention workshops are being organised at various levels, including national, regional, State, and district, with the aim of improving learning outcomes and developing effective interventions. These workshops are bringing together education officials, policymakers, and stakeholders to deliberate on the findings of the FLS and devise strategies for enhancing the quality of education.

The post FLS phase does not only focus on meaningful reading of the FLS reports and their dissemination but also generates a broad base dialogue at the wider level to facilitate foundational learning, furthering the goals of the FLN Mission to ensure that all children by the end of grade 3 achieve foundational learning standards by the year 2026–27.

The post FLS 2022 Intervention details are as follows:

S. No.	Title of the Programme	Venue and Date
1	Benchmarking and Policy Linking Workshop for Foundational Literacy Domain— Oral Reading Fluency (ORF) with Comprehension	
1.1	Hindi, Gujarati, Punjabi, Urdu Language Dominating States/UTs	RIE, Ajmer 21–24 June 2022
1.2	English, Konkani, Marathi, Oriya Language Dominating States/UTs	RIE, Bhopal 28 June–1 July 2022
1.3	Kannada, Malayalam, Tamil, Telugu Language Dominating States/UTs	RIE, Mysuru 28 June–1 July 2022
1.4	Assamese, Bodo, Garo, Khasi, Bengali, Manipuri, Mizo, Nepali Language Dominating States/UTs	SCERT, Agartala 4–7 July 2022
2.	Benchmarking and Policy Linking Workshop for Foundational Numeracy Domain Attended by Teachers and Numeracy Experts from Different States/UTs with an Aim to Benchmark the Performance of Students in Foundational Numeracy	MoE and NCERT 22–26 August 2022

3.	Finalisation and Release of the Report of FLS 2022	MoE and NCERT 6 September 2022
4.	Post-FLS Intervention Workshop at Regional Level	MoE, NCERT and UNICEF 17–18 November 2022
	Post-FLS Intervention Workshop at District Level	NCERT, SCERT and UNICEF
		Venue and Date
		SCERT, Pune, Maharashtra 21–22 September 2022
		Ladakh Autonomous Hill Development Council Kargil, Kargil and Leh, Ladakh 05 December 2022
		SCERT, Jharkhand 12–13 December 2022
		SCERT, Kashmir 30 January 2023
		SCERT, J&K, Jammu 2 February 2023
		SCERT, Lakshadweep 4 February 2023
		SCERT, Vijayawada, A.P. 8 February 2023
		SCERT, Gandhinagar, Gujarat and Dadra & Daman 9 February 2023
		SCERT, Dehradun, Uttarakhand 10 February 2023
		SCERT, Imphal Manipur 10 February 2023
		SCERT, Telangana 13 February 2023
		SCERT, Bangalore, Karnataka 13 February 2023
		SCERT, Solan, H.P. 13 February 2023
		SCERT, Raipur, Chhattisgarh 14 February 2023
		SIE, Puducherry 15 February 2023
		SCERT, Chandigarh 16 February 2023
		DIET, Coimbatore, Tamil Nadu 17 February 2023
		SCERT, Gurugram, Haryana 17 February 2023

		SCERT, Lucknow, Uttar Pradesh 22 February 2023
		SCERT, Udaipur, Rajasthan 27 February 2023–4 March 2023
		SCERT, Delhi November–December 2022
		SCERT, Patna, Bihar 19–21 December 2022, 09–11 January 2023, 17–19 January 2023, 30 January 2023–02 February 2023 06–08 February 2023, 13–15 February 2023
		SCERT, Bhopal, M.P. 1 March 2023
		02 March 2022
		SCERT, Guwahati, Assam 2 March 2023
		SCERT, Mohali, Punjab 2–3 March 2023
		SCERT, Sikkim 4 March 2023
		SCERT, Thiruvananthapuram, Kerala 9–10 March 2023
		SCERT, Bhubaneswar, Odisha 9–10 March 2023
		SCERT, Agartala, Tripura 13 March 2023
		SPD, Kolkata, West Bengal 24–25 March 2023
		SCERT, Kohima, Nagaland 20–24 March 2023

Operationalisation of Examination Reforms

Three regional capacity building workshops for three days each on 'Transformation of Assessment Practices at Secondary Stage' were organised. The focus of these workshops was to enhance the capacity building of paper setters in developing test items based on higher order thinking skills at the secondary stage. During the workshops paper setters from different boards of school education were oriented towards understanding the concept of higher order thinking skills, developing test items based on higher order thinking skills, and reviewing previous year test papers on the parameter of inclusion of higher order thinking test items.

During these workshops, due emphasis was given to theoretical framework, group-work and group presentations. Ample opportunities were provided to learn from peer experiences. In these face-to-face workshops, from each board of school education five to ten senior faculty members having expertise in development of test items for Class X public examination in the disciplines of Languages (English and regional language), Mathematics, Sciences and Social Sciences (one each) participated in the workshop. The resource persons from different content areas (languages, mathematics, science and social sciences were drawn from NIE departments and Regional Institutes of Education. It was envisaged that these participants will be considered as master trainers in states, who will be training other paper setters in the states. These services in future will be used for national resource pool.

Training Programme on Data Analysis with Open Source Software

The online training programme on Data Analysis with Open Source Software was organised from 12 to 16 December 2022 in Online mode and 13 to 17 February 2023 in face-to-face-mode. The Open Source Software JAMOVI (Statistics Software) was used for demonstration purposes. Eminent external experts from Pune University, Amravati University, Mumbai University, MAFSU University, and MSCERT delivered lectures. Lectures on various topics related to the statistics and data analysis using Open Source Software were conducted by faculty members of NCERT. The participants are able to conduct statistical data analysis using Open Source Software. During the programme, all participants performed practical assignments with the Resource Persons and solved their queries.

S.No.	Title of the Programme	State & UTs	Venue & Dates
1	Operationalisation of Examination reforms	Karnataka, Kerala, Andhra Pradesh, and Telangana	RIE, Mysuru 13–15 February 2023
		Punjab, Himachal Pradesh, Haryana, Uttar Pradesh, Uttarakhand, Rajasthan, Jammu & Kashmir, Gujarat, Maharashtra, Madhya Pradesh, Chhattisgarh, and Goa.	RIE Ajmer 9–11 March 2023 SCERT, Jammu & Kashmir 15–17 March 2023
		Jammu and Kashmir, Nagaland, Mizoram, Meghalaya, Tripura, and Sikkim	
2	Training Prgoramme in Data Analysis with Open Sources Software		Online 12–16 December 2022 13–17 February 2023

Planning and Monitoring Division (PMD)

Training of DIET Faculty in Educational Project Planning, Implementation, Monitoring and Evaluation

The training programme has been conducted with the objectives to build the capacity of the DIET faculty in the area of project planning, to provide inputs in

developing strategies for implementing the projects according to the objectives of the programmes and to acquaint DIET faculty with project evaluation techniques. A three-day workshop was conducted at NIE, New Delhi from 1 to 3 February 2023 to update the training package titled *Educational Project Planning, Implementation, Monitoring and Evaluation*. The training programme was conducted at NIE, New Delhi from 11 to 15 March 2023. The DIET faculty working in the ST dominated areas of North-Eastern States viz., Mizoram, Assam, Arunachal Pradesh and Sikkim participated in the programme.

Title of the Programme	Venue and Date
Training of DIET Faculty in Educational Project Planning, Implementation, Monitoring and Evaluation	NIE, New Delhi 11–15 March 2023

CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET)

Under its mandate of training, CIET conducted a series of virtual training programmes to familiarise the State Resource Groups (SRGs) from all the States/UTs on development of eContent, process of developing quality eContent, curation of eContent, licensing of the eContent and its integration in the classroom concluding to bridging the digital divide. The details of orientation programme and other training programmes has been given in the table below:

Training Programmes conducted during 2022-23

Title of the Programme	States/UTs	Dates
Training on eContent Development Phase 1	Bihar, Jharkhand, MP, Chhattisgarh, Goa Maharashtra, Odisha, West Bengal and UT of Dadra Nagar Haveli, Daman and Diu	14–18 Nov 2022
Phase 2	Andhra Pradesh, Telangana, Karnataka, UT of Andaman and Puducherry and Ladakh	21–25 Nov 2022
Phase 3	Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura, Kerala, UT of Lakshadweep	05–09 Dec 2022
Phase 4	Gujarat, Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh, the NCT of Delhi and the UT of Chandigarh, and Jammu & Kashmir	12–16 Dec 2022
Training on eContent Development	Teachers, teachers educators and DIET faculty of Assam	21–24 March 2023
Training programme for Channel Coordinators and Subject Matter Experts of States/UTs for PM eVIDYA DTH TV Channels Phase 1	Chandigarh, Haryana, Himachal Pradesh, Jammu and Kashmir and Punjab	17–19 August 2022

Phase 2	Uttar Pradesh, Uttarakhand, Rajasthan, Bihar,Delhi, Jharkhand and Lakshadweep	12–14 October 2022
Phase 3	Andaman & Nicobar Islands, Chhattisgarh, Goa, Gujarat, and Maharashtra	19–21 October 2022
Phase 4	Madhya Pradesh, Kerala, Karnataka, Dadra & Nagar Haveli and Daman & Diu, Telangana, West Bengal, Ladakh, and Andhra Pradesh	1–3 February 2023
Phase 5	Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim	8–10 February 2023
Phase 6	CBSE, KVS, NVS, NIOS	17–19 April 2023
Phase 7	CBSE, Puducherry, Tripura	24–27 April 2023
Online Training on 'Development of Digital Content for Social Sciences'	Participants of the online course 'Development of Textbooks in Social Sciences'	6–8 February 2023
Training for TGTs (Mathematics) of Arunachal Pradesh on Development of eContent	Mathematics teachers at Secondary level/ Lecturer	12–17 September 2022
Training for Master Trainers of Jharkhand on Development of Digital Resources	Participants from DIET and JSCERT of Jharkhand	19–23 September 2022
Training on Development of Digital Resources for DIET Faculty of Ladakh	Master trainers and faculty of DIET from Ladakh	17–21 October 2022
Capacity Building Programme on DIKSHA	Teachers trainees and Teacher Educators from Chandigarh	26–30 September 2022
Capacity Building Training on e-Content Development under DIKSHA for Teachers and Teacher Educators of Assam	Master Trainers of Assam	21–24 March 2023
Capacity Building Programme on 'Development and Dissemination of eContent and Online Courses"	Teacher Educators of SCERT and DIETs of Nagaland	27–28 March 2023

Training for State Resource Groups (SRGs) of States/ UTs and Master Trainers of Autonomous organization on Development of Online course	Teachers, Teacher Educators, Faculty from DIET & SCERT of States/UTs/ Autonomous Organisation	27 February–3 March 2023
Online Training on Cyber Safety and Security for Master Trainers of States/ UTs and Autonomous Organisations - Phase I (English)	Teachers, Teacher Educators and Faculties	8–9 December 2022
Online Training on Cyber Safety and Security for Master Trainers of States/ UTs and Autonomous Organisations - Phase II (Hindi)	Teachers, Teacher Educators and Faculties	12–13 December 2022
Cyber Ambassador Training	National ICT Awardees, Resource persons from States/UTs, DMS teachers, Faculty from RIE's, NIE's, PSSCIVE and CIET	22 August 2022
Online Training on Open Educational Resources (OER) and Licenses	Students, Research Scholars, Higher Education Faculty, School Administrators, Teacher Educators, School Teachers, Students of D.El. Ed/ B.Ed/ M.Ed, Students of Teacher Education Courses	25–29 April 2022
Online Training on Digital Tools for Teaching, Learning and Assessment of Specific Subjects	School Students, Research Scholars, Higher Education Faculty, School Administrators, Teacher Educators, School Teachers, Students of D.El. Ed/ B.Ed/ M.Ed, Students of Teacher Education Courses	23–27 May 2022
Online Training on Game Based Learning	School Students, Research Scholars, Higher Education Faculty, School Administrators, Teacher Educators, School Teachers, Students of D.El. Ed/ B.Ed/ M.Ed, Students of Teacher Education Courses	20–24 June 2022
Online Training on Digital Pedagogy	Students, Research Scholars, Higher Education Faculty, School Administrators, Teacher Educators, School Teachers, Students of D.El. Ed/ B.Ed/ M.Ed	25 – 29 July 2022

Online Training on Multimedia Resources for Teaching, Learning and Assessment	School Administrator, Students of D.El.Ed/ B.Ed/ M.Ed, School Students, Teacher Educators, School Teachers, Parents	22–26 August 2022
Online Training on Virtual Labs for Teaching, Learning and Assessment	Students, Research Scholars, Higher Education Faculty, School Administrators, Teacher Educators, School Teachers, Students of D.El. Ed/ B.Ed/ M.Ed	26–30 September 2022
Online Training on Let's be a Cyber Warrior	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrators, Research Scholars, Parents	25–28 October 2022
Online Training on Accessible Digital Resources and Assistive Technologies	School Students, Research Scholars, Higher Education Faculty, School Administrators, Teacher Educators, School Teachers, Students of D.El. Ed/ B.Ed/ M.Ed, Students of Teacher Education Courses	21–25 November 2022
Online Training on Animation as Digital Resource for Teaching and Learning	Students, Research Scholars, Higher Education Faculty, School Administrators, Teacher Educators, School Teachers, Parents	26–30 December 2022
Online Training on Learning Management System (LMS) to enhance Teaching-Learning Process	Teacher Educator, School Administrator, Students of D.El. Ed/ B.Ed/ M.Ed, Parents, School Teachers, School Students, Research Scholars	23–27 January 2023
Online Training on Media Literacy	School Students, Research Scholars, Higher Education Faculty, School Administrators, Teacher Educators, School Teachers, Students of D.El. Ed/ B.Ed/ M.Ed, Students of Teacher Education Courses	20–24 February 2023
Online Training on Digital Infrastructure for Knowledge Sharing-DIKSHA	School Teacher, School Administrator, Teacher Educator, Research Scholar, School Students, Students of D.El. Ed/ B.Ed/ M.Ed, Parents, Higher Education Faculty, Students of Teacher Education Courses	27–31 March 2023
Online Training on Mental and Emotional Wellbeing in Cyberspace	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	April 2022
Online Training on Social Engineering Attacks	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	May, 2022

Online Training on Financial Safety in Cyberspace	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	June 2022
Online Training on Stay Safe in Cyber World	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	July 2022
Online Training on Safe Digital Gaming	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	August 2022
Online Training on Safe and Responsible Digital Citizen	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	September 2022
Online Training on Technical Aspects of Cyber Safety	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	October 2022
Online Training on Social Media - Safety and Wellbeing	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	November 2022
Online Training on Cyber Threats	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	December 2022
Online Training on New Emerging Technologies: Threats and Opportunities	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	January 2023
Online Training on Combating Cybercrimes	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	February 2023
Online Training on Ethics in Emerging Digital Space	School Students, School Teachers, Students of Teacher Education Courses, Teacher Educators, School Administrator, Higher Education Faculty	March 2023

A panel discussion on "'Positive Digital Footprints in School Education" as part of *Shikshak Parv* was organised on 9 September 2022. Around 533 participants were appreciated with a certificate. On 7 February 2023, a panel discussion on the subject "Be Safe in Cyberworld" was conducted for all the faculty and project staff. The G20 Cyber Awareness Campaign was then followed by organising several competitions in collaboration with ISEA, CDAC, MeitY. The fourth edition of the eRaksha competition was organised in collaboration with Cyber Peace Foundation. As part of Cyber *Jagrookta Diwas*, 12 quiz competitions are conducted in collaboration with ISEA-CDAC, MeitY.

REGIONAL INSTITUTE OF EDUCATION, AJMER

Six training programmes for various stakeholders on ICT enabled learning, development of MOOCs, strengthening of Vocational Education, Experiential Learning, Research Methodology and Data Analysis, and Artificial Intelligence were organised. The trained persons are being utilised as State Resource Group or Master trainers for respective States/UTs.

S. No.	Title of the Programme	Venue and dates
1.	Capacity Building Programme for SRGs of Northern Region on Development of MOOCs	RIE, Ajmer 9–13 January, 2023
		RIE, Ajmer 13–15 March, 2023
2.	Orientation Programme of Key Functionaries and SRGs in Strengthening Vocational Education	RIE, Ajmer 16–20 January, 2023
3.	Capacity Building programme for the SRGs of Northern Region on attainment of Learning Outcomes through ICT integrated pedagogy at Secondary stage	RIE, Ajmer 5–9 December, 2022
4.	Capacity Building of SRGs in the Experiential Learning Strategies in Science at Secondary Level	RIE, Ajmer 12–16 December, 2022
5.	Capacity Building for the faculty of DIET's on Research Methodology and Data Analysis for the state of Rajasthan: For the UT Jammu & Kasmir and Ladakh:	RIE, Ajmer 6–10 February, 2023
		Venue: SCERT ,Kashmir Division 27 February–3 March, 2023
6.	Capacity building programme for SRGs on Artificial Intelligence	RIE, Ajmer 30 January– 3 February, 2023

REGIONAL INSTITUTE OF EDUCATION, BHOPAL

Capacity Building of KRPs on MAP Reading Skills and Conducting Youth Parliament for Secondary School Level Teaches of Maharashtra.

The programmed aims to train KRPs on how to effectively conduct youth parliament, to train KRPs on map reading skill, map projection and GIS, and to disseminate training report to States and UTs. The training programme was held between 23–27 January, 2023 at RIE, Bhopal. 34 Key Resource Persons from Goa and Maharashtra State attended training programme. The

outcome of the programmed included: (a) the KRPs were given a hands-on training on Geospatial technology (QGIS) software to digitize maps, (b) the KRPs were trained on how to conduct Youth parliament in the school, and (c) the KRPs were able to handled Geospatial technology (QGIS) software and strategies to conduct youth parliament in the schools. The GCED training incorporated contents on the areas as envisioned by NCF 2005 and UNESCO. It also suggested transformative pedagogies keeping in mind the NCERT text books. The primary aim of Global Citizenship Education training was to train the teachers to develop a sense of belonging to common humanity.

S. No.	Title of the programme	Venue and Dates
1.	Training of KRPs of Western Region on Yoga and Physical Education with reference to NEP-2020 (Phase-I)	RIE, Bhopal 7–11 November, 2022
2.	Training of KRPs of Western Region on Yoga and Physical Education with reference to NEP-2020 (Phase-II)	RIE, Bhopal, 30 February–3 March, 2023
3.	Capacity building of KRPs on map reading skills and conducting youth parliament for secondary teachers of Maharashtra and Goa	RIE, Bhopal, 23–27 January, 2023
4.	Training of KRPs on Global citizenship education for 21st century	RIE, Bhopal, 14–18 November, 2022
5.	Orientation of secondary school science teachers of Madhya Pradesh, Chhattisgarh and Maharashtra on use of secondary science kit	RIE, Bhopal 19–23 November, 2022
6.	Training on development of HOTs questions in Chemistry for KRPs of Chhattisgarh and Maharashtra state *(Phase-II)*	RIE, Bhopal 12–16 December, 2022
7.	Training on development of HOTs questions in Physics for KRPs of Chhattisgarh and Maharashtra state *(Phase-I)*	RIE, Bhopal 26–30 September, 2022
8.	Capacity Building of Key Resource Persons on Nurturing and Enrichment of Talents of Gifted Students at Middle School Stage	RIE, Bhopal 20–24 February, 2023
9.	Theater workshop and performance for Pre-Service Trainee of RIE, Bhopal *(Phase-I)*	RIE, Bhopal 28 May–6 June, 2022
10.	Theatre workshop and performance for Pre-Service Trainee of RIE, Bhopal *(Phase-II)*	RIE, Bhopal 23 January–1 February, 2023
11.	Capacity Building of KRPs of Goa on assessment strategies and procedures with respect to NEP 2020 *(Merged with 23.44)*	SCERT, Goa 12–16 December, 2022
12.	Diploma Course in Guidance and Counselling (through Distance/ Online and Face-to-Face)	April 2022 to March, 2023
13.	Orientation of Teacher Educators in designing questions of different competency level based on Learning Outcomes at Secondary level (as per NEP 2020)	21–25 November, 2022

PSS Central Institute of Vocational Education (PSSCIVE), Bhopal

Orientation Programme of Key Functionaries on NEP 2020 to Strengthen Vocational Education and Training in Schools

The institute organised 09 orientation programmes for the States of Uttarakhand, Uttar Pradesh, Madhya Pradesh, Chhattisgarh, Rajasthan, Bihar, West Bengal, North Eastern States, Gujarat, Maharashtra, Goa, Karnataka, Kerala, Tamil Nadu, Puducherry, Andhra Pradesh, Telangana, Odisha including one programme for minority institutions. In total, 532 key functionaries attended these programmes and benefitted. The programmes were organised in virtual mode due to the Covid-19 guidelines. Reports for the programmes have been prepared.

The list of orientation programmes for key functionaries of States/UTs on NEP 2020 to strengthen Vocational Education and Training (VET) in schools organised by the Institute in virtual mode during the year 2022-23 is given below:

S.No.	Title of the Programme	Dates and Venue
1	Orientation Programme for key functionaries on NEP 2020 to strengthen Vocational Education and Training in Schools of Andhra Pradesh, Telangana and Karnataka	PSSCIVE, Bhopal 28–30 June, 2022
2	Orientation Programme for key functionaries on NEP 2020 to strengthen vocational education and training in schools for the states J &K, A&N Islands, Bihar and Nagaland	30 May–03 June, 2022 PSSCIVE, Bhopal
3	Orientation Programme of Key Functionaries on NEP 2020 to strengthen vocational Education and Training in Schools for the States of Punjab, Himachal Pradesh and Chandigarh	30 May–03 June, 2022 PSSCIVE , Bhopal
4	Orientation Programme of Key Functionaries on NEP 2020 to strengthen vocational education and training in schools for the states of Assam, Tripura, Arunachal Pradesh and Meghalaya	12–14 July, 2022 PSSCIVE, Bhopal
5	Orientation Programme of key Functionaries on NEP 2020 to strengthen Vocational Education and Training in schools for the states of Gujarat, Daman & amp; Diu & Dadra; Nagar Haveli	28–30 September, 2022 DOE, Ahmedabad
6	Orientation Programme of key Functionaries on NEP – 2020 to strengthen VE & Training in Schools (UP, Uttarakhand and Delhi)	10–12 October, 2022 PSSCIVE, Bhopal
7	Orientation Programme for key functionaries on NEP 2020 to strengthen Vocational Education & Training in Schools	04–06 January, 2023 PSSCIVE, Bhopal

Training Programmes for Developing Master Trainers on Vocational Pedagogy

The institute organised 10 training programmes for developing master trainers on vocational pedagogy for the States of Uttarakhand, Uttar Pradesh, Madhya Pradesh, Chhattisgarh, Rajasthan, Bihar, West Bengal, North Eastern States,

Gujarat, Maharashtra, Goa, Karnataka, Kerala, Tamil Nadu, Puducherry, Andhra Pradesh, Telangana, Odisha, Andaman & Nicobar Islands, Jammu & Kashmir and Lakshadweep. In total, 777 Teachers attended these programmes and got benefitted. Most of the programmes were organised at PSSCIVE, Bhopal and one programme was organised at in Nagaland. Reports for the programmes have been prepared.

The list of teachers training programmes for Master Trainers on vocational pedagogy and employability skills organised by the Institute in virtual mode during the year 2022–23 is given below:

Training Programme on Implementation of Pre-Vocational Education for key functionaries and Teachers of Nagaland

S.No.	Title of the Programme	Dates and Venue
1	Training programme for developing Master trainer on Vocational Pedagogy for the states J&K, A&N Islands, Bihar and Nagaland	06–10 June 2022, PSSCIVE , Bhopal
2	Training Programme for Master trainers on Vocational Pedagogy for the states of Punjab, Himachal Pradesh and Chandigarh	06–10 June 2022, PSSCIVE, Bhopal
3	Training Programme for developing Master Trainers on Vocational Pedadogy of Andhra Pradesh, Telangana & Karnataka	11–15 July, 2022 PSSCIVE, Bhopal
4	Training of Teachers of North-Eastern states on Implementation of Pre-Vocational Education from Classes 6 to 8 (Online Mode)	1–5 August, 2022, PSSCIVE Bhopal
5	Training Programmes for Developing Master trainers on Vocational Pedagogy for the states of Assam, Tripura, Arunachal Pradesh & Meghalaya	19–23 September, 2022, PSSCIVE, Bhopal
6	Training Programme for Master Trainers on Vocational Pedagogy for the states of Gujarat, Daman and Diu & Dadra & Nagar Haveli	14–18 November, 2022 PSSCIVE, Bhopal
7	Training Programme for developing Master Trainers on Vocational Pedagogy	21–25 November, 2022 PSSCIVE, Bhopal
8	*Vidyarthi Sambal Pranali* (Student Support System) *par Kaushal Mitra/ Alpasankhyak varg ke Shikshako ke liye Prashikshan Karyakram*	09–13 January, 2023 PSSCIVE, Bhopal
9	Training Programme for developing Master Trainers on Vocational Pedagogy for Goa, Kerala, Manipur, Mizoram (Online Mode)	16–20 January, 2023 PSSCIVE, Bhopal
10	Training Programme on Implementation of Pre-Vocational Education for key functionaries and Teachers of Nagaland	07–09 March, 2023 AIDA Don Bosco School Campus, Circular Road, Dimapur

Teachers Training on Different Vocational Subjects (Job Roles) Implemented under Samagra Shiksha

The institute organised 6 training programmes for teachers of Job roles automobile technology, animator & texturing artist, apparel made ups and home furnishing, retail, health care and two programmes for job roles of agriculture sector. A total of 187 teachers participated in these programmes and were acquainted with the latest technology and trends in the area of the concerned job roles of different sectors. The programmes were organised in contact mode at PSSCIVE, Bhopal. Reports for the programmes have been prepared.

Manisha Sentiya, IAS, Additional Project Director, SSA, Madhya Pradesh, Bhopal is addressing the participants of the Regional Consultation Meeting-cum-Workshop for Implementation of Vocational Education in Schools under Samagra Shiksha for the States.

State representatives and officials from various organisations in the National Consultaiton Meeting-cum-Workshop for Implementation of Vocational Education in Schools under Samagra Shiksha for the States

The list of teachers training programmes on different job roles organised by the Institute in virtual mode during the year 2022–23 is given below:

S.No.	Title of the Programme	Dates and Venue
1	Training on Job Roles Animator and Texturing Artist	23–27 May, 2022 PSSCIVE, Bhopal
2	Teachers training Programme on Automobile Technology implemented under Samagra Shiksha	22–26 August, 2022 PSSCIVE Bhopal
3	Vocational teachers training Programme for the job roles under Apparel Made Ups and Home Furnishing Sector	22–26 August, 2022 PSSCIVE Bhopal
4	Vocational Teachers Training for Job Roles under Retail Sector	17–21 October, 2022 PSSCIVE , Bhopal

5	Vocational Teachers Training for Job Role under Health Care (GDA) & Training Programme on Vocational Pedagogy	9–16 January, 2023 PSSCIVE, Bhopal
6	Vocational Teachers Training for the Job Role of Floriculturist (OC) in Agriculture Sector	16–20 January, 2023 PSSCIVE, Bhopal
7	Vocational Teachers Training Programme for the Job Role of Micro-Irrigation Technician under Agriculture Sector	16–20 February, 2023 PSSCIVE, Bhopal

Capacity Building Programme for Teachers on Employability Skills for Vocational Education

The capacity building programme for teachers on employability skills for vocational education was taken up for different regions of the country including North-Eastern Region. During the year, the institute organised four capacity building programmes. Separate reports of each programme has been prepared.

The list of Capacity building programme for teachers on employability skills for vocational education organised by the Institute during the year 2022–23 is given below:

S.No.	Title of the Programme	Dates and Venue
1	Capacity building Programme for Teachers on Employability skills in VE	26–30 September, 2022 PSSCIVE, Bhopal
2	Capacity Building Programme for Teachers on Employability Skills for Vocational Education for North-Eastern Regions	16–20 November, 2022 Don Bosco Institute Guwhati, Assam
3	Capacity Building Programme for Teachers on Employability Skills for Vocational Education (for Central Region)	5–9 December, 2022, PSSCIVE, Bhopal
4	Capacity Building Programme for Teachers on Employability skills for vocational education for the western region	22–24 Febuary, 2023 Samagra shiksha, Junagarh

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

Capacity Building of KRPs of Bihar, Jharkhand and Odisha on Development of e- Content

The objectives of the program were to develop basic skills among participants in designing scripts and preparing high-quality e-Contents. The e-Content development guidelines, developed by the NCERT, were used as a reference to train the teachers. The capacity-building program was organised from 12 to 16 December 2022 at RIE, Bhubaneswar. A total of 33 participants from Bihar, Odisha, and Jharkhand attended the program. During the program, participants were exposed to the best e-Contents developed by the CIET and ICT studio, followed by discussions on the process of script development, production modalities, reviewing process, etc. All the participants have expressed their satisfaction with the quality of the training programme.

Diploma Programme in Science Education at Secondary Level

The social imperatives of education, especially science education, have been attributed great importance in NEP 2020. The need for a Diploma Programme in Science Education in contemporary times has increased to prepare efficient science teachers and teacher educators, thereby improving science education at the school level. Therefore, the institute has initiated a one-year Diploma Programme in Science Education at the Secondary Level, offering both online/distance and face-to-face modes for trained and untrained teachers, aspiring teachers, science teacher educators, and science education researchers, aiming to enrich their professional competences and enhance their academic careers. A pilot study was organised to test and assess the possibilities for improvement in the diploma programme. Efforts were made to execute the programme as planned and collect feedback systematically to enhance its planning for future years. Admission was granted based on an online test after scrutinizing the applications. Fifteen candidates enrolled, and the programme was officially launched on 8 July 2022, continuing until March 2023. The programme followed a blended mode, where the first phase consisted of two face-to-face contact programmes of three days and five days, respectively. The second phase included face-to-face programmes of five days and eight days. Additionally, throughout the programme, online classes were conducted by field experts. In both phases, students were required to submit assignments, and there were both theory and practical examinations. At the end of the second phase, students submitted project reports, and viva was conducted. Out of the 15 candidates enrolled, 12 participants completed all the requirements of the programme, and they were awarded grades based on their performances. Feedback was collected through feedback forms and open discussions with the participants and resource persons.

Diploma Course in Guidance and Counseling (DCGC)

Forty-seven candidates were admitted to the DCGC programme for the year 2022. As per the course requirements, the first orientation was held from 27 to 29 January 2022. During this orientation, they were briefed on the three distinct phases, including details of the practicum and the timeline for activities in all the three phases. From April to June, a few tutorial sessions were organised to clarify doubts on the modules and guide them on assignments and portfolio writing. The practicum's face-to-face contact phase was organised from 4 July to 30 September 2022. The primary focus of this phase was to carry out the practicum and gain hands-on-experiences with different activities as per the modules/papers. Experienced external resource persons were also invited from various specializations to assist in this phase. The examination commenced on 21 September 2022, and on the last day of the exam 27 September, viva-voce was conducted. Simultaneously, topics and methodologies of the internship were finalised with the help of mentors, and proposals were presented. The actualisation of the internship was preceded by clear guidelines and a format to access schools and select external supervisors. Each student was supported and guided by both internal and external supervisors.

Table: Details of Training/Orientation/Capacity building Programmes Organised

S.No.	Title of the Programme	Venue & Dates
1	Admission Cum Orientation of DCGC-20252	(Online mode) 27 January, 2022– 29 January, 2022.

2	2nd tutorial of DCGC-2022	RIE, Bhubaneswar 18–22 April 2022
3	Assignment Evaluation Workshop DCGC-2022	RIE, Bhubaneswar 6 June–8 June 2022
4	3rd Tutorial of DCGC-2022	RIE, Bhubaneswar 13–17June 2022
5	Face-to-Face Phase Contact Programme of DCGC-2022	RIE, Bhubaneswar 4 July–30 September 2022
6	Field Visit of DCGC-2022	Ali Yavar Jung National Institute for Hearing Handicapped, Bhubaneswar and Chetana Institute for the Empowerment of Persons with Intellectual Diability, Bhubaneswar, 29 August, 2022
7	Career Exhibition of DCGC-2022	KV No. 2 CRPF Campus, Bhubaneswar 12–13 September 2022
8	Counseling Seminar of DCGC-2022	RIE, Bhubaneswar 8–9 September 2022
9	Internship Proposal Presentation of DCGC-2022	RIE, Bhubaneswar 28–29 September 2022
10	Portfolio and Practicum Evaluation Workshop of DCGC-2022	RIE, Bhubaneswar 2–4 November 2022
11	Application Scrutiny of DCGC-2003	RIE, Bhubaneswar 23–25 November 2022
12	Entrance test of DCGC-2023	RIE, Bhubaneswar 12 December 2022
13	Admission DCGC-2023	RIE, Bhubaneswar 10 January 2023
14	Orientation Programme of DCGC-2023	RIE, Bhubaneswar 11–13 January 2023
15	Theory Paper Evaluation Workshop DCGC-2022	RIE, Bhubaneswar 23–25 January 2023
16	Capacity Building of KPRs of Bihar, Jharkhand and Odisha on Development of e-Content	RIE, Bhubaneswar 12–16 December 2022

REGIONAL INSTITUTE OF EDUCATION, MYSURU

Training Programme for the DIET and SCERT faculty on the planning and execution of onsite support programmes for Foundational and Preparatory Stage schools of Andhra Pradesh. (YSR pre-schools & Elementary schools of AP Classes I – IV)

A comprehensive training program has been designed for the faculty members of DIET and SCERT, focusing on the effective planning and execution of on-site support initiatives for schools at the Foundational and Preparatory Stages in Andhra Pradesh, including YSR pre-schools and elementary schools

(Classes I–V). The program aims to identify specific areas of concentration for on-site school support, aligning them with the unique needs of each school, and the development of collaborative action plans tailored to address these identified areas, along with the creation of academic monitoring tools. Additionally, the training endeavors to equip DIET and SCERT faculty members with the necessary skills to organize on-site school support activities in accordance with the guidelines provided in the Nipun Bharath document for Foundational Learning, integrating academic monitoring practices. Lastly, the program includes the facilitation of sharing meetings among DIET and SCERT faculty, centered around the evaluation of collaborative efforts and academic monitoring outcomes. The anticipated impact of this initiative involves the establishment of Learning Communities within each DIET, ensuring consistent on-site support for teachers. These communities will employ both online platforms, such as mobile apps, and offline methods, including field visits, to facilitate teachers' professional growth and development.

Training Programme on Organisation and Use of Classroom Library for Foundational, Preparatory and Middle School Stage Teachers of Andhra Pradesh and Telangana – (Classes I to VIII)

The training programme aimed to equip teachers in Andhra Pradesh and Telangana, spanning Classes I to VIII, with valuable skills and insights regarding the organisation and utilization of classroom libraries. The objectives of this program are multifaceted. Firstly, it endeavors to instill in teachers a comprehensive understanding of the necessity and significance of having a classroom library. Additionally, it seeks to cultivate essential professional competencies that enable teachers to adeptly plan, organise, and manage these educational resources.

Furthermore, the program focuses on training teachers in the art of identifying, selecting, and procuring books suitable for classroom libraries. It also imparts various skills and techniques designed to enhance the effective utilisation of these resources within the classroom environment. Promoting a culture of reading is a critical facet of this training, with teachers being guided on how to ignite a passion for reading and cultivate reading habits among their students. To complement these efforts, teachers are coached in conducting diverse activities that leverage the potential of classroom libraries for optimal student engagement and learning.

Regarding the feedback and outcomes of this training initiative, there are several key points to consider. Trained teachers are encouraged to share their knowledge by instructing their peers in their respective schools, thereby creating a ripple effect of expertise dissemination. It is emphasised that teachers should consistently utilise classroom libraries as part of their teaching methodologies. To ensure the effectiveness of the program, the Department of Primary Education and the State Council of Educational Research and Training (SCERT) are called upon to monitor the activities of trained teachers and harness their expertise for the continuous professional development of their colleagues. This comprehensive training program strives to empower educators with the tools and knowledge necessary to create vibrant and effective classroom library environments for the benefit of students across these states.

Certificate Course in School Library (CCSL)

The certificate course was designed with the objectives of careful planning and procurement of a high-quality collection for the school library, as well as the efficient and effective organisation and management of the library itself. The course aims to enhance library services for both students and teachers within the digital realm, fostering a culture of reading among school children and fostering collaborative learning initiatives. Another goal is to encourage the utilisation of web resources among students and teachers, while also orchestrating information literacy programs to ensure optimal use of digital and web-based resources.

Training Programme on Content-cum-Pedagogy through activity or Technology-based Teaching Learning for Secondary and Senior Secondary School teachers in Mathematics for Telangana State

The programme aimed to identify various areas within secondary and senior secondary level mathematics where diverse teaching strategies can be effectively applied to create exemplar lessons covering a range of topics, and to integrate Information and Communication Technology (ICT) into teaching practices.

Training programme on subject-wise Toy-based Pedagogy for KRPs of Foundational Stage schools of Southern States (KG, Classes I and II)

The training program focuses on leveraging the educational potential of toys. It recognizes that toys possess an inherent appeal that transcends age barriers and can significantly enhance the learning experience. The program aims to harness this power by integrating toy-based teaching methods into the curriculum, particularly benefiting students at the foundational stage (KG, Classes I and II) of their education journey. By imparting training to Key Resource Persons (KRPs) from Southern States, the initiative seeks to equip primary school teachers with innovative pedagogical approaches that infuse enjoyment into learning across subjects. To evaluate the program's effectiveness, feedback will be gathered from stakeholders through a structured questionnaire, ensuring continuous improvement and alignment with educational objectives.

Training Programme for Foundational & Preparatory Stage Teachers (KG, Classes I-V) on Multi Grade and Multi Lingual Class Rooms of Telangana

The training programme was designed to achieve several key objectives. Firstly, it aims to raise awareness among teachers about the challenges and dynamics of multi-grade classrooms in the context of a multi-lingual environment. Secondly, the program seeks to equip teachers with effective techniques and methods for incorporating topics that can be understood by students from various grades and linguistic backgrounds. Moreover, it focuses on providing training to educators to better accommodate students with diverse linguistic skills.

Furthermore, this training program strives to enable teachers to establish meaningful connections and relationships between different languages and the varying levels of students they encounter in their classrooms. Ultimately, the program's success will be evaluated through feedback from the participants, and adjustments will be made as necessary to improve future iterations of similar initiatives. This holistic approach aims to enhance the quality of education for students in foundational and preparatory stages within the state of Telangana.

Training Programme for Foundational, Preparatory, and Middle Stages Teachers of Tamil Nadu and Telangana on Enhancing Listening and Speaking Skills of Students in English

The training programme aimed to achieve several key objectives. Firstly, the program seeks to provide comprehensive training to secondary teachers, focusing specifically on enhancing their communication skills. Secondly, it aims to equip these teachers with effective strategies for teaching the four essential linguistic skills—listening, speaking, reading, and writing. Importantly, the training sessions are designed to be tailored to the needs of both students and teachers.

Training of KRPs of Tribal Welfare Secondary School (Classes IX and X) Teachers of Telangana & Andhra Pradesh, on Activity-based Learning and the Use of Science Kits Developed by NCERT

The primary objective of this program is twofold. Firstly, it aims to equip the KRPs with proficient skills in conducting effective high school science experiments and demonstrations. Through this, the training seeks to enhance their ability to deliver engaging and impactful science education to students in Classes IX and X. Secondly, the program endeavors to familiarize the KRPs with the utilization of science kits developed by the National Council of Educational Research and Training (NCERT). This facet of the training is designed to enable teachers to effectively integrate practical, hands-on-learning experiences into their teaching methodologies using these specialised kits.

By addressing these objectives, the training initiative aspires to enhance the quality of science education in tribal welfare schools, enriching the learning experience for both educators and students. The program not only empowers KRPs with advanced teaching techniques but also facilitates the practical application of these methods through the incorporation of NCERT-developed science kits. This holistic approach ensures a well-rounded and impactful learning environment, fostering a deeper understanding of science among students.

