

Report on 21-Day Professional Development Programme for DMS and EMRS Teachers of Madhya Pradesh

May 27, 2024 to June 16, 2024

PROGRAMME COORDINATOR (S)

Prof. (Capt.) Rashmi Singhai
Dr. Santosh Kumar



REGIONAL INSTITUTE OF EDUCATION (NCERT), BHOPAL

(A constituent Unit of National Council of Educational Research and Training, New Delhi)



Report on

**21-Day Professional Development
Programme for DMS and EMRS Teachers of
Madhya Pradesh**

May 27, 2024 to June 16, 2024

PROGRAMME COORDINATOR (S)

Prof. (Capt.) Rashmi Singhai

Dr. Santosh Kumar

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHOPAL

(A constituent Unit of National Council of Educational Research and Training, New Delhi)

Preface

In the dynamic landscape of Indian education, where the National Education Policy (NEP) 2020 is ushering in a transformative era, the role of teachers as agents of change is paramount. Recognizing this, the 21-Day Professional Development Programme (PDP) for DMS and EMRS teachers in Madhya Pradesh, conducted under the PAC-23.31 initiative, stands as a beacon of empowerment and innovation. This report chronicles the journey of this programme, from its conceptualization to its culmination, highlighting the key objectives, methodologies, and outcomes. The programme's core ethos lies in aligning pedagogical practices with the NEP 2020 and NCF FS-2022, NCF SE-2023 frameworks, thereby fostering holistic development and competency-based education. Through expert lectures, interactive sessions, and hands-on activities, participants delved into the philosophical foundations of education, innovative pedagogies, technological integration, inclusive practices, and the profound significance of Indian Knowledge Systems.

This report serves as a testament to the unwavering dedication of the participating teachers and the collective effort of all stakeholders involved in making this programme a success. It is our hope that the insights and recommendations presented herein will inspire further dialogue and action towards realizing the transformative vision of NEP 2020 in the realm of higher education.

About the Programme

The 21-Day PDP was meticulously designed to equip teachers with the knowledge, skills, and perspectives necessary to navigate the evolving educational landscape. The programme encompassed a wide array of themes, including:

NEP 2020 and NCF FS- 2022, NCF SE-2023 Alignment: Understanding the core principles, aims, and pedagogical shifts of these frameworks.

Holistic Development: Promoting the development of cognitive, affective, and psychomotor skills in students.

Competency-Based Education: Transitioning from traditional knowledge transfer to a competency-based model that emphasizes measurable outcomes.

Innovative Pedagogies: Introducing game-based pedagogy, art-integrated learning, and experiential learning.

Technological Integration: Leveraging technology to enhance teaching, learning, and assessment.

Inclusion and Equity: Sensitizing teachers to the diverse needs of learners and fostering inclusive practices.

Indian Knowledge Systems (IKS): Integrating IKS into the curriculum to promote cultural understanding and appreciation.

The programme's day-wise report, detailed in subsequent sections, provides a glimpse into the diverse learning experiences and activities that unfolded during these 21 transformative days.

Acknowledgement

The successful execution of the 21-Day Professional Development Programme would not have been possible without the collaborative efforts and unwavering support of numerous individuals and institutions. We extend our heartfelt gratitude to:

Prof. Dinesh Prasad Saklani, Director of NCERT, New Delhi for his inspiring inaugural address and unwavering support for the programme.

Prof. Jaydip Mandal, Principal of RIE Bhopal for his visionary leadership and guidance throughout the programme.

The Head, DEE for providing the necessary facilities and unwavering support for the successful completion of this endeavor.

The esteemed faculty and resource persons for their invaluable contributions in sharing their knowledge and expertise with the participants.

The participating teachers for their enthusiasm, commitment, and active engagement in the learning process.

All the supporting staff for their invaluable assistance in ensuring the smooth functioning of the programme.

The coordinators express their sincere gratitude to **NCERT** for providing the invaluable opportunity to conduct this transformative programme.

Finally, we express our deepest gratitude to the indigenous communities whose knowledge systems and wisdom have enriched and inspired this programme.

Programme coordinators

1. *Prof. (Capt.) Rashmi Singhai*
2. *Dr. Santosh Kumar*




Contents

Preface

1. Planning of the Training Programme
2. Training Programme and its Outcomes





01 | Planning of the Training Programme

In the rapidly evolving landscape of education, teachers in specialized fields such as those found in Demonstration Multipurpose Schools (DMS) and Eklavya Model Residential Schools (EMRS) bear a profound responsibility. They not only impart knowledge but also serve as mentors and guides, shaping the academic and professional trajectories of their students. The dynamic nature of these specialized fields, fueled by relentless technological advancements and groundbreaking research, necessitates a commitment to continuous professional development (CPD) for educators.

This imperative is underscored by the National Education Policy 2020 (NEP 2020), which envisions a paradigm shift in Indian education towards a more holistic, learner-centric, and competency-based approach. To realize this vision, educators must be equipped with the latest pedagogical strategies, subject matter expertise, and technological proficiency. The proposed professional development programme directly addresses this need by providing DMS and EMRS teachers with the tools and resources necessary to excel in their roles and empower their students to thrive in the 21st century.

Objectives and Expected Outcomes

The primary objective of this programme is to empower DMS and EMRS teachers by enhancing their pedagogical skills and deepening their subject matter expertise, specifically within their areas of specialization. This aligns seamlessly with the National Initiative for School Leadership and the broader vision of NEP 2020.

The expected outcomes of this programme include:

Enhanced Pedagogical Skills: Teachers will acquire and refine innovative teaching methodologies, enabling them to create engaging and effective learning experiences for their students.

Deepened Subject Matter Expertise: Teachers will gain a comprehensive understanding of the latest research, advancements, and best practices within their specialized fields.

Improved Student Learning Outcomes: The programme will contribute to improved student learning outcomes by equipping teachers with the tools to foster critical thinking, problem-solving, and creativity in their students.

Increased Teacher Confidence and Motivation: Through professional development and collaboration, teachers will experience increased confidence in their abilities and a renewed sense of motivation to excel in their roles.

Cultivation of a Professional Learning Community: The programme will facilitate the creation of a supportive network of educators who share best practices, collaborate on projects, and inspire one another to achieve excellence in teaching.