S. No.	Title of the Programme	Venue and Dates
1	Training Programme for the DIET and SCERT faculty on the planning and execution of onsite support programmes for Foundational and Preparatory Stage schools of Andhra Pradesh. (YSR pre-schools & Elementary schools of AP Classes I–IV)	Virtual mode 16 to 18 March 2023
2	Training Programme on Organisation and Use of Classroom Library for Foundational, Preparatory and Middle School Stage Teachers of Andhra Pradesh and Telangana – (Classes I–VIII)	RIE, Mysuru 21 to 25 Nov 2022
3	Certificate Course in School Library (CCSL) 6-day first face to face contact programme 6-days 2 face to face contact programme	RIE, Mysuru 17–22 Oct 2022 6–11 Mar 2023
4	Training Programme on Content-cum-Pedagogy through activity / Technology based Teaching Learning for Secondary and Senior Secondary School teachers in Mathematics for Telangana State	RIE, Mysuru 31 January to 4 February 2023
5	Training programme on subject wise Toy-based Pedagogy for KRPs of Foundational Stage schools of Southern States (KG,Classes I and II)	Virtual Mode 27 February to 3 March 2023

6	Training Programme for Foundational & Preparatory Stage Teachers (KG, Classes I and II) on Multi Grade and Multi Lingual Classrooms of Telangana	RIE, Mysuru 16 to 18 February 2023
7	Training Programme for Foundational, Preparatory and Middle Stages Teachers of Tamil Nadu and Telangana on Enhancing Listening and Speaking Skills of Students in English.	RIE, Mysuru 2 to 6 August 2022
8	Training of KRPs of Tribal Welfare Secondary school (Classes IX, X) teachers of Telangana and Andhra Pradesh, on activity based learning and the use of science kits developed by NCERT	RIE, Mysuru 21 to 25 November 2022

North East Regional Institute of Education (NERIE), Umiam

Certificate Course in ECCE

The six-month Certificate Course on Early Childhood Care and Education (ECCE) was conducted in a blended mode (combination of face-to-face and field experience at the workplace) with the specific objectives to prepare professionals for providing quality Early Childhood Care and Education (ECCE); impart knowledge to the trainees on various theoretical issues related to ECCE; enable trainees to understand and incorporate the culturally relevant practices in the Early Childhood curriculum; and provide hands-on-experiences in ECCE to the trainees. The program was organised in three phases. The first phase of the program was held in the Institute in face-to-face mode for a period of three months to acquaint the trainees with the theoretical background of ECCE along with some practicum components. The second phase of the program was devoted to school internship for a period of one month. In this phase, the focus was to enable the trainees to link their theoretical knowledge with the field experience and record them in the form of structured reports such as case studies, documentation of culturally relevant materials, and survey. The third phase of the program was organised in face-to-face mode and mostly devoted to involving the trainees in a number of hands-on ECCE activities such as clay modeling, social and emotional development, cognitive development, gross motor, fine motor, and puppet making. A few theory sessions were also organised in this phase on early numeracy, personal social qualities and behavior modification of children, and school visits. The program ended with the presentation of assignments by the trainees, a written test, evaluation of assignments, and finally certification.

Capacity Building Programme on Development of LO Based Learning Resources for FLN at the Primary Level in the North East Region

The training programme was organised from 31 October to 4 November 2022, at SCERT, Sikkim. Participants from Manipur, Meghalaya, Nagaland, and Sikkim attended the training programme. The major topics included were: Status of Foundational Learning in the States, Understanding of FLN Skills, Linkage between Developmental Goals, Competencies and Learning Outcomes, Classroom Transaction for early Language Development and Skills, Transactional strategy for Foundational Numeracy, Learning Assessment at

Foundational Stage. List of exemplar activities includes Emergent Reading and Writing, Creation of Environment for Developing Numeracy and Mathematical Skills through Activities, Activities for Environmental Awareness, Critical Thinking and Assessment Framework for Mathematical Skills. Report of the group work on Pedagogical Planning for Language and Literacy as well as Planning for Classroom Transaction for Mathematical Skills were presented by the participants state-wise.

Capacity Building for KRPs of NE States on Global Citizenship Education (GCED)

The programme was conducted from 13 to 17 February 2023, at NERIE, Umiam, with the objectives to sensitize the KRPs' on the key concepts of GCED, to make the KRPs aware of the principles of GCED and to orient the KRPs' on various areas under GCED. The participants were made aware of and build an understanding on global citizenship education (GCED), education for culture of peace and gender equality, sustainable development goals (SDGs), historical development of citizenship/ GCED, integrating GCED in school curriculum, assessment of GCED, pedagogical principals, GCED through folktales, interdependence of SDGs, education about human rights and social justice, dialogue and communication skills, teacher resources for GCED, education for global citizenship preparing learners and teachers for the 21 century challenges.

Capacity Building Programme for KRPs of all North Eastern States on Development of Research Tools

The training programme was conducted for three states namely, Assam, Manipur and Tripura separately. The areas covered are; importance and significance of Research Tools in research, types and characteristics of research tools and basics of statistics, methods of establishing reliability and validity of research tools, hands on activities for writing operational definition, formulation of hypothesis, thesis writing, item analysis, development of questionnaire, interview schedule, designing of focus group discussion and observation schedule, types of tools and instrument, steps of tool development & standardization of tools, establishing reliability and designing a focus group discussion most of the topics were delivered with exemplar demonstration. Major activities included in the training are writing operational definition, writing items, item analysis, writing sample questions for close ended and open ended questionnaire, writing sample questions for structured and semi-structured interview schedule, writing items for inventory, etc.

Training on Professional Development for Vocational Teachers at Secondary Stage

The training was conducted for five states namely Manipur, Meghalaya, Mizoram, Nagaland and Sikkim separately. For the four states except Sikkim, training was given for the teachers teaching IT & ITeS Vocational Job Role. However, the focus area of the training programme were as per the needs of the teachers of the states. For the state of Sikkim, training was for Retails Vocational Job Role. The contents of the training programme are given state-wise.

Manipur: Areas covered during the training programme were NEP 2020 and Vocational Education, Status of ITeS in Schools of Manipur, planning for a chosen enterprise, Importance of Entrepreneurship in Vocational Education,

Vocational Pedagogy and Skill Development, Preparation and Compilation and sorting of Documents, Checking of Source of Documents and Accuracy, Verification and Correction of Data, Assessment and Evaluation of Vocational Courses. All the topics discussed were followed by hands-on-activities through visits to NIT, Imphal. The trainees were exposed to some Advance Commands related to MS Word like RAND, Copyright, Table Creation Method, Application of Arithmatic Operations within Numbers, Adding smiley faces in Text Documents, Number and Bullets, Removing Line Breaks in Word using Find and Replace, Protecting Documents with Password, etc.

Meghalaya: Area of focus in the programme includes: understanding of collaborative approach in curriculum transaction and assessment in vocational education, office package and its different uses, alternative office application and usage, creating and formating documents, concepts of relationship and joins in tables, concept of primary key and foreign key, digital presentation and its basics, creating presentations using templates, inserting imagesand formating images, grouping and ungrouping objects ,formatimg and editing of documents, activities related to spreadsheets databased management system, etc. there was hands-on-skill session on typing ergonomics, creation of dbms objects, formating documents and applying mail merge technique, using referencing techniques in word process, table, query and form designing, advance functions of spreadsheet, basic graphic designing using photoshop tools etc.

Mizoram: Main topics included were: office package and its different uses, alternative office application and usage, creating and formating documents concept of primary key and foreign key, creating presentations using templates, inserting images and formating images, grouping and ungrouping objects, formating and editing of documents, activities related to spreadsheets databased management system, etc. there was hands-on-skill session on typing ergonomics, creation of DBMS objects, formating documents and applying mail merge technique, using referencing techniques in word process, table, query and form designing, advance functions of spreadsheet, basic graphic designing using photoshop tools, etc.

Nagaland: Main topics included are importance of ICT and its uses, innovations in teaching- learning in vocational education, office package and its different uses, alternative office application and usage, formating range cells and worksheets, creating and formating documents concept of primary key and foreign key, creating presentations using templates, inserting images and formating images, grouping and ungrouping objects ,formatimg and editing of documents,activities related to spreadsheets databased management system etc. topics mentioned above were delivered along with demonstration and hands-on. there was hands-on skill session on typing ergonomics, creation of DBMS objects, formating documents and applying mail merge technique, using referencing techniques in word process, table, query and form designing, advance functions of spreadsheet, basic graphic designing using photoshop tools, etc.

Sikkim: The areas covered for the state of sikkim on vocational education course is retails. the main area of focus of the training include- types of retails, entrepreneurship in the context of vocational retails, stock levels in storage and customer services in the context of identification, standardisation and

effectiveness, delivery of goods, retail store operator, principles and techniques of understanding, housekeeping and service operation, hands on activities through visits to malls and retails shops, group activity and individual activities on retail related aspects.

Capacity Building for Textbook Writers of Recognised Tribal languages of Manipur

The programme was organised at Tribal Research Institute, Imphal from 27 June to 1 July 2022. The programme was attended by 34 textbook writers from Thadou Kuki, Mao, Mizo, Maram, Ruangmei, Poumai, Gangte, Anal, Kom, Simte, Hmar, Vaiphei, Paite Maring and Zou communities. The textbook writers were trained on various aspects of textbook development, material selection and adaptation, development of exercises, etc.

Capacity Building of KRPs of North East Region on Foundational Literacy and Numeracy

The capacity building programme was organised in two phases. The first phase which was held at NERIE from 26 to 30 September 2022 was attended by the KRPs from Meghalaya and Tripura. The second phase was conducted in collaboration with SCERT Assam from 20 to 24 December 2022 for the KRPs from Assam, Manipur, Nagaland and Sikkim.

Capacity Building of KRPs in Script Writing for e-Content in Social Science of North East Region

The programme was organised in two phases from 21 to 25 November 2022 and 27 February to 3 March 2023 at NERIE. The objective of the programme was to empower the KRPs with the skills required for the preparation of scripts for the development of e-Content in Social Science at Secondary level. The session covered were procedures for development of e-Content, types and formats for e-Content, audio and video recording of e-Content, animation and free online resources, e-Content for CwSN, NEP-2020 and ICT initiatives, instructional design and process of e-Content, free and open software, hands-on-sessions on using FOSS and editing tools, interactive resources, development of audio and video resources, OERs, Licensing and copy right Issues, Script Writing/ Story Board—Process and formats, e-Content Authoring Tool (eXe), creating e-Resources using H5P, and development of e-content in Political Science, History, Geography and Economics with exemplars.

Capacity Building of KRPs on learning outcomes in Science and Mathematics at Secondary Level for all NE States

The objectives of the training program were to help the teachers understand and achieve the learning outcomes as per the curricular expectations, to provide practical experience in using contextual resources to create learning situations in the class room, to enhance competency of the teachers in conducting experimental learning as a pedagogical process across the curricular areas, to develop high order thinking skills and learning outcomes at cognitive, psychomotor and affective domains to improve the quality of teaching-learning of Mathematics and Science. The topics covered during the session includes, highlights and overview of NEP 2020, Understanding

LOs and its implementation, Learning objectives, Indicators and outcomes: A brief outline of the document "LO at secondary stage", Assessment and Learning outcomes in Science and Mathematics, Curricular expectations and competency based learning in Science & Mathematics, Perceptions in teaching of Mathematics, Pedagogical processes in Science & Mathematics at secondary level, Methodology of teaching mathematics, Integration of Art & ICT in teaching and learning in Mathematics &Science, Indigenous and traditional context of teaching and learning, Math phobia: causes and remedies, Yoga and meditation for mindfulness and learning Mathematics at secondary level, Multidisciplinary approach in learning, Joy full learning in Mathematics and Origamy, Developing learning outcomes for specific content areas of Science & Mathematics and Group presentations.

Capacity Building of KRPs on Assessment and Evaluation at Elementary Level for the North Eastern States

The objective of the training programme were to empower them with the different tools and techniques of assessment and evaluation, to provide practical experience on types of assessment and evaluation strategies, to provide practical guidance to the teachers on the techniques of testing skills and higher mental abilities, and to empower the KRPs on formative assessment of different learning outcomes. The topics covered during the session were: School based assessment, NEP 2020 Assessment Reforms, Assessment of Personal and Social Qualities, Assessment tools and technique performance assessment; Rubrics, Portfolios, Anecdotes; Qualitative assessment, High Order Thinking Skills (HOTS) and Assessment, Curricular expectations pedagogical processes, LOs and assessment, Hands on activities and group works on developing tools and techniques for holistic development, Understanding formative assessment in view of NEP 2020, Tools, techniques and strategies of formative assessment, Constructivism and pupil evaluation and Measurement and Evaluation.

Capacity building of KRPs on question paper setting in Science at Secondary Level for all NE States

The objective of the training programme is to empower the KRPs with the different dimensions of question framing and to provide practical experience on constructing different forms and levels of questions. The topics covered during the sessions are Examination reforms: An overview, Assessment reforms in the light of NEP 2020, Test, Assessment and Evaluation, Formative assessment and summative assessment, Types and forms of questions, Guidelines for QP setting, Modes of summative assessment, Construction of test items and Blue print, QP Analysis and Group presentations.

S. No.	Title of the Programme	Venue and Dates
1	Capacity Building Programme on Development of LO Based Learning Resources for FLN at the Primary Level in the North East Region	SCERT, Sikkim 31 October to 4 November 2022
2	Capacity Building for KRPs on Global Citizenship Education (GCED)	NERIE, Umaim 13–17th February 2023

3	Capacity Building Programme for KRPs of all North Eastern states on Development of Research Tools	Manipur 5–9 February 2023
		SCERT, Assam 20–24 February 2023
		Tripura 6–10 March 2023
4	Training on Professional Development for Vocational Teachers at Secondary Stage.	SCERT, Manipur 26–30 September 2022
		NERIE, Umiam 23–27 February 2023
		SCERT, Nagaland 10–14 January
		SCERT, Sikkim 14–18 February 2023
5	Capacity building for Textbook writers of Recognized Tribal languages of Manipur.	Manipur 27 June–1 July 2022
6	Capacity Building of KRPs of North East Region on Foundational Literacy and Numeracy	Phase I NERIE, Umiam 26–30 September 2022
		Phase II SCERT, Assam 19– 23 December 2022
7	Capacity Building of KRPs in Script Writing for E-Content in Social Science of North East Region.	Phase I NERIE, Umaim 21–25 November 2022
		Phase II NERIE, Umaim 27 February– 3 March 2023
8	Capacity building of KRPs on learning outcomes in Science and Mathematics at Secondary level for all NE states	Phase I NERIE, Umaim 18–22 July 2022
		Phase II NERIE, Umaim 7–11 November 2022
9	Capacity building of KRPs on assessment and evaluation at elementary level for the North Eastern States.	NERIE 12–17 September 2022
10	Capacity building of KRPs on question paper setting in Science at secondary level for all NE states.	NERIE, Umaim 20–24 February 2023

6. Extension Activities

NCERT extends its operation in the form of organising international, national as well as regional meets/seminars, national and regional level competitions, conferences, regional review workshops, camps and sensitisation workshops, extension lectures, book exhibitions, melas, etc., to reach out to its stakeholders across the country. It undertakes comprehensive extension programme in which departments of the NIE, RIEs, CIET, and PSSCIVE are engaged in activities to reach out to functionaries and for providing academic support to States/UTs.

The extension programmes conducted by the Council during the year include: Regional Conferences to Popularise and Integrate Toy Based Pedagogy (TBP) for Foundational and Preparatory Stages; State Level Science, Mathematics and Environment Exhibitions (SLSMEE) for Children; Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) for Children – 2022; Resource Centre for Science and Mathematics Education; National Junior Scientist Award for School Children; Setting up of Educational Kits Resource Centre (EKRC) at all the Regional Institutes of Education; Centre for Popularization of Science; National Library of Educational and Psychological Tests (NLEPT); NCERT Doctoral Fellowships-2022; NCERT Research Associate-ship (Educationists'/ Researchers' Pool Scheme); Organising ERIC Activities: SPMC and General Body Meetings of ERIC and Release of funds for Approved ERIC Projects; Conference of Directors of SCERTs/SIEs; Strengthening of SCERTs and DIETs; Conduct of Nurturance Programmes for National Talent Search Scheme Awardees; Implementation of the National Talent Search Scheme; User Education Programme for the users of NCERT Library; Resource-cum-Activity Centre in ET/ICT for School and Teacher Education; Development and Maintenance of Websites, Mobile Apps and Other Digital Activities; Workshop for Heads and Coordinating Teachers of Co-operating Schools for Internship; Organisation of School Internship in Pre-service Teacher Programme of RIEs; Providing Community Experience to RIE Students on Research and Multicultural Aspects; National Meet on Promotion of Reading Habit among Secondary School Students in Digital Era; National Conferences on Rethinking Science Education in the Context of National Education Policy 2020, Innovations in the development and use of Learning Resources in basic School Subjects and Mathematics Education; National Project Progress Review (PPR) Workshops of National Population Education Project (NPEP), Organisation of Life Skill Development based Activities on Population and Adolescence Education, Organisation of 'Expression Series' to Commemorate the Life and Works of the Great Indian Thinkers and Extension Lectures; Pre-School Center in Demonstration Multipurpose Schools; Diploma Course

in Guidance and Counselling (Self-Financed, Blended Mode); National webinar on Early Childhood Care and Education in the Digital Era; National Seminars on Shifting Focus in School Curriculum from Context based to Competency Based Learning and Population Education; Webinar Series: Listening to Learn; Celebration of Mother Language Day and '*Samwad*' - Lecture Series on Language, Culture, Society and Language Education; etc.

Department of Elementary Education (DEE)

Regional Conferences to popularise Toy-based Pedagogy at the Foundational and Preparatory Stages

Three regional conferences out of the proposed five for the year 2022-23 were organised in three RIEs covering all the States and UTs of their jurisdiction. The States and UTs participated with great enthusiasm in these conferences. The participants at the RIEs shared their initiatives on Toy Based Pedagogy at the Foundational and Preparatory Stages. Local artists doing exemplar work on TBP were invited to showcase how children and teachers along with parents and community can be engaged in making DIY toys and learn concepts in a more permanent way. Student Teachers of RIEs were given appropriate opportunities to demonstrate how TBP can be integral to classroom processes. An exhibition of local toys, board games and other self-developed toys with no/low-cost materials were put up by all the participants for States and UTs and it was a great learning with fun as everyone was convinced with the 'Unity in Diversity' characteristic of our country.

Regional Consultation Meets for Implementation of National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission

A National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) was launched by the Ministry of Education in 2021. The New Education Policy, 2020 has placed lot of focus on achieving Foundational Literacy and Numeracy (FLN), mentioning that every child in the nation must achieve FLN by the end of third grade by 2026–2027. A National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) was launched by the Ministry of Education in 2021. As envisaged, the NIPUN Bharat mission concentrates on children from preschool to grade 3 who are between the ages of 3 to 9. Children in Classes IV and V who have not yet mastered the fundamental abilities will also get teacher assistance and support, peer support, and graded learning materials to help them gain the necessary skills.

The major strategies to achieve the objectives of the mission are development of NIPUN Bharat Guidelines for implementation, on-line training of teachers under NISHTHA-FLN 3.0 (having 12 modules and video programmes), development of *Vidya Pravesh* Module and FLN vertical on DIKSHA portal.

The NIPUN Bharat is under implementation across the States and UTs. It is important to provide a platform, more desirably face-to-face, where different States and UTs can discuss their strategies and results. The physical meetings will facilitate mutual discussions and learning in and outside the programme. Four consultation meets in face-to-face mode were organised covering all the

States and UTs. During the Meets, each state's representatives provided a presentation on their current and future plans for implementing NIPUN Bharat Mission. Besides presentation from the states and UTs, academic sessions were scheduled during the programme on important these, such as, NCF-FS 2022, 'PRASHAST'— for early identification of disabilities in children, Use of DIKSHA resources under FLN, Understanding the FLN 2022 for state level interventions and other topics at the request of the participating States/UTs. The participatory and discussion mode was maintained throughout the consultation meetings.

DEPARTMENT OF EDUCATION IN LANGUAGES (DEL)

Celebration of Indian Language Day

The Indian Language Day celebrations were held on the occasion of Subramania Bharati's birth anniversary 11 December 2022. Thiru Isaikkavi Ramanan, litterateur and critic in Tamil deliberated on "Subramania Bharathi and Indian Languages. Subramania Bharati (11 December 1882 - 11 September 1921) was a renowned Tamil writer, poet, journalist, and Indian, social reformer. He was a pioneer of modern Tamil poetry and is considered a one of the greatest Tamil literary figures of all time. The discussions were held about the unity in languages and the structural, literary and educational context of languages in India. In a multilingual country like India, it is not a compulsion but an acceptance and it is a gift of nature, we should respect it.

Thiru Isaikkavi Ramanan said languages are many, customs are different, even the hue and colour are charmingly different from place to place but literature is one. Bharati chose language as a tool to integrate India. Isaikkavi also urged the audience to understand his optimism as depicted in the writings of Subramania Bharati. Presentations on the linguistic scenario of India, Video presentation on Subramania Bharati's journey as a poet, nationalist, and journalist and quiz competition were held. There were poster presentations on Indian languages based on the Census 2011, scripts of languages, poetry of Subramania Bharati etc., along with a book exhibition by National Book Trust India.

International Mother Language Day

International Mother Language Day was celebrated in February 2023. The day was celebrated under the theme *Bhasha Kala* with the objective of understanding the integration of language and aesthetics. The speakers emphasised on the idea that India is a multilingual country and languages are a resource and strength of our country. Mother tongues of the children should be promoted for their learning and creative thinking. Since ancient times, languages have

enhanced meaningful dialogue on various issues and created an aesthetic sense among people. School education should lay emphasis on the use of the languages of children for their learning. NCERT brings out textual materials, supplementary material audio video programmes such as

Samajh Ka Madhyam, and *Bhasha Sangam*. There were dramatic presentation of *Jhansi Ki Rani* by Subhdra Kumari Chauhan and Bharatnatayam depicting *Surya Namaskar* and a poem by Subramania Bharati to mark the occasion.

Observance of the Week on the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 Act no. 14 of 2013

NCERT organised activities to create awareness on sexual harassment, legal provisions against sexual harassment and measures for safe and healthy environment at work places. The members of the POSH Committee developed posters, PPT for dissemination, and online programmes were organised at NIE and RIEs.

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS (DEGSN)

Meeting of Minority Cell

The First Meeting of the Minority Cell for the year was held on 22 August, 2022 at NERIE, Umiam (Meghalaya). Total 09 (Nine) members participated in the meeting. The second meeting was held on 17 February 2023 at RIE, Mysuru which was attended by 14 members through offline and online mode.

DEPARTMENT OF EDUCATION IN SCIENCE AND MATHEMATICS (DESM)

Webinar Series: Listening to Learn

A telecast program Webinar Series: Listening to Learn through PM e-Vidya Channels on television and through Youtube Channel of the NCERT has been organised. This platform of the NCERT has been providing an opportunity to learn about diverse issues related with the contemporary and relevant issues with the school education. NCERT has also collaborated with the Pravasi Bharatiya Academic and Scientific Sampark (PRABHASS) program of the Government of India for connecting the Indian Diaspora with the motherland. During 2022-23; twenty-one such sessions were organised on PM e-Vidya Channels No. 9, 10, 11 and 12. Details about all the

Webinar Series: Listening to Learn Some Glimpse

sessions of the NCERT's Webinar Series: Listening to Learn in this series can be seen at https://youtube.com/playlist?list=PLUgLcpnv1YifsVIYiNsbEBF7 vPg9YdEnm. These are also accessible through NCERT's Youtube Channel NCERT OFFICIAL and also through the Event Section on www.ncert.nic.in. It is expected that the series of such interactive sessions will continue with different experts from various research and development institutions, universities, Indian diaspora, and different government departments and ministries.

Centre for Popularisation of Science

Popularisation of Science is one of the major thrust areas under which two centres, namely Science Park and Herbal Garden operate. Science Park is an open air park in which working models provide hands-on-experiences to children, teachers, teacher-educators, NGOs and other functionaries concerned

Glimpses from popularisation programmes conducted during 2022-23

with the teaching of science in schools to understand and appreciate certain selected principles of Science. 'Science Park' received visitors from different

Interaction with Pre-service teachers and Community representatives in Science Park and Herbal Garden

parts of the country. This extension programme provides guidance to schools and educational planners in developing similar models in their institutions on demand.

For inculcating scientific temper among all, many important days dedicated to science are being celebrated. The National Science Day 2023 was celebrated by organising an interactive meet of educationists, scientists and communities on the 'Indigenous millets of India and their conservation' on 27–28 February 2023. During the national interactive meet, representatives from Scheduled Tribe community, scientists, scholars and academicians participated from ten States of the country and discussed on variety of millets, their conservation, their health benefits and related themes. Different varieties of millets were displayed for general awareness by representatives of forest communities of India. It was also endeavored through the meet to generate and spread awareness and pride related to the indigenous knowledge and practices among masses and stakeholders from different walks of life.

State Level Science, Mathematics and Environment Exhibitions (SLSMEE) for Children

The objectives of the exhibition are to provide a forum for children to pursue their natural curiosity, creativity, innovation and inventiveness; to make children feel that science and mathematics is around us; to gain knowledge as well as solve many problems by relating the learning process to the physical and social environment; to create awareness about environmental issues and concerns and inspire children to devise innovative ideas towards their prevention and mitigation, etc. The theme for State Level Science, Mathematics and Environment Exhibitions (SLSMEE) for Children 2022–23 and Rashtriya Bal Vaigyanik Pradarshani (RBVP) -2023 was 'Technology and toys'. The sub–themes were: Advancement in Information & Communication Technology; Eco-friendly material; Health and cleanliness; Transport & innovation; Historical development with current innovation and Mathematics for us. Twenty-six states/UTs have taken catalytic grant from NCERT. Some states have organised state level science exhibition and some are in the process.

Rashtriya Bal Vaigyanik Pradarshani (RBVP) 2022

In order to provide a forum for children to pursue their natural curiosity and inventiveness to quench their thirst for creativity and to popularize science among children and masses, NCERT organizes national science exhibition, every

year. This year the 49th *Rashtriya Bal Vaigyanik Pradarshani* (RBVP) 2022 was held in Guwahati, Assam from 22 to 27 November 2022. The exhibition was organised by the NCERT, New Delhi in collaboration with Department of School Education, Govt. of Assam. The RBVP-2022 was inaugurated by the Hon'ble Governor of Assam His Excellency Jagdish Mukhi at the Srimanta Sankaradeva Kalakshetra International Auditorium on 22 November 2022. Ranoj Pegu, Minister of Education, Govt. of Assam; Sridhar Srivastava, Joint Director, NCERT; distinguished scientist Prashant Goswami, Adviser to the Department of Education, Govt. of Assam, Nani Gopal Mahanta, Secretary, Department of School Education, Govt. of Assam, S.N. Choudhury and MD, SSA, Om Prakash were also present at the inaugural ceremony.

The theme of the RBVP-2022 was 'technology and toys' with six sub-themes: eco-friendly material; health and cleanliness; software and apps; transport; environmental and climate changes; and mathematical modelling. In the exhibition, 149 exhibits were invited to participate. These exhibits were from 25 States, UTs & other organisations, in which 78 were from rural areas and 56 from urban areas. More than 15,000 people from nearby places got an exposure and interacted with budding scientists.

The other activities organised in the exhibition were bird watching, talks on various topics such as, artificial intelligence and future humankind; roots of Indian knowledge systems in learning science; Indian space mission: achievements and prospects, science, spiritualism and human values with special reference to India, an introduction to RSA cryptography, etc. Space on Wheel', an initiative of NESAC, ISRO, Playing with Science, Instant Quiz, Science Show, Art competition, Observation of Night Sky, and Showcase of community resources of Assam.

The valedictory function held on 26 November 2022 was graced by Ranoj Pegu, Hon'ble Minister of Education, Assam as Chief Guest on 27 November 2022. An excursion was organised for all the participants to Sualkuchi, weavers' village.

Resource Centre for Science and Mathematics Education

Science and mathematics have always been important areas of study in school education. Resource Centre, having the various resources (books, periodicals, models, kits, etc.) related to science and mathematics education in one place is a useful facility for researchers, curriculum designers, content developers, teacher educators, teachers, and all other stakeholders in science and mathematics education. Dewey Decimal Classification (DDC) scheme is being used for classification of books and Koha [ILMS] is used for the automation of the resource centre. The resources related to science and mathematics education were regularly maintained and updated. The tasks related to circulation of reading materials and maintaining the record for the same; maintenance of other records of Resource Centre, providing assistance in reference/ referral services was also carried out regularly.

National Junior Scientist Award for School Children

In spirit of National Education Policy-2020, the programme entitled National Junior Scientist award re-named as Promotion of Research Attitude in Young and Aspiring Students (PRAYAAS) has been envisaged to a programme for school students at secondary stage. The objective behind the idea is to recognise school student's inherent capabilities of scientific inquiry and nurture their inquisitiveness for making innovations. In this programme, school students are expected to propose research project for resolving societal issues. In this exercise they are exposed to Science process skills involuntarily while doing the research/ investigation. Besides, school students also get benefits of access to infrastructure of HIEs. The guidelines for this programme have been developed and uploaded on the NCERT website www.ncert.nic.in

DEPARTMENT OF CURRICULUM STUDIES AND DEVELOPMENT (DCS&D)

National Consultation Meet of School Education Boards on Curricular and Assessment Reforms

A national consultation meets of school education boards on curricular and assessment reforms as envisaged in National Education Policy (NEP) 2020, was conducted on 21 November 2022 in which 22 school education boards participated. Discussions were held on NEP 2020 recommendations with regard to assessment, examination reform and flexibility in subject areas, National

Credit Framework and National Higher Education Qualification Framework. The inputs received from this consultation had been presented before the National Steering Committee for the NCFs.

DIVISION OF EDUCATIONAL KITS (DEK)

Extension activities conducted by DEK during Foundation Day celebration of NCERT

Director, NCERT interacting with students at Gyanoustav-2079 Exhibition

Parliamentary committee's visit to NCERT

The educational kits have been showcased in different national events/book fairs across the country, as per details given below:

S. No.	Name of Programme	Organisation	Dates
1.	19th Pune Book Fair	P.N.R. Rajan, Convener, Pune Book Fair	28 April–1 May 2022
2.	Visit of Parliamentary Committee	NCERT, New Delhi	22 June 2022
3	Foundation Day Celebration of NCERT	NCERT, New Delhi	1 September 2022
4.	Gomti Book Festival Lucknow, UP	National Book Trust, New Delhi	29 October–6 November 2022
5.	Gyanoustav-2079 Exhibition	Shiksha Sanskrit Uthan Nyas	17–19 November, 2022
6.	National Science Exhibition	DESM, NCERT, New Delhi	22–27 November, 2022
7.	31st Edition of New Delhi World Book Fair	National Book Trust, New Delhi	25 February–5 March 2023

Lighting of lamp by the dignitaries during National Science Exhibition 2022

NCERT faculty participating in Pune Book Fair 2022

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS OF EDUCATION (DEPFE)

National Library of Educational and Psychological Tests (NLEPT)

The work aims at enriching the test library continuously and provide consultancy to the researchers regarding identification and use of the test materials. The catalogue of tests available in the NLEPT was updated and uploaded on the NCERT website. Ten educational and psychological tests in the areas of adjustment, personality, resilience, emotional intelligence, career thoughts, stress and intellectual disability were procured for the benefit of the researchers/practitioners.

DIVISION OF EDUCATIONAL RESEARCH (DER)

Organising ERIC Activities: SPMC and General Body Meetings of ERIC, and Release of funds for approved ERIC Projects

To promote educational research in the institutional networking, the NCERT has been taking measures to create and sustain interest in educational research amongst the researchers, both within and outside NCERT. In order to promote research, a Standing Committee known as Educational Research and Innovations Committee (ERIC) was set up in the year 1974. The committee is chaired by Director, NCERT and Joint Director NCERT is co-chairperson. The ERIC members include eminent researchers in education and allied disciplines from universities and research institutions and representatives of SIEs and SCERTs. DER being the secretariat of academic, administrative and financial assistance. Eight external experts nominated by the Hon'ble President of NCERT (Minister of Education, Government of India).

The main objectives of the programme are to: (i) organise meeting of Screening-cum-Progress Monitoring Committee (SPMC) for evaluating new research proposals received for funding under the ERIC; (ii) monitor the progress of the on-going ERIC research projects, and to consider applications of NCERT Doctoral Fellowships vis-à-vis monitoring their progress; (iii) conduct meeting of the General Body of the ERIC to examine various ERIC activities; and (iv) release funds for the approved ERIC projects.

Two meeting of the Screening-cum-Progress Monitoring Committee (SPMC) of ERIC held on 2–3 February 2023 and 1–2 March 2023 at NIE, New Delhi.

NCERT

10 Doctoral Fellows were recommended for Fellowship. Four new research projects were recommended for funding under ERIC. One day ERIC meeting held on 3 March 2023 at NIE, New Delhi. At present 36 research projects are in progress. Nineteen ERIC projects were completed and reports received. Process for release of funds is going on as per procedure.

Collating Research Abstracts Conducted at the National and State Levels

NCERT has initiated the work of preparing research abstracts of researches conducted by SCERTs & DIETs with a view to create a web portal to uploaded under a proper taxonomy and made available to general public. Format for developing abstracts has been prepared. The abstracts on the basis of format developed are being collected. The abstracts are being examined to identify gaps/ missing aspects and feedback is also being shared with respective coordinators for modification and resubmission. Abstracts received after some modifications are being finalised for uploading on the NCERT portal.

NCERT Research Associateship (Educationist's/Researcher's Pool Scheme)

The Scheme has been initiated in the NCERT to utilize the experience of young educationists/ educational researchers, who have done their Ph.D. on topics, related to school education and teacher education but have still not got regular jobs. This will give these young people a chance to contribute and gain experience in their relevant areas pertaining to school education and teacher education.

The program has two major objectives are (i) to harness the young research talent and encourage them to continue to do innovations and research in the area of school education and teacher education by giving them an opportunity to work in NCERT for some period and (ii) to have a mechanism in the NCERT to keep getting some fresh additional minds and hands to work on the priority areas, in tune with the National agenda on School Education.

DEPARTMENT OF TEACHER EDUCATION (DTE)

National Awards for Innovative Practices and Experiments in Education for Schools and Teacher Education Institutions

The main objectives of the scheme are to sensitise teachers/teacher educators about the potential of innovative practices and experiments for improvement of teaching learning; to encourage teachers & teacher educators to try out novel ideas and practices for improvement of different areas of school education and teacher education; to encourage teachers & teacher educators to identify problems they face and adopt a realistic approach to find solutions, thereof; to create an environment in schools and teacher education institution by encouraging innovations so as to ensure their sustainability; to provide a forum to teachers and teacher educators to share their innovative ideas with all stakeholders. The total number of awards to School Teacher/Teacher Educators is 60 (40 for School Teachers and 20 for Teacher Educators). An amount of Rs. 10,000/- (ten thousand) is given to each selected teachers/teacher educators along with a certificate.

During the year, project proposals were invited from School Teachers and Teacher Educators. The project proposals selected at RIE level were evaluated at DTE, NCERT level. Total 26 (04 Ajmer, 05 Bhubaneswar, 11 Mysuru,

05 Bhopal and 01 NERIE) project proposals were selected at DTE, NCERT level. Coordinators and Head of Schools/Institutions of selected project proposals were informed about the selection and were asked to carry out the innovations. Academic guidance has been provided and the academic visits have been planned for on the spot observation and guidance. Selected Teachers and Teachers Educators will be invited to present the report in the National Seminar. The final selection of giving cash of Rs. 10,000/- will be based on combined rating of project report and its presentation in the national seminar.

Educational Survey Division (ESD)

Implementation of National Talent Search Scheme

The National Talent Search Scheme is a flagship programme of the NCERT. It is being conducted since 1963. The purpose of the scheme is to identify and nurture the students selected through two tier process every year. The NTSS help talented students by providing financial assistance in the form of monthly scholarship and also conducts nurturance programmes for them. The scholarship under the present scheme awarded to the candidates for pursuing courses in science and social science up to doctoral level and in professional courses like medicine and engineering up to second-degree level. As on date 2000 scholarships are awarded in the country with reservation of 15 per cent for SC, 7.5 per cent for ST, 27 per cent for OBC, 10 per cent for EWS and 4 per cent for group of students with benchmark disabilities within each category. In the year 2020-21, National Talent Search exam was conducted on 24 October 2021 throughout the country in 50 cities across 68 centres in offline mode. A total of 2033 students were declared successful for the award of NTSE scholarship.

Nurturance Programmes for NTS Awardees

The Nurturance programmes for NTS Awardees mainly focuses on providing awareness and opportunities to the awardees to excel in the academic area of their interests by way of creating conducive situation for the growth and development. These programmes are mainly conducted for the awardees who are in Class XI or XII. During the year 2021-22 three nurturance programmes were conducted and in the year 2022-23, six nurturance programmes are being conducted in collaboration with institutes of high repute such as IITs, IISERs, NITs, TISS etc.

International Relations Division (IRD)

G-20 Activities

As part of the proud moment of India's taking over the Presidency of the G20 nations, a series of activities have been initiated under Education Working Group. As India holds the G20 presidency from January to December 2023 NCERT under the aegis of Ministry of Education and the following activities were carried out:

Reading Material for School and College Students

Reading materials for familiarising students with the G20 as an international forum for economic cooperation and development among member countries for

students in schools and universities. The content depicts the origin, purpose, and significance of G20. It also highlights India's presidency, which is seen as a significant period for the country to showcase its culture, values, achievements, and learn from other nations.
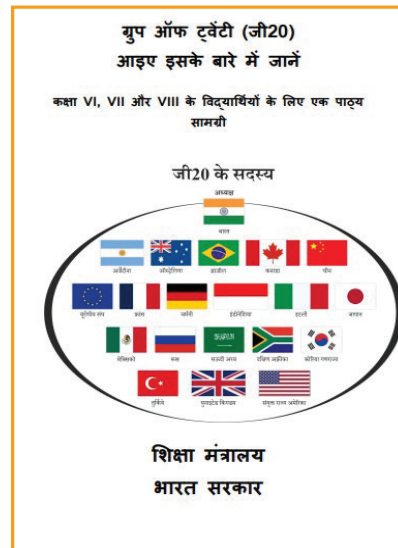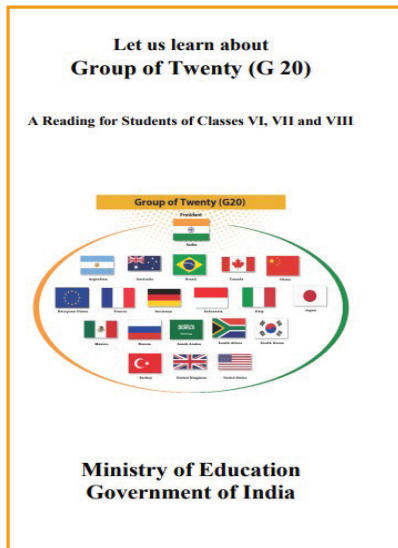
The reading materials created are being utilised by students and teachers in national-level school systems, as well as in various countries. These materials are beneficial for learners to engage in the G20 Quiz, and a significant number of students are reading them and taking part in the competition.

Video discussion prgramme on G20

Video Programme on G20

The International Relations Division has developed with the help of Central Institute of Educational Technology (CIET). A video discussion programme with a teacher and two students on G20 in English and Hindi has been developed. The video discussion programmes aims at familiarising students at the secondary and senior secondary levels on G20, its philosophy, member countries and organisation, how India's presidency is unique and contributing to the world are among others? Learners in all the school systems, both at the national and states level are watching it through DIKSHA, channel numbers 6 to 12 on PM eVidya channels and on NCERT's YouTube channel i.e., ncertofficial. School

systems across the country organised quiz comeptitions, talks and debates based on the discussion, general themes on G20 and India's presidency and how education as a sector can benefit with India's at helm of G20's Presidency.

Particpation in the Various Education Working Group Meeting and Exhibitions of G20

In the events organised as part of the Education Working Group Meeting held in various locations across the country. The NCERT showcased activities and outcomes from different departments and constituents. Exhibits include science displays from the National Science Exhibition organised by the Department of Education in Science and Mathematics, educational kits in subjects such as Science, Mathematics, Language, and others developed by the Division of Educational Kits (DEK). Additionally, there were exhibits featuring *Jadui Pitara*, foundational literacy materials created by the Department of Elementary Education (DEE), digital initiatives and materials designed by the Central Institute of Educational Technology (CIET), vocational education initiatives and materials developed by Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal as well as other important innovations and initiatives by NCERT in school education.

LIBRARY AND DOCUMENTATION DIVISION (LDD)

User Education Programme for the Users of NCERT Library

User education programme for the users of NCERT Library is an important activity to cater to the institutional research needs of the library's users. Information literacy is a set of abilities requiring individuals to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information. User education programme for the users of NCERT Library was organised by the Library and Documentation Division, NCERT on 6 December 2022 on information enabling for training and research in education by V.K. Jagajeevan, University Librarian, IGNOU, New Delhi. The programme helps the users in maintaining an engaged connection with the library for using the library resources and services.

PLANNING AND MONITORING DIVISION (PMD)

Meeting of the 60th Programme Advisory Committee (PAC)

Programme Advisory Committee (PAC), the highest academic body of the Council, has the responsibility to consider all plans, programmes, research proposals, etc., and to examine the academic aspects of the work of the Council and to ensure a coordinated approach to the development of the programmes. The programme proposals submitted by the constituent units after the approval of AC/MC are placed before the PAC for approval. Before placing the programme proposal in the PAC for approval, it is scrutinised and recommended by IAB/DAB and MC/AC. PAC consists of five external experts, five Directors of SCERTs, Joint Directors of CIET and PSSCIVE, Bhopal, Principals and Deans of Instructions of RIEs, Heads of NIE Departments/Divisions/Cells, and one faculty member from each NIE Department/Division/Cell, CIET, PSSCIVE, Bhopal and NERIE, Umiam (Meghalaya).

60th PAC Meeting

To approve the programmes for 2023-24, the 60th PAC meeting was held on 21-22nd March 2023 in blended mode under the chairmanship of Dinesh Prasad Saklani, Director, NCERT & PAC Chairperson. The meeting commenced with the welcome address by Dinesh Kumar, Head, PMD & Dean (Research) and Sridhar Srivastava, Joint Director, & PAC Vice-Chairperson presented the Achievements of the Council for the Year 2022-23. The external members nominated by the Hon. Education Minister, K. Ramasubramanian, Cell for Indian Sciences & Technology in Sanskrit, IIT, Mumbai, Rishi Goel, Director, SCERT Haryana, and Viroopaksha V. Jaddipal, Secretary, Maharshi Sandipani Rashtriya Veda Vidyapratishthan, Ujjain participated in the 60th PAC meeting and provided valuable suggestions during the meeting which helped in formulating and approving relevant academic programmes for bringing in quality education in the country.

Processing of Financial-cum-Administrative Sanctions

The PMD allocates the funds to the different Institutes and Departments/Divisions/Cells/Group for conducting the PAC approved programmes. The Joint Directors of CIET and PSSCIVE and the Principals of RIEs are the controlling authority for the expenditure of the funds of respective institutes. However, in the case of the programmes conducted by NIE Departments/Divisions/Cells, the programme proposals submitted by respective units are scrutinized by PMD before issuing financial-cum-administrative sanctions. Besides, the NIE Departments/Divisions/Cells conduct programmes under *Samagra Shiksha*

approved by the PAB of MoE. PMD also examines the proposals and issues sanctions for the activities/programmes submitted by different Departments/ Divisions/Cells funded by PAB. More than 600 sanctions were released by the PMD for the conduct of various programmes.

CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET)

Resource-cum-Activity Centre in ET/ICT for School and Teacher Education
A Summer Camp for children (Classes VI-X) on Digital Learning and Multimedia was organised from 6-17 June 2022 for about 100 participants. This programme also includes the books and media library of CIET with 8,661 General books and 5,920 Children's Literature alongwith periodicals and newspapers. The resource-cum-activity centre also includes exposure visits and internships conducted for various organisations.

Exposure Visit Details during April 2022-March 2023

Sl. No.	Name of the Institute/ College/Organisation	Total no. of students	Faculty	Date of the Visit
1.	B.Ed. Students of JIMS, Greater Noida	74		6 April, 2022
2.	Students from AD & PR Department, IIMC, Delhi	77		8 April, 2022
3.	B.Ed. Students of FIMT, Delhi	74		21 April 2022
4.	B.Ed. Students of St. Lawrence College, Delhi	95		27 April 2022
5.	B.Ed. and B.El.Ed. students of K.R Mangalam University, Gurugram, Haryana	53		13 May 2022
6.	B.Ed. Students of Maharshi Valmiki College of Education, University of Delhi	140		7–8 July 2022
7.	B.Ed. Students of DIRD, Guru Gobind Singh Indraprastha University	100		26 September 2022
8.	GINTL India Delegation from Finland	7		19 September 2022
9.	Children's University, Gandhinagar, Gujarat	60		20 September 2022
10.	B.Ed Students of RIE Bhopal	14		4 November 2022
11.	NIEPA participants pursuing Post Graduate Diploma in Educational Planning and Administration	18		18 November 2022
12.	M.Ed Students of Central University of Haryana	15	1	25 November 2022
13.	B.Ed Students of SCERT Delhi	123		30 November 2022
14.	B.C.P. S.K.V Babarpur, Shahdara Delhi	53	4	8 December 2022

15.	BA (JMC) II Year students of MERI College	111	2	12 December 2022
16.	BA (JMC) I Year students of MERI College	41	1	13 December 2022
17.	BA (JMC) III Year students of MERI College	41	1	14 December 2022
18.	B.Ed- M.Ed students of Maharaja Sriram Chandra Bhanjdeo University, Odisha	84	4	23 December 2022
19.	Academic Facilitators from SARD, Delhi	63	2	11 January 2023
20.	MSc.Med Students of RIE Mysore	31	1	31 January 2023
21.	Grade V-VII students of Pallavanjali Institute, Gurgaon	21	4	3 February 2023
22.	MSc.Students from Lady Irwin College, New Delhi	25	1	16 February 2023
23.	D.El.Ed students, Vidya Training Institute, Delhi	135	5	24 February 2023
24.	B.El.Ed students of Home Institute of Economic, Delhi	75	1	2 March 2023
25.	B.Ed Students from SCERT Delhi	75	4	3 March 2023

Details of Internship programmes conducted by CIET during 2022-23

Sl. No.	Name of the Institute/ College/Organisation	Total no. of students	Faculty	Date of the Visit
1.	Field Work for Diploma in ISL Interpretation (DISLI) students from ISLRTC, New Delhi	43		11–29 April 2022
2.	Indian Institute of Mass Communication (IIMC), Delhi	20		4 April–30 May 2022
3.	M.Phil -Ph.D students from NIEPA	1		20 June–31 July 2022
4.	Rishihood university, Sonipat	2		11–29 July 2022
5.	B.Tech. students from World College of Technology and Management, Gurugram	1		22 August–22 Sep 2022
6.	B.Ed students of RIE Bhopal	6		31 October–4 November 2022
7.	B.Ed students of Nagaland University	14	2	31 October–4 November 2022
8.	NCERT fellowship for Doctoral Scholar	1		21 November–22 December 2022
9.	M.Ed students of Jamia Millia Islamia, Delhi	13		26 December 2022– 6 January 2023

Websites, Mobile Apps and Other Digital Activities

CIET develops and maintains 13 websites and apps are developed and maintained on a regular basis. Various activities were carried out under this which includes: NCERT's latest textbooks were updated on the website and QR Code testing of all textbooks was done. These were also updated on ePathshala portal in flipbook format. The portal for ICT awards was made live for entries from all over India. EPUB for textbooks of 2022–23 were created and uploaded on ePathshala. Laboratory manuals from Classes IX–XII were uploaded on DIKSHA (*Vidyadaan*). The NCF Survey mobile app was tested under BlueStacks Player. Accessibility-level user survey form and poster were developed for ePathshala & DIKSHA. Latest APK file/ Latest version (android/ iOS) was published in ePathshala Console. Prashast app - A Disability Screening Checklist for Schools was launched. ePathshala mobile app was uploaded on JioBook and a total of 1,335 ISL videos were uploaded on DIKSHA. A portal for All India Children's Educational eContent Competition (AICEcCC) was developed for schools and teachers' education for inviting applications. Public Grievances portal was created under NCERT website and monitored on a weekly basis. CIET's new website was made live and consolidating and segregation of *Pariksha Pe Charcha* 2023 data was carried out.

DIKSHA/ICT Excellence Award for School Teachers, Teacher Educators and States/UTs for the years 2022-2023

The advertisement for announcement of award was published in newspapers on 1 May 2022 and regular collaterals and creatives were disseminated through social media handles. The portal was updated for the year 2020 and 2021 as two more categories were introduced for the year 2021 i.e., teacher educator and the Best Practicing States/UTs. In all 1,292 teachers, 98 teacher educators and 20 States/UTs applied successfully at the portal. All the States/UTs have examined the entries received at the portal and forwarded the details of 258 shortlisted teachers and 54 teacher educators for national selection. Jury meetings and an award ceremony was being planned.

Organisation of Festival, ICT Mela, Contests for Creation of Quality Digital Contents and to Improve Coordination with States/UTs

The all India competition is held every year in order to encourage creation and use of eContent in the learning-teaching process. The competition for 2021 was held on 31st March 2022. Announcement for sending entries for this year's competition was made for November 2022. The Valedictory Ceremony of AICEeCC was held on 27th March 2023 at CIET-NCERT, New Delhi. The winning programmes were previewed/playback followed by the discussion by the chairpersons and conveners in six sessions during the day. A session on Jury interaction was also held. During the valedictory session, out of 657 entries, 77 entries were awarded in various categories. All the winners were conferred with mementos, certificates and cash prizes. The function was graced by Padma Shri J.K Bajaj, Chairman ICSSR; Sridhar Srivastava, Joint Director, NCERT and Pratyusha Kumar Mandal Secretary, NCERT. Along with the valedictory function of competition, exhibition on best practices and new innovations in the field of ET/ICT in education was also held.

Development and roll-out of courses for MOOCs on SWAYAM (School MOOCs for Classes IX– XII and MOOCs for Teacher Education)

An orientation for the course coordinators was conducted and the process of development and dissemination was shared. Videos of PMeVidya were mapped with the existing course has been completed and videos integrated into the courses. The following cycles were conducted and certificates were issued:

❑ Cycle 8 (Dec 2021 – May 2022) — 28 courses across 11 subjects were offered and 29,723 joined the courses

❑ Cycle 9 (April – Oct, 2022) — 28 courses across 11 subjects were offered and 22,653 joined the courses.

❑ Cycle 10 (Oct 2022 – March 2023) — 28 courses across 11 subjects were offered and 21,792 joined the courses.

The customisation of courses for offering through other platforms is in progress.

Pss Central Institute of Vocational Education (PSSCIVE), Bhopal

Extension Lecture Series

Under the Extension Lecture Series, the Institute organised two lectures namely, 'Changing landscape of education and learning' by Niraj Saxena, *Advisor* with the All India Council for Technical Education (AICTE), Ministry of Education and 'Importance and establishment process of incubation and innovation centre' by Yogesh Khakre, *COO,* B-NeST Incubation Centre, Company Secretary and Compliance Office, Bhopal Smart City Development Corporation Limited. The lectures were attended by all the faculty, staff, contractual staff and DVET students for the session 2022–23.

Photo 01: Extension Lecture by Yogesh Khakre, COO-B-NeST Incubation Centre, Company Secretary and Compliance Office, Bhopal Smart City Development Corporation Limited "Importance & Establishment Process of Incubation & Innovation Centre"

Diploma in Vocational Education and Training (DVET)

PSSCIVE Bhopal offers one-year Diploma in Vocational Education and Training (DVET) program in distance cum contact mode. The objective of this program is to train vocational teachers/trainers and build their capabilities in the

area of vocational pedagogy and training. The programme is divided in four trimesters. It comprises 8 compulsory papers and 2 elective papers (sector specific). In the initial two trimesters (distance mode) students are acquainted with vocational pedagogy. In the third trimester (contact mode), students are exposed to hands on experience in ICT skills and skills related to their sector such as Automotive, Health Care, IT-ITeS, Agriculture, Apparel and Retail. Students also get real time industry experience in contact mode. Students would also be required to complete internship and project work in trimester four. Students are evaluated under the components Assignments, portfolio, written examination, skill assessment and Viva-voce. The second batch of Diploma in Vocational Education and Training programme in distance mode started in October, 2022 and 40 Students from all over the country were graduated this year and awarded the diploma in an online graduation ceremony. The third session has already been started and second trimester is completed.

REGIONAL INSTITUTE OF EDUCATION, AJMER

Implementation of Art Integrated Experiential Learning in DMS, RIE, Ajmer
For integrating the art in education as the pedagogical tool and promoting art integrated learning approach, the various art forms have been implemented for promoting experiential learning in DMS RIE Ajmer. The DMS teachers (Primary and secondary teachers) were oriented about art integrated pedagogy and how to integrate various forms of art in teaching learning process through capacity building programme during 18 to 22 July 2022. Under this project, the visual art form painting on walls of school have done in the area of 2000 square feet.

Students performing AIL activities
It reflects the Indian art and culture and aimed to develop the interest of students towards subject. The various events on orientation of the students have done for integrating art with subjects. In performing art, role play have done by the students on various topics.
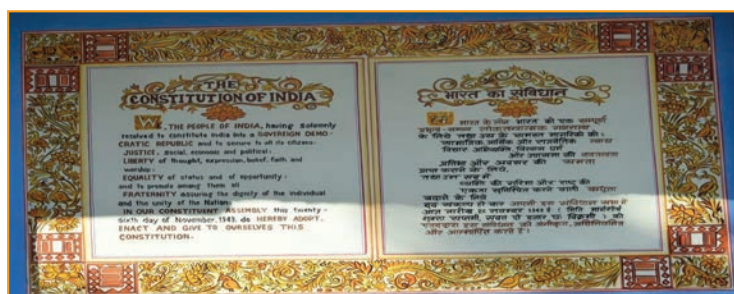
Visual art developed under the project

Muskurata Bachpan: An Early Childhood Care Education (ECCE)

Under this Early Childhood Care and Education (ECCE) (named as Muskurata Bachpan) programme, several festivals are being celebrated, cleanness activities have been conducted, and parent teacher meetings are being conducted every month for getting feedback from parents and for further improvement. Special activities like peak-a-boo, first aid training, dresses for festivals, eating habits, maintainance of hygiene at school and home, greeting others have been conducted to develop the students in socialisation, motor planning and communication areas.

Implementation of Art Integrated Experiential Learning in DMS, RIE, Ajmer

Under this programme the teaching-learning process is being done by integration of Indian art and culture with different disciplines. Orientation of DMS teachers was done to train them to integrate art in teaching-learning process. In this programme students visited Tilonia village to aware explain about Indian art and culture. A workshop followed by art integrated exhibition was organised for the development of 21st century skills in learners.

NCC Cadets of the school participated in the annual camp organised from 23 September to 30 September at Kayad Vishram Sthali, in which the representation of the students Solo Singing— Cadet Mohit Deora; *Ek Bharat Shrestha Bharat* (Bharatpur)— Cadet Aditya Pratap Singh Trekking; and Camp (Kolhapur)— Cadet Shakeel Ahmed under the respective categories was commendable.

In the session 2022–23, heritage painting competition and a postal stamp competition was organised by the Postal Department under the *Azadi Ka Amrit Mahotsav* being run by the Government of India, in which the winners were Muzammil Khan (Class IX-A), Shakeel Ahmed (Class X-B), and Gauranshi Sharma (Class VII-A).

In G20 Presidency Programme to make the students aware about G20 member countries, their mission, logo and activities conducted by the presidency country like sustainable development health, agriculture, energy and environment, climate change and anti-corruption the DM school organised Poster making competition for juniors and seniors, slogan making competition for juniors and seniors, quiz competition for juniors and seniors on 23 February 2023.

National Seminar on Population Education

National Seminar on Population Education was organised to provide platform for the stakeholders to share their experiences, researches and innovative

practices during 15 to 17 November 2022. Anil Kumar Shukla, *Vice Chancellor*, MDS University, Ajmer was the chief guest and Rajiv Ratan Sharma, *Dean*, University of Jammu, was the guest of honour. The inaugural address of the seminar was given by S.V Sharma, *Principal* RIE, Ajmer. There were 12 parallel technical sessions apart from 3 Plenary lectures and 6 keynote addresses. Total 246 abstracts were received, out of which the best 126 abstracts were screen by the screening committee. Total 83 (19 internal and 64 external) participants presented their papers. The major issues that were highlighted in the seminar were population education; need and importance, role of education in moderating population growth, analysis of gender perspective in NEP-2020.

During the valedictory session the Chief Guest was K.K Sharma, *former Vice Chancellor*, MDSU Ajmer and T.R Raina and R.M Mohla were Guests of Honour. S.V Sharma, Principal, RIE Ajmer also gave the valedictory speech on the successful completion of the seminar.

Regional Conference on Integration of Toy-based Pedagogy (TBP) for Foundational and Preparatory Stages of Education

The Institute in association with Department of Elementary Education, NCERT, New Delhi organised two-day regional conference on Toy-based Pedagogy on 29 and 30 November 2022. The conference aimed to provide a platform to the States/ UTs of the northern region to present how indigenous and local toys can be used for the classroom process. The participants of 10 States/UT have presented their regional toys. The participants and the resource persons from NCERT interacted and discussed various issues on implementation of local toys and games in teaching methodologies. The conference has eight sessions on various identified themes for integration of toy and games such as toy-based pedagogy and NEP-2020; integration of regional toys/games/plays for foundational and preparatory learning; presentation by States/UTs, exhibition of toys/games/plays; practicing toy-based pedagogy; theory to practice, toys; games and play in the child's world of leaning and linking learning outcomes; concept with toy-based pedagogy. During the conference an exhibition of toys of foundational stage was organised which was attended by more than 110 participants of northern region.

Toys Exhibition

District Level Consultations for the development of NCF following NEP-2020

For developing the National Curriculum Framework following NEP-2020, the Institute has conducted National District Level Consultations (DLCs) in the States/ UTs of northern region. The institute organised 15 DLCs in 10 states/ UTs of northern region. In the meets organised by the institute total 1092 participants in all categories as per the guidelines provided the NCERT participated and gave their valuable inputs, comments and suggestions on prescribed questions. The consultations were also covered by the leading electronic and print media. The responses of various stakeholders on National Curricular Frameworks were collected, compile and submitted on NCF Technology Platform.

Consultation Workshop with Civil Society Groups (August 2022)

The institute organised the 3rd Consultation Workshop of Academic Institutions and Civil Society Groups for Northern region on National Curriculum Frameworks with reference to NEP 2020. The consultation meets were organised at University of Lucknow, Lucknow on 10th August 2022, Punjab University, Chandigarh on 14th August 2022 and Central University of Jammu, Jammu on 17th November 2022.

Series of Policy-Linking Workshops for Setting of Performance Benchmarks for Grade 3

The institute in association with Education Survey Division (ESD), NCERT organised workshop for setting of performance benchmarks for Grade 3 during 21 to 24 June 2022. The standard-setting and benchmarking exercises have conducted on the basis of the data collected through the FLS for setting up of performance standards for foundational literacy in Grade 3.

Regional Post NAS 2021 Intervention Workshop

A 2-day post NAS Intervention workshop was organised in association with ESD, NCERT for ensuring dissemination and understanding of the reports for State/UTs of northern region during 14 to 15 July 2022. During the workshop the district and state level interventions to mitigate the identified learning gaps as called out from NAS reports have developed by the participants.

Programmes on Implementation of New India Literacy Programme

In association with CNCL, Department of Elementary Education, NCERT, Institute organised two-day on Implementation of New India Literacy Programme (NILP) in online mode. The first programme on the Implementation of NILP was organised on 25 May 2022. The second programme on the Development of Resource Material for NILP was conducted on 20 June 2022. This programme targeted the faculty of SCERTs and DIETs and focused on 31 material development on foundational literacy and numeracy through critical life skills. It highlighted the major conceptual points such as the development of primers, application of DIKSHA portal, development of video programmes/online modules, development of training modules for volunteer teachers, development of info graphics/ICT/ e-Content and convergence and collaboration with local bodies.

Manodarpan and Sahyog: Programmes on Mental Well-being of Ministry of Education SAHYOG

The Institute conducts five-day Sahyog programmes after every four weeks, which are telecasted by CIET, NCERT on PM e-Vidya, Official youtube NCERT and on TV channels of various digital platforms from 05:00 to 05:30

p.m. Different types of mental health issues related to adolescent group (eg. Examination stress, drug abuse and depression/anxiety etc) are covered during talk/discussions were attended during the various *Sahyog* conducted in the year 2022-23.

Manodarpan

One and half hour online seminar/discussion conducted on Friday from 02:30 to 04:00 P.M. which was telecasted by CIET, NCERT. However, every fifth Friday, this 90-minute online programme is organised by R.I.E., Ajmer. This programme was conducted as a support for the mental well-being of adolescent students of country. Different types of mental health issues of adolescent group (eg. examination stress, drug abuse and depression/anxiety etc.) are covered in- depth with psycho-social and educational interventions during talk/discussions. The programme is telecasted by CIET, NCERT on PM e-Vidya, Official YouTube NCERT and on TV channels of various digital platforms.

Diploma Course in Guidance and Counselling (DCGC)

DCGC is a 12-month programme conducted every year from January to December. The first phase of the distance learning of the course organised from January to March, which contains working on assignments and on-line orientation and tutorials. The second phase of distance learning conducted from April to May and the activities implemented were working of assignments, on-line tutorials after every 15 days and three-day on-line orientation programme with the support from external experts. The various tutorials are held in on-line mode for providing clarifications related to assignments, portfolio and other activities. Trainees are guided for maintaining a record of work done during the course starting from distance learning phase in the form of a portfolio. Evaluation of assignments and portfolios are done once in two months. The third phase of the DCGC course has a contact programme of three months (July to September) in which intensive practical training and field experience in schools is provided and supervised. Internship projects are also finalised during this period. Written examinations and viva-voce conducted from 19–30 September, 2022. The last phase of the programme (October to December) has internship. During this time, the trainees carry out their project in the areas related to guidance and counselling in a school/ clinical setting/hospital setting with supervision of an external supervisor and internal faculty of the institute. Evaluation of internship is done based on the feedback given by the internal and external supervisors and report submitted by the trainee. There were 39 candidates qualified this course and another six candidates did not appear for contact programme and for written examinations, who will be given one more year to complete the course. The new batch was started in the month of January, 2023. Rajiv Ranjan and Meenakshi Meena are the coordinators of this programme.

Academic Lecture Series

Under the Academic forum of institute, the IQAC organised lectures for the faculty and students. For the year 2022-23, the theme is aspects of NEP-2020 and its implementation. The major objective of the academic forum is to promote academic learning environment and professional development amongst the institute faculty. Some the major lectures were organised are quality Indicator Framework: A Quest for Excellence in Higher Education

Institutions with Reference to National Education Policy 2020 (July 06, 2022), a vision for inculcating core values among learners in context to NEP-2020 (13 July 2022), NEP 2020: life skills and constitutional values (27 July 2022), NEP 2020: creativity and innovation (8 August 2022), and lumpy virus in the current scenario: cause, caution and cure (14 September 2022).

Extension Lectures of Eminent Educationists

The series of extension lectures of eminent educationists is a platform for the Institute students and faculty for academic interaction with eminent educationists. In this programme the eminent educationists are invited to the Institute to enlighten to the students and the faculty of the Institute. The programme is aimed to promote academic excellence, encourage innovative thinking and research. For the year 2022–23, the theme for the Extension lectures is application aspects of NEP 2020 emphasizing "Orientation for Professional Development". Total seven extension lectures were delivered on various themes by Eminent Educationist. The lectures included Green Schools-Responsible Education for Sustainable Future by Virendra Rawat, originator of green school & green university on 29 July 2022; Reforms in Teacher Education in the Light of NEP 2020 by Divya Nagar, former *Vice Chancellor* at Rajasthan Vidhyapeeth in Udaipur on 30 August 2022; Reimagining Vocational Education Envisioned in NEP 2020 by Rajesh P. Khambhayat, former *Joint Director*, PSSCIVE & NTTTR, Bhopal (1 September 2022); Changing Course, Transforming Education, by R. P. Tiwari, *Vice Chancellor*, Central University of Punjab (11 November 2022); Minority Education in the Light of NEP 2020 Aizaz Ahmed, *District Minority Welfare Officer*, Ajmer (12 December 2022); Mathematical Aspects of NEP 2020 by G. Ravindra, former *Director*, NCERT, (17 January 2023); and Global Science for Global Well-being by Sudhir Kumar Mishra, *Scientist* & former *Director General* (Brahmos), DRDO, (28 February 2023).

Expression Series on Eminent Personalities

Under this programme, seven lectures were organised on various occasions. On these occasions various competitions such as essay, poster making, role play, Quiz, rally and Fit India Freedom Run 3.0 etc. were also organised. The details of lectures are as follows:

Occasion	Speakers
Expression Series on Dr. Sarvepalli Radhakrishnan (Teachers' day, 5 September 2022)	Vinod sharma (CEO and co-founder of Brainywood)
Expression Series on Mahatma Gandhi (2 October 2022)	Vinod Teckchandani, Principal GSSS Harrajpura, Masuda Ajmer
Expression Series on Sardar Vallabh Bhai Patel (National Unity Day, 31 October 2022)	Anoop Kumar Atre, SPGC, Ajmer
Expression Series on Moulana Abul Kalam Azad (National Education Day, 11 November 2022)	Reena Vyas, SPCGC, Ajmer
Expression Series on Constitution Day (26 November 2022)	Manoj Awasthi, SPCGC, Ajmer

Expression Series on Srinivasa Ramanujan Aiyangar (National Mathematics Day, 22 December 2022)	Chhavi Sharma, RPS
Expression Series on the occasion of National Youth Day, 12 January 2023	Dr. Swatantra Sharma Head, Swami Vivekanad Center

Workshop for Heads and coordinating teachers of Co-operating Schools for Internship

With the objective to provide a sharing platform and to orient the Heads and teachers of co-operating schools about observation tool, and various assignments to be completed by Interns during Internship including; writing of Reflective journal, observation of lessons of teachers and peer trainees participation in various school activities, etc., the workshop of heads and coordinating teachers of co-operating schools for Internship have been organised on 10 and 11 November 2022 in blended mode. The officials of 42 Jawahar Navodaya Vidyalayas have participated in the workshop for smooth conduction of learning to function as teacher programme (internship) in cooperating schools. The interaction held during the workshop help in smooth conduction of internship of students.

Execution and Maintenance of Mathematics Lab at RIE, Ajmer

The mathematics laboratory in the institute is a place for students to discover mathematics through experiments and informal exploration. It provides a hands-on experience to the students that enables them to explore mathematical concepts in a way that is not possible through traditional classroom teaching. The laboratory relates learning to past experiences and provides new experiences when needed, offering interesting problems for students to investigate. It allows students to take responsibility for their own learning and to progress at their own pace, creating a non-threatening atmosphere for learning. The mathematics laboratory is used by faculty as an effective teaching process that creates innovative models, improves the learning process, investigates new methods, stimulates student interest in mathematics, and increases their understanding of mathematical concepts. In the lab a set of activities is outlined that are appropriate for a school mathematics laboratory, catering to students in Grades VI to X. These activities can be carried out independently by students, under the guidance of a teacher, or can be demonstrated to a small group of students. Additionally, some activities can also be used as teaching aids in a classroom setting.

Celebration of International Earth Day

The International Earth Day was celebrated on 22 April 2022. The theme of the event was "Invest in our Planet." On this occasion, the Bhugyan Society was officially formed. A poster making competition was organised to highlight the value and urgency of climate crises and draw awareness of the students towards earth protection. The event concluded with

a plantation drive in the campus, developing a sense of cooperation and team spirit to save the Mother Earth.

Celebration of International Yoga Day

The International Yoga Day was celebrated on 21 June 2022. Swantantra Kumar Sharma from Vivekanand Kendra, Ajmer was invited to deliver lecture on 'Value and importance of yoga in our daily lives'. The staff and students performed asanas imbibing the valuable traits of yoga and create awareness in society regarding good health of mind, body and soul.

Celebration of National Remote Sensing Day

The birth anniversary of Vikram Sarabhai was celebrated as National Remote Sensing Day on 12 August 2022. A quiz on Geo-Spatial Technology was conducted along with poster making and slogan writing competitions among the students to create awareness and impart information about the life and achievements of Dr. Vikram Sarabhai. The celebration also helped students to understand the importance of remote sensing technology.

Celebration of Independence Day

The 76th Independence Day of the nation was celebrated at RIE campus by the students and staff of the RIE and DMS. On the occasion, the Principal of the Institute Prof. S.V. Sharma hosted the National Flag. The event was celebrated with a cultural programme by the students of the institute and DMS followed by a plantation drive in the campus.

Swacchhta Pakhwada

The *Swacchhta Pakhwada* was celebrated from 1 to 15 September 2022 to exemplify the importance of cleanliness as a moral and civil duty of the citizens of the country. S.V. Sharma, Principal, RIE Ajmer administered a pledge to the staff and students to maintain a clean and green environment. Various activities such as cleaning drive in the campus, rally by the staff and students, poster and slogan making competition, to spread the message of Swachh Bharat Mission and to create an awareness among students were organised during the week long drive.

Celebration of Teachers' Day

Teachers' Day was celebrated on 5 September 2022. A lecture on the value and importance of teacher in the life of an individual was delivered by Vinod Sharma, CEO and co-founder of Brainywood. The lecture focused on upholding the ancient culture of teacher-student philosophy to enrich the modern education

system of the country. The retired faculty members and alumni of the institute graced the occasion and were felicitated at the event. The students presented a cultural programme as a tribute to the efforts of a teacher.

Retired faculty members and alumni of the Institute during the celebration

Celebration of Gandhi Jayanti

The Institute celebrated Gandhi Jayanti and Shastri Jayanti on 2 October 2022. Fit India Freedom Run 3.0 was also organised on the same day to spread the message of fit and healthy India. The initiative was undertaken as a part of *Azadi ka Amrit Mahotsav* to promote and create awareness on fitness. People were urged to inculcate some time for their physical fitness in any form, celebrate achievements of active lifestyle and make a resolve to remain fit on the grand occasion of India's 75th Year of Independence, i.e. *Azadi ke 75 saal, fitness rahe bemisaal*. The students, faculty and other staff members of the institute actively participated in the run led by the Principal, S.V. Sharma. After the Fit India Freedom Run, the students of the Institute and DMS participated in different activities such as Gandhi *bano pratiyogita* and *bhajan gayan pratiyogita* followed by a prize distribution to the winners.

Celebration of 61st Foundation Day of the Institute

The 61st Foundation Day of the Institute was celebrated on 30 October 2022. Pratyusha Kumar Mandal, *Secretary*, NCERT was the chief guest for the occasion. He highlighted the collaborative efforts of NCERT and RIEs in providing qualitative and accessible education at the grassroot level. The event was celebrated with the cultural programme by the students exuberating the

colours of Rajasthani culture. Rajesh Mishra, *Dean* of Instructions extended words of gratitude for Mandal and his valuable insights. The event was followed by a book exhibition in the library exemplifying the variety of academic material available for the staff and students of the institute. The celebration was concluded with a plantation drive in the campus.

Activities during 61st Foundation Day Celebration

Celebration of National Unity Day

The National Unity Day was celebrated on 31 October 2022. There was a Unity Run followed by a lecture by Anoop Kumar Atria, Assistant Professor, S.P.C. Govt. College, Ajmer. The principal of the Institute, S.V. Sharma administered a pledge to the staff members and students to promote and uphold unity in the country. An exhibition presenting the life and major achievements of Sardar Vallabhbhai Patel was also displayed by the students.

Working with Community

For the session 2021–22, the working with community programme for the B.Ed. First Year students was organised from 25 April 2022 to 4 May 2022 wherein the mentors and professors guided and counselled the students, about its intrinsic value in developing an understanding with community. It aimed to provide a platform to the students wherein they can demonstrate the activities for establishing a link with the community and interact with the community stakeholders to become aware about the various government schemes in the field of education. For the session 2022-23, the programme for the students of B.A. B.Ed. Second Year, B.Sc. B.Ed. Second Year and B.Ed. First Year was organised from 29 November to 8 December 2022. The students visited nearby villages, special schools, old age home and Brahmakumari centre and interacted with people to develop an understanding of mutual trust, respect and cooperation in the community.

Working with Community Programme

Students' Internship Programme

Inauguration of Learning to Function as a Teacher (Internship Programme) of B.Ed. Second year, B.Sc. B.Ed. IV year and B.A. B.Ed. Forth year was held on 8 September 2022 at assembly hall of R.I.E., Ajmer as an integral part of the teacher education programme. The students and prospective teachers, who were enrolled in various courses were educated and trained for professional efficiency. The students were also oriented on skills of internship, their roles and functions as interns and field assignments.

Exhibition programme

NSS Activities

For the year 2022–23, the Institute has allotted two units of NSS for hundred students.

'Puneet Sagar' a Cleaning Drive Campaign

The NCC cadets of the institute participated in a cleaning drive *Puneet Sagar* at Foy Sagar Lake Ajmer organised by NCC Unit, Ajmer on 23 September 2022. They also presented street plays to create an awareness about clean water bodies and green surroundings.

Cleaning drive Campaign by Institute NCC cadets

Value Added Course on Communication Skills

A five-day value added course on communication skills under skill development activities was organised from 29 September to 6 October 2022. The course covered various aspects of communication skills such as concept and function of language, soft skills and etiquettes, how to speak confidently, language and communication and language and personality development.

Inter-House Activities

The election of the office bearers of various Houses were held on 11 November 2022. The students democratically elected their representatives for the session 2022–23. The process took place under the supervision of various faculty and staff members of the institute. After the election, the Principal, S.V. Sharma administered oath to the elected representatives. The Inter-House activities and cultural programme were organised from 12 to 14 December 2022 in which students of all the houses participated enthusiastically. Various competitions such as debate (English and Hindi), *rangoli*, slogan writing and dance competitions, etc. were conducted.

Inter-House Sports Competitions were organised on 15 to 16 and 19 December 2022. An Annual Athletic Meet was held on 20 December 2022 in which the students of different houses participated in various sport events.

Inter-house Sports Competitions

Inter-College Athletics Competition

The 35th Inter-College Athletics Competition of the MDS University, Ajmer was organised by Regional Institute of Education, NCERT, Ajmer from 22 to 24 December 2022. The Pricniple, S.V. Sharma welcomed the Chief Guest of the event Chhavi Sharma, *RPS* Ajmer, who officially announced the beginning of the Athletics Meet. The special guest of the event was Digvijay Chouhan, *Secretary*, Games and sports board, MDSU, Ajmer. More than 750 students from more than 80 colleges of the region participated in various sports activities such as relay race, hurdle race, javelin throw, 200 metre race, shot put, etc. The Chief Guest of the valedictory session was Anil Shukla, *Vice Chancellor*, MDSU, Ajmer. The Athletic Meet was concluded with a prize distribution ceremony of various sports events.

Republic Day Celebration

The 74th Republic Day was celebrated on 26 January 2023. The Principal, S.V. Sharma hoisted the national flag which was followed by cultural activities by the students of DMS and the Institute. The celebration concluded with a plantation drive in the campus by the students, faculty and staff.

Republic Day celebrations

Orientation Programme for National Social Service (NSS)

An orientation Programme for National Social Service (NSS) and a cleanliness drive highlighting the value of social service in developing a positive attitude towards one's society and surroundings was organised on 18 January 2023.

NSS Orientation Progaramme

International Mother Language Day Celebrated

The International Mother Language Day was celebrated on 21 February 2023. The faculty members of the institute shared their views on the importance of mother tongue in their own regional language. The students presented poems and narrative regarding the value of preserving and promoting the regional languages of the country.

Prakriti Mela

A three-day workshop was organised from 6 to 8 February 2023 on developing activities related to various environmental issues. This was followed by the celebration of three day *Prakriti Mela* from 9 to 11 February 2023 in the Theme Park. The Chief Guest for the inauguration was Rupender Singh, IGP, Ajmer Range and Nagendra Singh. Various activities such as drawing competition, slogan writing competition, quiz competition and treasure hunt were organised wherein the students from various invited schools actively participated and the winners of the competitions were rewarded

by the principal of the Institute. The Valedictory Function was graced by Rajesh Kumar, *Head*, Department of Environmental Education, Central University, Ajmer and the K.K. Sharma, Former *Vice Chancellor*, MDS University, Ajmer.

Prakriti Mela

e-Office Training Programme

The e-office training programme for the faculties and staff of the Institute and DMS was organised on 13 July 2022 wherein the various tools and techniques of using ICT in academic and administrative works were discussed.

REGIONAL INSTITUTE OF EDUCATION, BHOPAL

Republic Day Celebration

The Regional Institute of Education, NCERT Bhopal, celebrated the 74th Republic Day with much pomp and glory. The event consisted of a parade by the students National Cadet Cops (NCC) and National Service Scheme (NSS). The event started with the arrival of Principal RIE, Bhopal, Jaydip Mandal escorted by the Chief Advisor-Student Council, NCC officer and NSS officer with security supervisor and the guards for unfurling the national flag and hoisting it. After the flag hoisting and singing of the National Anthem, the NCC cadets and NSS volunteers started their parade with the parade commander commanding eight platoons with their platoon commanders and paid their respects to the national flag and celebrated the unity and integrity of the nation.

After the parade came to an end, the program was taken forward with the Principal's message and reading of the Preamble to the Indian Constitution by the Principal, followed by the reading of Constitution. The Principal in his address talked about the different research projects which have been undertaken by the faculty members of the institution. He also talked about the relevance and importance of the new education policy. The program was also attended by the RIE, Alumni and team delegates and the teachers of Maharashtra and Goa.

The event continued with a variety of cultural performances by students, showcasing their talents in music, dance, and drama. The audience was mesmerised by the energy and enthusiasm of the performers. Cultural events started with a pre-primary dance by the kids of DMS, Bhopal. Group song by the DMS choir group followed by RIE students presented a group song *Ae Vatan Vatan Mere Aabaad Rahe Tu* filled everyone with love for Mother India. The cultural program ended with a group dance by RIE on women's condition in today's society. After the cultural program, NSS volunteers and NCC cadets came for their respective songs, i.e, *Lakshya* geet and NCC song. The program successfully ended with plantation by the Principal and staff of RIE and DMS

and refreshment distribution. Overall, it was a day filled with patriotic spirit and a sense of pride in being a part of the nation.

Science Day Celebration

Science Day was celebrated on 28 February, 2023 at RIE, Bhopal. Different activities like Poster Making, Debate, Slogan Writing and Quiz Competition were organised for the students under the theme titled Global Science for Global Well-being.

Internship Programme

The programme focuses on orienting: (a) principals and teachers of cooperating schools on the pedagogical approach, 5E model of lesson plan, writing of reflective diary, observation profile and evaluation profile adopted for internship programme, (b) principals and teachers of cooperating schools about their roles and responsibilities during the internship programme, (c) the interns about the schools in which they will be placed and their expected role in the school.

It is one of our flagship programmes in teaching for B.A.-B.Ed., B.Sc.-B. Ed. Seventh semester and 2 year B.Ed third semester programme. Objectives of the programme are to provide students the overall teaching experiences for their coming future. This programme also offers to look into the challenges and problems of real-life classroom situations. It gives the opportunity to gain and experience the field of teaching from the ground reality. Under this programme all the Principal's and Headmasters of different schools like State Board Schools, Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas will be invited to interact with the students for the better understanding about internship in teaching programme.

A one-day conference was organised on 20 September 2022 at PSSCIVE Auditorium in RIE, Bhopal, in which different activities were organised i.e., showcasing of model lessons in respective subjects, sharing of experiences in using observation, evaluation profiles, discussing co-curricular activities to be organised in school and group-wise discussions of interns with their allotted respective cooperating school principals and teachers, to share their experiences, to inform interns about the facilities available in schools and schools' expectations from the interns.

The conference provided a platform to the interns of the institute for interaction with the principals of the schools where they were placed for their internship in teaching programme. It helped them to understand the expectations and different responsibilities which they had to perform during this period in school.

Working with Community

The Working with Community (WWC) is a unique programme designed to provide the real life experience of the village to the students of RIE, Bhopal with an objective to provide community experience/exposure to the students of RIE, Bhopal; to launch awareness campaign on literacy, gender equity, RTE, child rights, AIDS, COVID, superstition, dogmas, *Swachhta*, etc.; to provide students the knowledge conducting surveys and research; to conduct case studies/surveys on drop-outs, farmers, animal husbandry, dispensary, farmer's wife, *Aaganwadi* centres, Teachers, etc.; to provide the multi-cultural experience to the students; to provide the experiences of real school situations of the

village; to organise various cultural programmes to bring awareness among the community on various issues like girls education, literacy, COVID, etc.

Villages were selected taking in to consideration the objectives of the programme. The student-teachers of the institute visited the villages for five days and carried-out different activities. They were engaged in activities like, conducting educational survey of the village, conducting case-study of the families, farmers, anganwadi's female farmers. They also did awareness programmes on literacy, sanitation, AIDS, COVID through *Nukkad Nataks.* The daily programme schedule was prepared to conduct the programme effectively and successfully. From 9.30 a.m. to 5.30 p.m. various activities were organised. The various tools for conducting surveys and case studies were developed well before conducting the programme in consultation with the educationists and the experts. These tools were used for the collection of data.

School is established by the society for the education of its children. Citizens want to fulfill their aspirations of the children through the school. To bridge the gap between the theory and practice of teaching it is necessary to link the school and society with the institutes of higher learning, i.e., teacher education institutions. The faculties of the teacher education institutions need to constantly interact with the villagers, learners and other stakeholders of education. It is required to hold discussions with these stakeholders in order to keep themselves aware on the issues and problems related to the society, in general and education, in particular. The teacher educators may intervene and introduce some new techniques and approaches of learning in the school. It is necessary to provide teaching support to the teachers of the school to conduct research on some of the emerging issues on education at the micro level. The experts in the field of education may visit the school and provide suggestions for the overall qualitative improvement of the education in the school. Therefore, it was felt that a village may be adopted near Bhopal city and the faculties of the institute will continuously interact with the teachers and can provide input to the teachers for the qualitative improvement of the school.

Presently, a marked gap can be experienced in the theory and practice of teaching. It may be due to the lack of experience of the teachers about the society, its needs and aspirations. The student-teachers, after being appointed as teachers, find it difficult to adapt themselves to the real learning situations. It was experienced that they were unable to carry-out innovative practices in their teaching-learning process. This may be due to the lack of community participation on the part of the student-teachers. Therefore, there is a need to provide the community experiences to the student-teachers, so that they can make themselves aware of the socio-cultural, educational, economical issues and problems related to the society and can prepare themselves to be teacher-practitioner.

A total of 120 students of B.Sc.-B.Ed. and B.A.-B.Ed. third semester participated in the five-day working with community programme which was organised from 2–6 January 2023, in nearby villages i.e., Mindori, Mindora, Intkhedi, Jatkhedi, Ratibadh and Neelbadh. The students did case studies on Anganwadis, schools drop-outs, village infrastructure, economy of the village, etc. They also interviewed the village sarpanch, farmers, female farmers, teachers, doctors, anganwadi workers, etc. Students lunched the awareness campaign for *Swasth Bharat Swachh Bharat,* girl-child protection, girls'

education, eradicating superstitions, Right to Education, health and hygiene, nutrition, cleanliness and dowry. Students launched awareness campaign in all the villages they visited. Students also performed *Nukkad Natak* and motivational songs in the villages to spread awareness on various themes.

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

Celebration of International Day of Yoga

The International Day of Yoga 2022 was celebrated from 22 April 2022 to 21 June 2022. The main objective was to promote yoga practice for healthy and stress-free life. Lecture-cum-workshop on yoga was organised on 22 April, 2022 for the students of DCGC on the topic Effects of Yoga on Mental and Physical Health and basic yoga practices such as relative content of physical postures and exercises (*Asanas*), breathing techniques (*Pranayama*), deep relaxation, and meditation practices were also held.