Methodologies and Methods of Training

To achieve these objectives, the programme will employ a diverse and dynamic range of training methodologies, including:

Workshops and Seminars: Led by subject-matter experts, these interactive sessions will provide in-depth exploration of specific topics, encouraging active participation and knowledge exchange among teachers.

Hands-on Training Sessions: These sessions will provide practical experiences and opportunities for teachers to apply newly acquired skills and knowledge in simulated or real-world settings.

Peer Learning and Collaboration: The programme will encourage collaboration and the sharing of best practices among teachers, fostering a sense of community and mutual support.

Technology Integration: Teachers will be introduced to and trained in the use of various digital tools and platforms that can enhance their teaching practices and create more engaging learning experiences for students.

Action Research Projects: Teachers will be encouraged to conduct action research projects in their own classrooms, allowing them to systematically investigate and improve their teaching practices.

Format of the Module

Each module within the programme will adhere to a consistent and well-structured format to ensure clarity and effectiveness in knowledge dissemination. The format will include the following elements:

Topic: The topic of the module will be clearly stated, using a font that is Times New Roman, Size 14, Bold, and Centered.

Heading: Each section within the module will have a heading in Times New Roman, Size 12, Bold, and Left aligned.

Content Descriptions and Activities: Detailed descriptions of the content, including pedagogical approaches, activities, and questions for discussion, will be presented in Times New Roman, Size 10, justified. Equations will be formatted using MS Equation.

Essential Previous Knowledge: This section will outline any prerequisite knowledge or skills required for participants to fully engage with the module content.

Expected Learning Outcomes: The specific knowledge, skills, and attitudes that participants are expected to acquire upon completion of the module will be clearly articulated.

Visual Aids: High-quality images (300dpi) with appropriate Creative Commons licensing will be used to enhance understanding and engagement. Images will be centered and sized no larger than 2 inches by 2 inches., **Formatting:** The module will maintain consistent formatting with 1.5 spacing and normal margins.



02 | Training Programme and its outcomes

Introduction

In the ever-evolving realm of education, professional development programmes (PDPs) serve as crucial catalysts for empowering teachers to adapt to emerging pedagogical paradigms and national educational reforms. The 21-Day Professional Development Program (PDP) conducted under the PAC-23.31 initiative in Madhya Pradesh stands as a testament to this transformative power. This comprehensive programme, meticulously designed and executed, aimed to equip teachers from Demonstration Multipurpose Schools (DMS) and Eklavya Model Residential Schools (EMRS) with the knowledge, skills, and perspectives necessary to navigate the dynamic landscape of Indian education. The programme's inception was rooted in the recognition of the pivotal role that teachers play in shaping the future of the nation. With the advent of the National Education Policy (NEP) 2020, Indian education embarked on a transformative journey towards a more holistic, learner-centric, and competency-based approach. This ambitious vision necessitates a paradigm shift in teaching methodologies and a deeper understanding of the NCF FS-2022 & NCF SE-2023, which provides the guidelines for implementing the NEP's ideals. The 21-Day PDP was conceived as a response to this call for change, aiming to bridge the gap between policy aspirations and classroom practices.

The programme's overarching goal was to empower teachers to become agents of change, capable of fostering holistic development in their students and creating inclusive, engaging, and effective learning environments. This entailed a comprehensive approach that encompassed a wide range of topics, from the philosophical foundations of education to the practical implementation of innovative pedagogies. The programme's curriculum was carefully curated to address the diverse needs of teachers from different backgrounds and subject areas, ensuring relevance and applicability to their respective contexts.

One of the programme's distinctive features was its emphasis on aligning teaching practices with the NEP 2020 and NCF FS-2022, NCF SE-2023 frameworks. Through in-depth discussions, interactive sessions, and expert lectures, participants delved into the core principles of these documents and their implications for curriculum design, pedagogical approaches, and assessment strategies. This alignment was not merely theoretical; it was translated into practical action plans and lesson designs that teachers could readily implement in their classrooms. The programme's commitment to holistic development was evident in its focus on nurturing not only cognitive skills but also affective and psychomotor domains. Teachers were exposed to various pedagogical approaches that encouraged creativity, critical thinking, collaboration, and communication – skills that are essential for success in the 21st century. The integration of art, games, and experiential learning into the

curriculum was a testament to the programme's belief in the power of multi-sensory and learner-centered approaches to education.

Recognizing the growing importance of technology in education, the PDP also dedicated significant time to exploring the potential of digital tools and platforms. Teachers were introduced to various educational apps, websites, and virtual labs that could enhance their teaching practices and create more engaging learning experiences for their students. Furthermore, the programme emphasized the importance of cyber awareness and responsible digital citizenship, equipping teachers with the knowledge and skills to navigate the online world safely and effectively. Inclusion and equity were central themes throughout the programme. Teachers were sensitized to the diverse needs of learners, including those with disabilities, and were provided with strategies to create inclusive classrooms where every child feels valued and supported. The programme also emphasized the importance of cultural diversity and the integration of Indian Knowledge Systems (IKS) into the curriculum. This was achieved through field visits to cultural sites, discussions on traditional knowledge, and the incorporation of IKS themes into lesson plans. The programme's design was not limited to theoretical knowledge transfer. It also fostered practical skill development through hands-on activities, workshops, and presentations. Participants engaged in action research projects, exploring real-world challenges in their classrooms and developing solutions through systematic inquiry. They also had the opportunity to collaborate with peers, sharing their experiences and insights, thus creating a vibrant learning community.

The 21-Day Professional Development Programme in Madhya Pradesh stands as a model for empowering teachers to become catalysts for educational transformation. By aligning with national policies, embracing holistic development, promoting innovative pedagogies, integrating technology, and fostering inclusion, the programme has laid a strong foundation for a brighter future for education in the state. The participants' enthusiasm, dedication, and commitment to their professional growth are a testament to the programme's effectiveness and its potential to create a lasting impact on the lives of countless students.

Objectives

The PDP had several key objectives:

1. **NEP 2020 and NCF 2022 Alignment:** Equip teachers with a deep understanding of the NEP 2020 and NCF 2022 & NCF SE-2023 frameworks and their implications for pedagogical practices.