A *Paricharcha*/panel on the topic 'Yoga the Tool for Balancing Body and Mind' an initiative of PM e-Vidya through CIET, NCERT and Regional Institute of Education, Bhubaneswar was held on 13th May, 2022. The deliberation by panelists on yoga was clubbed under the activities of International Day of Yoga 2022 wherein the experts/panelists elaborated concept, benefits and implementation of Yoga practices for the benefits of students, teachers, school authorities and other stakeholders. The training programme on Common Yoga Protocol (CYP) through trained Yoga Expert was conducted at the Institute from 17 May 2022 to 31 May 2022. During the training programme yoga charts and standees were displayed around the yoga practice site. Live online interaction on yoga was organised through *Sahyog* programme by RIE, Bhubaneswar from 30 May to 3 June 2022. The topics of discussion were on 'Yoga for Self-care', 'Stress-free with yoga', how yoga can make children feel relaxed in moments of tiredness or commotion, improving memory, academic performance and raising awareness of their own emotions, habit of 'positive thoughts through yoga' and on 'Yoga and Physical Well-being'. Yoga Practice on Common Yoga Protocol on 21 June 2022. Finally, International Day of Yoga 2022 was celebrated on 21 June, 2022 which was inaugurated with the introductory remark by P.C. Agarwal, *Principal,* RIE Bhubaneswar and more than 200 students and staff of the Institute have participated in the event.

Har Ghar Tiranga Campaign

Har Ghar Tiranga campaign was organised under the aegis of *Azadi Ka Amrit Mahotsav* during 11 – 17 August 2022. The 'creatives', as instructed, has been downloaded and uploaded on the Institute website and the twitter account. The students and staff of the Institute and DM School were made aware about the *Har Ghar Tiranga* campaign with the vision to hoist National Flag at their respective homes during Independence Day celebration week and were advised to display selfie with flag on their social media platform and on *Har Ghar Tiranga* Website. National Flag was hoisted in all the official buildings, Hostels and the homes of the staff members of the Institute during 11–17 August, 2022. On the eve of the Partition Horrors Remembrance Day, an exhibition was organised on 14 August 2022. *Prabhat Pheri* under the aegis of *Har Ghar Tiranga* campaign

was held on 15 August 2022 with the participation of around 230 students and staff of the Institute and DM School.

Fit India Freedom Run 3.0

The Fit India Freedom Run 3.0 was organised during 2 October 2022 to 31 October 2022 to commemorate *Azadi ka Amrit Mahotsav* with the theme *Azadi ke 75 saal* fitness *rahe bemisaal*. Plog Run was organised in the Institute campus on 2nd October, 2022, to mark Gandhi Jayanti with participation of 100 participants (students and staff). Bicycling was organised on 12 October 2022 in which around 80 participants took part. The running event was organised on 20 December 2022 had a participation of 200 participants. The walking event was organised on 31 October 2022 as a Unity Run with 200 participants. The events were inaugurated by P.C. Agarwal, *Principal*, RIE, Bhubaneswar. The objective of the theme was achieved through these various events with great enthusiasm and zeal by all the participants.

Janjatiya Gaurav Diwas

Celebration of Birth Anniversary of Bhagwan Birsa Munda, as *Janjatiya Gaurav Diwas* was organised on 15 November 2015. Display of Books, References: The legacy of tribal leaders like Birsa Munda, Tilka Manjhi, Sidhu Kanhu Murmu, Vir Surendra Sai, Rani Gaidinliu, Tirot Sing, Govind Guru, Laxman Nayak, Narayan Singh, Alluri Seetharama Raju as well as other unsung heroes of Janjati communities has been disseminated through display of books and posters in the Institute Library. Debate Competition on the theme 'Contribution of *Janjati* heroes in freedom struggle' was held.

Celebration of National Science Day

The National Science Day was celebrated on 28 February 2022 along with activities to engage and inspire students with science and technology for National Science week. On the occasion Venkata Rao, Head, Community Medicine, SOA University was the Chief Guest, who has done a tremendous amount of work in the epidemiological study of COVID-19 and vaccine trial addressed students and faculty members on COVID-19 prevention and its epidemiological studies.

Extension Lecture Series

The extension programme aimed to enlighten the students and faculty on issues of vital importance in the field of education and to provide a forum to students and staff for academic interaction with eminent educationists. Besides, the programme helped in enriching the knowledge and understanding of trainees and faculty by way of sharing of the experiences of the persons of eminence in the field of education. During the year, the following lectures were conducted.

Sl. No.	Name of the Institute/ College/Organisation	Total no. of students	Date of the Visit
1.	Teacher Education in 21st Century	B. P. Bharadwaj, G. iswanathappa, N. Pradhan and M.A. Khader	17 October 2022
2.	Celebration of National Unity Day-2022	Pravat Kumar Roul	31 October 2022

3.	National Education Day (Birth Anniversary of Maulana Abul Kalam Azad)	Neelima Gupta	11 November 2022
4	National Constitution Day	Niranjan Barik	26 November 2022
5.	Talk on "The Role of Municipal Corporation"	Vijay Amruta Kulange, IAS	15 December 2022

Expression Series

The specific objectives to organise expression series on eminent personalities are to promote and preserve cultural heritage of the nation and to promote literacy activities among students to enhance their thinking skills, to bring out their creative expression and to promote constitutional values. During the year, the following lectures were conducted

SI. No	Topic	Date
1	131st Birth Anniversary of Bharat Ratna Baba Saheb Bhim Rao Ambedkar	14 April 2022
2	Teacher Education in 21st Century	17 October 2022
3	Celebration of National Unity Day-2022	31 October 2022
4	National Education Day (Birth Anniversary of Maulana Abul Kalam Azad)	11 November 2022
5	National Constitution Day	26 November 2022
6	Talk on "The Role of Municipal Corporation"	15 December 2022
7	*Parakram Diwas (*126th Birth Anniversary of Subhash Chandra Bose)	23 January 2023

School Internship in Pre-service Teacher Education (B.Ed.) Programme of RIE, Bhubaneswar

The internship was organised in three phases such as pre-internship, internship and post internship. The pre-internship conference for cooperating school heads, teachers, student teachers and institute faculty members was held on 9 to 13 September 2023. The student teachers, cooperating school heads and teachers, were orientated on modalities of school internship. During the present session 107 student teachers of B. Ed. were placed in fifteen Jawahar Navodaya Vidyalaya (JNVs) of Bihar, Jharkhand, Odisha and West Bengal from 16th September 2022 to 10 January 2023. Student teachers were involved in different activities such as observation of online classes of cooperating teacher, online peer observation, unit plan and lesson plan, transaction of lessons, conducting action research, developing e-content/materials and achievement test and maintaining reflective diary, etc. Post internship conference was held at the institute from 18–19 January 2023 for sharing innovations, challenges and experiences of student teachers. The reflections would be useful for planning the future school internship programmes. An exhibition was organised on 19 January 2023 by student teachers showcasing two best learning resources used during school internship.

School Exposure and Multicultural Placement Programme of B.Ed. students

Multicultural programme for B.Ed. two year (II Semester) student teachers was organised to familiarises student teachers about the functioning of the schools, role of teachers and head teachers, school activities, peer teaching and

process of action research. The programme was conducted in two phases; school exposure and multicultural programme. The first phase of the programme was held in different schools located at Bhubaneswar from 5 to 9 December 2022. The second phase of the programme was held in different schools located at Talcher, Angul from 20 February to 4 March 2023. For this pahse, different types of schools such as state government schools, DAV schools, Sri Aurobindo Integral Education Centre, Saraswati Sishu Vidya Mandir were selected. The students were placed in different types of schools in phased manner so that all students can get diversified experiential learning. The student teachers expressed their satisfactory learning experience from the multicultural programme in the post conference held at RIE, Bhubaneswar on 6 March 2023. All activities related to Multicultural placement of B.A., B.Ed. VI semester students were completed during field visit to Angul District from 24 February 2022 to 6 March 2023. All activities related to Multicultural placement of B.Sc. B.Ed. VI semester students were completed during field visit to Dhenkanal District from 24 February 2023 to 7 March 2023.

Working with Community for two-year B. Ed. programme

Considering the value of maintaining a consistent and conducive relationship between the school and community, Field Work with Community (FWC) programme is an integral part of two-year B.Ed. Curriculum of Regional Institute of Education, Bhubaneswar. The objective is to develop an insight in to the various aspects of community participation in educational programmes, and to enhance their ability to enlist community support for school and contribute for nation's development. It aims at enabling the student teachers: (1) to acquaint with the factors working within the society, community, i.e., knowledge of social realities; (2) develop the dignity of labor among student-teachers; (3) arouse their interest in the social and economic reconstruction of the country; (4) make the student-teacher aware with the educational problems and needs of the society; (5) prepare pre-service teachers for sustainable development; and (6) develop the personality of the student-teacher through community service. Keeping the above objectives in front, ten days working with community programme for B.Ed IVth semester students was organised at Angul district, Odisha. The students carried out different activities on all of the ten days. They were engaged in activities like conducting educational survey of the village/community (Gender, environment, health & hygiene, awareness on RTE Act, 2009, utilisation of community resources, etc.). In addition, the student-teachers carried out Yoga, physical exercises, *Nukad Natak* on various social issues, promoting '*Swachh Bharat* Campaign', etc.), rally for creating awareness of social issues, cultural exchange programme. Working with community programme for B.A., B.Ed. VIII semester students was organised from 26 February 2022 to 4 March 2023 in Angul District of Odisha and Working with community programme for B.Sc. B.Ed. VIII semester students was organised from 9–14 March 2023 in Dhenkanal District of Odisha.

Pre-school Centre in Demonstration Multipurpose School

The objectives of the programme were to plan and organise of developmentally appropriate practices for preschool children. Twenty-five students each in lower pre-primary and upper pre-primary were admitted on the basis of random selection. Two teachers and two lady helpers were selected through interview. The teachers were oriented on developmentally appropriate practices and the

perspectives and recommendations of the NEP 2020 on foundational years. Weekly action plan and corresponding activities, i.e., physical development, language development, socio-emotional and cognitive development were developed for implementation of the programme. A format on developmental profile of students was developed in house depicting developmental characteristics of pre-schoolers. Workshop on toy-based pedagogy was organised from 23-24 November 2022 participated by 50 parents and teachers. The parents were oriented on pressures on pre-schoolers, promoting enabling environment at home, play and early education, assessing young children and other relevant areas. The programme was evaluated by collecting feedback from parents, team members and children. The reflections of parents, teachers and team members revealed provision of more facilities and resources.

National Conference on Mathematics Education

The 11th National Conference on Mathematics Education was conducted at RIE, Bhubaneswar from December 21-22, 2022 in commemoration of the birth anniversary of the great mathematician Srinivasa Ramanujan. The conference focused on different recommendations of NEP 2020, and to find out different ways to incorporate the recommendations for improvement in the school mathematics. The conference provide a platform to all stakeholders working in the field of mathematics education to share their experiences, researches, innovative practices and their impact in improving the quality of mathematics education. Sixty-one participants from eighteen different states of the country presented their research papers in this conference.

Activities under Azadi Ka Amrit Mahotsav (AKAM)

Various activities were organised at the institute under *Azadi ka Amrit Mahotsav.*

❑ A poster making event was organised on 31 January 2023 on the theme, *Ek Bharat Shreshth Bharat.* Students of B.Sc.-B.Ed., B.A.-B.Ed., and B.Ed. programme participated in the poster making and exhibited their creative ideas related to the theme in the form of posters.

❑ A webinar on Mental Health was organised on 27 February 2023. I.P. Gowramma, *Professor* in Education, RIE, Bhubaneswar was the speaker of the webinar.

❑ An ethnographic documentary on Santhals developed by Abhijit Patro was screened on 22 March 2023. All the staff members and students joined the programme followed by a reflective session. Faculty members and students of the institute expressed their views on tribal empowerment based on the documentary displayed.

❑ *Paricharcha* and *Sahyog-* Live session organised by Manodarpan initiative of Ministry of Education, Govt. of India for psychosocial support and mental well-being of students.

PARICHARCHA	
Date	**Topic**
07/01/2022	Sharing and Caring is Essential for Mental Well-being
18/02/2022	Prevention of Substance Abuse Among Adolescents in School
01/04/2022	Enhancing Motivation for Change in Substance Abuse Treatment
13/05/2022	Yoga the Tool for Balancing Body and Mind

24/06/2022	Social World of Children
05/08/2022	Necessity of Physical Education in the Contemporary Life Style.
16/09/2022	Adolescents and Responsible Decision Making Skills
28/10/2022	ICT Use and Mental Health Among Adolescents
09/12/2022	Coping Skills for Exam Stress

Sahyog	
Date	**Topic**
24/01/2022	Self-help is the Best Help
25/01/2022	Addressing the Challenges of Online Learning
26/01/2022	Supporting Online Learning
27/01/2022	Counting Blessing During Adversity
28/01/2022	Future Prospects of Online Learning
07/03/2022	Substance Abuse: Time to Stop
08/03/2022	Substance Abuse- A Harmful Effect on Youth
09/03/2022	Exposure to Drugs: A Question of Choices
10/03/2022	Tune in to Your Body- A Must
11/03/2022	Substance Abuse: Why and why not
18/04/2022	Leisure Time use and Adolescent Mental Well-being
19/04/2022	Get Back to School and Keep up with the Changes
20/04/2022	Life Skill Education: The Way to Enhance Values in Students
21/04/2022	Self Awareness: Know Yourself
22/04/2022	Self Management— Stay Focussed on Your Goal
30/05/2022	Yoga for Self-care
31/05/2022	Stress free with Yoga
01/06/2022	Yoga for Enhancing Academic Performance
02/06/2022	Habit of Positive Thoughts through Yoga
03/06/2022	Yoga and Physical Well-being.
11/07/2022	Self Discipline and it's Impact on Mental Health
12/07/2022	Work to Deal with Stress
13/07/2022	Positive Body Image Building
14/07/2022	Assertiveness for Harmonious Living
15/07/2022	Developing Creativity Among Students
22/08/2022	Environmental Influence on Child Psychology
23/08/2022	Influence of Peer Pressure on Career Choice of Adolescents
24/08/2022	Developing a Positive Body Image
25/08/2022	Turning Challenges into Learning Experiences
26/08/2022	Asking for Help is a Strength: Mental Well-being
03/10/2022	Importance of Activities for the Advancement of Mental Well-being
04/10/2022	Adolescents Problems and their Management
05/10/2022	Conflicts in Adolescents

06/10/2022	Emotions Arrayed: Need and Essence of Psychological First Aid
07/10/2022	Nurturing Leadership Skill in Adolescents
14/11/2022	Knowing Yourself: How to Improve your Understanding of Others
15/11/2022	Importance of Sleep for the Well-being of Adolescents
16/11/2022	Building Soft Skills
17/11/2022	Developing Healthy Relationship.
18/11/2022	Changing Stress and Anxiety Dynamics: A Penetration of Social Media

REGIONAL INSTITUTE OF EDUCATION, MYSURU

Independence Day Celebrations

On the occasion of Independence Day on August 15 2022, Y. Sreekanth, *Principal*, RIE, Mysuru as the chief guest took the guard of honor from the students. After unfurling the national flag, he addressed the students and explained about the supreme sacrifices of the Indian soldiers and the freedom fighters of India. He also spoke about the unity in diversity, which is the foundational value of India. The students of RIE, Mysuru and DMS rendered patriotic songs in the regional languages.

Independence Celebration at RIR, Mysuru

Republic Day Celebrations

Republic day was celebrated on January 26 2022. Principal, Y. Sreekanth was the Chief Guest. He took the guard of honor from the students of DMS and RIE Mysuru. After unfurling the national flag, he addressed the students and explained about the significance of the republican structure of India and the importance of the constitution and the federal structure of states. The students of RIE and DMS rendered patriotic songs in the regional language.

Science Day Celebrations

National Science Day was celebrated on 28 February 2022 with a panel discussion on integration of science and technology for a sustainable future. 200 Students, internal faculties and two external resource persons had taken part in the programme.

Celebration of National Arts Day

National Arts Day was celebrated on 9 November 2022, with the theme *Bande Bharat* by carrying out music, dance, painting, etc., competitions, skills and

demos on Art Integrated learning i.e., Science, Arts, Maths and Environmental Science and Art Exhibition.

Internship Programme

The internship in teaching for the year 2022 was conducted for the XI semester MSc. Ed. (physics, chemistry and mathematics); VII Semester B.Sc. B.Ed. (PCM & CBZ), B.A. B.Ed. and M.Sc. Ed. (Physics, Chemistry and Mathematics); III semester B.Ed. students. For the XI semester MSc. Ed. (Physics, Chemistry and Mathematics) the internship is for a duration of three weeks, for the VII semester B.Sc. B.Ed. (PCM & CBZ), B.A. B.Ed. and M.Sc. Ed. (Physics, Chemistry and Mathematics), for a duration of eight weeks and for the III semester B.Ed. students it is of 16 weeks. 33 cooperative schools were selected for this purpose in the neighborhood. A two-days pre-internship conference was organised from 21–22 October 2022, wherein about 50 cooperative teachers participated. During this time the cooperative teachers were oriented about the internship activities of the students, and how to supervise and assess the lessons. The three weeks internship for XI semester M.Sc. Ed. (physics, chemistry and mathematics) started on 27 October and concluded on 19 November, 2022. The eight weeks internship for the VII semester B.Sc. B.Ed. (PCM & CBZ), B.A. B.Ed. and M.Sc.Ed. (Physics, Chemistry and Mathematics) started on 27 October and concluded on 17 December 2022. The first phase of eight weeks of internship for the III semester B.Ed. started on 4 November and concluded on 23 December 2022. The second phase of eight weeks began on 1 January and concluded on 28 February, 2023.

Working with the Community

Working with community activity was conducted for the B.Ed. IIIrd semester students. The activity was undertaken by 50 B.Ed. students in their neighborhood community interacting with local community, parents of school children, teachers and students. B.Ed. students have conducted the survey on the areas: (a) How the online school education was conducted during pandemic period for the children, and how effective is the online education in terms of education progress of the children; and (b) How the online education was facilitated by parents for the children and what are the problems and challenges of students, parents and teachers. The students prepared a report after interviewing six community members (two women) on awareness and prevention and coping up measures from COVID-19 in the neighborhood. The activity reports were assessed by faculty in the education department.

North East Regional Institute of Education (NERIE), Umiam

National Seminar on Shifting Focus in School Curriculum— from Context Based to Competency Based Learning

A national seminar was conducted on 2 and 3 February 2023, at NERIE, Umiam. The objective of the seminar was to create a platform for discussion, dissemination of ideas, sharing of experiences in school education in the backdrop of NEP-2020. The following themes/sub-themes were selected: (1) changing paradigm in school education; (2) Competency based curriculum at various stages of school education; (3) Pedagogic practices at various stages

of school education; and (4) NEP-2020 and cross- curricular pedagogical approaches. D.P Goyal, *Director* IIM Shillong-Chief Guest delivered the inaugural address and Nilima Bhagabati, *Professor Emeritus*, Guwahati university delivered the keynote address. Sharad Sinha, *Head*, Department of Teacher Education, NCERT, New Delhi, highlighted the role of NCERT in effecting the paradigm shift in school education.

Internship Programme for 2 Years B.Ed Students

As per the syllabus, 12 weeks internship was carried out in ten schools in and around Shillong city where maximum 5 student trainees (46 students) were attached to each of these schools. Prior to this, pre-internship was carried out in the institute, in which students were prepared with teaching practices and other activities to be performed in the selected schools, orientation-cum-meeting was organised on the 29 March 2022 with all the heads of cooperating schools. In this meeting, school's representative was briefed with the different activities that the student trainees need to carry out in their schools, and the support that student trainees required from the schools, followed by sharing of concerns on how to overcome if any. It is in this orientation that student trainees also get to meet and interact with the schools of which they were assigned to. The objectives of the internship were to develop various teaching skills for effective teaching, competencies for classroom transaction, get practice in preparing various kinds of teaching aids and prepare teachers dairy of their day-to-day work. The school internship started from 4 April to 10 June 2022. During this period students trainees completed 60 lessons (30 from each method subjects), 15 peer observation lessons and 2 criticism lessons. Other acitivites such as preparation of time table, portfolio, school assembly, teachers diary, minutes of the teachers meeting, etc., were also carried out by the students.

Celebration of International Yoga Day

North East Regional Institute of Education a constituent unit of NCERT celebrated the Eighth International Yoga Day at the auditorium on the 21 June 2022 from 8:45 am to 10:00 am. The celebration started with B. Barthakur, *Principal* of NERIE welcoming the Yoga expert Keralin Rajee, and all the faculty members, staff, students and family members who attended the programme. B. Barthakur highlighted on the importance of Yoga and that on 11 December 2014 the UN declared the 21 June as an International Yoga Day and thereafter on the 21 June the International Yoga Day has been annually celebrated worldwide. Basansy Kharlukhi, programme coordinator introduced the Yoga Instructor to the house and invited her to give a brief talk about the benefits of Yoga and how yoga can help individuals. Keralin Rajee briefly enlightened the house that yoga is about building relationship between the body, the mind and the breath. It is about creating space free from obstacles in our own body to live and release the negativities from the body.

Celebration of National Science Day

National Science Day is celebrated every year in India on February 28 in commemoration of Nobel Laureate Sir C. V. Raman's landmark discovery of the Raman Effect on 28 February 1928, for which he was awarded the Nobel Prize in physics later in 1930. Like every year, this year also National Science Day was celebrated in North East Regional Institute of Education, NCERT,

Umiam, (Meghalaya) with great enthusiasm on 28 February 2023. This year the theme of the National Science Day is 'Global Science for Global Wellbeing'.

Celebration of the 29th NERIE Foundation Day

The North East Regional Institute of Education (NERIE) celebrated its 29th Foundation Day on 21 March 2023, at NERIE, NCERT, Shillong. A welcome address was given by Shatarupa Palit, *Associate Professor*, NERIE. The role and functions of NERIE F.G Dkhar (*I/c Principal*). C.D Lyngwa, *Director* DERT, Govt. of Meghalaya, and our Chief Guest - B.D.R. Tiwari, IAS (*Commissioner* and *Secretary*, Education, Govt. of Meghalaya). Various other programmes like documentary screening, prize distribution and cultural programmes were carried out during the celebration. The celebration ended with a vote of thanks by Seema R, *Assistant Professor*, NERIE.

Celebration of the 62nd NCERT Foundation Day

The North East Regional Institute of Education (NERIE) celebrated the 62nd Foundation Day of NCERT on 1 September 2022. The Chief Guest of the celebration was Meena Kharkongar, former *Chairperson*, SCPCR, Meghalaya and the Guest of Honour, D P Goyal Director IIM, Shillong. B. R. Dkhar hosted the celebration. F G Dkhar gave the welcome address and shared her views on NCERT's challenges and achievements it has faced during the years.

Celebration of International Mother Language Day (Matri Bhasha Divas)

The International Mother Language Day (*Matri Bhasha Divas*) was celebrated on 21 February 2023 in the NERIE, auditorium. The Chief Guest for the occasion was Ajit Mohanty retired *Professor* of JNU. He is also the former Professor and ICSSR National fellow, Chief Advisor, NMRC, JNU, New Delhi. The programme was held in online mode attended by faculty, staff and students. The program began with the *Saraswati Bandana* followed by welcome address by F. G. Dkhar, brief introduction by Shatarupa Palit and vote of thanks by M. G. Wallang. Ajit Mohanty talked about the importance of language, how a child moved from home language to concentric layer of multi-linguicism, the importance of mother tongue for early education and moving from mother tongue to other tongue. commemorating the importance of International Mother Language Day, a speech competition was held for the students. Winners were given cash prizes and certificates and certificates were also provided to all participants.

7. Major Schemes of MoE coordinated by the NCERT

NCERT undertakes various research, development, training and extension programmes for quality improvement in school and teacher education. The apex academic committee of the Council which approves these programmes is the Programme Advisory Committee (PAC). Apart from these, the MoE entrusts the Council to implement its various schemes/projects that are related to school and teacher education approved by Programme Approval Boards (PABs) of MoE. Different Constituents of NCERT are assigned the responsibilities to implement the scheme effectively. During the year 2022-23, the Council implemented the following schemes.

Major Programmes Under *Samagra Shiksha* – Integrated Scheme for School Education

National Population Education Project

National Population Education Project is being implemented in 36 State/UTs and 4 RIEs. Different activities carried out by all implementing State/UTs and RIEs of NCERT includes material development, advocacy, training, curricular activities, research and evaluation, publication/documentation and monitoring.

e-Materials and Eleven Short Duration e-courses on Health and Wellness

Eleven modules of School Health and Wellness Programme were converted into e-course content. Eleven modules of *Ayushmaan Bharat* School Health and Wellness Programme namely Growing Up Healthy, Emotional Well-being and Mental Health, Interpersonal Relationships, Values and Responsible Citizenship, Gender Equality, Nutrition, Health and Sanitation, Prevention and Management of Substance Misuse, Promotion of Healthy Lifestyles, Reproductive Health and HIV Prevention, Safety and Security against Violence and Injuries, and Promotion of Safe Use of Internet, Gadgets and Media were converted into e-course content as per the discussion and suggestions given by the experts during the two workshops held from 13 to 17 February, 2023 and 27 February to 3 March, 2023 at DESS Conference Room, NCERT, New Delhi. Total 47 participants/resource persons/faculty members from universities, NCERT, Govt. institutions, Ministry, UN Agencies and Non-government organisation participated in these workshops.

Training Programme under School Health Programme under NPEP

S. No.	Venue	Date
1.	Interactive Training Programme	NCERT, Delhi, 9–12 January 2023

NCERT

2.	Interactive Training Programme for SRPs under School Health Programme	RIE Bhubaneswar, 6–9 February 2023
3.	Interactive Training Programme for SRPs from State/UTs and RIEs	Puri, Odisha, 10–12 September 2022

Integration of Population Education and Adolescence Education, reinforcement of the already integrated elements in the content and process of school education, and teacher education, with a focus on life skills development among adolescents the major thrust areas of the NPEP. Adolescence Education in particular lay special emphasis on strategies focused on life skills development. In order to ensure effective organisation of the life skill development-based activities, teachers need to be trained, for which resource persons drawn from concerned National Agency/States/UTs are trained in themes such as school health and wellness, adolescence education and population education.

Interactive training programmes focus on issues such as Growing Up Healthy, Emotional Well-being and Mental Health, Interpersonal Relationships, Values and Citizenship, Gender Equality, Nutrition, Health and Sanitation, Prevention and Management of Substance Misuse, Promotion of Healthy Lifestyle, Reproductive Health and HIV Prevention, Safety and Security Against Violence and Injuries, Promotion of Safe Use of Internet and Social Media Behaviour.

National Project Progress Review (PPR) Workshops of National Population Education Project (NPEP)

The PPR meeting was held in Ujjain, Madhya Pradesh in collaboration with College of Teacher Education, MPCERT, Ujjain from 11 to 14 March 2023. The Project Progress Review Meeting was organised at Ujjain from 11 to 14 March 2023. Eight States/UTs SCERT directors and 65 Project officials have attended the meeting. All the RIE officials also attended the meeting. The programme was inaugurated by Dinesh Prasad Saklani, *Director*, NCERT, and Pratyusa Kumar Mandal, *Secretary*, NCERT graced the occasion. In valedictory function, Sridhar Srivastava, *Joint Director*, NCERT addressed the audience about the importance of the project implementation.

The Mid- Term Review Meeting was organised at Puri, Odisha from 10-14 September 2022. In this meeting a total of 70 officials attended from 36 States/
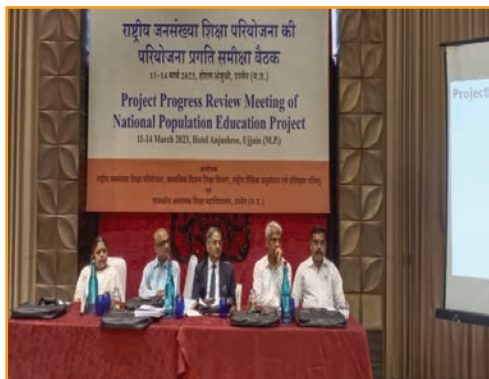
Officials of Project Progress Review meeting in Ujjain, Madhya Pradesh and Puri, Odisha

UTs and 4 RIEs. The objective of the meeting was to review the progress of approved activities from 1 April to 5 September 2022 conducted by respective states/UTs and RIEs and to deliberate upon issues and challenges encountered with regard to its implementation. The programme was inaugurated by Prof. Dinesh Prasad Saklani, Director, NCERT.

National Role Play and Folk Dance Competition

National Role Play and Folk Dance competition was organised at NCERT, Delhi, from 6 to 9 December, 2022. In this event students from 27 States/UTs and 5 DMS have participated. This programme was inaugurated by Dinesh Prasad Saklani, *Director*, NCERT. The winning teams were given a Merit Certificate with memento, and other students were given participation certificates. The objective of the event was to provide life skills through role play and folk dance competition. There are various themes covered from the national scheme of role play and folk dance. In the valedictory function Ramesh Chandra Gaur, *Director* NSD, Delhi, blessed the students and suggested various dramas and play that can be part of their life during schooling and college. He also highlighted the need to promote old tradition, culture, folk, play, drama and *nukkad natak* to be given importance for a better lifestyle and holistic health.

MANODARPAN CELL

Mental Health and Well-being of School Students—A Survey, 2022

The Mental Health and Well-being of School Students—A Survey, 2022 was conducted between January, 2022 to March, 2022 on 3,79,842 students of Classes VI to XII from 28 States and 8 UTs across different types of schools. The survey was undertaken to explore the perception of students with regard to their mental health and well-being. The survey was conducted through a bilingual (Hindi and English) google form. Findings from the survey revealed that the majority of the students commonly experienced happiness and expressed satisfaction with school life, which declined as they moved to the secondary stage. Studies, examinations and results were reported by students as causing anxiety. Yoga and meditation, making attempts to shift the way they think, and writing journals were reported as frequently adopted strategies by students for coping with stress. The survey provides important leads in the area of mental health and well-being of students that can be the basis for taking up related work in school curriculum, teacher education curriculum, and other areas related to education of children. The survey report was released by the MoE on 6 September 2022.

Orientation Programme for SCERT/DEOs/CBSE/KVS/ NVS on 'Mental Health and Well-being of School Students: A Survey' on Early Identification and Intervention for Mental Health Problems in School-going Children

In an attempt to orient the stakeholders at State and District level to Mental Health Survey findings, an orientation programme for SCERT/ DEOs/CBSE/ KVS/NVS on 'Mental Health and Well-being of School Students— A Survey' and a Handbook on Early Identification and Intervention for Mental Health Problems in School-going Children was organised. It aimed to sensitise the stakeholders towards concerns and issues related to mental health. Around 500 participants attended the programme which was live streamed.

Consultation Meet of School Education Boards on Curricular and Assessment Reforms as envisaged in NEP 2020. Session on 'Mental Health and Well-being of School Students— A Survey' and Handbook on Early Identification and Intervention for Mental Health Problems in School-going Children

A consultative meet of School Education Boards on Curriculum and Assessment Reforms as envisage in NEP-2020 was organised, and the Sessions on "Mental Health and Well-being of School students— A Survey" and early Identification and intervention for Mental Health Problems in School going Children' were held in which around 40 participants from various boards attended.

S. No.	Programmes	Venue & Dates
1.	Orientation Programme for SCERT/DEOs/CBSE/KVS/NVS on 'Mental Health and Well-being of School Students—A Survey' and Handbook on Early Identification and Intervention for Mental Health Problems in School-Going Children	Live-streamed on 'NCERT Events' YouTube Channel. 14 October 2022 (Online)
2.	Consultation Meet of School Education Boards on Curricular and Assessment Reforms as Envisaged in NEP-2020. Session on 'Mental Health and Well-being of School Students- A Survey' and Handbook on Early Identification and Intervention for Mental Health Problems in School-going Children	Department of Curriculum Studies & Development. CIET, NCERT, New Delhi 8 November 2022

National Conference on 'Mental Health and Well-being in Schools and Role of School Administrators

The conference was organised from 10–11 October 2022, in blended mode at RIE, Bhopal, NCERT and telecasted live on 'NCERT Official' YouTube Chanel. The conference's objectives were to create awareness among school administrators and other stakeholders regarding students' mental health and well-being, and promote the functioning of school administrators as mental health leaders. The conference sessions covered broad themes of mental health and well-being in schools, barriers in its implementation, prevention and intervention of student's mental health issues, the mental health of teachers, parents and school staff and the role of school administrators in promoting mental health and well-being in school. The inaugural address was delivered by L.S. Changsan, IAS (*Addl. Secretary* (Institutions), DoSE&L, MoE, GoI), and facilitated by Sridhar Srivastava (*Joint Director*, NCERT), Anjum Sibia (*In-charge*, Manodarpan Cell and *Dean* (Academics), NCERT), Jaydip Mandal (*Principal*, RIE, Bhopal), Shekhar Seshadri (Former Senior *Professor*, Dept. of Child and Adolescent Psychiatry NIMHANS & *Advisor*, SAMVAD), Nidhi Pandey (*Commissioner*, KVS) and Gyanendra Kumar (*Joint Commissioner* (Academics), NVS). The two-day conference included sessions and discussion on how school administrators can provide a healthy and inclusive environment for their students, teachers and staff.

National Conference on 'Empowering Teachers for Promoting Mental Health and Well-being in Schools'

The conference was organised from 14–16 December 2022, in blended mode at NERIE, Umiam (Meghalaya) and telecast live on 'NCERT Official' YouTube

Channel. The objective of the conference was on various aspects of mental health and well-being among students and to sensitise teachers to function as first-level counsellors for addressing mental health concerns of students. The conference covered themes of mental health policies and perspectives, understanding mental health and well-being in schools, the whole school approach, teacher empowerment for promoting mental health in schools, teachers' role in student mental health, teacher's mental health, teachers as first level counsellors and building an understanding on substance abuse. The inaugural address was delivered by L.S. Changsan, IAS, (*Additional Secretary* (Institutions), DoSE&L, MoE, GoI), and facilitated by Dinesh Prasad Saklani, (*Director*, NCERT), Anjum Sibia, (*In-charge,* Manodarapan Cell, NCERT), Flourette G. Dkhar, (*Principal*, NERIE, Umiam (Meghalaya)), R.C. Tripathi, and Kesang Yangzom Sherpa, IRS, (*Member Secretary*, NCTE). Few recommendations that emerged from the three-day national conference were; to strengthen the advocacy of *Manodarpan*, organise teacher capacity programmes, undertake teacher mental health survey, position mental health in teacher education curriculum in a formal manner at pre-service and in-service level, integrate mental health components in school education curriculum across different stages, focus on the whole-school approach, and aspects related to mental health should be included in the new curriculum framework.

Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH)

National Council for Education Research and Training (NCERT) has notified India's first national assessment regulator, *PARAKH* (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development). *PARAKH* as an independent constituent center within NCERT has been set up to fulfil the basic objectives of setting norms, standards, guidelines and implement activities related to student assessment along with other tasks as mandated by para 4.41 of NEP 2020.

The following activities have been taken up under *PARAKH*: (a) Large scale achievement surveys which included (i) NAS 21 & FLS 22 dissemination and follow up, (ii) conducting achievement survey in PM Shri Schools, (iii) preparations for NAS 2024 & FLS 2024; (b) Development of a standard protocols/guidelines for equivalence of school boards; and (c) capacity building of the stakeholders in school based assessment with emphasis on competency based assessments, and Holistic Progress Cards (HPC) across grades. For conducting the National Achievement Survey (NAS) 2024, the following frameworks are being worked on assessment framework, sampling framework, and analysis framework.

In continuation to the study of 'Equivalence of the Boards' a question paper analysis template has been prepared and a questionnaire has also been designed to enable a detailed comprehension of the function of the boards. Based on the analysis of the data obtained using the above two tools, a standard protocol/guideline for equivalence of school boards will be drafted.

In capacity building of the stakeholders in school based assessment, for the development of HPC at the foundational level, the following activities were conducted till 31 March: (a) Consultative meeting for the development of HPC with different stakeholders; (b) Workshops for development of HPC; (c) Capacity

development in competency based assessment for HPC; (d) Piloting of HPC in States/UTs; (e) Post HPC piloting feedback; and (f) Capacity building in the area of competency based assessments for foundational stage for HPC.

CELL FOR NATIONAL CENTER FOR LITERACY (CNCL)

Ujaas Primer for Learners

The primer *Ujaas* is, essentially, a resource material, by means of which a suitable and conducive environment can be created to teach reading, writing and basic mathematical concepts to those learners who haven't been able to do so in their formative years, due to a variety of reasons. It has been developed in four, volumes for both learners as well as volunteer teachers. It serves two primary purposes namely; providing material to the learners to learn how to read and write, and guiding volunteer teachers towards understanding the main aim of 'Education for All' and helping them in achieving it.

Owing to the diversity in the country, *Ujaas* has been principally designed in Hindi language, to be used as an exemplar by the states to adopt and adapt it into their respective context and regional languages. The primer in its 4 volumes covers a total of 13 themes such as *Parivar aur Pados*, *Baatcheet*, *Vittiya Saksharta*,
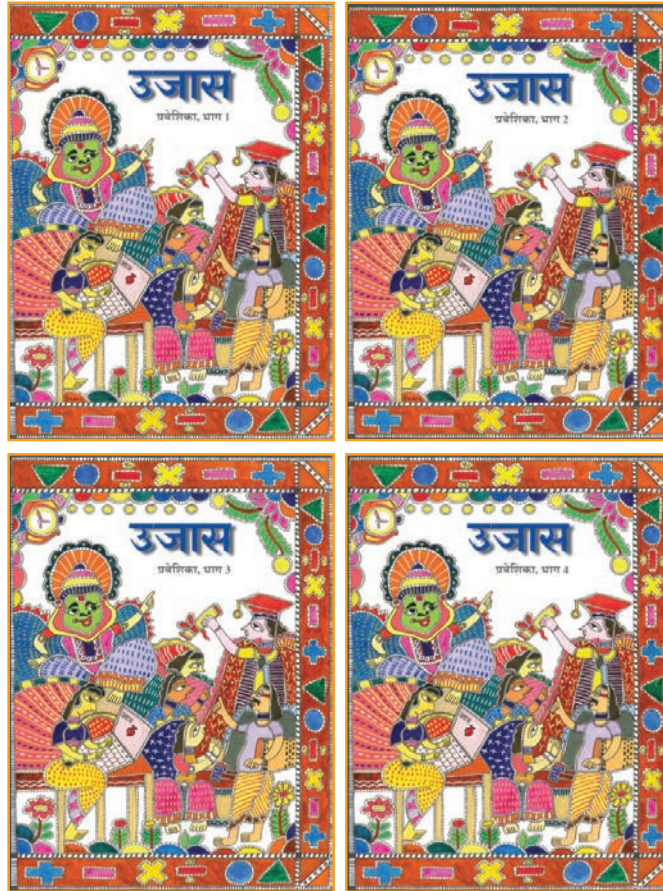
Kanooni Jankari, Aapada Prabandhan, etc. It has been centered on strengthening foundational literacy and numeracy through critical life skills.

Primers have been developed in 23 regional languages, such as, Tamil, Punjabi, Bengali, Telugu, Bodo, Odia, etc., using the exemplar in Hindi language as the basis for the same.

The primer *Ujaas* can be accessed on the DIKSHA Portal (Link: https://diksha.gov.in/play/collection/do_3136203257626787841409 1? contentType=TextBook)

Margdarshika for Volunteer Teachers

Margdarshika is a guide booklet that has been developed for volunteer teachers to guide them with reference to navigating the teaching-learning process, with the learners effectively by understanding how to use the primer. It consists of the key points of development of the primer *Ujaas*, the expectations from learners in the context of Hindi language and mathematical concepts, conversations to be had around each picture, justification for each exercise, possible ways of getting the exercises done, basic principles of learning reading, writing and numeracy in detail. The *Margdarshika* can be accessed on the *DIKSHA* Portal (Link: https://diksha.gov.in/play/collection/do_3136203257626787841409 1?contentType= TextBook)

Worksheets for Foundational Literacy and Numeracy

Worksheets for both learners as well as volunteer teachers/trainers have been developed, focusing on foundational literacy and numeracy. These worksheets are based on the content covered within the chapters of the primer *Ujaas*. They serve two primary objectives, to help the learners to self-assess their reading, writing and numeracy skills by practicing what they have learnt; and to help the volunteer teachers/trainers to understand the need of making the teaching-learning process effective.

Worksheets, both for literacy (140) as well as for numeracy (100), can be accessed on the *DIKSHA* Portal (Links: https://diksha.gov.in/play/collection/do_3133916218589265921 2479?contentType=TextBook
https://diksha.gov.in/play/collection/do_31362032576267878414091?contentType=TextBook)
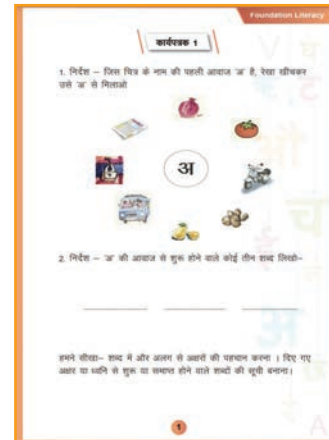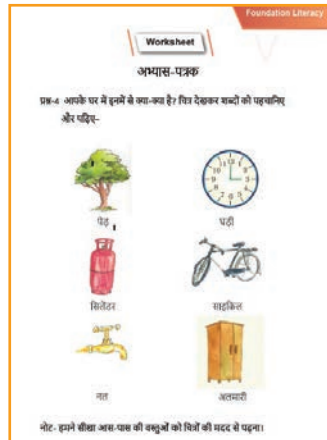
Assessment Items for Foundational Literacy and Numeracy

Assessment items have been developed, with the purpose of assessing the learners and helping them achieve their goal for attaining literacy. It consist of questions with marks indicated for each one of them. Assessment items for foundational literacy (111) and numeracy (100) can be accessed on the *DIKSHA* Portal (Link: https://diksha.gov.in/play/collection/do_31339162845 099622412484?contentType=TextBook.)
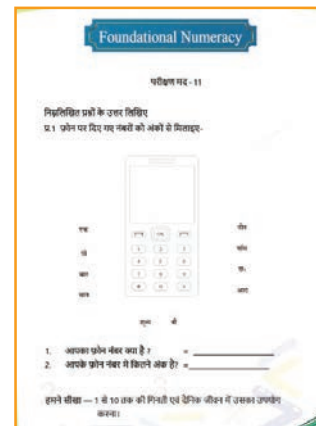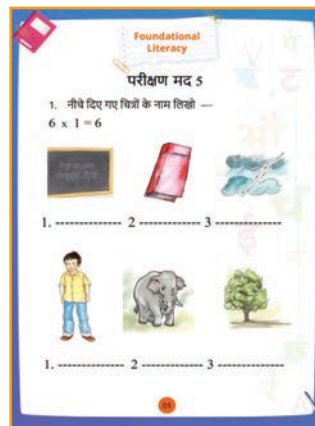
Assessment Paper (Test Papers)

Assessment Test Papers have been developed as exemplars for the states to develop the same in their respective regional languages, keeping in mind their specific contexts. Each test paper consists of 3 sections of Reading, Writing and Numeracy with 50 marks allotted to each section. The assessment test papers have been developed by the cell in collaboration with the National Institute of Open Schooling (NIOS) for the assessment Foundational Literacy and Numeracy under *Nav Bharat Saksharta Karyakram*. The exam was conducted on 19 March 2023 across ten States of the country.

Audio-Video Programmes

Audio-Video Programmes for non-literate learners and volunteer teachers/teacher educators have been developed. The programme focueses on competencies of foundational literacy and numeracy, featuring the real-life situation of the learners, and catering to the critical life skills in an integrated manner.

❑ Audio Programmes—These programmes have been developed with the purpose of providing knowledge and awareness to the learners on various themes such as digital literacy, financial literacy, importance of education for all, etc. The Cell has developed 18 audio and *Parvarish* video programmes.

❑ Video Programmes—A series of 15 video programmes have been developed by the cell under the name *Saksharta Ki Dagar Par*. These programmes are based on the content covered in the primer *Ujaas*, helping the learners understand the concepts in an interactive manner. They can be accessed on the *DIKSHA* Portal (Link: https://diksha.gov.in/play/collection/do_31339163624268595212492?contentType=TextBook)

Promotional materials on Education for All— various advocacy materials like info graphic posters, flyers, jingles, documentary, etc., have been developed by the CNCL. All of these have been developed in Hindi language as an exemplar for the States for further development of resource materials in their various regional languages, catering to the varied contexts of the learners. These can be accessed on the Portal (Link: https://diksha.gov.in/play/collection/do_31362032774588006414094?contentType=TextBook)
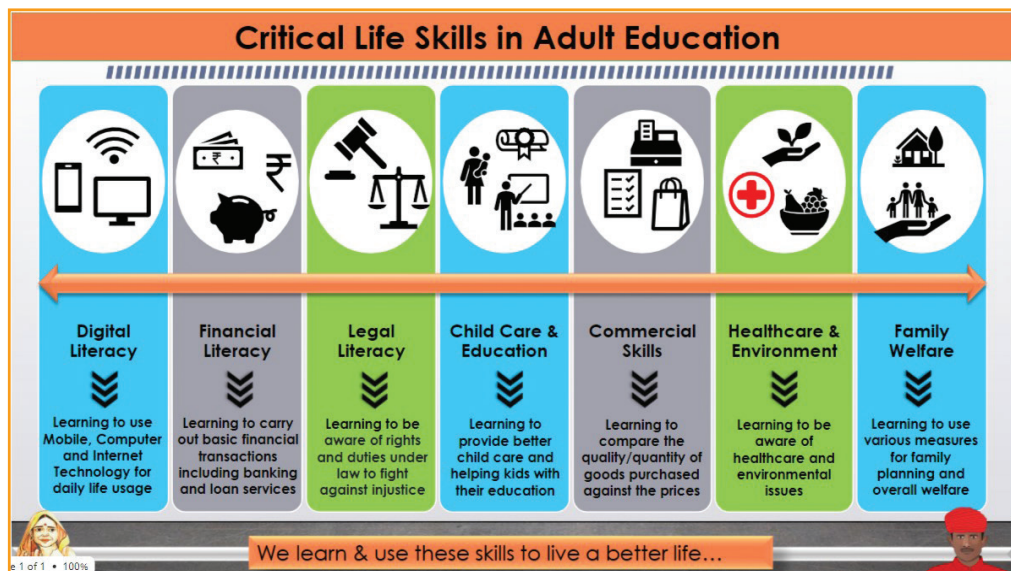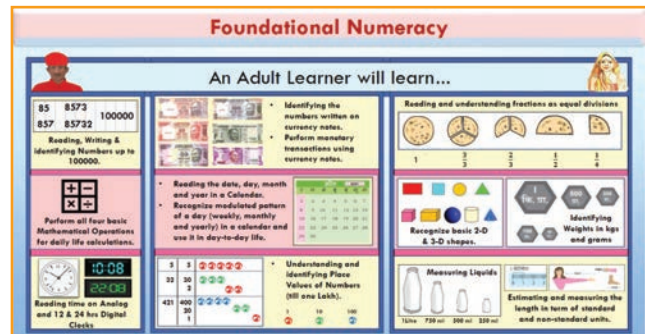
DIKSHA Portal

The Central Institute of Educational Technology (CIET) has developed DIKSHA Portal. It is a portal to find resource materials developed by CNCL, NCERT and other organisations. All the resource and promotional materials developed by the Cell are uploaded on the 'Education for All' section of the portal for everyone to access, and can be discovered on the link: https://diksha.gov.in/adult-education.html

S. No.	Name/Details of Event/ Conference/ Exhibition	Venue and Date
1.	Collaborative Convergence For Development of Advocacy and Awareness Generation Material	CIET, NCERT 28–30 June 2022
2.	Collaborative Convergence For Development of Advocacy and Awareness Generation Material	Conference Room 202, CIET, NCERT 11–15 July 2022
3.	Celebration of International Literacy Day 2022	Cell for National Centre for Literacy (CNCL), National Council for Educational Research and Training (NCERT), National institute of Open Schooling (NIOS) 8 September 2022
4.	*Nav Bharat Saksharta Karyakram* Assessment	Uttar Pradesh, Rajasthan, Punjab 19 March 2023

NISHTHA

It is a nationwide initiative for training of teachers of various stages of school. Eighteen courses of NISHTHA Elementary were reviewed in the light of NEP 2020 for re-running the course. Twelve generic courses of NISHTHA Secondary and twelve courses of NISHTHA FLN were rerun in 21 States/UTs. Development of pedagogy courses for NISHTHA secondary in process. NISHTHA ECCE was launched on 29 July 2022 and six courses are offered in batches. 30 states/UTs have initiated the training and around 60,000 participants have enrolled, and around 14,000 participants have completed the courses. The orientation of the course along with the modules for the NISHTHA Educators and Vocational courses has been completed. Coordinators of the States/UTs are trained in implementation strategies and data management.

In connection with NISHTHA, till now, programmes under four categories have been launched since 2019 for NISHTHA elementary, FLN, secondary and ECCE. In 2022-23, NISHTHA (Secondary) was completed by almost 7.5 lakh secondary stage teachers. NISHTHA for ECCE was launched on 29 July 2022 and was attended by BRCs/CRCs and other key resources persons. Modules for NISHTHA pertaining to senior secondary stage, school administrators and vocational education are under the process of preparation.

Modules for Orientation of School Administrators through NISHTHA 6.0

The NEP-2020 talks of various educational reforms that are structural, pedagogical and assessment oriented. These reforms have become a necessity owing to the rapidly changing situations due to globalisation and development of technologies. These changes influence the attitudes and functioning of the educational systems as well as institutions. In line with the above-mentioned goals, the project NISHTHA was taken as a flagship programme of MoE under *Samagara Shiksha* undertaken by NCERT. NISHTHA 6.0 is intended for the capacity building of school administrators on various educational reforms as envisaged by the policy. Five modules for NISHTHA 6.0, viz., Module 1 on NEP-2020: Recommendations and Implications (DTE), Module 2 on Developing an Academic Ecosystem (Curricular and Pedagogical leadership) (NIEPA), Module 3 on School Governance and School Community Relations (RIE, Mysuru), Module 4 on Developing an Inclusive and Equitable School System (IESS) (DEGSN), Module 5 on Initiatives for Effective School Governance (CIET), and Module 6 on Evidence-based Decision Making for Schools (ESD) are being developed and converted into DIKSHA format.

National Curriculum Framework

The process of development of NEP-2020, the department has undertaken the process of development of National Curriculum Framework for school education, national curriculum framework for foundational stage, teacher education and adult education.

Based on the feedback from the grass root level, NCERT has conducted 12 consultations in collaboration with various universities. These consultations were attended by vice chancellors, faculty members and students, parents and members from civil society group. Around 8000 participants participated in 12 consultations conducted across the country and provided feedback for ECCE, school education, teacher education and adult education. NCERT has also conducted consultation with school education boards for getting input in assessment and examination.

A total of 25 position papers of the national focus groups were submitted to the national steering committee set up for NSC. Several meetings of the stage-wise groups and integration group were conducted. The National Curriculum Framework for the foundational stage has been brought out and released on 20 October 2022 by the Ministry of Education. As a follow-up of the NCF-FS, variety of learning-teaching material were collected, and this collection entitled *Jaadui Pitara* was launched by the Ministry of Education on 20 February 2023. Six meetings of the National Steering Committee were conducted in 2022–23.

National Curriculum Frameworks – Tech Platform

In order to facilitate the opinion and preferences of various stakeholders and the bottom-up approach, a tech platform was designed for the development of

NCERT

the National Curriculum Framework (NCF). Therefore, a detailed dashboard was developed and made live for users. Thirty-two (32) States successfully completed the baseline target of 3,000 Mobile survey/s, and overall surveys completed were 1,36,010 across States/UTs. Thirty-two (32) States initiated, and Twenty-Seven (27) States successfully completed the District Consultation Report (DCR). The total number of State DCR submitted were 1,531/1,608. Twenty-Nine (29) States/UTs initiated the formulation of the State Focus group and Twenty-Eight (28) States/UTs successfully onboarded the Member Secretaries. Twenty-Six (26) States/UTs initiated the formulation of the State Steering Committee and Twenty-Two (22) states completed the onboarding of the State Steering Committee/s member secretaries. One hundred fifty-six (156/188) national DCP were successfully submitted. Five hundred eighty-nine PDFs of the State Focus Group position paper/s were uploaded by 25 States/UTs in the NCF tech platform. Six hundred ninety-nine State position papers e-templates were submitted by the States/UTs. Twenty-eight inputs from the ministries/Ancillary groups were received and uploaded. 5.75 crores push notifications were sent to the active users in ePathshala application. Under the DiSaNC outreach strategy about 12,64,266 responses have been received, 28 crores emails sent to users in *Sampark* Database of MeitY and 10 crore SMS have been sent to mobile numbers in NIC database. Regular monitoring of the workflow on the portal is being carried out.

Learning Outcomes based Resources to Cater to the Needs of the Disadvantaged Groups and Vulnerable children at the Preparatory Stage

The programme was initiated with the vision to cater to the needs of the disadvantaged categories who, lagged behind due to the pandemic and to enable them to attain learning outcomes of different curricular areas in a holistic manner. Under the programme, a total of 14 programmes have been developed. The scripts were developed, reviewed and finalised. Relevant illustrations, graphics, voice over for the scripts in English, Hindi and sign language was done. The animated learning outcome-based resources integrating math, language, art education, health and physical education, values and indian knowledge systems as per the vision of the NEP-2020 was created.

National Evaluation Study of Kasturba Gandhi Balika Vidyalaya (KGBV 2022–23)

The Kasturba Gandhi Balika Vidyalaya (KGBV) aims to provide quality education to girls from disadvantaged groups and to mainstream girls of socio-economically disadvantaged groups (SEDGs). Based on the Parliamentary Standing Committee's recommendation to bring KGBVs at par with the Jawahar Navodaya Vidyalayas, the third party national evaluation study of Kasturba Gandhi Balika Vidyalaya (KGBV) was given to NCERT in 2022 by the Ministry of Education. The present study is a survey using a mixed method approach, wherein both quantitative and qualitative data were collected and analysed. Eleven research tools were developed in collaboration with experts from other departments and organisations. 254 KGBVs covering 30 States/UTs were selected as sample for the study. A pilot study was conducted in two KGBVs in Uttar Pradesh. This was followed by data collection in all the 30 States/UTs in collaboration with five RIEs and JNVs who have completed the process of data entry based on templates for data entry. An online national webinar

was also organised on the reflections of field investigators during their visit to various KGBVs across the country. The national core team has completed data analysis and is presently working on the development of a draft national report of the study.

National Yoga Olympiad

National Yoga Olympiad was inaugurated by Dharmendra Pradhan, Hon'ble *Minister of Education* on 18 June 2022. He appreciated NCERT and all the participants who have participated in the mega event. He highlighted that one needs to move from participation to practice of Yoga in one's own life. Dr. Subhas Sarkar, Hon'ble *Minister of State* for Education appreciated the efforts of the post-pandemic celebration of the National Yoga Olympiad and the participation of middle and secondary stage students. Dinesh Prasad Saklani, *Director*, NCERT focused on the celebration of National Yoga Olympiad 2022 under the *Azadi ka Amrit Mahotsav*. He stated the importance of yoga in everyday life leading to the mental, physical, psychological development of children. Sridhar Srivastava, *Joint Director*, NCERT highlighted the past successes of the National Yoga Olympiad since its inception in 2016. Pratyusa Kumar Mandal, *Secretary*, NCERT expressed his appreciation for the honourable guests for their wise words and time. More than 600 students including escort teachers participated in the event.

Rashtriya Avishkar Saptah (RAS) – 2022

In order to nurture the spirit of enquiry and inculcation of scientific temper, DESM has organised *Rashtriya Avishkar Saptah* during 2022–23 on the subject 'Study of Soil Health' across the schools of various states and UTs of the country. The objective of this programme is to generate awareness and enthusiasm about science and to encourage experimentation and exploration among school students at the middle and secondary stages so that they become

motivated and get engaged in learning science. As per the vision of NEP-2020, the activities suggested under this endeavor would be helpful in the spirit of experiential learning on one hand and sensitising them towards some common issues and local problems.

The theme 'Study of Soil Health' was selected considering the focus of the Government of India on improving the quality of agricultural soil and promoting awareness about soil quality among farmers by encouraging them to have the Soil Health Card for their agriculture field. There are many parameters of assessing soil health, which includes presence of macronutrients and micronutrients. Considering the limitations of school level laboratory and involvement of students from middle stage to the secondary stage a total of six activities were identified to be conducted by the students of a few schools of each block across the country. The detailed guidelines were developed by the department and uploaded on the NCERT website. These activities were also demonstrated to the state functionaries.

For all students the activities to study were:

- Determining the texture of soil samples was conducted.
- Determining whether the soil is acidic, neutral or alkaline in nature.
- Determining the water holding capacity of the soil, and
- Determining the bulk density of soil was carried out for students at the middle stage. For students at the secondary stage, the activities included the determination of the organic content in the soil and the water infiltration rate for different soils.

A detailed guideline of *Rashtriya Avishkar Saptah* 2022–23 was developed and disseminated through the NCERT website www.ncert.nic.in. In the said guidelines the detailed protocol of all the above-mentioned activities were described. In addition, orientation programmes were organised on the observation of *Rashtriya Avishkar Saptah* for the officials of states and UTs. A video of conducting the experiment was also prepared and the same was uploaded on the NCERT website for wider dissemination. An online google form was developed and shared with the stakeholders along with the guidelines for reporting the outcome. Around 1,400 responses were received from the schools across the country.

Kala Utsav

Kala Utsav is a flagship programme of the Department of School Education and Literacy, Ministry of Education (MoE), Government of India, launched by the Hon'ble PM of India in 2015, to promote arts in education, by nurturing and showcasing the artistic talent of children at the secondary stage of school education. It is a PAB approved programme under Samagra Shiksha for the year 2022–23. Based on the recommendations of NEP-2020, it emphasises the concept of integration of rich traditional and cultural values across India resulting in the holistic and balanced development of the students, and for practicing the true spirit of *Ek Bharat Shrestha Bharat* at school level.

The 8th National level *Kala Utsav*, 2022 was organised at RIE, Bhubaneswar, Odisha (NCERT) campus from 3–7 January 2023, wherein 703 students (350 male and 353 female) participated. Out of 703 children belonging to 36 States and Union Territories, KVS and NVS, 7 were *Divyang* participants.

There were 10 categories in which the competitions were held which are (i) Vocal Music— Classical, (ii) Vocal Music— Traditional Folk, (iii) Instrumental Music— Percussive, (iv) Instrumental Music— Melodic, (v) Dance— Classical, (vi) Dance— Folk, (vii), Visual Arts (2-dimensional), (viii) Visual Arts (3-dimensional), (ix) Indigenous Toys and Games and (x) Drama— Solo Acting. *Kala Utsav* competitions were evaluated by a team of eminent jury (team of 30) from the relevant field of art forms.

The inaugural function of *Kala Utsav* was held on 3 January 2023 and was graced by the presence of Dharmendra Pradhan, Hon'ble *Minister* of Education & Skill Development and Entrepreneurship, Govt. of India, and by Sanjay Kumar, *Secretary*, DSE&L, Ministry of Education, Govt. of India. The Hon'ble Minister also inaugurated the National Herbal Park, planting saplings brought by the participants of the *Kala Utsav* from their respective States. He appreciated this positive initiative of the *Kala Utsav* organisers for this positive gesture. The Hon'ble Minister appreciated the efforts of NCERT Director, Dinesh Prasad Saklani and the NCERT team for organising such a mega event after two years of pandemic period. He announced special invitation to the winners of *Kala Utsav* to participate in the 26 January parade and in the *Pariksha Pe Charcha* 2023. The valedictory cum award function of *Kala Utsav* was held on 7 January 2023 and was graced by the Annpurna Devi, Hon'ble *Minister of State*, Ministry of Education, Govt. of India, Subhas Sarkar, Hon'ble *Minister of State*, Ministry of Education, Govt. of India and Rajkumar Ranjan Singh, Hon'ble *Minister of State,* Ministry of Education and External Affairs, Govt. of India. All 60 winners of *Kala Utsav* 2022 of first, second and third positions for both male and female categories were awarded with trophies, medals and cash awards.

The winners of *Kala Utsav* 2022 were specially invited to participate in *Pariksha Pe Charcha* 2023, where the winners of *Kala Utsav* performing art categories presented a choreography showcasing the concept of *Ek Bharat Sreshtha Bharat* in their traditional State costume. A team of renowned choreographers was engaged to felicitate children in preparation of the choreography. An exhibition of paintings, sculptures, indigenous toys and games of all these winners of Visual Arts category was also organised in the lobby of the stadium where the winners themselves got the opportunity to explain their creation to the Hon'ble Prime Minister. After the programme, all children were given the opportunity of visiting the places of national importance, Republic Day parade and beating the retreat, etc.

Guidelines for Peer Learning

The National Education Policy 2020 highlighted the need for peer learning in classrooms. Taking into account suggestions from stakeholders, these guidelines for peer learning comprises of innovative strategies like the integration of ICT in peer learning and involvement of the community to implement peer learning/tutoring activities in learning-teaching situations. It promotes inclusive and effective learning situations. The guidelines also include realistic examples which will assist the teachers, head teachers and other stakeholders to implement the innovative strategies for peer learning.

These guidelines incorporate the concepts of peer learning, its importance as mentioned in various policy documents and its practical implication as a

strategy promoting 21st century skills. It further elaborates its actions, w.r.t., planning, execution and assessment. While classrooms are inclusive and the use of ICT has increased manifold, the guidelines emphasise on its integration in an inclusive classroom. Exemplars are also given in the guidelines. Roles of stakeholder in the learning-teaching process also find a mention in the guidelines.

Module on Social Audit of Samagra Shiksha

One of the fundamental principles of NEP 2020 that will guide both the education system at large, as well as the individual institutions within it is a 'light but tight' regulatory framework. This is to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment. In this context, the Department of School Education & Literacy, Ministry of Education has set up a 'Social Audit of *Samagra Shiksha* Scheme' to regulate in a facilitative manner, to assess effective outcome in a few important matters particularly financial probity, good governance, and the full online and offline public self-disclosure of all finances, audits, procedures, infrastructure, faculty/staff, courses, and educational outcomes.

This scheme supports bringing to light field-level challenges which might not be visible otherwise and helps in taking corrective measures. It is widely recognised that social audit is a powerful tool to ensure the participation of people in the monitoring of the scheme and this leads to improved implementation. Social audit is also needed to ensure the overall safety of students, such as infrastructure safety, pyscho-social safety, health and physical safety and cyber safety. It is important to make different stakeholders, i.e., children, parents and community; aware about the various aspects of safety and security, viz. physical, socio-emotional, cognitive aspects which are also specific to natural disasters. One of the key purposes of the social audit exercise is to emphasise the 'zero tolerance policy against any negligence on the part of any individual or management when it comes to the safety and security of children in schools.

The programmatic and financial norms of Samagra Shiksha scheme states that the monitoring of the scheme would start from the school level. Checking, monitoring and verification of the implementation of the interventions of the *Samagra Shiksha* would be facilitated by social audit. Social audit is carried out by the community and the entire *Gram Sabha* with the help of stakeholders like Local Authority (LA), SMC members, SHGs, youth clubs, etc. The norms also emphasise careful monitoring of the provisions of Gender and Social Inclusion in the scheme through social audit reports. Three training modules have been developed, viz., (1) Initiatives in School Education, (2) Process of Social Audit of Samagra Shiksha, and (3). Tools and reporting format for the personnel involved in the conduct of social audit, such as, Master Trainers/Cluster Social Auditors (CSAs)/Social Audit Facilitation Teams (SAFT).

Management of PM eVIDYA

PM eVIDYA is an umbrella initiative started by the MoE, GoI during COVID-19 pandemic. It involves dissemination of eContent through various mediums i.e., radio, television and internet-based DIKSHA platform and mobile app. A total of 6,789 videos were produced for PM e-VIDYA DTH TV channels and were

telecast regularly on the 12 PM e-VIDYA DTH TV Channels under 'One Class One Channel' initiative in Hindi, English and ISL. The coverage of PM e-VIDYA (video programmes) on DIKSHA in both Hindi and English mediums was 100 per cent. Development of videos in Urdu medium are under progress. The channels also telecast live interactive sessions with experts on various themes. Curriculum-based live sessions:

Classes I to X Live programmes: 2,643 Live interactive sessions of 30 minutes each have been telecasted on class based channels (1 to 10). It covered about 1,321.5 hours of telecast. Classes XI and XII Live programmes: 262 live interactive sessions of 60 minutes each have been telecasted based on class based channels (XI and XII). It covered about 262 hours of telecast.

Manodarpan Live Interactive Sessions

103 webinar sessions have been transmitted on PM eVidya channel numbers 6 to 12 covering 153 hours.

Yoga Series

A live yoga series in collaboration with Ministry of Ayush and Morarji Desai National Institute of Yoga: 358 Live interactive sessions have been transmitted on PM eVidya channel numbers 6 to 12 covering 268.5 hours (45 minutes each).

Webinar Series

Listening to Learn : 52 live national student outreach program sessions have been transmitted on PMeVidya channel numbers 9 to 12 covering 52 hours. Live interactive sessions on school leadership in collaboration with NCSL and NIEPA. 83 live interactive sessions on School Leadership have been transmitted on PM eVidya channel numbers 06, 09 and 12 covering 42.5 hours.

Under Manodarpan initiative, *Sahyog* Live Sessions were conducted on the following themes:

❑ 'Cultivating Happiness for Positive Mental Health' in collaboration with RIE, Bhubaneswar, NCERT on 23 March 2023

❑ 'Self Acceptance, the Step Forward for Good Mental Health and Wellbeing' in collaboration with RIE, Bhubaneswar, NCERT on 24 March 2023

❑ 'Importance of Physical Fitness for Stress Management During Examination' in collaboration with RIE, Mysuru, NCERT on 27 March 2023

❑ Importance of Positive Mindset During Examinations' in collaboration with RIE, Mysuru, NCERT on 28 March 2023

❑ 'Developing Resilience Towards Academic Failures' in collaboration with RIE, Mysuru, NCERT on 29 March 2023.

❑ *Sahyog*: guidance and counselling for mental health and wellbeing of children: 781 live sessions of counseling '*Sahyog*: guidance for mental wellbeing of children' have been transmitted live covering about 390.5 hours.

As the 12 TV channels are accessible on the Jio TV mobile app as well, its viewership on Jio TV mobile app till December 2022 was 1,02,49,217. A feedback mechanism has also been developed for these DTH TV channels which includes IVRS and email. Under the former, a total of 43,275 calls and in the latter 1,205 emails were received and replied till March 2023. Radio is another aspect of PM e-VIDYA. A total of about 4,000 pieces of curriculum-based radio programmes for Classes I–XII were disseminated through 398 Radio

Stations (11 *GyanVani* FM Radio Stations, 255 Community Radio Stations) 132 All India Radio stations) and Podcasts on iRadio and JioSaavn Mobile apps. A total of 2,757 live sessions were also broadcast on iRadio.

In the budget announcement of 2022, the GoI announced expansion of these 12 PM eVIDYA DTH Channels to 200 channels for States/UTs and Autonomous Bodies (AB). The same was reiterated in the 2023 budget announcements. These channels aim to cater to the needs of learners all across the country in multiple Indian languages and according to the state curriculum. For this, a 10-member Academic Advisory Committee (AAC) was constituted and approved. A separate AAC for development and procurement of e-Content for these 200 channels has also been constituted under the chairmanship of Anil Sahasrabudhhe. Two meetings of this committee were held on 17 January and 21 February 2023, respectively. Two phases of orientation and 05 phases of training were completed for States/UTs/AOs covering 33 States/UTs and 168 participants. SOP and Guidelines for creating engaging e-Content was developed by NCERT and shared with States/UTs. Regular follow-up with states/UTs is being done for creation of eContent, and an online meeting was conducted on 22 December 2022 for the same. List of channel allocation for 200 DTH TV channels was finalised. The existing curricular e-Content of PM e-VIDYA was shared with 13 States/UTs/organisations in Hindi and English mediums. A dipstick survey for analysing the 12 PM e-VIDYA DTH TV channels was started, which aims to help in running the 200 channels.

DIKSHA—One Nation, One Digital Platform

Preparation for management of the DIKSHA platform by NIC was done. Request for proposal was prepared and published by DIC for Managed Service Provider (MSP) on boarding and in the processing stage. NDEAR DIKSHA PMU was set up at NCERT (13 resources for DIKSHA & five resources for NDEAR). NDEAR compliant *Vidya Samiksha Kendra* (formerly CCC) was set-up at CIET-NCERT for which the cQube software developed by EkStep is being used for the dashboard. Additionally, VSK was conceived for States/UTs and was being set-up across India. Over 29 States/UTs and 5 autonomous bodies signed up for NVSK and 13 States/UTs already commenced the set-up.

6,632 energised textbooks of States/UTs are available on DIKSHA which included 369 ETBs of NCERT, 41 Vocational Education ETBs and 126 Other NCERT ETBs (incl. Bhasha Sangam and Comic books); 3,16,614 eContent in 36 languages were made available on DIKSHA; 3,830 audiobook chapters were developed and uploaded on DIKSHA. More than 2,000 resources were uploaded for FLN vertical. About 30 DIKSHA States/UTs coordination meetings were organised. Four phases of online training for e-Content development were conducted for more than 600 participants all across the country. Live training sessions for Virtual labs on DIKSHA were held on PM e-VIDYA DTH TV channels. 5 Ecosystem enablement workshops were organised with participation from over 185 organisations. Over 150 organisations/techpreneurs got registered on NDEAR Sandbox. All India NIC NDEAR compliant solutions event was successfully organised.

Virtual Lab

As per the 2022 budget announcement, virtual and skilling labs were decided to be developed by NCERT in order to facilitate vocational education and

enhance the understanding of science experiments. A list of 100 virtual labs were identified by NCERT and submitted to Amrita University for development of Virtual Labs on priority basis after which, 218 Virtual Labs were developed and uploaded on DIKSHA platform under a separate vertical. These labs were launched in July 2022. A total of 13 new labs were developed after the launch. 170 Virtual Labs have been reviewed.

VOCATIONAL EDUCATION

Regional Consultation Meeting-cum-Workshop for Implementation of Vocational Education in Schools under Samagra Shiksha for the States

The Institute organised two regional consultation meetings-cum-workshops for implementation of vocational education in schools under *Samagra Shiksha* for southern, western and north-eastern regions, northern, western and central regions. The meetings were attended by about 67 participants including state officials of the Directorate of School Education, Directorate of Vocational Education and Training, State Council of Educational Research and Training, western, central and northern region States/UTs. The participants shared their status of vocational education, best practices and challenges in the meeting. Skill on Wheel, Hub and Spoke model, Skill Hub initiative, Career Progression Cell, providing old government vehicles to the Automotive Labs are some of the best practices shared by the States. Representatives from sector skill councils, namely NASSCOM, Agriculture, Beauty and Wellness, Logistics, Telecom, Instrumentation and Automation, Water Management, Plumbing and Power shared their initiatives placing special emphasis on apprenticeship program. The faculties of PSSCIVE, Bhopal and delegates present in the virtual meeting deliberated on addressing various issues for the effective implementation of vocational education in schools.

The meeting was organised for reviewing the status of implementation of vocationalisation of Education in Schools and to develop an action plan for effective implementation of the recommendations of the National Education Policy 2020. All the state representatives gave presentation on various topics related to vocational education. During the meeting, lectures were given by faculty members on vocationalisation of school education under *Samagra Shiksha*— priorities and challenges, planning and implementing vocational education, introducing pre-vocational education from Classes VI–VIII and integrating employability skills in vocational education. The guest speakers also gave presentations during the programme on various topics like enhancing the quality of vocational education through industry linkages, apprenticeship training, accreditation, emerging future directions in VET— Industry 4.0, artificial intelligence, etc., emerging priorities in vocational education and skill mapping presentation, and management and monitoring of vocational education in schools under *Samagra Shiksha*.

National Consultation Meeting-cum-Workshop for Implementation of Vocational Education in Schools under Samagra Shiksha for States

The national consultation meeting-cum-workshop for implementation of vocational education in schools under Samagra Shiksha was held at PSSCIVE, Bhopal from 27–28 February 2023. The meeting was attended by 49 participants including state officials of Directorate of School Education,

Directorate of Vocational Education and Training, State Council of Educational Research and Training, Central and State Boards, NGOs, etc. The programme was started with inaugural session on 27 February 2023 and introductory remarks were given by Deepak Paliwal, *Joint Director*, PSSCIVE, Bhopal and address was given by the Chief Guest, Dinesh Prasad Saklani, *Director*, NCERT, New Delhi, who joined virtually in the meeting. In the two-days programme presentations on various topics, viz., NEP 2020: Strengthening and Expansion of Vocational Education under *Samagra Shiksha*, Sharing Good VET Practices in Schools and Introducing National Credit Framework were made by V.S. Mehrotra, *Coordinator* of the programme, Siddharth Chaturvedi, RNTU, Raj Gilda, Lahi, Harish Chander, NCVET. Panel discussions were also held in the technical sessions on both the days on various issues like building school-industry collaboration for quality VET and teacher preparation, 360 degree assessment and evaluation, VET in India: Going green, digital and innovative, skill development for a resilient future- ways forward and recognition of vocational education and training in higher education. A cultural eve was also organised on 27 February 2023 after the sessions respectively.

The recommendations of the regional consultation meetings were presented on 28 February 2023 by the coordinators. Some of the key messages that emanated post presentations and panel discussions are as follows: (i) attract more students to vocational education through community outreach programmes and increase awareness of the benefits of vocational courses among the parents, teachers, students and disadvantaged sections of the society; (ii) ensure industry's involvement for skill mapping to map out the skills, knowledge and abilities needed to perform competently in a role, which is much needed for reducing the gap between the demand and supply of skills and enhancing the overall quality of vocational education; (iii) Virtual Skill Labs can be created in subject areas where school-industry linkages are not feasible or involves hazardous activities, so as to expose students to the various tasks being performed on-the-job; (iv) with the increase in the use of digital skills in various job roles of different sectors, coding, artificial intelligence, internet of things, digital design and products, digital business analysis, digital marketing, augmented reality, virtual reality, etc., are becoming crucial; (v) shortage of vocational teachers, which can be attributed to several factors, such as low salaries, lack of prestige and lack of practitioners with experience from industries, etc., need to be addressed at the national and state levels; (vi) capacity building and professional development of vocational teachers/ trainers should be done on professional standards to enable them to deliver the vocational curriculum effectively; (vii) competency-based assessment system and 360-degree assessment and evaluation of student`s learning based on the ability to demonstrate mastery of specific knowledge and skills need to be introduced for aligning the output with the inputs of teaching and training; (vii) Job fairs/*melas*, career fairs and career talks should be organised more frequently and publicised effectively, so as to accelerate awareness and sensitisation about the importance of VET among the youth; and (ix) The government schemes of different departments in the States/UTs may be explored for supporting activities of vocational education in schools and optimal utilisation of existing resources.

Innovative Model of Vocational Education in Schools

The National Education Policy 2020 recommended that the states may look into innovative methods to achieve the aims of greater flexibility and exposure to and enjoyment of a wider range of subjects across the arts, sciences, humanities, languages, sports, and vocational subjects. The PSS Central Institute of Vocational Education (PSSCIVE) is implementing a PAB (SS) approved project in four Demonstration Multipurpose Schools (DMSs) of NCERT located in Ajmer, Bhopal, Bhubaneshwar and Mysuru and six schools affiliated to the state boards of Madhya Pradesh, Tripura, Meghalaya, Rajasthan, Karnataka and Odisha for establishing innovative practices in vocational education. During 2022-2023, the PSSCIVE conducted meeting with the heads of the schools and vocational teachers to review the progress of the project and to provide inputs for future planning and implementation, The heads of the schools were advised to make necessary preparations for implementing the recommendations of the National Education Policy 2020, including activities for bagless days and pre-vocational education and internships for providing vocational exposure to the students. PSSCIVE conducts meeting with the heads of the schools and vocational teachers to review the progress of the project, and to provide inputs for future planning and implementation.

8. Visitors to the NCERT and International Collaborations

VISITORS TO THE NCERT

Courtesy Visit of Ambassador, Embassy of Republic of Korea to NCERT

A courtesy visit to NCERT was made on 10 May 2022 by H.E. Jae-bok Chang, *Ambassador* of the Embassy of the Republic of Korea along with his colleagues, Kang Yeonsoo, Second *Secretary* and Woochan Chang, *Director*, KOICA, RoK. Senior officials of NCERT Sridhar Srivastava, *Joint Director*, P.K. Mandal, *Secretary* and Anupam Ahuja, *Head*, IRD attended the meeting and discussed the progress of the ongoing projects.

Visit of Australian Delegation

The Australian delegation visited NCERT on 16 February 2023 and had an interaction with Director, NCERT and Head, International Relations Division. The delegates informed that the Australian Education Minister was visiting India along with Vice Chancellors of select universities from Australia to explore collaboration with Indian universities. Teacher quality, institutional support to teacher development and continuing professional development of teachers are the key challenges in teacher education. The ideas on teacher development as envisaged by the National Education Policy and ways and means of realising the same were deliberated on by the group. Academic collaboration could be explored in the domain of teacher development as per need and advancements in the field of technology and so on. The visitors express hope that the dialogue would continue and further collaboration would be taken up. It was suggested and agreed that both the countries would further explore cooperation and collaboration in areas of teacher professional development and institutional mechanisms.

Visit of Executive Director for New Zealand, G2G

Mischa Mannix-Opie, *Executive Director* for New Zealand, G2G visited NCERT and had an interaction with Dinesh Prasad Saklani, *Director,* NCERT and P.K. Mandal, *Head*, International Relations Division and *Secretary* (*In-charge*), NCERT on 17 February 2023. She was accompanied by Rajni Sachdeva, *Business Development Manager*, G2G, New Zealand High Commission, New Delhi. Mischa Mannix-Opie explored the avenue in which New Zealand and India can work together for mutual learning and benefit in teacher development

and foundational literacy and numeracy. Dinesh Prasad Saklani, *Director*, NCERT, briefed the delegates about the current work in the domain of Early Literacy and Numeracy and Early Childhood Care and Education. The National Education Policy (NEP) 2020, and the draft Foundational Literacy Curriculum bring in newer perspectives keeping the post-pandemic developments in terms of individual, social and national contexts and promoting learning among children as part of the overall development of children in the school. He further mentioned how innovations like toy-based pedagogy, and bringing the child to school from year three are proposed to ensure the quality of learning in school from the very early years. P.K. Mandal in his discussion drew the attention of the group on issues that are pressing in the domains of teacher development, early childhood education and foundational literacy. Romila Soni, *Associate Professor* of Early Childhood Care and Education in the Department of Elementary Education (DEE), NCERT discussed the commonalities and distinctiveness in the literacy education in both the countries. She also mentioned the current initiatives of NCERT as part of the implementation of the National Education Policy (NEP) in the professional development of teachers through the large-scale on-line programmes of National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) which has been carried out for teachers at the different level with different programmes.

❑ Delegates from GINTL and EDUFI, Finland, visited PSS Central Institute of Vocational Education, Bhopal on 25 August, 2022, for a collaborative meeting and workshop on the Indo-Finnish project for Teacher Education in Vocational Education and Training. The PSSCIVE will be spearheading the Indo-Finnish project to bring about a qualitative change in the professional development of vocational teachers through training in ICT and innovative teaching-learning.

❑ Subramanian Swamy, former *Cabinet Minister*, Govt. of India visited RIEM on the occasion of the 60th Foundation Day on 1 August 2022. Shri Yaduveer Krishnadatta Chamaraja Wadiyar visited RIEM on the occasion of 67th Kannada Rajyothsava celebrations on 7 November 2022. prof Sharada Srinivasan, National Institute of Advanced Studies (NIAS), Bengaluru visited on the occasion of Women's Day Celebration on 8 March 2022.

❑ Padmashri Manjamma Jogathi visited RIEM to give an extension lecture as a part of Women's Day Celebration on 11 March 2022.

❑ 53 faculty members from Children's University visited NCERT on 19 and 20 September 2022. The programme objective was to make the faculty members of the university aware about NCERT's role and functions. They were also apprised on a brief overview about the significant activities undertaken by various NIE Departments and CIET in the domain of school education.

❑ 50 students of M.Ed. along with their teachers from Children's University, Gandhinagar, Gujarat visited DEK on 20 September 2022. Ten teachers from Bharat National Public School, Ram Vihar, Karkardooma, Delhi, visited DEK on 22 September 2022. Prakash Kumar along with five

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students of Dept. of Design, Shiv Nadar University, Dadri, UP visited DEK on 27 September 2022. 13 M.Ed. students of RIE, Bhopal visited DEK on 1 November 2022. Laxmi Sharma and five teachers from GLT Saraswati Bl Mandir Sr. Sec. School, Nehru Nagar, New Delhi, visited DEK on 12 January 2023. Two M.Ed. students of RIE, Mysuru visited DEK on 3 February 2023. Shyamal Uday Handa and three teachers from NEP S. Mayapuri visited DEK on 16 March 2023.

❑ Resource persons from the Ministry of Education, Maldives, visited NCERT for guidance and support for capacity building on 14 March 2023.

Foreign Visits by NCERT Faculty

❑ C.V. Shimray, *Associate Professor*, DESM, was awarded the Chevening Research, Science, and Innovation Leadership Fellowship (CRISP) funded by the UK Foreign, Commonwealth, and Development Office. The CRISP programme was hosted by St. Cross College, University of Oxford from April to June 2022. The programme provided a unique opportunity to enrich knowledge in the field of science, innovation and leadership from lectures and interactions with eminent scientists, government representatives, and innovators; visits to various institutions and innovation centers such as Harwell Science and Innovation Campus in Oxfordshire, Begbroke Science Park in Oxford, Scottish Parliament and Scottish Government, University of Edinburgh, University of Cambridge, etc.

❑ V.S. Mehrotra, *Professor* and *Head*, CDEC, PSSCIVE, participated in the 6 Joint Working Committee (JWC) meeting, after the signing of the Memorandum of Understanding (MoU) between the Academy of Korean Studies (AKS), Republic of Korea (RoK) and the National Council of Educational Research and Training (NCERT), India, held in AKS, Seoul, from 31 October–4 November 2022. The MoU was signed as part of the bilateral agreement between two organisations for academic engagement and mutual consultations. It focuses on five areas of cooperation, namely, (i) Curriculum and Textbook Development, (ii) Information and Communication Technology, and Educational Technology, (iii) Vocational Education, (iv) Physical Education, Yoga and Sports, and (v) Education of Groups with Special Needs. The purpose of the MoU is to promote cooperation between the countries for undertaking joint research and academic exchanges which will include seminars, conferences, workshops, exchange of academic documents and publications, network building with relevant institutions, and other modes of collaboration. A discussion was held at Seoul on the way forward for the effective implementation of vocational courses being implemented under the Joint Project by the PSS Central Institute of Vocational Education and KRIVET in Beauty and Wellness and Mechatronics sectors at the Demonstration Multipurpose School, Bhopal.