2. **Holistic Development:** Promote a holistic approach to education, emphasizing the development of cognitive, affective, and psychomotor skills in students.
3. **Competency-Based Education:** Transition from traditional knowledge transfer to a competency-based model that focuses on measurable skills and outcomes.
4. **Innovative Pedagogies:** Introduce teachers to innovative teaching methods, including game-based pedagogy, art-integrated learning, and experiential learning.
5. **Technological Integration:** Leverage technology to enhance teaching, learning, and assessment processes.
6. **Inclusion and Equity:** Sensitize teachers to the needs of diverse learners and promote inclusive practices.
7. **Indian Knowledge Systems (IKS):** Integrate IKS into the curriculum to foster cultural rootedness and appreciation for India's rich heritage.

Day-Wise Report

Day 1 : 27th May 2024 – Setting the Foundation

- Session 1: Inaugural Address: The programme commenced with an emphasis on the importance of PDPs in the evolving educational landscape. In his address, **Prof. Dinesh Prasad Saklani, Director of NCERT, New Delhi**, emphasized the pivotal role of teachers in realizing the National Education Policy (NEP) 2020's vision. He elucidated the policy's core areas, such as foundational literacy and numeracy, multilingualism, and holistic assessment, highlighting their significance in transforming India's educational landscape. Prof. Saklani underscored the responsibility of teachers as change agents, entrusted with implementing innovative pedagogies, fostering critical thinking, and nurturing well-rounded individuals equipped for the challenges of the 21st century. Prof. Mandal stressed the role of teacher training in social mobility, and Prof. Rashmi Singhai introduced the core principles of the programme.
- Session 2: Philosophical Foundations of Education: Prof. B. Ramesh Babu explored the philosophical and constitutional underpinnings of education, linking them to the NEP 2020. He discussed the concept of 'progressive education' and the teacher's role in fostering diversity and equality.
- Session 3: NEP 2020 Dissected: The intricacies of NEP 2020 were unpacked, with a focus on its guiding principles, aims, curriculum structure, and pedagogical shifts. The importance of Foundational Literacy and Numeracy (FLN), multilingualism, and holistic assessment were highlighted.
- Session 4: Pre-Test: A comprehensive pre-test on NEP 2020, NCF FS-2022, NCF Se-2023, and technology pedagogy was conducted online to gauge participants' initial understanding.

Day 2 : 28th May 2024 – Exploring Knowledge and Pedagogy

- Session 1: Nature of Knowledge and Disciplines: Prof. B. Ramesh Babu engaged participants in a dialogue about the nature of knowledge, the evolution of disciplines, and the importance of multidisciplinary approaches for holistic learning.
- Session 2: Brain Development and Foundational Education: Dr. Romila Bhatnagar linked brain development to foundational education, highlighting the significance of play-based pedagogy, multilingual classrooms, and the integration of Indian traditions and culture.

- Session 3: Block Puzzle Activity: Prof. Rashmi Singhai facilitated an interactive activity using block puzzles, showcasing how they can be used for assessment across different subjects.
- Session 4: Panel Discussion on NEP 2020: A lively panel discussion allowed participants to share their insights and perspectives on the NEP 2020 vision, the role of language, and 21st-century skills.

Day 3 : 29th May 2024 – Curricular Frameworks and Mathematics Education

- Session 1: NCFSE 2023 Overview: Dr. Vijayan provided a detailed overview of the NCFSE 2023, discussing its structure, curricular areas, learning standards, and the roles of various stakeholders in achieving educational goals.
- Session 2: Ethnocentric Pedagogy in Mathematics: Dr. Ashwin Garg addressed math phobia and introduced art-integrated learning techniques to make mathematics more engaging and relevant for learners.
- Session 3: Mathematics Lab Visit: Participants explored the mathematics lab, engaging in hands-on activities that demonstrated the use of simple objects for teaching complex mathematical concepts.
- Session 4: Panel Discussion on NCFFS - 2022: A panel discussion on NCFFS-2022 focused on the role of language, holistic development, ICT integration, and parental involvement in early childhood education.

Day 4 : 30th May 2024 – Innovative Pedagogies

- Session 1: Game-Based Pedagogy: Dr. Triloki Prasad introduced game-based pedagogy, emphasizing its potential to make learning enjoyable and engaging.
- Session 2: Foundational Language and Literacy: Dr. Ganga Mahto explored the significance of foundational language and literacy in early childhood education, aligning it with the goals of NEP 2020 and NCFFS - 2022.
- Session 3: Lesson Planning: Dr. Sujata B. Hanchinalkar guided participants through the process of creating effective lesson plans that cater to diverse learners and real-life situations.
- Session 4: Panel Discussion on NCFSE-2023: A panel discussion focused on the integration of cross-cutting themes in the NCFSE-2023 and strategies for creating a positive learning environment.

Day 5 : 31st May 2024 – The Role of NCERT & Teacher Effectiveness

- Session 1: Role of NCERT in School Education: Prof. M. Sengupta (former Principal of RIE Bhopal) provided insights into the history and evolution of NCERT, highlighting its contributions to curriculum development and educational research.
- Session 2: Teacher Skills & Effectiveness: Dr. Santosh Kumar led an engaging session on teaching skills, emphasizing the creation of a positive learning environment. Through activities and discussions, participants explored different teaching skills and their impact on student learning.
- Session 3: Understanding Learners: Dr. Santosh Kumar continued the exploration of learning theories, discussing different learning styles and the importance of metacognition in effective teaching.
- Session 4: Panel Discussion on NIPUN Bharat and FLN: A panel discussion delved into the NIPUN Bharat mission and its focus on foundational literacy and numeracy. Participants shared strategies for inclusive classrooms and professional development needs.

Day 6 : 1st June 2024 – Indian Knowledge Systems & School Administration

- Session 1: School Administration: Prof. M. Sengupta discussed the principles and objectives of school administration, emphasizing the importance of fostering relationships with parents, communities, and stakeholders.
- Session 2: Indian Knowledge System: Prof. Mukul Bora from Dibrugarh University introduced the concept of the Indian Knowledge System (IKS) within the NEP 2020 framework, highlighting its diversity and richness. He specifically explored the acoustic knowledge of ancient Hindus and the significance of Ayurveda.
- Session 3 & 4: Field Visit to Birla Museum Complex: Participants embarked on a field visit to the Birla Museum Complex, experiencing firsthand the rich cultural and historical heritage showcased in the museum's exhibits.

Day 7 : 2nd June 2024 – Assignment Work

Participants dedicated this day to working on assignments that focused on NEP 2020, NCF-FS 2022, and NCF-SE 2023. The assignments required them to apply their learning to various aspects of teaching and learning, including lesson planning, assessment, and technology integration.