❑ Deepak Paliwal, *Joint Director*, PSSCIVE, Bhopal participated in the in-person Singapore Cooperation Programme on 'Rethinking TVET Excellence for Transformation and Sustainable Impact' conducted by ITE Education Services (ITEES) from 7–9 March 2023 in Singapore. This in-person course is conducted under the auspices of the Singapore Cooperation Programme Training Award (SCPTA). This course elaborated on the framework and

knowledge required to attain TVET excellence in a sustainable manner and shares Singapore's experience in this area.

International Collaborations

Renewal of MoU between NCERT and Academy of Korean Studies (AKS)

The need for the renewal of the Memorandum of Understanding (MoU) between NCERT and the Academy of Korean Studies (AKS), Seoul, South Korea, was mutually recognised. After the formal approval from the MoE, GoI, the MoU between NCERT and AKS was extended till 14 June 2027.

First Joint Working Committee Meeting between NCERT & EDUFI and GINTL, Finland

The First Joint Working Committee meeting between the Finnish National Agency for Education (EDUFI), Finland, and the National Council of Educational Research and Training (NCERT), India, was held in hybrid mode at Helsinki, Finland, from 21–23 November 2022. The meeting was attended by members from EDUFI and NCERT along with Global Innovation Network of Teaching and Learning, funded by the Ministry of Education and Culture (GINTL), Finland. It consisted of a delegation of 20 experts from India and Finland. The five experts from the NCERT were led by the Dinesh Prasad Saklani, *Director*, NCERT; who along with Anupam Ahuja, *Head*, International Relations Division, and Suniti Sanwal, *Head*, DEE attended the meeting. Vinay Swarup Mehrotra, PSSCIVE, Bhopal, and Y. Sreekanth, *Principal*, RIE, Mysuru, joined the meeting virtually. A committee of fifteen experts from EDUFI and GINTL attended the meeting, where ten experts joined the JWC in person and five joined virtually through online mode. The outcome of the meeting included (a) Organising webinars in the area of ECCE that may lead to joint research; (b) Creating an environment in schools where teachers are ready to take up entrepreneurial ideas; (c) A collaboratively developed Indo-Finnish programme for educational leaders; and (d) Exploring the possibility of online courses for in-service training of school principals.

First JWC between NCERT and EDUFI, Helesinki, Finland in hybrid mode

Sixth Joint Working Committee Meeting between NCERT & AKS, Republic of Korea

The Sixth Joint Working Committee meeting, under the MoU between the Academy of Korean Studies (AKS), Republic of Korea (RoK), and the NCERT, India, was held in AKS, Seoul, from 31 October 2022 to 4 November 2022. The meeting was attended by the delegation from the NCERT comprising of Dinesh Prasad Saklani, *Director*; Sridhar Srivastava, *Joint Director*; Anupam Ahuja, *Head*, International Relations Division; Indu Kumar, CIET; Vinay Swarup Mehrotra, PSSCIVE; and Purabi Pattanaik, *Senior Consultant*, Ministry of Education, Government of India. The delegation also visited schools and institutions during their stay in the Republic of Korea. The following points emerged from the meeting: (a) Promoting the development of accessible quality teaching-learning (digital and print) in tune with national concerns and current curricular changes in India and South Korea; (b) Planning for improving the quality of teacher education in both the countries through online, hybrid and face-to-face modes; (c) Supporting the curriculum and textbook development process in both countries through sharing of publications and literature in various subjects, including Hindi; and (d) Study of best practices in school education of both countries.

6th Joint Working Committee Meeting in AKS, Seoul on 31 October 2022

International Student Exchange Programme between Schools in India and Korea

An international student exchange programme between schools in India and Korea was planned in virtual mode. It was initiated in the form of a proposal by Incheon and Busan Education Office, Seoul, Republic of Korea, which was sent to the Swami Vivekananda Cultural Centre, Embassy of India, Seoul. The Embassy of India, Seoul, requested NCERT to plan and coordinate the exchange programme between schools in India and in Korea. The aim was to initiate

greater familiarity and appreciation of Indian and Korean cultures among the students from both countries. It was decided mutually that the programme will be held in the Demonstration Multipurpose Schools (DMS) of Bhopal, Ajmer, Bhubaneswar and Mysuru with the support of CIET, New Delhi. The planning process involved the pairing of schools in India with the schools in Korea. Detailed discussions on collaboration were held during the virtual meetings.

Online orientation for representatives from Incheon Education Office and Schools

Additionally, an orientation session on 'Schools in India: Orientation Session for Teachers from Incheon Schools was organised by Swami Vivekananda Cultural Centre for representatives from Incheon Education Office and Schools on 29 March 2022. The Joint Director, CIET, in his virtual opening address welcomed all the participants. The Head, IRD, made a virtual presentation on 'Schools in India' during the orientation.

A Collaborative Meeting and Workshop on Indo-Finnish between GINTL and NCERT

A workshop was organised on 22 August 2022 with the team from GINTL consisting of Graham Burns and Juha Hautenan from JAMK, Finland, at

Members of the Collaborative Meeting and Workshop on Indo-Finnish Between GINTL and NCERT

NIE, Delhi, followed by a four-day workshop in PSSCIVE, Bhopal, from 24 to 27 August, 2022, to discuss on the ongoing Indo-Finnish Project 'Teacher Education in Vocational Education and Training Between Global Innovation Network for Teaching and Learning (GINTL)'. A project proposal on professional development of vocational teachers was jointly developed. The overall aim of the project is to create and cultitative a collaborative relationship between school of Professional Teacher Education in JAMK University of Applied Sciences and PSSCIVE, Bhopal. The workshops also included planning for the upcoming Joint Working Committee Meeting between NCERT and Finnish National Agency of Education (EDUFI).

Meeting with Delegation from GINTL, Finland

A ten-member delegation from GINTL, Finland, visited NCERT on 19 September 2022 as part of the activities under the MoU signed between NCERT and EDUFI, Finland. The aim of the visit was to understand the

Dinesh Prasad Saklani, Director, NCERT Interacting with Delegates from GINTL, Finland

functions and ongoing activities of NCERT and to meet relevant professionals working in the field of Early Childhood Care and Education, teacher education, educational leadership, technology education, sustainability education and curriculum development. Discussions were also held to execute plans for the upcoming first Joint Working Group Meeting and further collaboration under the MoU.

OTHER BILATERAL ACTIVITIES

Online Training Programme on English Language

An online training programme, Communicative English for Working Professionals, for nine master trainers at Hoang Le Kha Gifted High, Tay Ninh Province, Vietnam, was organised from 12 April 2022 to 9 September 2022. This bilateral activity was undertaken on the request of the Consul General of India, Ho Chi Minh City, Vietnam. Prior to the programme, two virtual planning meetings were organised between NCERT, Hoang Le Kha Gifted High School and

the Department of Education and Training on 29 June 2021 and 3 December 2021 respectively. Through a constructive process of engagement and mutual consultations virtually, an outline for the online training programme was prepared. The objective of the course was to enhance the English language proficiency of teachers in terms of functional communication in different academic and professional contexts. Certificates of completion were given to the teachers virtually.

Opening Ceremony of Online Training Programme on English Language for Master Trainers at Hoang Le Kha Gifted High, Tay Ninh Province, Vietnam

APPENDICES

Publications and Presentations by NCERT Faculty

DEPARTMENT OF ELEMENTARY EDUCATION (DEE)

Research Papers/Articles

SANGAI, S. 2022. Towards Competency-based Education: National Policy on Education 2020. *Journal of Indian Education,* Vol. 47, No. 2, pp.7–13.

SONI, R. 2022. Healthy, Skilled and Competent Future Generation: NEP 2020 - The way forward. *NAVTIKA,* Vol. 12, No. 2, pp.7–11.

Chapter in Edited Book

SANGAI, S. 2022. Effective Teacher Preparation for Strong Foundations of Young Children. In Ahmad, J., & Zahoor, N. (Eds.), *Education for Inclusion & Equity: Issues, concerns & Contemporary Research* (pp. 152–158). New Delhi: VL Media Solutions.

Paper Presentations

SHARMA, K. 2022. The NEP 2020 Vision: Curriculum for Knowledge. Paper presented as an invited speaker in the conclave on *Future Ready Schools - A Step-Up for a Sustainable Planet,* WWF, New Delhi, December 2.

SONI, R. 2022. Young Children and Play in the Digital Era. Chaired the session in the national seminar on *Population Education,* RIE, Ajmer, 16th November.

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS (DEGSN)

Research Papers/Articles

SINGH, V. K. 2021. Suvidha Vanchit Samuhon Evam Divyaang Bachchon Ki Shiksha Par COVID-19 Vaisvik Mahamaari ka Prabhav. *Prathamik Shikshak,* Vol. 54, No. 2, pp.18–30.

SINGH, V. K. 2022. Divyang Evam Suvidha Vanchit Samuuhon Ke Bachchon ki Samaaveshi Shiksha. *Gyan Garima Sindhu, Vol.* 75, pp. 20–22.

Books

SINGH, V.K. 2022. A Study of Children with Mental Retardation in Relation to their Degree of Disability. USA: MI.

SINGH, V.K. 2022. An Investigation into Study-habits of Students with Visual Impairment in Relation to their Academic Achievements. USA: MI.

Chapter in Edited Book

YADAV, M. 2023. Social Movements in India led by Women, In Sinha, Pawan. (Ed.) *Indian Thoughts on Feminism* (pp.16–27), Ghaziabad: Institute for Research in Indian Wisdom.

Paper Presentations

SINGH, V.K. 2022. The National Education Policy 2020 and equitable and Inclusive Education. Paper presented in the state level conference on

Education of children with disabilities in *inclusive classrooms*, Rajya Shiksha Kendra, AICUF: Bhopal, 16 September.

DEPARTMENT OF EDUCATION IN SOCIAL SCIENCES (DESS)

Research Papers/Articles

OJHA, SEEMA S. 2022. Understanding public discourse on history textbooks in India: Voices of teachers and teacher educators. *Voices of Teachers and Teacher Educators*, 11(1), pp.28-38.

KHOBUNG, V. 2023. A cursory view on gender perspective in the national education policies with special focus on National Education Policy, 2020. *Journal of Research in Humanities and Social Science,* Vol. 11, No. 3, pp. 308–312.

Books

SRIVASTAVA, G. 2022. *Epidemics in India: A Journey of Experiences, Past, Present, and Future.* New Delhi: Mittal Publication.

SRINIVASAN, M. V., AND MEGANATHAN, R. 2022. *Education, Knowledge, and Curriculum* (1st ed.). Noida: Pearson Education.

Chapter in Edited Book

KHOBUNG, V., AND POU, KH. 2023. Phenomenon Ensuing Marginalisation of Tribals in Manipur. In Kikhi, K., and Gautam, D. R. (Eds.), *Marginality in India: Perspectives of marginalisation from the North East.* London: Routledge. doi: 10.4324/9781003279679.

Paper Presentations

SINGH, J. 2022,. Relevance of Tactile Graph for Teaching-learning of Economics to the Learners with Visual Impairment. Paper presented at the international conference on *Outcome Based Curriculum and Pedagogical Demands in the post covid era,* JMI. New Delhi, 6–8 May.

SRINIVASAN, M. V. 2022. India's Challenges in Achieving Sustainable Development Goals: A midterm assessment. Paper presented in the conference on *Education and Sustainable Development Goals,* Department of Economics, School of Management, Pondicherry University, 29–30 September.

_____. 2022. Where is India in Achieving in Educational Sustainable Development Goals? Paper presented in the international conference on *Quality Education in India - Issues and Strategies. at the College of Science and Humanities,* SRM Institute of Science & Technology, Kattankulathur, Tamil Nadu, 16th November.

SRIVASTAVA, G. 2022. Demography Dividend and Challenge: Footprints for Road Ahead. Keynote address in the national seminar on *Population Education,* RIE, Ajmer, 15–17 November.

_____. 2022. Promoting a Conducive Environment for Holistic Development. Chaired the session in the seminar on *Mental Health and Wellbeing in Schools and the Role of School Administration,* RIE, Bhopal, 11 October.

Department of Education in Science and Mathematics (DESM)

Research Papers/Articles

Verma R and Satsangi, M. 2023. Effectiveness of Art Integrated Learning Addressing the Issues and Concerns of Adolescence. *Indian Journal of Educational Technology*, Vol. 5, No. 1, pp. 112–121.

Books

Shimray, Chong., O'Donoghue, Rob., Henze, Christa., Sarabhai, Kartikeya V., Rivera, Juan., Carlos, A and Sandoval. 2022. Handprints for Change a Teacher Education Handbook, Activating Handprint Learning Actions in Primary Schools and Beyond. Ahmedabad: Centre for Environment Education.

Paper Presentations

Shimray, Chong. 2022. Global challenges and Education for Sustainable Development (ESD). Chaired a session in the national conference on Education for Sustainable Development: Putting ESD into Action. Bharati Vidyapeeth Institute of Environment Education and Research (BVIEER), Pune, 14–15 December.

Division of Educational Kits (DEK)

Research Papers/Articles

Singh, V. P and Husain, A. 2022. Hands-on Activities Vs Multimedia Content in Science in Developing Pre-service Teachers' Competence. *School Science,* Vol. 55, No. 2 & 3, pp. 98–103.

Paper Presentations

Singh, V. P. 2022. Analysis of School Science Curriculum to with a view to see the Integration of Adolescent Education and Population Education Activities and Exploring the Pedagogical Strategies Adopted by the Teachers. Keynote address in the national seminar on *Population Education* (NSPE-2022), RIE, Ajmer, 15–17, November.

_____. 2022. A Greener Approach Towards Chemistry Laboratory Experiments. Keynote address in the international conference on *Chemistry and Chemistry Education*, Association of Chemistry Teachers (ACT) and SVVV, Indore, 13 –15 October.

Manodarpan Cell

Book

Sibia, A., Chakraborty, S and Shukla, R. 2022. Mental Health and well-being of School Students – A survey. New Delhi : NCERT

Division of Educational Research (DER)

Research Papers/Articles

Pajankar, Vishal D. 2022. Item Analysis of a General Management Awareness/ Learning Assessment test in Business School for its Difficulty Index,

Discrimination Index, and Distractor Analysis. *IITM Journal of Business Management,* 10 (1), pp. 253-265.

Book

Pajankar, Vishal D and Srivastava, Sridhar. 2022. *Projection and Trend of School Enrolment by 2025.* New Delhi: NCERT.

Chapter in Edited Book

Pajankar, Vishal D. 2021. Assessment of Students' Learning in Different Levels of Grades. Savitri Mishra, Sanjit Biswas and A.C. Das (Eds.), *Educational system India* (pp. 273-291), New Delhi: Mittal Publication.

Paper Presentations

Bhardwaj, B. P. 2023. NEP 2020: Reflection in Higher Education. Chaired the panel discussion in the ICSSR sponsored national seminar on *Dreams and Opportunities in Higher Education,* Faculty of Education, Indira Gandhi National Tribal University, Amarkantak, Madya Pradesh, 13th February.

_____. 2023. Aatma Nirbhar Bharat. Chaired the panel discussion in the national seminar on *Aatma Nirbhar Bharat*: *In perspective of National Education Policy-2020,* School of Education, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi, 24 February.

Nuna, Anita. 2023. Changing Paradigm in School Education. Chaired the session in the national seminar on *Shifting Focus in School Curriculum: From Content-Based Learning to Competency Based Learning,* NERIE, Umiam (Meghalaya), 2–3 February.

_____. 2023. Pedagogic Practices at Various Stages of School. Chaired the session in the national seminar on *Shifting Focus in School Curriculum: From Content-Based Learning to Competency Based Learning,* NERIE, Umiam (Meghalaya), 2–3 February.

Department of Teacher Education (DTE)

Research Papers/Articles

Patidar, Jitendra Kumar. 2022. Networking among teacher education institutions/ centers in Madhya Pradesh. *University News- A Weekly Journal of Higher Education,* Vol. 60, No. 23, pp.9–19.

_____. 2022. Networking Among Teacher Education Institutions/centers in Madhya Pradesh. *University News- A Weekly Journal of Higher Education.* Vol. 60, No. 24, pp.9–19.

Vijayan. K.,and Alka, Bankra. (In press). Analysis of articles published in Journal of Indian Education (2015–2020), *Journal of Indian Education,* Vol. 48, No. 2.

Book Chapters

Patidar, Jitendra Kumar and Maheshwari, Kirti. 2022. Why National Education Policy-2020 Recommended 50 Hours of Continuous Professional Development? In Jaiswal, Vijay., & Sharma, Vaibhav (Eds.), *Teacher Education in the light of NEP - 2020.* (pp 66–92). Delhi: ABS Books.

VIJAYAN. K. 2022. Data and their representation. Board of Open Schooling and Skill Education (BOSSE) Mathematics for Secondary Level, Vol. 48, No. 1, Sikkim, BOSSE, Sikkim.

Paper Presentations

SHARAD, SINHA. 2023. NEP-2020: Curriculum and Pedagogy Transformation in Teacher Education. Paper presented in the national seminar on *Quality Improvement of Teacher Education in the Context of NEP-2020*, SCERT, GOA, 9–10 February.

VIJAYAN. K. 2022. Competency Based Education and Assessment. Paper presented in the national webinar on *Competency based Education and Assessment, Army Public Schools*, Faculty Development &Research Centre (FDRC), Army Welfare Education Society (AWES), Delhi, 14–18 November.

_____. 2023. Are we Losing Objectivity in Evaluation and Assessment. Paper presented in the *90 Rajagiri Round Table Conference on Assessment Simplified- How to Assess Mindset Development*, Rajagiri Media, 18 January.

_____. 2023. Contemporary Assessment Methods. Paper presented in the national webinar on *Aligning Assessments to NEP 2020*, Smt. Kapila Khandvala College of Education, Mumbai, Maharashtra, 1-2 February.

_____. 2023. A Critical Analysis of D. El.Ed. Curriculum of Assam with Special Reference to Integrations of ESD and GCED. Paper presented in the national seminar *on Shifting Focus in School Curriculum: From Content Based Learning to Competency Based Learning*, North East Regional Institute of Education, Umiam (Meghalaya), 2–3 February.

PATIDAR, JITENDRA KUMAR. 2022. Transforming Vision of NEP-2020 Through Teacher Education. Paper presented in the national webinar on *NEP-2020: It's Implementation in Teacher Education Institutions*, SVB's Saraswathi College of Education and Research, Dombivli (East), Dist- Thane, Maharashtra, 7 May.

VIJAYAN. K. 2023. Equitable Education in the Post-modern World. Chaired the session in the 9th international conference on Education 2023, The International Institute of Knowledge Management (TIIKM), Baangkok, Thailand, 16–17 March.

SINHA, SHARAD. 2023. Professional and Disciplinary Dichotomy in ITEP in NEP-2020 Regime. Chaired the session in the national seminar on *Quality Improvement of Teacher Education in the context of NEP-2020*, SCERT, Porvorim, GOA, 9–10, February.

SINHA, SHARAD. 2023. Making of Recommendations for Quality Improvement of Teacher Education in NEP-2020 Regime. Chaired the panel discussion in the national seminar on *Quality Improvement of Teacher Education in the context of NEP-2020*, SCERT, GOA Porvorim, GOA, 9–10 February.

LIBRARY AND DOCUMENTATION DIVISION (LDD)

Research Papers/Articles

SAMANTARAY, M. 2022. School Librarianship and National Education Policy 2020. *IASLIC Bulletin*, Vol. 67, No. 2, pp.99–108.

_____. 2022. Aadhunik samaj main pustakalaya ka mahattva. *Prathamik Shikshak*, 46 (1), pp.14–20.

JAIN, P AND MEERA. 2022. A bibliometric analysis of research output of National Council of Educational Research and Training. *IASLIC Bulletin,* Vol. 67, No. 3, pp. 131–145.

SAMANTARAY, M. 2022. Professionalism in Library Administration. *Journal of Advances in Library and Information Science*, Vol. 11, No. 4, pp 357–364. Retrieved from http://www.jalis.in/pdf/11-4/.

Chapter in Edited Books

SAMANTARAY, M. 2022. Digital Transformation: Accelerating the Library Services. In Dhanavandan, S. (Ed.), *Innovative librarianship: Impetus to digital convergence* (pp. 35–43). Delhi: Today and Tomorrow's Printers and Publishers.

_____. 2023. Innovate! Don't Imitate in Library Practices. In Dhanavandan, S. (Ed.), *Ingenious Librarianship: Emerging Self Reliance* (pp. 35–41). Delhi: Today and tomorrow's printers and publishers.

_____. 2023. Role of NCERT in Optimising Virtual Learning Environment in Realising NEP 2020. In Rath, P., Kumar, A., & Singh, M. (Eds.), *National Education Policy 2020: A Forward Looking Vision for LIS Education & Services* (pp. 43–53).Delhi: Today and Tomorrow's Printers and Publishers.

JAIN, P AND VISHWAKARMA, S. 2022. Five R's for Academic Researcher: A Perspective. In Babbar, et al. (Eds.), *Resilience, reflection and innovation in library services and practices* (pp. 478–484). Delhi: Bookwell.

JAIN, P. 2022. Digital Content Dissemination through PMe-Vidya Portal. In Singh, et al. (Eds.), *Proceedings of the international conference on infrastructure, information and innovation for building New Bharat* (pp. 236–242). Delhi: AKS Publishing House.

SAMANTARAY, M. 2023. Role of NCERT in Optimising Virtual Learning Environment in Realising NEP 2020. Paper presented in the national seminar on *NEP 2020: A Forward Looking Vision for LIS Education and Services*, LIS Deptt, MZU, Aizawal, Mizoram, 1–3 March.

_____. 2022. Digital Transformation: Accelerating the Library Services. Paper presented in the national conference on *Innovative Librarianship: Accelerating Open and Digital Convergence*. CUTN, Thiruvarur, Tamil Nadu, 9–10 June.

JAIN, P. 2022. Five R's for Academic Researcher: A Perspective. Paper presented in the *10th International Library Professional Summit (I-LIPS),* Institute of Economic Growth (IEG), University of Delhi, Delhi, 22 May.

_____. 2022. Digital Content Dissemination through PMe-Vidya: An overview. Paper presented in the *4th DLA-SRFLIS International Conference on Infrastructure, Information & Innovation: Building New Bharat*. Conference Centre, University of Delhi, Delhi, 10–12 November.

PLANNING AND MONITORING DIVISION (PMD)

Chapter in Edited Books

RAVEENDRAN, ASHITA., SUBHASH, P.D., NARANG, SHILPA ARORA AND SARMISTHA, S. 2022. Envisioning Delight in School Education Service: Observations from Implementation of Global Citizenship Education (GCED) in Indian schools. In Sarmistha, S., & Neha, Gupta (Eds.), *Handbook of Research on the Interplay Between Service Quality and Customer Delight* (pp.167–187). USA: IGI Global.

Paper Presentations

RAVEENDRAN, ASHITA. 2022. SDG 4.7 in India: Status and Ideas for Action. Key speaker in the national conference on *Sustainability in Schools: Leading the Way- Action for Education for Sustainable Development*, Bharati Vidyapeeth Deemed University, Institute of Environment Education and Research (BVIEER), Pune, 3 June.

_____. 2022. Re-imagining Education in the Context of SDG 4.7: Integration of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in Curriculum. Key speaker in the national conference on *Education for Sustainable Development: Putting ESD into Action.* Bharati Vidyapeeth Deemed University, Institute of Environment Education and Research (BVIEER), Pune, Engagement Global, Germany and the ESD Expert Net India. 14-15 December 2022.

SUBHASH, P.D. 2022. Structural and Functional Changes in Education. Invited Speaker in the International Conference on *Transforming Indian Higher Education for a New World Order: Envisions, Roadmaps & Implementation*, Mother Teresa College of Teacher Education Perambra,Kozhikode, 4th April.

CELL FOR NATIONAL CENTRE FOR LITERACY (CNCL)

Chapter in Edited Book

SHARMA, USHA. 2023. Education and Gender Sensitisation. In Sinha, Pawan (Ed.), *Indian Thoughts on Feminism* (pp. 163–180). Ghaziabad: Institute for Research in Indian Wisdom.

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION (PSSCIVE)

Research Paper/ Articles

VEERAIAH P., SUNIL S., DESAI AND TOMAR, GEETA. 2020. Skill development and Vocational Education Programmes Enhances the Employment Opportunities in India – A study. *Indian Journal of Vocational Education*, Vol. 26, No. 28, pp. 135–151.

MEHROTRA, VINAY SWAROOP. 2022, NEP 2020: *Reimagining and strategies to empowering vocational education, Shiksha Saarthi,* Vol. 9, No. 10, pp. 22–29.

SHUDHALWAR, DEEPAK AND SINGH, MANU PRATAP. 2023. Software Reliability Modeling Using Neural Network technique. *International Journal of Creative Research Thoughts (IJCRT),* Vol. 11, No. 3, pp-d808-d818, www.ijcrt.org.

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SHUDHALWAR, DEEPAK AND SHARMA, MAYANK. 2023. Cyber attacks in IoT-enabled Home Appliances. *Proceedings of* National Conference on *Research Innovations in ICT and Computing Technologies (NCRIICT-2023),* Nagpur, Maharashtra, 27–28 March.

Paper Presentations

MEHROTRA V.S. 2023. Continuous Professional Development and Teacher Education Post Implementation of NEP 2020. Invited lecture in the national seminar on *Quality Improvement of Teacher Education in the Context of NEP 2020*, State Council of Educational Research and Training, Porvorim, Goa on 9 and 10 February.

SHUDHALWAR, DEEPAK. 2023. e-Learning in Global Scenario. Keynote Speaker in the national conference on *e-Learning in Global Scenario*, Sandipani Academy Pendri, Bilaspur, Chhattisgarh, 5 March.

————. 2023. VET in India: Going green, Digital and Innovative Moderator. Panelist in the national consultation meeting on *Implementation of Vocationalisation of Secondary Education*, Bhopal, 2–28 February.

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

Research Papers/ Articles

UDDIN, M. J., PANDA, B. N. AND AGARWAL, P. C. 2023. I Can Now Detect and Rectify my Error. New Generation ninth-grade Learner's Problem-solving Skills During Experiments in Physics through Metacognitive Brainstorming Strategy. *Physics Education. Vol. 58, No.* 3, 035023-035034. DOI:10.1088/1361-6552/acc296. IOP: UK

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KUMAR, A. AND PANDA, B. N. 2022. Transforming Academic Institutions as Learning Organisations: Reflection from past researches. *Staff and Educational Development International,* Vol. 25, No. 1, pp.199–208.

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BARUAH, S. AND MOHALIK, R. 2022. Status of ICT Integration in Teacher Education Institutions of Assam: An Exploratory Study. *Indian Journal of Educational Technology*, Vol. 4, No. 1, pp. 85–95.

GANGMEI, E. AND TANWIR, A. 2022. Status of Government Programme and Schemes Implemented in Madrasha of Odisha. *Aarhat Multidisciplinary International Education Research Journal*, Vol. 10, No. 3, pp. 287–298.

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Books

Agarwal, P. C and Dash, S. K. 2023. Educational Resources-Herbal Garden, Resource Centre, Theme Park. Bhubaneswar: Regional Institute of Education, NCERT.

Agarwal, P. C., Panda, B. N. and Dash, S. K. 2023. Implementation of NCERT Interventions at School Stage: A Journey of Research in Chilika Block, Odisha, Bhubaneswar: Regional Institute of Education, NCERT.

Mohalik, R and Roy, S. 2023. *Transformation of Education in the Light of NEP 2020*. Greater Noida, India: Disha International Publishing House.

Chapter in Edited Books

Moharana, P and Behera, L. 2022. Holistic Education of Scheduled Tribes in Kalinga: Institute of Social Sciences (KISS): A case study. In Mitra, N., & Bhat, R. C. (Eds.). *Case Study Research in Different Disciplines: General and Pedagogical Approaches*, pp: 1-24. New Delhi: Kunal Books.

Paper Presentations

Ramulu, Ch. A. and Kumar, Manish. 2023. Medicinal Plants Conservation of Through Institute Herbal Garden. Paper presented in the international conference on *Innovation in Biology and Medicine*, Department of Biotechnology, Telangana University, Nizamabad, Telangana, 21–23 February.

Panda, B.N. and Das, Sabyasachi. 2022. Integrating Indigenous Knowledge into Social Science Teaching in Secondary Schools of Kandhamal District of Odisha: An Exploratory Study. Paper presented in the national seminar on *Integration of Indigenous Knowledge in the School Curriculum: Prospects and Challenges*, North East Regional Institute of Education (NERIE), NCERT, Umiam, Meghalaya, 17–18 February.

Tripathy., Kumar, Maruti., Dash, Shubhashree and Panda. Bhujendra Nath. 2022. Teacher Educator Preparation Concerning NEP-2020: An Analysis of the Practicum and its Alternatives Amid COVID-19 Outbreak. Paper presented in the national conference on *NEP 2020: Towards transforming teacher education*, Regional Institute of Education, NCERT, Bhubaneswar, 24–26 February.

Panda, B.N. and Pratima, A. 2022. Experiential Learning in Teacher Education Programme: A Systematic Review. Paper presented in the national conference on *NEP2020: Towards Transforming Teacher Education*, Regional Institute of Education (NCERT), Bhubaneswar, 24–26 February.

Panda, B.N. and Das, Sabyasachi. 2022. Effectiveness of Teaching Social Science with Problem Based Learning for Developing Professional Competency and Higher Order Thinking Process: An Overview. Paper presented in the

national conference on *NEP2020: Towards Transforming Teacher Education*, Regional Institute of Education, NCERT, Bhubaneswar, 24–26 February.

PANDA, B.N. AND JAMAL, UDDIN. 2022. Correlation Between Metacognitive Strategies and Learning Outcome in Physical Science at Secondary Level During the Lockdown Period of COVID-19 Pandemic. Paper presented in the national conference on *NEP 2020: Towards Transforming Teacher Education,* Regional Institute of Education, Bhubaneswar, 24–26 February.

PANDA, B. N. AND KUMAR, A. 2022. Sustaining Learners Interest in Physics: An Exploratory Study. Paper presented in the national conference on *Emerging Trends in Physics & Physics Education*, Regional Institute of Education, Ajmer, 27–28 February.

PANDA, B.N. AND DAS, SABYASACHI. 2022. The PM e-Vidya Scheme as an Online Teaching Platforms and Tools in India During and After the COVID-19 Pandemic: An Overview. Paper presented in the national seminar on *One Year Implementation of PM e-Vidya for Ensuring Equitable Education: Issues, Challenges and Concerns, Centre of Education, Indian Institute of Teacher Education*, Gandhinagar, 25–26 March.

PANDA, B.N. AND UDDIN, JAMAL. 2022. Effect of Metacognitive Scaffolding on the Learning Achievement and the Reaction of Secondary School Students in Physical Science. Paper presented in the *national research conclave*, Central University of Gujarat, 23–25 June.

PANDA, B.N. AND PRATIMA, A. 2022. Multiple Intelligence Theory Oriented Experiential Learning Approach: A Pedagogy to Enhance Teaching Learning Process. Paper presented in the *National Research Conclave*, Central University of Gujarat, 23–25 June.

GOWRAMMA, I. P. AND SAHOO, P. R. 2022. Academic Language of Science: Reflections from a Science Classroom Discourse. Paper presented in the national conference on *NEP 2020: Towards Transforming Teacher Education*, RIE, Bhubaneswar, 24–26 February.

GOWRAMMA, I. P. AND BHABANI, S. 2022. Teachers as Change Agents: Multicase Analysis of Teacher Educators' Incidental Responses to Sexual Harassment. Paper presented in the national conference on *NEP 2020: Towards Transforming Teacher Education*, RIE, Bhubaneswar, 24–26 February.

GANGMEI, E., GUPTA, R. AND AGARWAL, P.C. 2022. Attitude and Knowledge Prospective Teachers about Inclusion of Students with Disabilities in a General Classroom. Paper presented in the national conference on *NEP 2020: Towards Transforming Teacher Education*, RIE, Bhubaneswar, 24–26 February.

GANGMEI, E. AND SARKAR, M. 2022. Pre-service Teacher's Perspective on Education for Sustainable Development: An Analysis. Paper presented in the national seminar on *Teacher Education in the Perspective of NEP 2020*, IASE and SCERT, Government of Tripura, 15–16 March.

GANGMEI, E. AND SOM, M. 2022. A Cross National Review on Teacher Education Programme for Preparing for Inclusive Education. Paper presented in the national conference on *NEP 2020: Towards Transforming Teacher Education*, RIE, Bhubaneswar, 24–26 February.

SETHY, R. 2022. Problem Faced by Secondary School Teachers During in-service Teacher Education Programme (ISTEP) in Odisha. Paper presented in the national conference on *NEP 2020: Towards Transforming Teacher Education*, RIE, Bhubaneswar, 24–26 February.

KRISHNAN, D. 2022. Perception and Awareness of Prospective Teachers on use of Artificial Intelligence in Pedagogical Processes of Physics. Paper presented in the national conference on *Emerging Trends in Physics and Physics Education*, RIE, Ajmer, 27–28 February.

AGARWAL, P.C. 2022. Regulation, Curriculum and Pedagogy. Chaired the session in the national seminar on *NEP-2020: Towards Transforming Teacher Education,* RIE, Bhubaneswar, 26–28 February.

AGARWAL, P.C. 2022. Panellist in the National Seminar on *Integration and Indigenous Knowledge in School and Curriculum: Prospects & Challenges,* NERIE, Umiam, 17 February.

AGARWAL, P.C. 2022. Metallic Glasses: Emerging Materials. Invited Talk in National Symposium on *Advanced Researches on Material Science & Engineering-2021* SERB, DST, Govt. of India, GIET University, Gunupur, Odisha, 16 April.

BEHERA, L. 2022. Teacher Education as Envisioned in NEP-2020: Practices and priorities. Keynote speaker in the national seminar on *Transforming Vision in to Action in Higher Education,* BWTTC, Ranchi, 7 May.

GOWRAMMA, I. P.2022. Innovations in Teacher Education. Chaired the panel discussion in the national conference on *NEP-2020 Towards Transforming Teacher Education*, RIE Bhubaneswar, 24 –26 February.

BEHERA, L. 2022. Innovations in teacher education. Chaired the panel discussion in the national conference on *NEP 2020 Towards Transforming Teacher Education*, RIE Bhubaneswar, 24 – 26 February.

M.Phil./Ph.D. Degrees Awarded during the Year under the Supervision of NCERT Faculty

S. No.	Title of the Study	Name of the Supervisor	Name of the Research Scholar	Constituent Unit of NCERT	Name of the University	Year
1	In Vitro Culture Studies of Thunbergia Species.	Jaydip Mandal	Narpatpall Khichi	RIE, Bhopal	Barkatullah Vishwavidyalaya Bhopal	2022
2	Relative Effectiveness of Constructivist Approach and Traditional Approach for the Promotion of Learning Outcomes in Science at Upper Primary School Level.	Saurabh Kumar	Keerti Chadar	RIE, Bhopal	Barkatullah Vishwavidyalaya Bhopal	2022
3	*Soochana Evan Sanchaar Praudyogikee Aadhaarit Hindee Bhaasha Shikshan ka Kaksha 9veen ke vidyaarthiyon Mein Unake Bhaasha Kaushal, Aatmavishvaas Evan Shaikshik Upalabdhi par Padane Vaale Prabhaaav ka Adhyaayanah Bhopaal jile ke Sandarbh Mein!*	Ratnamala Arya	Rahul Tiwari	RIE, Bhopal	Barkatullah Vishwavidyalaya Bhopal	2022
4	Continuous and Copresence Evaluation: A Comparative Study of the Implementation at Secondary Level in Different Types of CBSE School of Bhopal District.	Ramakar Raizada	Meenakshi Bhargava	RIE, Bhopal	Barkatullah Vishwavidyalaya Bhopal	2022
5	Educational Aspiration of Tribal Students in Relation to Teacher's Perspectives and School Culture	Ramesh Babu	Chandra Kumar Bankar	RIE, Bhopal	Barkatullah Vishwavidyalaya Bhopal	2022
6	Study of Feedback Level of Motivation and Achievement in Language Learning of Elementary Grade Students of Vidisha District.	K.K. Khare	Mahasweta Mishra	RIE, Bhopal	Barkatullah Vishwavidyalaya Bhopal	2022

No.	Title					Year
7	Comparative Study of Selected Life Experience and Environmental Literacy of Tribal and Non Tribal Students	K.K. Khare	Mitali Khare	RIE, Bhopal	Barkatullah Vishwavidyalaya Bhopal	2022
8	Reflective Practices Among the Prospective Teachers of Madhya Pradesh	Nityanand Pradhan	Deepa Gupta	RIE, Bhopal	Barkatullah Vishwavidyalaya Bhopal	2022
9	English Language Learning Progression of Higher Secondary Students of M.P.	N.C. Ojha	Deepti Yadav	RIE, Bhopal	Barkatullah Vishwavidyalaya Bhopal	2022
10	Effectiveness of Innovative Strategy for Developing Thinking Among Elementary Students of CBSE in Terms of Selected Cognitive and Affective Variables.	Ratnamala Arya	Amita Dhankar	RIE, Bhopal	Barkatullah Vishwavidyalaya Bhopal	2022
11	*Maadhyamik Vidyaalay ke Vidyaarthiyon kee Aspashtata kee Sahanasheelata Evan Itihaas Vishay Mein Unakee Upalabdhi Par Shikshan ke Rachanaavaadee Upaagam ke Prabhaav ka Adhyayan*	Ratnamala Arya	Mohd. Kashif Taufeeque	RIE, Bhopal	Barkatullah Vishwavidyalaya Bhopal	2023
12	*Saarvajanik Kshetr ke Baankon ka Vitteey Moolyaankan Bhaarateey Stet Baink Bhopaal Sambhaag ke Vishesh Sandarbh Mein*	Punnam Veeraiah	Hemlata Shakya, December	PSCCIVE, Bhopal	Barkatullah University Bhopal	2022
13	Effect of Growth Substances and Organic Manure on Growth, Flowering Behaviour, Yield and Quality Attributes of Bottle Gourd (Lagenaria siceraria L.)	R.K. Pathak	Varsha Uikey	PSCCIVE, Bhopal	School of Agriculture Sciences, Dr. B.R. Ambedkar University of Social Sciences Mhow	2022
14	Effect of Organic Media, Plant Growth Regulators and Different Colour of Wrappers on Success and Survival of air Layering of Guava (Psidium guajava L.)	R.K. Pathak	Pravin Barde	PSCCIVE, Bhopal	School of Agriculture Sciences, Dr. B.R. Ambedkar University of Social Sciences Mhow	2022
15	A Study of the Implementation of Right to Education Act 2009 in Uttar Pradesh	Meenakshi M	Muzammil Hasan	RIE, Ajmer	MDS University, Ajmer	2022

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16	Education and Socio-economic Perspectives of Transgender Community in West Bengal: An Exploratory Study	Mohalik, R.	Srimoyee Poddar	RIE, Bhubaneswar	Utkal University, Odisha	2022
17	Effectiveness of Digital Mind Mapping Teaching Strategy on Higher Order Thinking Skills in Geography at Upper Primary Level	R. Mohalik	Dipak Bhattacharya	RIE, Bhubaneswar	Utkal University, Odisha	2022
18	Teaching Efficiency, Accountability, and Leadership role of Secondary School Teachers	Laxmidhar Behera	P. P. Behera	RIE, Bhubaneswar	Utkal University, Odisha	2022
19	Science Teachers Beliefs on Inquiry in Classroom Practices	Laxmidhar Behera	S. Bhoi	RIE, Bhubaneswar	Utkal University, Odisha	2022
20	Effects of Strategies for Reducing the Burden of Learning on Academic Achievements and Attitude Towards Social Sciences Among Students of Class VI	Kalpana Venugopal	Anita Ravindra G. R.	RIE, Mysuru	University of Mysuru	2022
21	Perspectives of Stakeholders on Pre-vocational Education Envisaged in National Education Policy 2020	Laxmidhar Behera	T. P. Sethy (M.Phil.)	RIE, Bhubaneswar	Utkal University Bhubaneswar	2022

Awards and Fellowships

NCERT Doctoral Fellowships 2022

S No.	Name and State of the Doctoral Fellows	Title of the Thesis
1	Sruthi S., Kerala	Educational Aspiration in Relation to Home Environment, Self Regulation and Gender Sensitivity of Tamil Linguistic Minority Students of Kerala
2	Bharti Bhardwaj, Uttar Pradesh	Academic Procrastination Emotional Maturity and Self Efficacy as Determinants of Academic Achievement of Senior Secondary School Students.
3	Swati Mishra, Bihar	Cluster Resource Centre (CRC) in Government Schools and its Influence on their Institutional Management: A Study of Patna District in Bihar
4	Saloni, Uttar Pradesh	Uchch Praathamik Stareey Vidyaarthiyon ke Srjanaatmak Chintan, Vigyaan ke Prati Abhivrtti Evan Shaikshik Upalabdhi par Mastishk Aadhaarit Adhigam-vyooh Rachana ke Prabhaav ka Adhyayan
5	Athira O.S., Kerala	Technology Related to Psychology
6	Ranjana Pawar, Madhya Pradesh	Study of Leadership Behaviour of School Heads, School Climate and Implementation of Government Programmes in Elementary Schools of Madhya Pradesh
7	Hemant Yadav, Uttar Pradesh	*Secondary Star ke Chhaatron kee Sanvegaatmak Buddhi Evan Tanaav ka Unakee Shaikshik Upalabdhi Par Padane Vaale Prabhaav ka Adhyayan*
8	Ashish Kumar, Bihar	Effectiveness of Vedic Mathematics Stratigies for Enhancing Problem Solving Skills in Chemistry of Higher Secondary School Students
9	Neetu Singh, Uttar Pradesh	*Maadhyamik Star par Shaikshik Upalabdhi, Abhiruchi aur Sangyaanaatmak Sambandhon par Tekno-paijaagojikal Skils ke Prayog ke Prabhaav ka Adhyayan*
10	Sunitha M.S., Kerala	Influence of Self Efficacy and Techno Pedagogical Content Knowledge (tpack) on Soft Skills and Psychological well-being of Prospective Teachers