Day 8: 3rd June 2024 – Art-Integrated Learning

- Session 1 & 2: Art-Integrated Learning: Prof. Ayushman Goswami from RIE Ajmer introduced art-integrated learning (AIL), emphasizing its role in fostering creativity, critical thinking, and holistic development. Participants engaged in theater activities and games to experience AIL firsthand.
- Sessions 3 & 4: Activity on Art-Integrated Learning: Prof. Goswami continued to lead interactive sessions on AIL, demonstrating the use of theatre pedagogy in the classroom. Participants were divided into groups to create and enact scenes related to various themes, incorporating IKS into their performances.

Day 9 : 4th June 2024 – Indian Knowledge System & Philosophical Reflection

- Session 1: Indian Knowledge System: Prof. Ayushman Goswami continued his exploration of IKS, focusing on Vedic culture, Guru-Shishya Parampara, and the importance of multilingualism. He also emphasized toy-based pedagogy and storytelling as tools for cultural transmission.
- Session 2: Classical Indian Wisdom for Futuristic Society: Dr. Arti Shrivastava introduced the concept of the Indian Knowledge System and its importance. She talked about the 'Me Concept' and its significance. She also discussed the five basic traditional philosophical concepts of Hinduism.
- Sessions 3 & 4: Group Discussion on Birla Museum Visit: Participants engaged in a group discussion on how to leverage their Birla Museum visit as a pedagogical tool. They brainstormed ideas for integrating IKS with the current curriculum using museum exhibits.

Day 10 : 5th June 2024 – Action Research and Educational Technology

- Session 1: Action Research: Introduction: Dr. Sanjay Pandagale introduced the concept of action research as a tool for teachers to address contextual problems in their classrooms.
- Session 2: Reflective Thinking for Futuristic Society: Dr. Arti Shrivastava led a session on reflective thinking, emphasizing the importance of critical reflection for educational improvement and personal growth.
- Session 3: Qualitative and Quantitative Research in Education: Dr. Sanjay Pandagale delved into the intricacies of research methodologies, explaining the differences between qualitative, quantitative, and mixed methods research.

- Session 4: Hands-on Practice with Educational Apps/Websites: Prof. Rashmi Singhai introduced participants to a variety of educational ICT tools, including gamma.ai, sketch. metademolab, pixabay, Canva, and postmywall.com, demonstrating their practical applications in the classroom.

Day 11 : 6th June 2024 – Action Research, ICT, and e-Office Orientation

- Session 1: Action Research: Learning Outcomes Aligned Teaching and Assessment: Dr. R.K. Sharma (RIE, Ajmer) led an online session on learning objectives and outcomes, emphasizing their alignment with teaching and assessment strategies. He discussed the differences between knowledge, skills, and competencies and demonstrated hands-on experiments to reinforce the concepts.
- Session 2: Vocational Education and Entrepreneurship: Dr. Pradyuman Singh Lakhawat introduced the concept of integrating entrepreneurship into school education. He discussed financial concepts, government funding agencies, and the importance of fostering a startup culture among students.
- Session 3: Use of ICT in Teaching, Learning, and Assessment: Prof. Amarendra Behera (CIET-NCERT) delivered an online session highlighting the role of ICT in education. He discussed major digital initiatives by NCERT, like PM e-Vidya, Diksha, e-Pathshala, and NISHTHA, and how ICT can enhance personalized learning experiences.
- Session 4: Orientation of e-Office and Hands-on Practice: Mr. Sandeep Ratnere provided a detailed orientation on the e-Office system, focusing on email services, security features, and the e-Leave and e-File modules. Participants learned how to streamline administrative tasks using digital tools.

Day 12 : 7th June 2024 – Toy-Based Pedagogy and Experiential Learning

- Session 1: Toy-Based Pedagogy: Dr. Suresh Kumar Makwana introduced the concept of toy-based pedagogy, emphasizing its role in experiential learning. He showcased examples from the western region, demonstrating how toys can be linked to learning outcomes and curricular goals.
- Session 2: Experiential Learning as Practice: Dr. R.K. Sharma (online) explained the concept of experiential learning, highlighting its key elements and characteristics. He engaged participants in a hands-on experiment to illustrate the approach.
- Session 3: Toy-Based Pedagogy: A Hands-on Practice: Dr. Makwana continued his exploration of toy-based pedagogy, sharing his experiences working with tribal communities and showcasing the art forms and toys of different cultures. Participants

had the opportunity to create toys using clay, fostering their creativity and understanding of cultural integration in education.

- Session 4: Presentation on Action Research: Participants presented their action research proposals, focusing on practical classroom problems. Each group shared their research outlines and received valuable feedback.

Day 13: 8th June 2024 – Inclusive Education and ICT Tools

- Session 1: Integration of Technology for Inclusion of Blind and Low Vision Persons: Mr. Santosh Khare discussed the use of technology to foster inclusion for individuals with visual impairments. He introduced assistive apps and tools to facilitate learning and participation for all learners.
- Session 2: Use of ICT in Teaching, Learning, and Assessment: Dr. Angel Ratnabai (CIET-NCERT) demonstrated various ICT tools that can be effectively integrated into classroom instruction. Participants explored apps like Sky View Lite, Art and Culture, ChatGPT, GeoGebra, PhET simulations, and virtual labs.
- Session 3: Use of ICT in Education: Prof. Rashmi Singhai led a session on ICT tools, focusing on creating interactive puzzles and quizzes using Eclipse Crossword. She encouraged brainstorming and hands-on practice to promote technological fluency among teachers.
- Session 4: Game-based Pedagogy/Learning: Dr. Triloki Prasad introduced more educational apps and websites to increase student engagement. Participants practiced creating online quizzes and played educational games, experiencing the potential of technology to enhance learning experiences.

Day 14 : 9th June 2024 – Field Trip Reflections and Action Research

- Assignment 1 (Field Trip): Participants worked on assignments related to their Birla Museum visit. They designed activities connecting Indian Knowledge Systems (IKS) to their grade levels, crafted lesson plans incorporating museum exhibits, and developed assessment tools to gauge IKS learning. They also collaborated to create cross-disciplinary museum visits and explored technology-enabled strategies for enriching IKS exploration.
- Assignment 2 (Action Research): Participants delved into developing action research proposals, focusing on identifying issues in their teaching practice, formulating research questions, planning and implementing new strategies, collecting and analyzing data, and refining their approaches based on their findings.

Day 15: 10th June 2024 – Virtual Labs, Cyber Awareness, and STEAM Pedagogy

- Session 1: Virtual Lab: Mr. Lokendra Singh Chauhan introduced participants to the ALGODOO software, a powerful tool for constructivist learning. Participants engaged in hands-on practice, creating simulations and models to visualize and understand various concepts across different subjects.
- Session 2: Cyber Awareness: Mr. Vinay led a session on cyber awareness, educating participants about the latest cybercrime trends and best practices for digital safety. The session aimed to equip teachers with the knowledge and skills to protect themselves and their students from online threats.
- Session 3: Hands-on Experience in Virtual Lab: Mr. Chauhan continued the exploration of virtual labs, introducing the TRACKER software for science pedagogy. Participants learned how to use TRACKER for data collection, analysis, and research in the classroom.
- Session 4: Sports Pedagogy: Dr. Mahendra Barua conducted an interactive session on sports pedagogy on the sports ground. He emphasized the integration of physical activity and sports into the curriculum, showcasing how sports can be used to teach concepts like numbers and angles. Participants engaged in various physical activities and games, experiencing the joy of learning through movement.

Day 16 : 11th June 2024 – Inclusive Education and Open Educational Resources

- Session 1: Inclusive Education: Importance and Policies: Prof. I.B. Chughtai led a session on inclusive education, highlighting the importance of equitable access and quality education for all learners. He discussed policies like the Right to Education (RTE) Act, RPWD Act, and Universal Design for Learning (UDL), emphasizing the need to create inclusive classrooms.
- Session 2: Identification of Various Disabilities: Dr. Ashwani Kumar Garg focused on identifying different disabilities and demonstrating practical activities using TLMs like abacus, Velcro frames, and Braille counting to support students with diverse needs.
- Sessions 3 & 4: Role of Classroom Library and Open Educational Resources (OER): Dr. P.K. Tripathi, the librarian at RIE Bhopal, provided an orientation on the library's resources and services. He demonstrated the use of AR/VR technologies for experiential learning and discussed various OER initiatives like e-Pathshala, DIKSHA, and Swayam. The concept of classroom libraries and copyright laws were also covered.

Day 17 : 12th June 2024 – Educational Kits and Braille Script Training

- Sessions 1 & 2: Educational Kits: Dr. Daksha M. Parmar and Mr. L.S. Chouhan introduced participants to NCERT's educational kits, emphasizing their role in effective teaching and learning. The sessions covered the different levels of kits, their alignment with NCF-SE aims, and hands-on demonstrations in the physics and language labs.
- Sessions 3 & 4: Role of Classroom Library and OER (Continued): Mr. Santosh Khare conducted a Braille script training session to equip teachers with the skills needed for inclusive classrooms. Participants learned the basics of Braille, practiced writing letters, words, and numbers, and discussed strategies for teaching Braille in the classroom.

Day 18 : 13th June 2024 – Professional Standards and Vocational Education Exposure

- Session 1: National Professional Standards for Teachers (NPST): Prof. L.K. Tiwari introduced the NPST framework, discussing its core values, domains, and levels. He emphasized the importance of continuous professional growth and development for teachers.
- Session 2: Visit to DMS: Participants visited the Demonstration Multipurpose School (DMS) to explore various labs, including mechatronics, beauty and wellness, ICT, and retail labs. The visit provided insights into vocational education and its practical applications.
- Sessions 3 & 4: Visit to PSSCIVE: The group visited the Pandit Sunder Lal Sharma Central Institute of Vocational Education (PSSCIVE) in Bhopal. They toured various departments like agriculture, engineering, business, and home science, gaining valuable insights into integrating vocational training into mainstream education.

Day 19: 14th June 2024 – Global Citizenship and 21st Century Skills

- Session 1: Reflection on Global Citizenship: Dr. Sangeeta Pethiya led an interactive session on global citizenship education (GCED). She engaged participants in activities to reflect on their understanding of GCED and its relevance to the NCF, NCERT, and NEP 2020. The session explored pedagogical principles for fostering global citizenship and addressed the challenges associated with it.
- Session 2: Teaching for Tomorrow: 21st Century Skills: Dr. Shruti Tripathi focused on the importance of 21st-century skills in school education. She discussed the three types

of knowledge (foundational, humanistic, and meta-knowledge) and the NEP's approach to holistic learning. Participants delved into the 4 Cs (critical thinking, collaboration, creativity, and communication), information literacy, productivity, and strategies for overcoming procrastination.

- Session 3: Holistic Education & 360-degree Holistic Progress Card: Dr. Rashmi Sharma provided a comprehensive overview of holistic education and the 360-degree Holistic Progress Card. She connected these concepts to Indian culture, philosophy, and spiritual practices, emphasizing the importance of mental and emotional well-being in education.
- Session 4: Role Play and Storytelling: In a lively session facilitated by Mr. Shyam Kumar Singh, participants engaged in role-plays and storytelling activities based on given themes. This interactive session encouraged collaboration, creativity, and communication skills, aligning with the principles of 21st-century education.

Day 20 : 15th June 2024 – Assessment, Environmental Education, and Hands-on Activities

- Session 1: Assessment and Evaluation: Innovative and Comprehensive Methods : Dr. Kalpana Maski reiterated the importance of assessment and evaluation in the teaching-learning process. She discussed various types of assessments, key principles, and the purpose of assessment in developing 21st-century skills. The "Holistic Progress Card" and the "Panchpadi Parampara" were also explored.
- Session 2: Environmental Education: Prof. Padmaja C. focused on environmental education, discussing different types of pollution, their causes and effects, and global efforts to mitigate environmental challenges. She addressed issues like microplastics, fast fashion, and endangered species, emphasizing the urgency of environmental action.
- Session 3: Holistic Education & 360-degree Holistic Progress Card: Dr. Santosh Kumar conducted an engaging session on holistic education and assessment. He started with a balloon-blowing activity to highlight global citizenship and then engaged participants in a brainstorming session on preparing questions based on a blueprint. He thoroughly discussed the key stages in test development, assessment frameworks, the preparation of test blueprints, and the importance of learning outcomes in designing assessments. He also showcased authentic blueprint formats developed by CBSE and discussed how to use Bloom's Taxonomy to frame questions.
- Session 4: Hand-on Practice of Apps and Activities: Prof. (Capt.) Rashmi Singhai introduced participants to the Magic form App for creating MCQs and engaged them

in games like TAMBOLA and a puzzle activity. The session focused on leveraging technology for assessment and incorporating interactive games into the learning process.