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Details of NCERT Committees, as mentioned in the MoA, for the Year 2022–23

- General Council
- Executive Committee
- Finance Committee
- Establishment Committee
- Building and Works Committee
- Programme Advisory Committee
- Educational Research and Innovations Committee
- Academic Committee of NIE
- Managing Committee of RIE, Ajmer
- Managing Committee of RIE, Bhopal
- Managing Committee of RIE, Bhubaneswar
- Managing Committee of RIE, Mysuru
- Managing Committee of NERIE, Umiam (Meghalaya)

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GENERAL COUNCIL

(i)	The Minister of Education President (*ex-officio*)	1.	Hon'ble Education Minister Ministry of Education Shastri Bhawan New Delhi-110001
(ii)	Chairman of the University Grants Commission (*ex-officio*)	2.	*Chairman* University Grants Commission Bahadur Shah Zafar Marg New Delhi-110002
(iii)	Secretary to the Ministry of Education (*ex-officio*)	3.	*Secretary* Department of School Education & Literacy Ministry of Education Government of India Shastri Bhawan New Delhi-110001
(iv)	Four Vice-Chancellors of Universities, one from each region, nominated by the Government of India.	4.	Sikander Kumar *Vice-Chancellor* Himachal Pradesh University Gyan-Path, Summer-Hill, District Shimla-171005 Himachal Pradesh (Replacement is under consideration with the Authority)
		5.	Rajneesh Kumar Shukla *Vice Chancellor* Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Vardha Gandhi Hills, Post: Hindi University, Wardha-442001 Maharashtra
		6.	H.C.S. Rathore *Vice Chancellor* Central University of South Bihar BIT Campus, PO-B.V. College Patna-800014, Bihar (Replacement is under consideration with the Authority)

7. Gurmeet Singh
   Vice Chancellor
   Pondicherry University
   Bharat Ratna Dr. B.R. Ambedkar
   Administrative Building,
   R.V. Nagar, Kalapet
   Pondicherry-605014

(V) One representative of each State Government and Union Territory with a legislature who shall be the Education Minister of the State/Union Territory (or his representative) and in the case of Delhi the Chief Executive Councilor, Delhi (or his representative)

8. Hon'ble Minister for School Education
   Government of Andhra Pradesh
   A.P. Secretariat Building
   Hyderabad-500022
   Andra Pradesh

9. Hon'ble Minister for School Education
   Government of Arunachal Pradesh
   Itanagar-791111
   Arunachal Pradesh

10. Hon'ble Minister for School Education
    Government of Assam
    Janata Bhawan, Dispur-781006
    Assam

11. Hon'ble Minister for School Education
    Government of Bihar
    New Secretariat Building
    Patna-800015
    Bihar

12. Hon'ble Minister for School Education
    Government of Chhatisgarh
    Raipur-492007
    Chhatisgarh

13. Hon'ble Minister for School Education
    Government of Goa
    Goa Secretariat Panaji-403001
    Goa

14. Hon'ble Minister for School Education
    Government of Gujarat
    Block No. 1, Sachivalaya
    Gandhi Nagar-382010
    Gujarat

15. Hon'ble Minister for School Education
    Government of Haryana
    Haryana Civil Secretariat
    Chandigarh-160001
    Haryana

16. Hon'ble Minister for School Education
    Government of Himachal Pradesh
    Shimla-171002
    Himachal Pradesh

17. Hon'ble Minister for School Education
    Government of Jharkhand
    Ranchi-834004
    Jharkhand

18. Hon'ble Minister for School Education
    Government of Karnataka
    Vidhan Saudha
    Bangaluru-560001
    Karnataka

19. Hon'ble Minister for School Education
    Government of Kerala
    Ashoka Nanthenocode
    Thiruvananthapuram-695001
    Kerala

20. Hon'ble Minister for School Education
    Government of Madhya Pradesh
    Bhopal-462001
    Madhya Pradesh

21. Hon'ble Minister for School Education
    Government of Maharashtra
    Mantralya Main
    Mumbai-400032
    Maharashtra

22. Hon'ble Minister for School Education
    Government of Manipur
    Manipur Secretariat
    Imphal-795001
    Manipur

23. Hon'ble Minister for School Education
    Government of Meghalaya
    Meghalaya Secretariat
    Shillong-793001
    Meghalya

24. Hon'ble Minister for School Education
    Government of Mizoram
    Aizawl-796001
    Mizoram

25. Hon'ble Minister for School Education
    Government of Nagaland
    Kohima-797001
    Nagaland

26. Hon'ble Minister for School Education
    Government of Odisha
    Odisha Secretariat
    Bhubaneswar-751001
    Odisha

27. Hon'ble Minister for School Education
    Government of Punjab
    Chandigarh-160017
    Punjab

28. Hon'ble Minister for School Education
    Government of Rajasthan
    Government Secretariat
    Jaipur-302001
    Rajasthan

29. Hon'ble Minister for School Education
    Government of Sikkim
    Sikkim Secretariat, Tashilling
    Gangtok-737101
    Sikkim

30. Hon'ble Minister for School Education
    Government of Tamil Nadu
    Fort St. Georg
    Chennai-600009
    Tamil Nadu

31. Hon'ble Minister for School Education
    Government of Telangana
    Telangana Secretariat
    Hyderabad-500022
    Telangana

32. Hon'ble Minister for School Education
    Government of Tripura
    Civil Secretariat
    Agartala-799001
    Tripura

33. Hon'ble Minister for School Education
    Government of Uttar Pardesh
    Lucknow-226001
    Uttar Pradesh

34. Hon'ble Minister for School Education
    Government of Uttrakhand
    Dehradun-248008
    Uttrakhand

35. Hon'ble Minister for School Education
Government of West Bengal
Vikas Bhawan
Salt Lake
Kolkata-700001
West Bangal

36. Hon'ble Minister for School Education
Government of Jammu & Kashmir
Srinagar-180001
Jammu & Kashmir

37. Hon'ble Minister for School Education
Government of Puducherry
Chief Secretariat
Victor Simonel, Street
Puducherry-605001

38. Hon'ble Minister for School Education
Government of National Capital
Territory of Delhi
Delhi Secretariat
I.P. Estate
New Delhi-110002

vi) All members of the Executive committee not included above; and

39. Hon'ble Minister of State for Education
Ministry of Education
Shastri Bhawan
New Delhi- 110001

40. Dinesh Prasad Saklani
Director
NCERT, New Delhi-110016.

41. J.S. Rajput
Ex-Director, NCERT
A-16, Sector P-7, Mitra Enclave
Opp. Greater Valley School
Greater Noida-201308
Uttar Pradesh

42. Chand Kiran Saluja
Academic Director
Sanskrit Promotion Foundation
11204/5 Mandir Marg
Gaushala Marg, Doriwalan
New Delhi-110006

43. Krishna Mohan Tripathi
Member, NEP Draft Committee
Ex-Director, School Education
C-448 Panki, Kanpur
Uttar Pradesh-208020
Nomination under process

44. B.R. Kukreti
Ex-Dean and *Head*
Mahatma Jyotiba Phule Rohilkhand
University
C-46/47, Neelkhant
Suresh Sharma Nagar
Bareilly-243006
Uttar Pradesh

45. Kaustubh Chandra Joshi
Principal
S.K.S.G.I.C, Pattharkhani
P.O.-Biloi, Block-Munakot
Dist.- Pithoragarh-262520
Uttrakhand

46. B. Usharani
Principal
Shri Ram Dayal Khemka Vivekanand
Vidyalaya
No.9 Ellaimman Koil Street
Tiruvottiyur, Chennai-19
Tamil Nadu

47. *Joint Director*
NCERT
New Delhi-110016

48. Shankar Sharan
Department of Education in Social
Sciences
NCERT
New Delhi110016

49. Prakash Chandra Agrawal
Principal
Regional Institute of Education (NCERT)
Bhubaneswar
Sachivalaya Marg
Bhubaneswar-751022

50. Indrani Bhaduri
Educational Survey Division
NCERT
New Delhi-110067

51. *Joint Secretary* (Institutions)
Ministry of Education
(Department of School Education &
Literacy),
Shastri Bhawan
New Delhi-110001

		52.	JS and *Financial Adviser* Ministry of Education (Department of School Education & Literacy) Shastri Bhawan New Delhi-110001
Vii)	(a) *Chairman* Central Board of Secondary Education Delhi (*ex-officio*)	53.	*Chairman* Central Board of Secondary Education Shiksha sadan 17 Rouse Avenue, Institutional Area Near Bal Bhawan New Delhi-110001
	(b) *Commissioner* Kendriya Vidyalaya Sangathan New Delhi (ex-officio)	54.	*Commissioner* Kendriya Vidyalaya Sangathan 18, Institutional Area Shahid Jeet Singh Marg New Delhi-110016
	(c) *Director* Central Health Education Bureau New Delhi (*ex-officio*)	55.	*Director* Central Health Education Bureau (DGHS) Ministry of Health and Family Welfare Kotla Road New Delhi-110002
	(d) *Deputy Director General* Incharge of Agricultural Education ICAR, Ministry of Agriculture New Delhi (*ex-officio*)	56.	*Deputy Director General* Incharge of Agriculture Education ICAR Krishi Anusandhan Bhawan Pusa New Delhi-110012
	(e) Director of Training Directorate General of Training & Employment, Ministry of Labour New Delhi (*ex-officio*)	57.	*Director of Training* Directorate General of Training & Employment, Ministry of Labour Employment Exchange Building, Pusa (ITI) Near Rajendra Place Metro Station, Pusa Road New Delhi-110012
	(f) Representative of Education Division Planning Commission New Delhi (*ex-officio*)	58.	*Adviser Education* Niti Aayog Yojana Bhawan New Delhi-110001

viii)	Such other persons not exceeding six as the Government of India may from time to time nominate. Not less than four of these shall be school teachers	59.	Kuldip Chand Agnihotri *Vice Chancellor* Central University of Himachal Pradesh, Dharmshala, Camp Office near H.P.C.A Cricket Stadium, Dist. Kangra Himachal Pradesh-176215 (Replacement is under consideration with the Authority)
		60.	Manimekalai Mohan *Managing Trustee* Shri Saraswati Vidya Mandir Group of School Sf No.72/2 Vaigai Nagar Pattanam, Singanallur to Vellalore Road Coimbatore-641016 Tamil Nadu
		61.	Jaya Bhardwaj *Principal* Hansraj Public School Sector-6, Panchkula-134109 Haryana
		62.	Anita Sharma *Principal* Sanatan Dharam Public School BU Block, Pitampura Delhi-110034
		63.	Dinto K.P. *Principal* Vidhyadhiraja Vidyapeetom Central School Mavelikkara, Alapuzha-690101 Kerala
		64.	Shailendra Singh Bhandari *Principal* Rishikesh Public School Rishikesh Uttarakhand
	Special Invitee	65.	*Secretary* Council of Indian School Certificate Examination Pragati House, 3rd Floor 47 Nehru Place New Delhi-110019
	Convenor	66.	*Secretary* NCERT, New Delhi-110016

EXECUTIVE COMMITTEE

23 (i) President of the Council who shall be the *ex-officio* President of the Executive Committee

1. Hon'ble Education Minister
Ministry of Education
Shastri Bhawan
New Delhi-110001

(ii) (a) The Minister of State in the Ministry of Education who shall be the ex-officio Vice-President of the Executive Committee

2. Minister of State
Department of School
Education & Literacy,
Ministry of Education,
Shastri Bhawan
New Delhi- 110001

(b) A Deputy Minister of Education nominated by the President of the Council

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(c) Director of the Council

3. Dinesh Prasad Saklani
Director
NCERT, New Delhi-110016

(d) Secretary, Ministry of Education ex-officio

4. *Secretary*
Department of School
Education & Literacy
Ministry of Education
Government of India
Shastri Bhawan
New Delhi-110001

(iii) Chairman of the University Grants Commission-Member ex-officio

5. *Chairman*
University Grants
Commission Bahadur Shah
Zafar Marg
New Delhi-110002

(iv) Six educationists with known interest in school education (two of whom shall be school teachers) nominated by the President

6. J.S. Rajput
Ex-Director, NCERT
A-16, Sector P-7,
Mitra Enclave
Opp. Greater Valley School
Greater Noida-201308
Uttar Pradesh

7. Chand Kiran Saluja
Academic Director
Sanskrit Promotion
Foundation
11204/5 Mandir Marg
Gaushala Marg
Doriwalan,
New Delhi-110006

8. Krishna Mohan Tripathi
Member, NEP Draft
Committee
Ex-Director, School
Education
C-448 Panki
Kanpur-208020
Uttar Pradesh

9. B.R. Kukreti
Ex Dean and *Head*
Mahatma Jyotiba Phule
Rohilkhand University
Neelkhant, C-46/47
Suresh Sharma Nagar
Bareilly-243006
Uttar Pradesh

10 Kaustubh Chandra Joshi
Principal,
S.K.S.G.I.C, Pattharkhani
P.O.-Biloi, Block-Munakot
Dist.- Pithoragarh
Uttrakhand-262520

11. B. Usharani
Principal
Shri Ram Dayal Khemka
Vivekanand Vidyalaya
No.9 Ellaimman Koil Street
Tiruvottiyur, Chennai
Tamilnadu-19

(v)	Joint Director of the Council	12. Sridhar Srivastava *Joint Director* NCERT New Delhi-110016
(vi)	Three members of the faculty of the Council, whom at least two shall be at the level of Professors and Heads of the Departments, nominated by the President of the Council	13. Shankar Sharan Department of Education in Social Sciences NCERT New Delhi-110016
		14. Prakash Chandra Agrawal *Principal* Regional Institute of Education (NCERT) Bhubaneswar Sachivalaya Marg Bhubaneswar-751022

		15.	Indrani Bhaduri Educational Survey Division NCERT New Delhi-11016
(vii)	One representative of the Ministry of Education; and	16.	Joint Secretary (Institutions) Ministry of Education (Department of School Education & Literacy) Shastri Bhawan New Delhi-110001
(viii)	One representative of the Ministry of Finance, who shall be the Financial Adviser of the Council	17.	*JS* and *Financial Adviser* Ministry of Education (Department of School Education & Literacy), Shastri Bhawan New Delhi-110001
(ix)	Secretary of the Council shall be the Secretary of the Executive Committee	18.	*Secretary* NCERT New Delhi-110016

Finance Committee

(Under Rule 62 of the NCERT

(i)	The Director of NCERT (*ex-officio*)	Chairperson	Dinesh Prasad Saklani *Director* NCERT, New Delhi-110 016.
(ii)	Financial Advisor MoE (*ex-officio*)	Member	*JS* and *Financial Advisor* Ministry of Education (Department of School Education & Literacy) Shastri Bhawan New Delhi-110001
		Member	*Joint Secretary* (Institutions) Ministry of Education (Department of School Education & Literacy) Shastri Bhawan New Delhi-110001 (w.e.f. 07-07-2021)
		Member	Pawan Kumar Sharma (Rtd.) *Professor* of Management 664-A, R.K. Puram Vardhman Mahaveer Open University, Kota, Rajasthan-324005 (w.e.f. 07-07-2021)
		Member	Pawan Kumar Tomar, *Writer*, Public Policy and Governance 31B/4, Rajpur Road, Civil Lines, Delhi-110054 (w.e.f. 07-07-2021)
(iii)	Secretary, NCERT	Member Convenor	*Secretary* NCERT New Delhi-110 016

ESTABLISHMENT COMMITTEE

(i)   Director of the Council *ex-officio* (Chairman)

1.   Dinesh Prasad Saklani
Director
NCERT, New Delhi-110016.

(ii)   The Joint Director, NCERT (*ex-officio*)

2.   Sridhar Srivastava
Joint Director
NCERT
New Delhi-110016

(iii)   A nominee of the Ministry of Education to be nominated by the President, NCERT

3.   Lamchanghoi Sweety Changsan
Joint Secretary (Institutions)
Ministry of Education
(Department of School Education & Literacy)
Shastri Bhawan, New Delhi-110001

(iv)   Four educationists to be nominated by the President, NCERT of whom at least one is a Scientist

4.   Ravindra Kanhere
Committee (Admission and Fee Regulatory Committee),
Madhya Pradesh
Tagore Hostel No. T-2,
G-Floor, Left Wing, Shyamla Hills,
Bhopal-462002

5.   Manroop Singh Meena
Former Principal
Government Women's College
Gurudwara, Patiala Bagh
Palace Road
Dholpur,Rajasthan-328001

6.   Nachiketa Tiwari
Mechanical Engineering Department
IIT, Kanpur NL-201A
Department of Mechanical Engineering
IIT Kanpur, Kanpur -208016

7.   Dinesh Kamble (Rtd.)
Former Registrar, University of Mumbai, Maharashtra
Residence Address : Krishna Galaxy C 201/202, Viva Vrindavan Township, Near New Viva College Virar West, Tal – Vasai, Dist-Palghar-401303
(w.e.f 07-07-2021)

v.	One representative from the Regional Institute of Education to be nominated by the President, NCERT	8	Prakash Chandra Agrawal *Principal*, Regional Institute of Education (NCERT) Bhubaneswar Sachivalaya Marg, Bhubaneswar-751022
vi	One representative of the National Institute of Education Delhi to be nominated by the President, NCERT	9	Jyotsna Tiwari Department of Education in Arts & Aesthetics National Council of Educational Research & Training (NCERT) Sri Aurobindo Marg, New Delhi-110016
vii	Two representatives, one each from the regular academic and non-academic staff of the council elected from amongst their category in the manner prescribed in appendix to the Regulations of the Council	10	Harish Kumar Meena (Elected representative Academic Staff) DESS, NCERT New Delhi-110016
		11	Dinesh Kumar Meena (Elected representative Non-Academic Staff) NCERT, New Delhi-110016
viii	Financial Adviser NCERT	12.	*JS* and *Financial Adviser* Ministry of Education (Department of School Education & Literacy), Shastri Bhawan New Delhi-110 001
ix	Secretary, NCERT Member-convenor	13.	*Secretary* NCERT New Delhi - 110016

BUILDING AND WORKS COMMITTEE

1. Director, NCERT
    Chairman (*ex-officio*)

    Dinesh Prasad Saklani
    Director
    NCERT, New Delhi-110016.

2. Joint Director, NCERT
    Vice-Chairman, ex-officio

    Sridhar Srivastava
    Joint Director
    NCERT
    New Delhi-110016

3. Chief Engineer, CPWD
    or his nominee (Member)

    Superintending Engineer
    Delhi Circle-6-CPWD
    C Wing, 4th Floor
    IP Bhawan, ITO
    New Delhi

4. A representative of Ministry
    of Urban Development
    (Works)

    Director (IFD)
    Ministry of Urban Development
    Finance Division
    Nirman Bhawan
    New Delhi- 110 001

5. The Consulting Architect of
    NCERT

    Chief Architect (NDR)
    C.P.W.D.
    303, 'A' Wing
    Nirman Bhawan
    Maulana Azad Road
    New Delhi-110011

6. Financial Adviser of the
    Council or his nominee

    JS & *Financial Adviser*
    Ministry of Education
    (Department of School Education &
    Literacy),
    Shastri Bhawan,
    New Delhi-110 001.

7. A nominee of the Ministry of
    Education

    Lamchonghoi Sweety Changsan
    Joint Secretary (Institutions)
    Ministry of Education,
    (Department of School Education &
    Literacy)
    Shastri Bhawan
    New Delhi-110001

8. A Civil Engineer of standing
    (nominated by the President)

    Mukul Chandra Bora
    Director
    Dibrugarh University Institute of
    Engineering & Technology
    Dibrugarh University
    Assam, India

9.	An Electrical Engineer of standing (nominated by the President)	Ashok Kumar Sharma, *Associate Professor* & *Former HOD* Department of Electrical Engineering University College of Engineering Rajasthan Technical University Kota-324010
10.	A Member of Executive Committee (nominated by the President)	B.R. Kukreti *Faculty* of Education and Allied Science, MJP Rohilkhand University, Bareilly (UP)
11.	Secretary, NCERT (Member-convenor)	*Secretary* NCERT New Delhi -110016

NCERT

PROGRAMME ADVISORY COMMITTEE

(i)	Dinesh Prasad Saklani *Director*, NCERT	Chairperson
(ii)	Sridhar Srivastava *Joint Director*, NCERT	Vice-Chairperson
(iii)	*Secretary*, NCERT	Member

Five Members Nominated by the President, NCERT

(i)	Joy Sen *Professor* Architecture and Regional Planning IIT, Kharagpur	Member
(ii)	K. Ramasubramanian *Professor* Cell for Indian aSciences and Technologies in Sanskrit IIT, Mumbai	Member
(iii)	Viroopaksha V. Jaddipal *Secretary* Maharshi Sandipani Rashtriya Veda Vidyapratishthan Ujjain	Member
(iv)	Khemsingh Daheriya Indira Gandhi National Tribal University Amarkantak Madhyapradesh	Member
(v)	Rishi Goel *Director* State Council of Educational Research and Training SCERT, Haryana	Member

Five Directors of SIEs and SCERTs and Nominated by the President, NCERT as Members

(i)	*Director* State Council of Educational Research and Training, (SCERT), Uttar Pradesh	Member
(ii)	*Director* Gujarat Council of Educational Research and Training (GCERT), Gujarat	Member

(iii)	*Director* State Council of Educational Research and Training (SCERT), Assam	Member
(iv)	*Director* State Council of Educational Research and Training (SCERT), Karnataka	Member
(v)	*Director* State Council of Educational Research and Training (SCERT), Jammu & Kashmir	Member

Members from the NCERT

(i)	A.P. Behera *Joint Director* CIET NCERT, New Delhi	Member
(ii)	Indu Kumar *Professor* CIET NCERT, New Delhi	Member
(iii)	Deepak Paliwal *Joint Director* PSSCIVE Shyamla Hills Bhopal-462013 Madhya Pradesh	Member
(iv)	Saurabh Praksah *Professor* PSSCIVE Shyamla Hills Bhopal-462013 Madhya Pradesh	Member
(v)	S.V. Sharma *Principal* Regional Institute of Education Capt. D.P. Choudhary Marg Ajmer-305004 Rajasthan	Member
(vi)	Rajesh Misra *Dean of Instructions* Regional Institute of Education Capt. D.P. Choudhary Marg Ajmer-305004 Rajasthan	Member

(vii)	Jaideep Mandal	Member
	I/c Principal,	
	Regional Institute of Education	
	Shyamla Hills	
	Bhopal-462013	
	Madhya Pradesh	

(vii) Jaideep Mandal   Member
       I/c Principal,
       Regional Institute of Education
       Shyamla Hills
       Bhopal-462013
       Madhya Pradesh

(viii) Chitra Singh   Member
       Head, DEE
       Regional Institute of Education
       Shyamla Hills
       Bhopal-462013
       Madhya Pradesh

(ix)   P.C. Agarwal   Member
       Principal
       Regional Institute of Education
       Sachivalaya Marg
       Bhubaneswar-751007
       Odisha

(x)   Sandhya Rani Sahoo   Member
       Dean of Instructions
       Regional Institute of Education
       Sachivalaya Marg
       Bhubaneswar-751007
       Odisha

(xi)   Y. Sreekanth   Member
       Principal
       Regional Institute of Education
       Manas Gangotri
       Mysuru-57006
       Karnataka

(xii) Kalpana Venugopal   Member
       Head of Extension Education
       Regional Institute of Education
       Manas Gangotri
       Mysuru-57006
       Karnataka

(xiii) C.G.Venukatesha Murthy   Member
       Dean of Instructions
       Regional Institute of Education
       Manas Gangotri
       Mysuru-57006
       Karnataka

(xiv)	F. G. Dakhar *I/c Principal* North East Regional Institute of Education Umiam (Ri-Bhoi), Barapani Meghalaya	Member
(xv)	*Dean of Instructions* North East Regional Institute of Education Umiam (Ri-Bhoi), Barapani Meghalaya	Member
(xvi)	Suniti Sanwal *Head* Department of Elementary Education (DEE) NCERT, New Delhi	Member
(xvii	Usha Sharma *Professor* Department of Elementary Education (DEE) NCERT, New Delhi	Member
(xviii)	Sandhya Singh *Head* Department of Education in Languages (DEL) NCERT, New Delhi	Member
(xix)	K.C. Tripathi *Professor* Department of Education in Languages (DEL) NCERT, New Delhi	Member
(xx)	S.C. Chauhan *Head* Department of Education in Groups with Special Needs (DEGSN) NCERT New Delhi	Member
(xxi)	Vinay Kumar Singh *Professor* Department of Education in Groups with Special Needs (DEGSN) NCERT, New Delhi	Member
(xxii)	Jyotsna Tiwari *Head* Department of Gender Studies (DGS) NCERT, New Delhi	Member
(xxiii)	Mily Roy Anand *Professor* Department of Gender Studies (DGS) NCERT, New Delhi	Member

(xxiv)	Gauri Srivastava *Head* Department of Education in Social Sciences (DESS) NCERT, New Delhi	Member
(xxv)	Neeraja Rashmi *Professor* Department of Education in Social Sciences (DESS) NCERT, New Delhi	Member
(xxvi)	Sunita Farkya *Head* Department of Education in Science and Mathematics (DESM) NCERT, New Delhi	Member
(xxvii)	Dinesh Kumar *Professor* Department of Education in Science and Mathematics (DESM) NCERT, New Delhi	Member
(xxviii)	Ranjana Arora *Head* Department of Curriculum Studies & Development (DCS&D) NCERT, New Delhi	Member
(xxix)	R.R. Koireng *Associate Professor* Department of Curriculum Studies & Development (DCS&D) NCERT, New Delhi	Member
(xxx)	Pawan Sudhir *Head* Department of Education in Arts and Aesthetics (DEAA) NCERT, New Delhi	Member
(xxxi)	Jyotsna Tiwari *Professor* Department of Education in Arts and Aesthetics (DEAA) NCERT, New Delhi	Member
(xxxii)	V.P. Singh *Head* Division of Educational Kits (DEK) NCERT, New Delhi	Member

(xxxiii)	A.K. Srivastava *Professor* Division of Educational Kits (DEK) NCERT, New Delhi	Member
(xxxiv)	Prabhat K. Mishra *Head* Department of Educational Psychology and Foundations of Education (DEPFE) NCERT, New Delhi	Member
(xxxv)	Anjum Sibia *Dean Academic* and *Professor* Department of Educational Psychology and Foundations of Education (DEPFE) NCERT, New Delhi	Member
(xxxvi)	B.P. Bhardwaj *Head* Division of Educational Research (DER) NCERT, New Delhi	Member
(xxxvii)	Anita Nuna *Professor* Division of Educational Research (DER) NCERT, New Delhi	Member
(xxxviii)	Sharad Sinha *Head* Department of Teacher Education (DTE) NCERT, New Delhi	Member
(xxxix)	B.P. Bhardwaj *Professor* Department of Teacher Education (DTE) Division of Educational Research (DER) NCERT, New Delhi	Member
(xl)	Indrani Bhadhuri *Head* Educational Survey Division (ESD) NCERT, New Delhi	Member
(xli)	Sukhvinder *Associate Professor* Educational Survey Division (ESD) NCERT, New Delhi	Member
(xlii)	P. K. Mandal *Head* International Relations Division (IRD) NCERT, New Delhi	Member

NCERT

(xliii)	Satya Bhusan	Member
	Assistant Professor	
	International Relations Division (IRD)	
	NCERT, New Delhi	

(xliv)	Shipra Vaidya	Member
	Head	
	Library and Documentation Division (LDD)	
	NCERT, New Delhi	

(xlv)	M. Samantaray	Member
	Deputy Librarian	
	Library and Documentation Division (LDD)	
	NCERT, New Delhi	

(xlvi)	Dinesh Kumar	Member
	Head	
	Planning and Monitoring Division (PMD)	
	NCERT, New Delhi	

(xlvii)	P.D. Subhash	Member
	Associate Professor	
	Planning and Monitoring Division (PMD)	
	NCERT, New Delhi	

(xlviii)	Anup Rajput	Member
	Head	
	Publication Division (PD)	
	NCERT, New Delhi	

Special Invitees

(i) Joint Secretary (Sch.-4)
Department of School Education and Literacy
MoE, Shastri Bhawan
New Delhi-110001

(ii) Dean (Academic)
NCERT, New Delhi

(iii) Dean (Research)
NCERT, New Delhi

(iv) Dean (Coordination)
NCERT, New Delhi

(v) Ashita Raveendran
Associate Professor
Planning and Monitoring Division (PMD)

(vi) Chief Accounts Officer (CAO)
NCERT, New Delhi

Educational Research and Innovations Committee

(i)	Dinesh Prasad Saklani *Director*, NCERT	Chairperson
(ii)	Sridhar Srivastava *Joint Director*, NCER	Co-Chairperson
(iii)	A.P. Behera *Joint Director*, CIET	Member
(iv)	*Join Director*, PSSCIVE	-do-

External Members

(i)	J.V. Madhusudan *Professor* University of Hyderabad Hyderabad, Telangana	-do-
(ii)	Bharat Dholai Niyamak, Kutch Kailyan Sang Gandhidham, District Kutch Gujrat	-do-
(iii)	Renu Nanda *Professor* Department of Education University of Jammu Jammu & Kashmir	-do-
(iv)	Babli Choudhury *Professor* Department of Teacher Education Gauhati University, Guwahati Assam	-do-
(v)	Prem Narayan Singh *Head*, Department of Education Sampurnanand Sanskrit University Varanasi, Uttar Pradesh	-do-
(vi)	R. Prabhakara Raya *Professor* Department of Management Studies Pondicherry University, Puducherry	-do-

(vii)	Harmeet Singh Department of Political Science Guru Nanak Dev University Amritsar	-do-
(viii)	Umesh Ashok Kadam *Professor* School of Social Sciences Jawaharlal Nehru University, New Delhi	-do-

Representatives of State Council of Educational Research and Training

(i)	M. Radha Reddy *Director*, SCERT Telangana Opp: LB Stadium E-Gate Basheerbagh, Hyderabad- 500 001	Member
(ii)	Nirada Devi *Director* SCERT, Kahilipara Guwahati - 781019 District-Kamrup Metro , Assam	-do-

NCERT Faculty

(i)	Anjum Sibia *Dean*, Academic	-do-
(ii)	Dinesh Kumar *Dean*, Research	-do-
(iii)	Prakash Chandra Agarwal *Principal*, RIE Bhubneshwar Sachivalaya Marg Bhubaneswar-751022 Odisha	-do-
(iv)	Flourette G Dkhar *I/c Principal*, NERIE Shillong Umiam Ri-Bhoi District Meghalaya – 793 103	-do-
(v)	Sharad Sinha *Head*, DTE NCERT, New Delhi	-do-

(vi)	Indrani Bhaduri *Head*, ESD NCERT, New Delhi	-do-
(vii)	Sunita Farakya *Head*, DESM NCERT, New Delhi	-do-
(viii)	Gouri Srivastava *Head*, DESS NCERT, New Delhi	-do-
(ix)	Jyotsna Tiwari *Head*, DGS NCERT, New Delhi	-do-
(x)	B.P. Bhardwaj *Head*, DER NCERT, New Delhi	Convener

Academic Committee of National Institute of Education

Dinesh Prasad Saklani

Sridhar Srivastava

Anjum Sibia   (Chairperson)
Dean (Academic)

(ii) Eternal Experts

(a)   Purnima Singh
       Professor
       Deptt.of Humanities and
       Social Science
       IIT, Delhi, Hauz Khas, New
       Delhi – 110016

(b)   T.K. Venkatasubramanian
       Professor (Retd.)
       University of Delhi
       T- 150 EMAAR, Sector-65
       Gurugram- 122101

(c)   S. M. Sungoh
       Professor
       Department of Education
       NEHU, Shillong Meghalaya-
       793022

(d)   Shailendra Amoli
       Deputy Director
       SCERT, Uttarakhand
       (Deputed by Director,
       SCERT)

(e)   Sanjay Kumar Gupta
       Professor
       Children University
       Sector-20, Gandhinagar
       Gujarat- 382021

(iii) Joint Directors of CIET, NCERT, and PSSCIVE-Bhopal

(i)   A.P. Behera
       Joint Director
       CIET
       NCERT, New Delhi

(ii) Deepak Paliwal
Joint Director
PSSCIVE, Bhopal

(iv) Head of NIE Department/ Division/Cell

(a) B.P. Bhardwaj, *Head*, Division of Educational Research (DER)

(b) Gouri Srivastava, *Dean* (Coordination) and Head, Department of Education in Social Sciences (DESS)

(c) Suniti Sanwal, *Head*, Department of Elementary Education (DEE)

(d) Sandhya Singh, *Head*, Department of Education in Languages (DEL)

(e) S.C. Chauhan, *Head*, Department of Education in Groups with Special Needs (DEGSN)

(f) Jyotsna Tiwari, *Head*, Department of Gender Studies (DGS)

(g) Sunita Farkya, *Head*, Department of Education in Science and Mathematics (DESM)

(h) Ranjana Arora, *Head*, Department of Curriculum Studies and Development (DCS&D)

(i) Pawan Sudhir, *Head*, Department of Education in Arts and Aesthetics (DEAA)

(j) V. P. Singh, *Head*, Division of Educational Kits (DEK)

(k) Prabhat Kumar Mishra, *Head*, Department of Educational Psychology and Foundations of Education (DEPFE)

(l) Sharad Sinha, *Head*, Department of Teacher Education (DTE)

(m) Indrani Bhaduri, *Head*, Educational Survey Division (ESD)

(n) Pratyusa Kumar Mandal, *Head*, International Relations Division (IRD)

(o) Shipra Vaidya, *Head*, Library and Documentation Division (LDD)

(p) Dinesh Kumar, *Head*, Planning and Monitoring Division (PMD)

(q) Anup Kumar Rajput, *Head*, Publication Division (PD)

(v) Faculty from NIE, CIET and PSSCIVE (Online)

   (a)   Usha Sharma, *Professor*, DEE & *In Charge* National Centre for Literacy (NCL)

   (b)   Kirti Kapur, *Professor*, DEL

   (c)   Vinay Kumar Singh, *Professor*, DEGSN

   (d)   Mily Roy Anand, *Professor*, DGS

   (e)   Shipra Vaidya, *Professor*, DESS

   (f)   K.V. Sridevi, *Assistant Professor*, DCS & D

   (g)   A.K. Wazalwar, *Professor*, DEK

   (h)   Shradha Dhiwal, *Assistant Professor*, DEPFE

   (i)   Sukhwinder, *Professor*, ESD

   (j)   Satya Bhusan, *Professor*, IRD

   (k)   Moortimatee Samantaray, *Deputy Librarian*, LDD

   (l)   Ashita Raveendran, *Associate Professor*, PMD

   (m)   P.D. Subhash, *Associate Professor*, PMD

   (n)   Indu Kumar, *Professor*, CIET

   (o)   V.S. Mehrotra, *Professor*, PSSCIVE, Bhopal

MANAGING COMMITTEE OF THE REGIONAL INSTITUTE OF EDUCATION, AJMER

(i)	*Vice Chancellor,* M.D.S University, Ajmer	Chairman
(ii)	*Principal,* Regional Institute of Education, Ajmer	Vice-Chairman

A Nominee of the Education Departments of Each of the States and Union Territories of the Region.

(i)	*Director*, SPD, Samagra Shiksha Abhiyan, Rajasthan	Member
(ii)	*Director*, SCERT, Delhi	Member
(iii)	*Director*, Jammu and Kashmir Board of Secondary Education	Member
(iv)	*Director*, SCERT, Nishant Ganj, Lucknow, U.P	Member
(v)	*Joint Director*, Higher Education, (C-1), Himachal Pradesh	Member
(vi)	*Director*, SCERT, Uttrakhand	Member
(vii)	*Director*, SCERT, Punjab	Member
(viii)	*Director*, Secondary Education, Govt. of Haryana, Panchkula, Haryana	Member
(ix)	*Director*, SCERT, Chandigarh	Member
(x)	UT Ladakh (Director School Education, Ladakh)	Member

Two Experts Nominated by the President, NCERT

(i)	Pradeep Rao, *Principal*, Maharana P.G. College, Gorakhpur.	Member
(ii)	Dinesh Prasad Saklani, Department of History, Hemwati Nandan Bahuguna, Garhwal University, Uttarakhand.	Member

Two Heads of the Departments of the Regional Institute Nominated by the Director

(i)	*Head*, DESM, RIE, Ajmer	Member
(ii)	*Head*, DE, RIE, Ajmer	Member

A Nominee of the Director of the Council

(i)	To be decided on receipt of the scheduled date of meeting of Managing Committee from the Principal	Member

Such other member as are required to be included by the stipulation of the University to which the Institute is affiliated.

(i)	Nominee of Vice-Chancellor, M.D.S. University, Ajmer	Member

Managing Committee of the Regional Institute of Education, Bhopal

(i)	*Vice Chancellor,* Barkatulla University, Bhopal	Chairman
(ii)	*Principal,* Regional Institute of Education, Bhopal	Vice-Chairman

A nominee of the Education Departments of each of the States and Union Territories of the region.

(i).	*Director,* SCERT, Bhopal (M.P)	Member
(ii)	*Director,* SCERT, Raipur (C.G)	Member
(iii).	*Director,* MSCERT, Pune (M.H)	Member
(iv)	*Director,*SCERT, Goa	Member
(v)	*Director,*GCERT, Gandhinagar (G.J)	Member
(vi)	*Assistant Director* of Education, U.T of Daman & Diu, Daman	Member
(vii)	*Assistant Director* of Education, U.T of Dadar & Nagar Haveli, Silvassa	Member

Two experts nominated by the President, NCERT

(i)	Bipin Bihari Beohar, Ex-Chairman, Madhya Pradesh Public Service Commission.	Member
(ii)	Vrashabh Prasad Jain, Hindi Department, Mahatama Gandhi International Hindi University, Vardha	Member

Two heads of the departments of the Regional Institute nominated by the Director

(i)	*Head,* DESM, RIE, Bhopal	Member
(ii)	*Head,* DEE, RIE, Bhopal	Member

A nominee of the Director of the Council

(i)	To be decided on receipt of the scheduled date of meeting of Managing Committee from the Principal	Member

Such other member as are required to be included by the stipulation of the University to which the Institute is affiliated.