Day 21 : 16th June 2024 – Culmination and Closing Ceremony

- Session 1: Health and Well-being: Prof. Padmaja C. led a session emphasizing the importance of maintaining a healthy lifestyle for educators, focusing on both physical and mental well-being.
- Session 2: Assignment Submission and Discussion: Participants submitted and discussed their assignments, receiving feedback and engaging in interactive discussions.
- Session 3: The final day of the 21-Day Professional Development Programme marked a significant milestone in the teachers' journey of growth and learning. The day commenced with a comprehensive post-test designed to assess the participants' knowledge acquisition and skill development throughout the programme. This assessment, carefully curated by the programme facilitators, served as a valuable tool to gauge the effectiveness of the training modules and identify areas for potential improvement in future iterations. Following the post-test, a sense of anticipation filled the air as the valedictory function commenced. This momentous occasion celebrated the successful completion of the intensive 21-day programme and acknowledged the dedication and commitment of the participating teachers. The presence of Prof. Jaydip Mandal, Principal of RIE Bhopal, and the Head of the Department of Extension added a touch of prestige and significance to the event. Their words of encouragement and appreciation resonated deeply with the participants, reinforcing their sense of accomplishment and motivation to apply their newfound knowledge in their classrooms. As the programme coordinator, Prof. (Capt.) Rashmi Singhai delivered a comprehensive overview of the 21-day journey. Her presentation encapsulated the programme's objectives, content, activities, and outcomes, providing a valuable recap of the key takeaways for the participants. The presentation highlighted the programme's emphasis on holistic development, innovative pedagogies, and cultural integration, reinforcing its relevance to the evolving educational landscape. The highlight of the valedictory function was the distribution of certificates to the participants. This tangible recognition of their dedication and hard work served as a symbol of their professional growth and commitment to lifelong learning. As each teacher received their certificate, a sense of pride and accomplishment was palpable in the room, a testament to the programme's effectiveness in empowering educators. The

function also provided a platform for the participants to share their feedback and reflections on the programme. Their candid insights, suggestions, and testimonials provided valuable feedback for the programme organizers, allowing them to identify areas for improvement and enhancement in future iterations. The participants' enthusiastic response and positive feedback reaffirmed the programme's success in fulfilling its objectives and meeting the needs of the teachers. Dr. Santosh Kumar expressed gratitude to all involved in the programme. The event ended with the National Anthem, marking the successful completion of the 21-Day Professional Development Programme.

Outcomes

The 21-Day Professional Development Programme resulted in several positive outcomes:

1. Enhanced understanding of NEP 2020, NCF FS-2022 and NCF SE-2023 among teachers.
2. Increased awareness of holistic education and competency-based approaches.
3. Adoption of innovative pedagogies like game-based learning, art integration, and experiential learning.
4. Integration of technology into teaching, learning, and assessment.
5. Improved understanding of inclusive education practices and disability awareness.
6. Increased knowledge of the Indian Knowledge System and its integration into the curriculum.
7. Development of action research proposals to address classroom challenges.
8. Enhanced awareness of vocational education and entrepreneurship opportunities.
9. Strengthened teacher collaboration and professional networks.

Challenges and Future Directions:

While the PDP has undoubtedly been successful, it is essential to acknowledge the challenges that lie ahead. The sustained implementation of the programme's learning's in diverse school settings requires ongoing support and mentorship for teachers. Additionally, the effective integration of technology necessitates adequate infrastructure and resources in all schools.

Looking ahead, the PDP can be further enhanced by:

1. Providing continuous professional development opportunities for teachers to reinforce their learning and address emerging challenges.
2. Expanding the programme to reach a wider audience of educators across the state.

3. Strengthening collaborations with educational institutions, government agencies, and NGOs to create a supportive ecosystem for educational reform.
4. Investing in technological infrastructure and resources to ensure equitable access to digital learning tools.
5. Regularly evaluating the programme's impact and making necessary adjustments to maximize its effectiveness.

The 21-Day Professional Development Programme has ignited a spark of transformation in the educational landscape of Madhya Pradesh. By empowering teachers with knowledge, skills, and a renewed sense of purpose, the programme has laid the groundwork for a brighter future for students across the state. The journey towards educational excellence is ongoing, and the PDP has undoubtedly paved the way for a more inclusive, learner-centric, and culturally relevant education system in Madhya Pradesh.

Conclusion

The 21-Day Professional Development Programme (PDP) for teachers of Demonstration Multipurpose Schools (DMS) and Eklavya Model Residential Schools (EMRS) in Madhya Pradesh has proven to be a transformative initiative, leaving a lasting impact on the participants and the broader educational landscape of the state. This comprehensive programme, meticulously designed and implemented, has successfully achieved its multifaceted objectives, empowering educators with the knowledge, skills, and perspectives necessary to navigate the evolving educational paradigm in India. A cornerstone of the PDP was the comprehensive exploration of the National Education Policy 2020 (NEP 2020) and the National Curriculum Framework 2022 (NCF 2022). Through in-depth sessions and interactive discussions, participants gained a profound understanding of these frameworks, their guiding principles, and their implications for pedagogical practices. This alignment with national educational goals has equipped teachers to design and implement curricula that are learner-centric, competency-based, and culturally relevant. The programme's emphasis on holistic development has been a defining feature. Teachers have been encouraged to embrace a multi-dimensional approach to education, fostering not only cognitive skills but also affective and psychomotor domains. This holistic perspective aligns seamlessly with the NEP 2020's vision of nurturing well-rounded individuals equipped for the challenges of the 21st century.

Furthermore, the PDP has facilitated a paradigm shift from traditional knowledge transfer to competency-based education. By focusing on measurable skills and outcomes, teachers are now better equipped to assess and track student progress effectively. This shift has the

potential to create a more meaningful and impactful learning experience for students. The introduction of innovative pedagogies, such as game-based learning, art-integrated learning, and experiential learning, has infused a renewed sense of excitement and engagement into the classrooms of Madhya Pradesh. These learner-centered approaches have been shown to enhance student motivation, creativity, and critical thinking skills. Simultaneously, the integration of technology into teaching, learning, and assessment has been a transformative element of the PDP. Through hands-on training on various educational apps, software, and online platforms, teachers have embraced digital tools as powerful allies in their pedagogical arsenal. This technological fluency has the potential to bridge educational gaps, provide access to quality resources, and personalize learning experiences for students.

The PDP has fostered a strong commitment to inclusivity and equity in education. Through sessions on inclusive practices, disability awareness, and Braille script training, teachers have been sensitized to the diverse needs of learners. This focus on inclusivity is essential for ensuring that every child, regardless of their background or abilities, has access to quality education. The integration of Indian Knowledge Systems (IKS) into the curriculum has been another significant achievement of the programme. By exploring ancient wisdom, cultural traditions, and indigenous knowledge, teachers have been empowered to create learning experiences that are deeply rooted in Indian heritage and values. This integration not only enriches the curriculum but also fosters a sense of cultural identity and pride among students. The emphasis on action research has encouraged teachers to become reflective practitioners. By identifying challenges in their classrooms and developing research-based solutions, they have actively contributed to improving teaching and learning processes. This focus on continuous professional development has empowered teachers to become lifelong learners and agents of change.

List of Resource Persons

S. No.	Name and Address of RP
1	Prof. Amrendra P. Behera, Joint Director, CIET, NCERT, New Delhi
2	Prof. Mukul Bora, Director, Dibrugarh University, Institute of Engineering and Technology, Dibrugarh University, Assam
3	Prof. M. Sen Gupta, Former Principal, RIE, NCERT, Bhopal
4	Prof. B. Ramesh Babu, Professor & Head, RIE, NCERT, Bhopal
5	Prof. I. B. Chughtai, Professor, RIE, NCERT, Bhopal
6	Prof. Lallan Kumar Tiwary, Professor, RIE, NCERT, Bhopal
7	Dr. Romilla Bhatnagar, Associate Professor, Department of Elementary Education, NCERT, New Delhi
8	Prof. C. Padmaja, Former Faculty, RIE, NCERT, Mysuru
9	Prof. Ayushman Goswami, Professor of Education, RIE, NCERT, Ajmer
10	Prof. V.S. Mehrotra, Professor, PSSCIVE, NCERT, Bhopal
11	Prof. Vijayan K, NCERT, New Delhi
12	Dr. R. Ravichandran, Professor, PSSCIVE, NCERT, Bhopal
13	Dr. Ashwini K Garg, Associate Professor, RIE, Bhopal
14	Dr. Sanjay Kumar Pandagale, Associate Professor, RIE, NCERT, Bhopal
15	Dr. R.P. Prajapati, Associate Professor, RIE, NCERT, Bhopal
16	Dr. Rashmi Sharma, Associate Professor, RIE, NCERT, Bhopal

17	Dr. P.K. Tripathi Librarian, RIE, Bhopal
18	Dr. Suresh Kumar Makwana, Assistant Professor, RIE, Bhopal
19	Dr. Daksha M. Parmar, Assistant Professor, RIE, Bhopal
20	Dr. Sujata BH, Assistant Professor, RIE, NCERT, Mysuru
21	Dr. Ashish Kumar Srivastava, NIE, NCERT, New Delhi
22	Dr. Kalpana Maski, Assistant Professor, RIE, Bhopal
23	Mr. L. S. Chouhan, Assistant Professor, RIE, Bhopal
24	Dr. Sangeeta Pethiya, Assistant Professor, RIE, Bhopal
25	Dr. Shruti Tripathi, Assistant Professor, RIE, Bhopal
26	Dr. R.K. Sharma, Assistant Professor, RIE, NCERT, Ajmer
27	Dr. Angel R., CIET, NCERT, New Delhi
28	Dr. Ganga Mahato, Assistant Professor, RIE, Bhopal
29	Dr. Pradhyuman Singh Lakhawat, Assistant Professor, RIE, NCERT, Bhopal
30	Dr. Triloki Prasad, Assistant Professor, RIE, NCERT, Bhopal
31	Dr. Arti Srivastava, Senior Fellow, ICSSR, Bhopal
32	Mr. Santosh Khare
33	Prof. (Capt.) Rashmi Singhai, Professor & Head DESM, RIE, NCERT, Bhopal
34	Dr. Santosh Kumar, Associate Professor, RIE, NCERT, Bhopal

List of Teachers from DMS, Bhopal

S. No.	Name	Official Address
1.	Dr. R.K. Nayak	Demonstration Multipurpose School, Bhopal
2.	Dr. Mahendra Barua	Regional Institute of Education, Bhopal
3.	Mr. Sandeep Kumar Ratnere	Regional Institute of Education, Bhopal
4.	Mr. Shashikant Wanjari	Demonstration Multipurpose School, Bhopal
5.	Mr. Munindra Singh Chouhan	Demonstration Multipurpose School, Bhopal
6.	Dr. Ashesh Upadhyay	Demonstration Multipurpose School, Bhopal
7.	Mr. Shyam Kumar Singh	Demonstration Multipurpose School, Bhopal
8.	Mr. Prakash Shrivastava	Demonstration Multipurpose School, Bhopal
9.	Ms. Shruti Adhikari	Demonstration Multipurpose School, Bhopal
10.	Dr. Avani Parashar	Demonstration Multipurpose School, Bhopal
11.	Mr. Hemant Raje	Demonstration Multipurpose School, Bhopal
12.	Mr. Ritesh Kumar Khare	Demonstration Multipurpose School, Bhopal
13.	Mr. Ashok Mishra	Demonstration Multipurpose School, Bhopal
14.	Mrs. Suruchi Rawat	Demonstration Multipurpose School, Bhopal
15.	Mrs. Kiran Mishra	Demonstration Multipurpose School, Bhopal
16.	Mrs. Veena Sahu	Demonstration Multipurpose School, Bhopal
17.	Mr. Rajesh Nair	Demonstration Multipurpose School, Bhopal
18.	Dr. Jose J. Kurisunkal	Demonstration Multipurpose School, Bhopal
19.	Ms. Mamta Rai	Demonstration Multipurpose School, Bhopal
20.	Mrs. Rashmi Sishodiya	Demonstration Multipurpose School, Bhopal
21.	Mrs. Monika Bhardwaj	Demonstration Multipurpose School, Bhopal
22.	Mrs. Rajvinder Kaur	Demonstration Multipurpose School, Bhopal
23.	Ms. Sunita Pardeshi	Demonstration Multipurpose School, Bhopal
24.	Mrs. Kamlesh Markam	Demonstration Multipurpose School, Bhopal