(i)	Nominee of Vice-Chancellor, Barkatulla University, Bhopal	Member

Managing Committee of the Regional Institute of Education, Bhubaneswar

(i)	*Vice Chancellor*, Utkal University, Bhubaneswar	Chairman
(ii)	*Principal*, Regional Institute of Education, Bhubaneswar	Vice-Chairman

A nominee of the Education Departments of each of the States and Union Territories of the region

(i)	*Director*, T.E & SCERT	Member
(ii)	*President*, West Bengal Board of Primary Education, Salt lake, Kolkata – 91	Member
(iii)	*Principal*, State Institute of Education Port Blair, Andaman and Nicobar Islands	Member
(iv)	*Deputy Director*, Directorate of Primary Education, Department of Human Resources Development, Govt. of Jharkhand, Ranchi	Member
(v)	*Assistant Director*, Directorate of Research & Training Department of Education, Bihar , Patna	Member

Two experts nominated by the President, NCERT

(i)	(Retd.) Narendra Kumar Singh, Magadh University, Bodh Gaya, Bihar	Member
(ii)	Hemlata S. Mohan, Chairman, Cultural Source and Training Centre, Ministry of Culture, Govt. of India.	Member

Two heads of the departments of the Regional Institute nominated by the Director

(i)	*Head*, DESSH, RIE, Bhubaneswar	Member
(ii)	*Head*, DEE, RIE, Bhubaneswar	Member

A nominee of the Director of the Council

(i)	To be decided on receipt of the scheduled date of meeting of Managing Committee from the Principal	Member

Such other members as are required to be included by the stipulation of the University to which the Institute is affiliated

1.	Nominee of Vice-Chancellor, Utkal University, Bhubaneswar	Member

Managing Committee of the Regional Institute of Education, Mysuru

(i)	*Vice Chancellor*, Mysore University, Mysore	Chairman
(ii)	*Principal*, Regional Institute of Education, Mysore	Vice-Chairman

A nominee of the Education Departments of each of the States and Union Territories of the region

(i)	*Director*, DSERT, Bangalore 560085, Karnataka	Member
(ii)	*Director*, SCERT-AP. Opp. L.B. Stadium, E-Gate, Hyderabad -500001	Member
(iii)	*Director*, SCERT – Telangana, Opp. L.B. Stadium, E-gate O/othe Commission of Agriculture, Hyderabad	Member
(iv)	*Director*, SCERT, College Road, DPI Campus, Chennai -600006, Tamil Nadu	Member
(v)	*Director*, SCERT, Vidyabhavan, Poojappura, P.O. Thiruvanthapuram, Kerela -695012	Member

Two experts nominated by the President, NCERT

(i)	Satyanarayana, *Academic Dean*, Post Graduate Centre, Sarada Vilasa College, Mysore	Member
(ii)	K.N.Madhusudan Pillai, Ex-*Academic Consultant*, NAAC, Bangalore & Academic Dean, Bhartiya Vichar Kendram Research, Thiruvanthapuram, Kerela	Member

Two heads of the department of the Regional Institute nominated by the Director

(i)	*Head*, Department of Education	Member
(ii)	*Head*, Department of Education in Science and Mathematics	Member

A nominee of the Director of the Council

(i)	To be decided on receipt of the scheduled date of meeting of Managing Committee from the Principal	Member

Such other members as are required to be included by the stipulation of the University to which the Institute is affiliated

(i)	Nominee of Vice-Chancellor, Mysore University, Mysore	Member

Managing Committee of the Regional Institute of Education, NERIE, Umiam (Meghalaya)

(i)	*Vice Chancellor*, North East Hill University, Shillong	Chairman
(ii)	*Principal*, North East Regional Institute of Education, Shillong	Vice-Chairman

A nominee of the Education Departments of each of the States and Union Territories of the region

(i)	*Director*, DHRT, Shillong	Member
(ii)	*Director*, School Education, Itanagar	Member
(iii)	*Director*, SCERT, Assam	Member
(iv)	*Director*, HRDD (School Education), Sikkim	Member
(v)	*Director* of School Education, Tripura	Member
(vi)	*Director* of School Education, Mizoram	Member
(vii)	*Director*, SCERT, Manipur	Member
(viii)	*Director*, SCERT, Nagaland	Member

Two experts nominated by the President, NCERT

(i)	Babli Choudhury, Department of Education, Guwahati University, Assam	Member
(ii)	Tana Showren, Department of History, Rajiv Gandhi University, Arunachal Pradesh	Member

Two heads of the departments of the Regional Institute nominated by the Director

(i)	*Head*, DEE, NERIE, Shillong	Member
(ii)	*Head*, DELSS, NERIE, Shillong	Member

A nominee of the Director of the Council

(i)	To be decided on receipt of the scheduled date of meeting of Managing Committee from the Principal	Member

Such other members as are required to be included by the stipulation of the University to which the Institute is affiliated

(i)	Nominee of Vice-Chancellor, North East Hill University, Shillong	Member

NCERT's Consolidated Sanctioned Strength of Posts as on 31st March 2023 and Reservation Position

Group	Sanctioned Strength	No. of Positions	Scheduled Castes	% of SC Employees	Scheduled Tribes	% of ST Employees	OBC	% of OBC Employees	Physically Handicapped	% of PH Employees
A	651	274	51	18.61	20	7.30	33	12.04	3	1.09
B	696	343	64	18.66	42	12.24	63	18.37	8	2.33
C&D	1478	395	16	4.05	52	13.16	53	13.42	12	3.04
Total	2825	1012	131	12.94	114	11.26	149	14.72	23	2.27

Annual Report 2022–2023

NCERT

Receipts and Payments Account for the Year ended on 31st March 2023

S. No.	RECEIPTS	Current Year 2022-23	Previous Year 2021-22	PAYMENTS	Current Year 2022-23	Previous Year 2021-22
1.	Opening Balance			1. Expenses		
(a)	Cash Balance			a) Establishment Expenses	2,51,25,42,339	2,19,83,56,325
(b)	Bank Balance			b) Academic Expenses	3,02,34,79,570	1,76,04,78,321
	(i) In current accounts	57,400	24,351	c) Administrative Expenses	1,49,10,20,528	1,45,74,56,216
	(ii) In Deposit accounts	18,076	18,075	d) Transportation Expenses	1,36,38,822	53,25,032
	(iii) In Saving accounts	55,86,20,931	1,14,93,70,496	e) Repairs and Maintenance Expenses	2,8,78,60,637	3,3,82,95,638
				f) Prior Period Expenses	-	-
2.	Grants Received			2. Payments against Earmarked/ Endowment Funds	-	-
(a)	From Government of India	3,98,29,60,705	3,19,74,16,739			
(b)	From State Government					
(c)	From Other Sources	-	-	3. Payments against Sponsored Projects/ Schemes	3,17,60,44,578	85,57,42,156

	(Grants for capital and revenue exp. to be shown separately if available)					
3.	Academic Receipts	11,29,51,518	8,03,64,441	4. Payments against Sponsored Fellowships/Scholarships	1,31,05,836	50,37,793
4.	Receipts against Earmarked/Endowment Funds		-	5. Investments and Deposits made:		
				a) Out of Earmarked/Endowments Funds		-
				b) Out of own funds (Investments -Others)		-
5.	Receipts against Sponsored Projects/Schemes	3,09,81,71,514	68,04,22,639	6. Term Deposits with Scheduled Banks	11,82,00,00,000	11,51,99,95,000
6.	Receipts against sponsored Fellowships and Scholarships		-	7. Expenditure on Fixed Assets and Capital Work-in-Progress:		

No.	Receipts			Payments		
7.	Income on Investments:			a) Fixed Assets	36,44,71,543	23,92,18,337
(a)	Earmarked / Endowment funds	-		b) Capital Work-in-Progress		-
(b)	Other Investments	5,69,81,360	5,64,07,966	8. Other Payments including statutory payments	1,03,73,92,505	75,26,74,732
8.	Interest received on			9. Refunds of Grants		
(a)	Bank Deposits	28,30,55,637	22,04,68,577			
(b)	Loans and Advances	6,34,459	9,33,883	10. Deposits and Advances	3,87,89,155	40,50,107
(c)	Savings Bank Accounts	20,550,597	2,69,39,578			
(d)	Bank Guarantees	-	7,13,903	11. Other Payments	11,83,07,60,702	7,46,99,51,787
9.	Investments encashed		-			
10.	Term Deposits with Scheduled Banks encashed	11,77,00,00,000	9,33,00,00,000	12. Closing balances:	-	-
				a) Cash in hand	-	-
11.	Other Income (Including Prior Period income)	3,74,80,36,559	3,29,19,25,664	b) Bank Balances	-	-
				In Current Accounts	43,300	57,400

12.	Deposits and Advances	1,88,36,516	3,35,39,019	In Savings Accounts	1,16,26,85,435	55,86,20,931
				In Deposit Accounts	18,101	18,076
13.	Miscellaneous Receipts including Statutory Receipts	7,43,85,57,092	4,07,10,11,899			
14.	Any Other Receipts	5,68,24,20,688	5,02,57,20,623			
	Total	**36,77,18,53,052**	**27,16,52,77,852**	**Total**	**36,77,18,53,052**	**27,16,52,77,852**

Sd/–   Sd/–

Chief Accounts Officer   ***Secretary***
NCERT, New Delhi 110016   *NCERT, New Delhi 110016*

Separate Audit Report of the Comptroller and Auditor General of India on the Accounts of the National Council of Educational Research and Training (NCERT) for the year ended 31 March 2023

1. We have audited the attached Balance Sheet of National Council of Educational Research and Training (NCERT) as at 31 March 2023, Income & Expenditure Account and Receipts & Payments Account for the year ended on that date under Section 20 (1) of the Comptroller & Auditor General's (Duties, Powers & Conditions of Service) Act, 1971. The audit has been entrusted for the period up to 2027-28. This financial statement includes the accounts of 12 units of the Council. Out of these, accounts of three units were audited and comments considered for the report. These financial statements are the responsibility of the NCERT's management. Our responsibility is to express and opinion on these financial statements based on our audit.

2. This Separate Audit Report contains the comments of the Comptroller and Auditor General of India (CAG) on the accounting treatment only with regard to classification, conformity with the best accounting practices, accounting standards and disclosure norms, etc. Audit observations on financial transactions with regard to compliance with the Law, Rules & Regulations (Propriety and Regulatory) and efficiency-cum-performance aspects, etc., if any, are reported through Inspection Reports/CAG's Audit Reports separately.

3. We have conducted our audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatements. An audit includes examining, on a test basis, evidences supporting the amount and disclosure in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall presentation of financial statements. We believe that our audit provides a reasonable basis for our opinion.

4. Based on our audit, we report that:

   (i) Based on our audit, all the information and explanations, subject to observations in the report, which to the best of our knowledge and belief were necessary for the purpose of our audit.

   (ii) The Balance Sheet, Income & Expenditure Account and Receipts & Payments Account dealt with by this report have been broadly drawn up in the format prescribed by the Ministry of Education, Government of India.

   (iii) In our opinion, proper books of accounts and other relevant records, subject to observations in the report, have been maintained by NCERT in so far as it appears from our examination of such books.

   (iv) We further report that :

A. General

A.1 Consolidation of accounts

All the constituent units of NCERT are preparing Receipts and Payments Accounts every month and forwarding the same to the NCERT Hqrs for consolidation. On the basis of Receipts and Payments Accounts received from all the units, at the end of the financial year, consolidated Receipts and Payments Account, Balance Sheet and Income and Expenditure Accounts are prepared at NCERT Hqrs. All the constituent units should prepare the complete set of accounts at the end of the financial year i.e. Receipts & Payments Account, Income & Expenditure Account and Balance Sheet from which the consolidated accounts should be prepared at NCERT Hqrs for better reporting of the accounts of NCERT. This is being repeatedly pointed out since 2014-15 but no remedial action has been taken by NCERT except an assurance that compliance will be done next year.

B. Grant-in-aid

During the year 2022-23, NCERT received grant-in-aid of Rs. 399.83 crore (Capital :Rs. 36.27 crore and Revenue: Rs. 363.56 crore) out of which grant of Rs. 118.13 crore (Capital : Rs. 18.52 crore and Revenue : Rs. 99.61 crore) was received in the Month of march 2023. It had an opening balance of Rs. 24.76 crore (Capital: Rs. Nil and Revenue : Rs. 24.76 Crore) as on 1 April 2022. Out of total available fund of Rs. 424.59 crore it utilised Rs. 394.30 crore (Capital: Rs. 35.76 crore and Revenue: Rs. 358.54 crore). NCERT refunded Rs. 5.33 crore during the year and surrendered Rs. 1.54 crore on 31.03.2023 leaving an unspent balance of Rs. 23.42 crore as on 31st March 2023.

It also received grant of Rs. 316.86 crore (Rs. 309.82 crore + Rs. 7.04 crore TDS refund) for sponsored/specific projects from Ministry of Education and other agencies during the year and had an opening balance of Rs. 10.41 crore in these projects. Out of the total grant of Rs. 327.27 crore, an expenditure of Rs. 320.25 crore was incurred by the Council during the year on these projects leaving a balance of Rs. 7.02 crore as on 31st March 2023.

C. Management Letter

Deficiencies which have not been included in the Audit Report have been brought to the notice of the Director, NCERT through a Management Letter issued separately for remedial/corrective action.

(i) Subject to our observations in the preceding paragraphs, we report that the Balance Sheet, Income & Expenditure Account and Receipts and Payments Account dealt with by this report are in agreement with the books of accounts.

(ii) In our opinion and to the best of our information and according to the explanations given to us, the said financial

statements read together with the Accounting Policies and Notes on Accounts, and subject to the significant matters stated above and other matters mentioned in Annexure to this Audit Report, give a true and fair view in conformity with accounting principles generally accepted in India.

a. In so far as it relates to the Balance Sheet, of the state of affairs of the National Council for Educational Research and Training, Delhi as at 31 March 2023; and

b. And in so far as it relates to Income & Expenditure Account of the surplus for the year ended on that date.

For and on behalf of the C&AG of India.

Sd/–

Place: New Delhi
Date: 21.11.2023

Director General of Audit
(Central Expenditure)

Publications released during the Year 2022–23

TEXTBOOKS

Class I
- *Rimjhim 1*
- *Math-Magic 1*
- *Ganit Ka Jadu I*
- *Marigold I*
- *Raindrops Book-I (Special Series)*

Class II
- *Rimjhim 2*
- *Math-Magic 2*
- *Ganit Ka Jadu 2*
- *Marigold II*
- *Raindrops Book-II (Special Series)*

Class III
- *Rimjhim 3*
- *Math-Magic 3*
- *Ganit Ka Jadu 3*
- *Marigold III*
- *Ass-Pass (EVS)*
- *Looking Around I*

Class IV
- *Rimjhim 4*
- *Marigold IV*
- *Math-Magic 4*
- *Ganit Ka Jadu 4*
- *Ass-Pass (EVS)*
- *Looking Around (EVS)*

Class V
- *Rimjhim 5*
- *Marigold V*
- *Math-Magic 5*
- *Ganit Ka Jadu 5*
- *Ass-Pass (EVS)*
- *Looking Around (EVS)*

Class VI
- *Vasant 1*
- *Doorva I*
- *Ruchira Bhag I*
- *Bal Ram Katha (Hindi Supplementary Reader)*
- *Mathematics*
- *Ganit*
- *Science*
- *Vigyan*
- *Honeysuckle (English Reader)*
- *A Pact with the Sun (English Supplementary Reader)*
- *The Earth: Our Habitat*
- *Prithvi: Hamara Aavas*
- *Social and Political Life*
- *Samajik Evam Rajnitik Jeevan*
- *Our Pasts I*
- *Hamare Ateet 1*

Class VII
- *Vasant 2*
- *Bal Mahabharat Katha (Hindi Supplementary Reader)*
- *Doorva 2 (Dwitiya Bhasha)*
- *Ruchira Bhag 2*
- *Honeycomb (English Textbook)*
- *An Alien Hand (English Supplementary Reader)*
- *Mathematics*
- *Ganit*
- *Science*
- *Vigyan*
- *Our Pasts II*
- *Hamare Ateet 2*
- *Our Environment*
- *Hamara Paryavaran*

- *Social and Political Life II*
- *Samajik Evam Rajnitik Jeevan 2*

Class VIII
- *Vasant 3*
- *Bharat Ki Khoj (Hindi Supplementary Reader)*
- *Doorva 3*
- *Ruchira 3*
- *Honeydew*
- *It so Happened (English Supplementary Reader)*
- *Mathematics*
- *Ganit*
- *Science*
- *Vigyan*
- *Resources and Development*
- *Sansadhan Aur Vikas*
- *Social and Political Life III*
- *Samajik Evam Rajnitik Jeevan 3*
- *Our Pasts III*
- *Hamare Ateet 3*

Class IX
- *Kshitij Bhag-1 (Hindi Core Course)*
- *Kritika Bhag-1 (Hindi Core Course)*
- *Sparsh Bhag-1 (Hindi Elective Course)*
- *Sanchayan Bhag-1 (Hindi Elective Course)*
- *Beehive (English Textbook, Elective Course)*
- *Moments (English Supplementary Reader)*
- *Shemushi Bhag-1*
- *Abhyasvan Bhav Abhyaspustika*
- *Mathematics*
- *Ganit*
- *Science*
- *Vigyan*
- *Economics*
- *Arthashastra*

- *Democratic Politics*
- *Loktantrik Rajniti*
- *India and the Contemporary World I*
- *Bharat Aur Samkaleen Vishwa I*
- *Contemporary India I*
- *Samkaleen Bharat I*
- *Word and Expressions 1(Work Book in English)*
- *Health and Physical Education*
- *Information and Communication Technology*

Class X
- *Kshitij Bhag-2 (Hindi Core Course)*
- *Kritika Bhag-2 (Hindi Core Course)*
- *Sparsh Bhag-2 (Hindi Elective Course)*
- *Sanchayan Bhag-2 (Hindi Elective Course)*
- *First Flight (English Textbook, Elective Course)*
- *Footprints Without Feet (English Supplementary Reader Elective Course)*
- *Shemushi Bhag-2*
- *Vyakranvidi (9th to 10th Sanskrit vyakaran)*
- *Mathematics*
- *Ganit*
- *Science*
- *Vigyan*
- *India and the Contemporary World II*
- *Bharat Aur Samkaleen Vishwa II*
- *Democratic Politics II*
- *Loktantrik Rajniti II*
- *Contemporary India II*
- *Samkaleen Bharat II*
- *Understanding Economic Development*
- *Arthik Vikas Ki Samajh*

- *Word and Expression,*
- *Health and Physical Education*
- *Information and Communication Technology*

Class XI
- *Aaroh Bhag-1 (Hindi Core Course)*
- *Vitaan Bhag-1 (Hindi Core Course)*
- *Antra Bhag-1 (Hindi Elective Course)*
- *Antral Bhag-1 (Hindi Elective Course)*
- *Woven Words (English Elective Course)*
- *Bhashwati Bhag-1*
- *Shashwati Bhag-1*
- *Abhyasvan Bhav Abhyaspustika*
- *Mathematics*
- *Ganit*
- *Biology*
- *JeevVigyan*
- *Chemistry Part-I*
- *Chemistry Part-II*
- *Rasayan Vigyan Bhag-1*
- *Rasayan Vigyan Bhag-2*
- *Physics Part-I*
- *Physics Part-II*
- *Bhautiki Bhag-1*
- *Bhautiki Bhag-2*
- *Themes of World History*
- *Vishwa Itihas Ke Kuch Vishay*
- *Fundamental of Physical Geography*
- *Bhautik Bhugol Ke Mool Siddhant*
- *India: Physical Environment*
- *Bharat: Bhautik Paryavaran*
- *Practical Work in Geography Part-I*
- *Bhugol Mein Prayogatmak Karya Bhag-1*
- *Statistics to Economics*
- *Arthashastra Mein Sankhyiki*

- *Indian Economic Development*
- *Bhartiya Arthvyavastha Ka Vikas*
- *Indian Constitution at Work*
- *Bharat Ka Samvidhan: Siddhant Aur Viyavhar*
- *Political Theory II*
- *Rajniti Siddhant 2*
- *Introducing Sociology*
- *Samajshastra ka Parichay*
- *Understanding Society*
- *Samaj Ka Bodh*
- *Business Studies*
- *Vyavasaik Adhayan*
- *Accountancy Part-I*
- *Lekhashastra Bhag-I*
- *Accountancy Part-II*
- *Lekhashastra Bhag-2*
- *Abhivyakti Aur Madhyam*
- *Psychology*
- *Manovigyan Ka Parichay*
- *Srijan – I (Textbook in creative writing and translation)*
- *Living Craft Tradition of India (Textbook in Heritage Crafts)*
- *The Story of Graphic Design*
- *Bharatiya Hastakala Ki Paramparayen*
- *Exploring the Craft Tradition in India*
- *Graphic Design Ekkahani*
- *Bharatiya Hastakala Paramparaon ki Khoj*
- *An Introduction to Indian Art*
- *Human Ecology and Family Sciences Part – I*
- *Human Ecology and Family Sciences Part – II*
- *Manav Paristhitiki evam Parivar Vigyan Bhag – I*
- *Manav Paristhitiki evam Parivar Vigyan Bhag – II*
- *Information Practices*

NCERT

- *Biotechnology*
- *Computer Science*
- *Health and Physical Education*
- *Sangeet, Tabla evam Pakhavaj*

Class XII
- *Aaroh Bhag-2 (Hindi Core Course)*
- *Vitaan Bhag-2 (Hindi Core Course)*
- *Antra Bhag-2 (Hindi Elective Course)*
- *Antral Bhag-2 (Hindi Elective Course)*
- *Flamingo (English Core Course)*
- *Vistas (English Core Course)*
- *Kaleidoscope (English Elective Course)*
- *Bhashwati Bhag-2*
- *Shashwati Bhag-2*
- *Mathematics Part-I*
- *Mathematics Part-II*
- *GanitBhag-I*
- *GanitBhag-II*
- *Biology*
- *JeevVigyan*
- *Chemistry Part-I*
- *Chemistry Part-II*
- *Rasayan Vigyan Bhag-1*
- *Rasayan Vigyan Bhag-2*
- *Physics Part-I*
- *Physics Part-II*
- *Bhautiki Bhag-1*
- *Bhautiki Bhag-2*
- *Themes in Indian History Part-I*
- *Themes in Indian History Part-II*
- *Themes in Indian History Part-III*
- *Bharatiya Itihas Ke Kuch Vishay Bhag-1*
- *Bharatiya Itihas Ke Kuch Vishay Bhag-2*
- *Bharatiya Itihas Ke Kuch Vishay Bhag-3*

- *Fundamentals of Physical Geography*
- *Manav Bhugol Ke Mool Siddhant*
- *Practical Work in Geography Part-II*
- *Bhugol Mein Prayogatmak Karya Bhag-2*
- *Introductory Microeconomics*
- *Vyashti Arthashastra: Ek Parichay*
- *Introductory Macroeconomics*
- *Samashti Arthashastra: Ek Parichay*
- *Contemporary World Politics*
- *Samkaleen Vishwa Rajniti*
- *Politics in India Since Independence*
- *Swatantra Bharat Mein Rajniti*
- *Social Change and Development in India*
- *Bharat Mein Samajik Parivartan Aur Vikas*
- *Indian Society*
- *Bhartiya Samaj*
- *Business Studies Part-I*
- *Business Studies Part-II*
- *Vyavasaik Adhayan Bhag-1*
- *Vyavasaik Adhayan Bhag-2*
- *Accountancy I: Not-for-Profit Organisation and Partnership Accounts*
- *Lekhashastra 1: Alabhkari Sansthayen Evam Sanjhedari Khatey*
- *Accountancy II: Company Accounts and Analysis of Financial Statements*
- *Lekhashastra 2: Company Khate Evam Vittiya Vivronon Ka Vishleshan*
- *Psychology*
- *Manovigyan Ka Prichay*
- *Accountancy – Computerised Accounting System*

- *Craft Tradition of India Textbook in Heritage Craft*
- *Graphic Design*
- *Srijan – 2 Textbook in creative writing and translation*
- *Towards a New Age of Graphic Design*
- *Human Ecology and Family Sciences Part – I*
- *Human Ecology and Family Sciences Part – II*
- *Manav Paristhitiki Evam Parivar Vigyan Bhag – I,*
- *Manav Paristhiti Evam Parivar Vigyan, Bhag-II*
- *Suksham Rasayan Pryogshala Kit Nirdeshika*
- *Computer Science*
- *An Introduction of Indian Art-II*
- *Informatics Practices*
- *An Introduction to Indian Art Pt.II*
- *Biotechnology*

Urdu Textbooks

Class I
- *Riyazee Ka Jadoo 1*
- *Ibtedai Urdu 1*

Class II
- *Riyazee Ka Jadoo 2*
- *Ibtedai Urdu 2*

Class III
- *Riyazee Ka Jadoo 3*
- *Aas Pass (EVS)*
- *Ibtedai Urdu 3*

Class IV
- *Riyazee Ka Jadoo 4*
- *Ibtedai Urdu 4*
- *Aas Pass (EVS)*

Class V
- *Riyazee Ka Jadoo 5*
- *Ibtedai Urdu 5*

- *Aas Pass (EVS)*

Class VI
- *Apni Zaban I*
- *Urdu Guldasta (Supplementary Reader)*
- *Hisab*
- *Science*
- *Zameen Hamara Maskan*
- *Hamare Maazee I*
- *Samaji Aur Siyasi Zindgi I*
- *Jaan Pehchan (Second Language)*

Class VII
- *Apni Zaban 2*
- *Urdu Guldasta (Supplementary Reader)*
- *Hisab*
- *Science*
- *Hamare Maazee II*
- *Samaj Aur Siyasi Zindgi*
- *Jaan Pehchan, Second Language Urdu Textbook*
- *Door – Pass (III language)*
- *Hamara Mahaul (Geography)*

Class VIII
- *Apni Zaban*
- *Urdu Guldasta (Supplementary Reader)*
- *Science*
- *Hisab*
- *Wasail Aur Taraqqui (Geography)*
- *Samaji Aur Siyasi Zindgi*
- *Hamare Maazee -III*
- *Jaan Pehchan (Second Language)*
- *Door Pass (Third Language)*

Class IX
- *Nawa-e-Urdu*
- *Gulzar-e-Urdu (Supplementary Reader)*

- *Riyazee*
- *Science*
- *Jamhoori Siyasat I*
- *Asri Hindustan I*
- *Hindustan Aur Asri Duniya I*
- *Ilm-e-Maashiyat (Economics)*
- *Jaan Pehchan (Second Language)*
- *Door Pass (Third Language)*
- *Sub Rang*

Class X
- *Nawa-e-Urdu*
- *Gulzar-e-Urdu (Supplementary Reader)*
- *Riyazee*
- *Science*
- *Hindustan Aur Asri Duniya II*
- *Jamhoori Siyasat II*
- *Maashi Taraqqui Ki Samajh*
- *Jaan Pehchan (Second Language)*
- *Door Pass (Third Language)*
- *Sub Rang*
- *Asri Hindustan-II*

Class XI
- *Gulistan-e-Adab*
- *Khyaban-e-Urdu (Supplementary Reader)*
- *Riyazee*
- *Tabiyat Part-I*
- *Tabiyat Part-II*
- *Shumariyaat Barai Mashiyat*
- *Hindustani Tabai Mahaul*
- *Hindustan Ki Maashi Taraqqui*
- *Samajiyat Ka Taruf*
- *Hindustani Aain-Usool Aur Kam*
- *Siyasi Nazaryah*
- *Karobari Uloom*
- *Nafsiyat Ka Taruf*
- *Tabai Jugraphiya Ke Mubodiyat*
- *Jugraphiya Mein Amli Kam*

- *Tareekh-e-Alam per Mabni Mauzuaat (History)*
- *Samajiyat Ka Taruf*
- *Mutala-e-Muashira*
- *Keemiya Part-I*
- *Keemiya Part-II*
- *Hayatiyat Part-I*
- *Hayatiyat Part-II*
- *Khatadari Part-I*
- *Khatadari Part-II*
- *Dhanak (Supplementary Reader)*
- *Nai Awaz (Core Urdu Textbook)*
- *Hindustan mein Dastkari Ki Zinda Riwayaat*
- *Insani Mahauliyat Aur Uloom Khandandari Pt. I*
- *nsani Mahauliyat Aur Uloom Khandandari Pt. II*
- *Takhleequi Jauhar-I*

Class XII
- *Gulistan-e-Adab*
- *Khyaban-e-Urdu (Supplementary Reader)*
- *Riyazee Part-I*
- *Riyazee Part-II*
- *Tabiyat Part-I*
- *Tabiyat Part-II*
- *Keemiya Part-I*
- *Keemiya Part-II*
- *Hayatiyat*
- *Tareekh-e-Hind Ke Mouzuat Part-I*
- *Tareekh-e-Hind Ke Mouzuat Part-II*
- *Tareekh-e-Hind Ke Mouzuat Part-III*
- *Khatadari Part-I*
- *Khatadari Part-II*
- *Kulli Mashiyat Ka Taruf*
- *Juzvi Mashiyat Ka Taruf*
- *Dhanak (Supplementary Reader)*
- *Insani Jughrafiya Ke Bunyadi Usool*

NCERT

- *Jughrafiya Mein Amli Kam*
- *Hindustan Avam Aur Mashiyat*
- *Hindustan Mein Samaji Tabdili Aur Taraqqui*
- *Insani Jugrafia Ke Mubadiyat*
- *Asri Alami Siyasat*
- *Azadi Ke bad Hindustani Siyasat*
- *Hindustani Samaj*
- *Karobari Uloom Part-I*
- *Karobari Uloom Part-II*
- *Nafsiyaat*
- *Nai Awaz (Core Urdu Textbook)*
- *Urdu Qawaid aur Insha for Sec. and Sr. Sec. Stage*
- *Urdu Zaban-wo Adab ki Tareekh for Sec. and Sr. Sec Stage*
- *Urdu ki Adabi Asnaf for Sec. and Higher Sec. Stage*
- *Urdu Qwaid Aur Insha for Secondary and Senior Secondary Stages*
- *Urdu ki Adabi Asnaf for Secondary and Senior Secondary Stages*
- *Takhleequi Jauhar-II*

Vocational Education Books
- *Domestic Data Entry Operator (Job Role), Class IX*
- *Food and Beverage Service Trainee, Class IX*
- *Employability Skills, Class XI*
- *Store Operations Assistant Class IX*
- *General Duty Assistant Class XII*
- *Vahan Seva Technician Pathyapustak Class IX*
- *Rozgar Kshamta Kaushal Class IX*
- *Nishastra Suraksha Guard Class IX*
- *Emplyoability Skills Class IX*

- *Emplyoability Skills Class X*
- *Employability Skills XII*
- *Hast Kashidakar (Addawala) Class IX*
- *Suksham Sinchai Technician Class XI*
- *Sahayak Saundarya Therapist Class IX*
- *Domestic Data Entry Operator (Job Role), Class X*
- *Employability Skills, Class IX*

Bridge Course Book
- *Playing with Numbers Math, Level-2*
- *Playing with Numbers Math, Level-3*
- *Navarambh-2 Lvel-1*

Exemplar Problems and Laboratory Manuals
- *Manual of Mathematics Teaching Aids for Primary Schools*
- *Manual of Upper Primary Mathematics Kit*
- *Ganit Kit Ki Nirdesh Pustika (Ucchya Madhyamik)*
- *Laboratory Manual Mathematics, Class I-VIII*
- *Bhautiki Pryogshala Pushtika Class XII*
- *Laboratory Manual Chemistry, Class XII*
- *Physics Exemplar Problems, Class XII*
- *Vigyan Prashn Pradarshika Class IX*
- *Laboratory Manual Physics, Class XII*
- *Biology Examplar Problems Class XI*
- *Biology Examplar Problems Class XII*

- *Mathematics Examplar Problems, Class IX*
- *Manual for Geography kit Classes VI-X*
- *Science Examplar Problems Classes VIII*
- *Ucchatar Madhyamik Bhautiki Progshala Kit Manual Classes XI and XII*
- *Ganit Adhigam Kit Classes I and II*
- *Progshala Pushtika Rasayan Class XI*
- *Laboratory Manual Science*
- *Mathematics Kit*
- *Laboratory Manual Science Class IX*
- *Mathematics Exemplar Class VII*
- *Progshala Pushtika Rasayan Class XII*
- *Ucch Prathmik Ganit Kit Ki Nirdesh Pushtika*
- *Bhautiki Progshala Pushtika Class XI*
- *Laboratory Manual Mathematics Secondary Stage*
- *Manual for Higher Secondary Mathematics Kit*
- *Ganit Prashn Pradarshika Class IX*
- *Progshala Pushtika Vigyan Class IX*
- *Vigyan Prashn Pradarshika Class X*
- *Progshala Pushtika Vigyan Class X*
- *Mathematics Exemplar Problems Class VI*
- *Mathematics Exemplar Problems Class X*
- *Laboratory Manual, Biology Class XII*
- *Ganit Prashn Pradarshika Class X*
- *Rasayan Prashn Pradarshika Class XII*

- *Ganit Prashn Pradarshika Class XII*
- *Bhautiki Prashn Pradarshika Class XII*
- *Jeev Vigyan Prashn Pradarshika Class XI*
- *Bhautiki Prashn Pradarshika ClassXI*
- *Prayogshala Pustika Ganit*
- *Ganit Kit Ki Nirdesh Pustika*
- *Prayogshala Pustika Rasayan Class XI*
- *Ganit Prashn Pradarshika Class XI*
- *Madhyamik Ganit Kit Nirdesh Pustika*
- *Ucch Prathmik Vigyan Kit Manual Classes VI–VIII*

Supplementary Reader

- *Annie Besant*
- *Raja Ravi Verma*
- *Sangeet ka lahrata sagar*
- *Bahuroop Gandhi*
- *Homoeopathy (An Introduction for Children)*
- *Chalo Circus Chale*
- *Aise jma rail ka khel*
- *The Empty House and other Stories Supplementary Reader*
- *This is Just to say and other stories, Supplementary Reader*
- *Samajh ka Madhyam*
- *Azadi ki Ladai ka Sapna*
- *Nai Nai Kahaniyan*
- *The Cellular Jail in our Freedom Struggle*
- *Cellular Jail Aur Hamari Azadi ki Jidd-o-Jahad*
- *Discovered Questions*
- *Solar System for Everybody*
- *Meghnaad Saha*
- *Bharat ki khoj*

- *Tara Ki Alwar Yatra*
- *Nanha Rajkumar Antoine De Saint Exupery*
- *Bahadur Dost*
- *Savan ka Mela*
- *Ghar ki Khoj*
- *Koye ka Baccha*
- *Mera Ghar*
- *Chidiya ki Sair*
- *Pyare-Nyare Bol*
- *Satrangi Gend*
- *Hamari Madad Kaun Karega*

CHILDREN LITERATURE
- *Gilli Danda*
- *Puffed Rotis*
- *Pattal (The leaf plates)*
- *Wow That wa Functional Moni*
- *Mun Mun and Mannu*
- *Out*
- *Sharbet*
- *Hide and Seek*
- *Yummy Gulgule*
- *The Floral Hairclip*
- *Out Kite*
- *Mili's Ballon*
- *Rani Too*
- *Jeet's Whistle*
- *The Parrot*
- *Hic Hic Hiccups*
- *Rice*
- *A Ball of Woop*
- *Mithai*
- *Let's make a Whistle*
- *Nani's Glasses*
- *Ripe Mango*
- *Corn*
- *Peelu's Calf Gulli*
- *Tabla*
- *What do I get For Me?*
- *Mili's Bicycle*
- *Tea*

- *Golgappe*
- *Babli's Dhalak*
- *Fun at the Pondi*
- *Just Like me*
- *Swings*
- *Mili's Hair*
- *Tosiya's Dream*
- *Mausi's Socks*
- *The Hopping Socks*
- *Chandu's Chaat*
- *Catch Me If You Can*
- *Knock Knock*
- *Lonely Goldy*
- *Grumpy Geeta*
- *Hello Rain*
- *We are one*
- *The magic of Innocence*
- *Lazy Juju*
- *Ducky Little*
- *A Gajra for Amma*
- *Best of All*
- *Go Green*

BARKHA SERIES (HINDI)
- *Oon ka Gola*
- *Out*
- *Pattal*
- *Chimti ka Phool*
- *Hich-Hich Hichki*
- *Jeet ki Pipni*
- *Chawal*
- *Hamari Patang*
- *Chupan Chupai*
- *Meethai*
- *Munmun aur Munnu*
- *Moni*
- *Tota*
- *Phooli ki Roti*
- *Gilli Danda*
- *Meethe Meethe Gulgule*
- *Milee ka Gubbara*

- *Maza Aa Gaya*
- *Sharbat*
- *Rani Bhi*
- *Genhu*
- *Milee ke Liye Kya Lu*
- *Bhutta*
- *Babli ka Baja*
- *Chai Jhoola*
- *Milee ki cycle*
- *Mere Jaisi*
- *Chalo Pipni Banaye*
- *Milee k Baal*
- *Tabla*
- *Golgappe*
- *Pilu ki Gulli*
- *Nani ka Chashma*
- *Paka Aam*
- *Mausi ki Moje*
- *Tosiya ka Sapna*
- *Chunni Aur Munni*
- *Talab ke Maze*
- *Koodti Jurabe*
- *Pantang ke Pench*

BARKHA SERIES (URDU)

- *Chimti ka Phool*
- *Hich Hich Hichki*
- *Moni*
- *Chawal*
- *Pattal*
- *Sharbat*

TEACHERS GUIDE

- *Art Education Teacher's Handbook for Class I*
- *Art Education, Teacher Handbook, Class II*
- *Art Integrated Learning Classes I-V*
- *Art Integrated Learning Classes VI-VIII*
- *Readiness in Language and language Teaching Book-1*

RESEARCH REPORTS/ MONOGRAPHS

- *Assessment and Appraisal in Guidance and Counselling Module -6*
- *Special Concerns in Counselling, Module -9*
- *Career Development-I Module-4*
- *Basic Statistics in Guidance and Counselling-II, Module-14*
- *Assessment and Appraisal in Guidance and Counselling-II Module-13*
- *Indtroduction to Guidance Module-I*
- *Guidance for Human Development and Adjustment, Module-3*
- *Career Information in Guidance and Counselling-I Module -5*
- *Developing Mental Health and coping Skills, Module-10*
- *Guidance in Action Module-8*
- *Career Development-II Module-11*
- *Career Information in Guidance and Counselling-II Module-12*
- *The Counselling Process and Strategies, Module-2*
- *Vidya Pravesh module Grade-I*
- *Vidya Pravesh Preparation Module Grade-I*
- *Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators, NEP 2020*
- *Readiness Activities for Beginners, Book-2*
- *School Curriculum Structure and practice*
- *Mental Health and Well-being of School Students, A Survey, 2022*
- *Syllabus for two year Bachelor of Education B.ed. Course*

- *Vedparijat, Ucchatar Madhyamik Star*
- *Suktisaurbham Prathampushpam Ucchtar Madhyamik Star*
- *Suktisaurbham Dwitiyapushpam Ucchtar Madhyamik Star*
- *Suktisaurbham Trityapushpam Ucchtar Madhyamik Star*
- *Pryogshala Pustika Vigyan Class IX*
- *Aadhar Patra 3.5*
- *Pariyojna pustika paryavaran Shiksha Kare, Sheekhe aur Batayen Class IX*
- *Kala, Sangeet, Nritya aur Rangmanch Aadhar Patra 1.7*
- *Earthquake*
- *Swine Flu*
- *How it happned*
- *Ladkiyon ki Taleem ke liye Begmaat-e-Bhopal ki Khidmaat*
- *Projection and Trends of School Enrolement by 2025*
- *Module-10 Developing Mantal health and Coping skills*
- *Work and Education Position Paper 3.7*
- *Let us Read and Understand*
- *Basics in Education, B.ed Course*
- *Learner and learning B.ed Course*
- *Samajh ka Madhyam*
- *Enviornment Education, Class VI*
- *Enviornment Education, Class VII*
- *Enviornment Education, Class VIII*
- *Enviornment Education, Class X*
- *Bharat Sanskritik Vividhta mei Ekta*
- *The Story of nai Taleem*
- *Image of Women and Curriculum in Mother Tounge*
- *Padhna hai Samjhna*
- *North East India, People, History and Culture*

- *Veer Gaatha*
- *Social Thinkers of Modern India*
- *Water Every Drop Counts*
- *Laboratory Manual Mathematics Secondary Stage*
- *Raindrops User's manual, Classes I–V*
- *Padhne ki Dahleez Par*
- *Likhne ki Shuruat ek Sanvad*
- *Tsunami*

Journals
- *Prathmik Shikshak, January 2022*
- *Prathmik Shikshak, October 2021*
- *School Science, March 2018*
- *School Science, Quarterly Journal June-September, 2017*
- *School Science, Quarterly Journal March, 2017*
- *The Primary Teacher January 2018*
- *Bhartiya Adhunik Shiksha, July 2021*
- *Bhartiya Adhunik Shiksha, October 2020*
- *Bhartiya Adhunik Shiksha Ank-3, January 2021*
- *Indian Educational Review Vol. 58, July 2020*
- *Journal of Indian Education, May 2021*
- *Journal of Indian Education, August 2021*
- *Phirki Baccho ki, June 2022*
- *Phirki Baccho ki, December 2022*
-

Unpriced Publication
- *Varshik Lekha 2021-22*
- *Annual Account 2021-22*
- *Varshik Report2021-22*
- *Annual Report 2021-22*

- *Curriculam in Framework for Teacher Education*
- *National Curriculam Framework 2005*
- *National Curriculam Framework for Foundational Stage 2022*
- *Rashtriya Pathyacharya ki Rooprekha 2005*
- *School Curriculum, Structure and Practice*
- *Class VI ki Pathyapustako me Punarsanyojit Pathya Samagri ki Soochi*
- *Class VII ki Pathyapustako me Punarsanyojit Pathya Samagri ki Soochi*
- *Class VIII ki Pathyapustako me Punarsanyojit Pathya Samagri ki Soochi*
- *Class IX ki Pathyapustako me Punarsanyojit Pathya Samagri ki Soochi*
- *Class X ki Pathyapustako me Punarsanyojit Pathya Samagri ki Soochi*
- *Class XI ki Pathyapustako me Punarsanyojit Pathya Samagri ki Soochi*
- *Class XII ki Pathyapustako me Punarsanyojit Pathya Samagri ki Soochi*
- *Kala Utsav 2021: Report*
- *49vi Rashtriya Bal Vaigyanik Pradarshani 2022*
- *Rashtriya Avishkar Saptah 2022–23*
- *NCERT ki Pathyapustake 2005*
- *NCERT ke Samanya Prakashan*

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  (ii) Romila Soni

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  (ii) Poonam

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(ii) Braham Prakash Bharadwaj

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(iv) Madhulika S Patel   (Retired on 31.07.2022)

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(ii) Jitender Kumar Patidar

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(i) Satya Bhushan   (in addition to her duty in ESD)

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- (ii) Sridhar Srivastava on deputation (holding post JD, NCERT)
- (iii) Y. Sreekanth on deputation (holding post Principal, RIE Mysuru)

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- (i) Sukhvinder

Assistant Professors

- (i) Satya Bhushan
- (ii) Gulfam
- (iii) Vishal D. Pajankar

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Assistant Professor

- (i) Ashish K. Srivastava (in addition to duty in DESM)

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Professor

- (i) Usha Sharma, In-charge (in addition to duty in DEE)

Associate professor

- (i) Chaman Ara Khan (in addition to duty in DEL)

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- (i) A.P. Behera, Joint Director

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- (i) Poonam Agrawal   (Retired on 31.01.2023)
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- (iii) Indu Kumar
- (iv) Shashi Prabha

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   (ii) Bharti

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   (ii) Mohd. Mamur Ali   (Lien from services)

  (iii) Abhay Kumar

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