25.	Dr. Sushma Pajany	Demonstration Multipurpose School, Bhopal
26.	Mr. Deepak Lakhera	Demonstration Multipurpose School, Bhopal
27.	Dr. Pinki Sharma	Demonstration Multipurpose School, Bhopal
28.	Mrs. Shazia Naqvie	Demonstration Multipurpose School, Bhopal

List of Teachers from EMRS, Madhya Pradesh

S. No.	Name	Official Address
1.	Mr. Rohini Prasad Chaturvedi	EMRS Tansar, District Sidhi, M.P.
2.	Mrs. Sarika Sharma	EMRS Kukshi, District Dhar, M.P.
3.	Mrs. Manju Singh	EMRS Dindori, M.P.
4.	Mrs. Sunita Patel	EMRS Ghansore, District Seoni, M.P.
5.	Mrs. Anita Shrivastava	EMRS Shahpur, District Betul, M.P.
6.	Mr. Satish Kumar Gupta	EMRS Pali Umaria, M.P.
7.	Mrs. Ekta Rathore	EMRS Thandla, District Jhabua, M.P.
8.	Mrs. Nishtha Agrawal	EMRS Anuppur, M.P.
9.	Mr. Shekhar Kumar Gupta	EMRS Sohagpur, District Shahdol, M.P.
10.	Mrs. Sangeeta Bhargava	EMRS Thandla, District Jhabua, M.P.
11.	Mr. Kapil Rai	EMRS Kesla (Bharagda), Narmadapuram, M.P.
12.	Mr. Manish Kumar Singh	EMRS Tansar, District Sidhi, M.P.
13.	Mrs. Uma Sharma	EMRS, Kukshi, District Dhar, M.P.































क्षेत्रीय शिक्षा संस्थान भोपाल में व्यवसायिक उन्नयन कार्यक्रम



दैनिक
विलयरमिस्ट

छपी खबरों का पर्दाफाश

भोपाल। नई शिक्षा नीति 2020 के अंतर्गत प्रायोगिक विद्यालय एवं एकलव्य आदर्श आवासीय विद्यालय के शिक्षको के व्यवसायिक उन्नयन हेतु NCERT की क्षेत्रीय ईकाई क्षेत्रीय शिक्षा संस्थान भोपाल में प्रो. रश्मि सिंघई एवं डॉ. संतोष कुमार के तत्वावधान में 21 दिवसीय प्रशिक्षण कार्यक्रम आयोजित किया रहा है। इस 21 दिवसीय प्रशिक्षण कार्यक्रम में नई शिक्षा नीति 2020 के विभिन्न उद्देश्यों, व्यावसायिक शिक्षा और कौशल विकास, व्यावसायिक शिक्षा को सामान्य शिक्षा से एकीकृत करने, बहु विषयक शिक्षा की अवधारणा को समझाने, भारतीय ज्ञान विधा को शिक्षा में सम्मिलित करने के लिये क्षेत्रीय शिक्षा संस्थान भोपाल, अजमेर, एनसीईआरटी के प्रख्यात शिक्षा प्राध्यापकों द्वारा दिया जा रहा है। इसके साथ ही नवीन रोचक एवं अनुभवात्मक विधियों के माध्यम से शिक्षण के उन्नयन के लिए व्याख्यानों का आयोजन किया जा रहा है। साथ ही वर्तमान समय के विद्यार्थियों के शिक्षण के लिये शिक्षको को खेल विधि, कला, आईसीटी द्वारा ऑनलाइन शिक्षण, आदि में विशेष रूप से प्रशिक्षित किया जा रहा है। उपरोक्त 21 दिवसीय प्रशिक्षण कार्यक्रम 27 मई से 16 जून तक आयोजित है। इसमें वर्तमान समय की चुनौतियों के लिये व्यवसायिक शिक्षा, शोध आधारित शिक्षा की तैयारी के लिए शिक्षको को विशेष रूप से प्रशिक्षित करने के साथ ही शिक्षा के नवाचारों से अवगत किया जा रहा है जो नई शिक्षा नीति 2020 के लक्ष्यों की प्राप्ति के लिए मील का पत्थर साबित होगा।

क्षेत्रीय शिक्षा संस्थान में 21 दिवसीय आयोजन व्यवसायिक उन्नयन कार्यक्रम में शिक्षा नीति पर हो रही चर्चा



भोपाल. नई शिक्षा नीति 2020 के अंतर्गत प्रायोगिक विद्यालय एवं एकलव्य आदर्श आवासीय विद्यालय के शिक्षकों के व्यवसायिक उन्नयन हेतु क्षेत्रीय शिक्षा संस्थान भोपाल में 21 दिवसीय प्रशिक्षण कार्यक्रम आयोजित किया रहा है। प्रो रश्मि सिंघई एवं डा संतोष कुमार के तत्वावधान में हो रहे कार्यक्रम में नई शिक्षा नीति 2020 के विभिन्न उद्देश्यों, व्यावसायिक शिक्षा और कौशल विकास, व्यावसायिक शिक्षा को सामान्य शिक्षा से एकीकृत करने, बहु

विषयक शिक्षा की अवधारणा को समझाने प्रख्यात शिक्षा प्राध्यापकों द्वारा प्रशिक्षण दिया जा रहा है। इसके साथ ही नवीन रोचक एवं अनुभवात्मक विधियों के माध्यम से शिक्षण के उन्नयन के लिए व्याख्यानों का आयोजन किया जा रहा है। साथ ही वर्तमान समय के विद्यार्थियों के शिक्षण के लिए शिक्षकों को खेल विधि, कला, आईसीटी द्वारा ऑनलाइन शिक्षण आदि में विशेष रूप से प्रशिक्षित किया जा रहा है। उपरोक्त कार्यक्रम 16 जून तक आयोजित है।

टैग
टे
रे

पॉ

भोप
और
की र
एक
ठहर
थे। इ
तनर्द
'रंग
किय
केंद्र
प्रसंग
निमि
की
वत्स
कुल
टैगोर
उपाध
किया
कला

पत्रिका



REGIONAL INSTITUTE OF EDUCATION (NCERT), BHOPAL

(A constituent Unit of National Council of Educational Research and Training, New Delhi)