



Jaadui Pitara

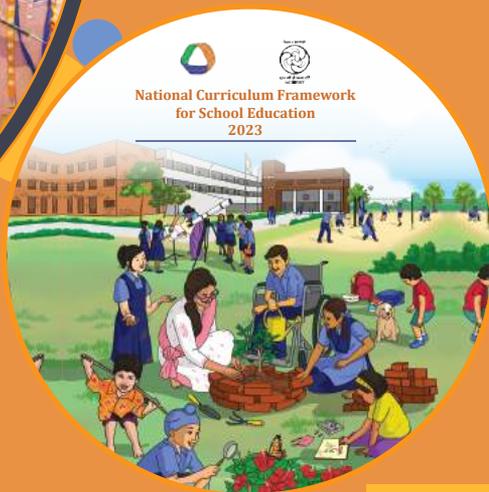
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Jaadui-Pitara



National Curriculum Framework for School Education 2023

NCERT Annual Report 2023-24

N C E R T

Annual Report 2023–2024

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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

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Foreword

With great pride and profound satisfaction, I am pleased to unveil the extraordinary journey of NCERT in executing the National Education Policy 2020 concerning school and teacher education during the year 2023–24. This report underscores our unwavering dedication to provide equitable and high-quality learning experiences for all.

NCERT has made significant strides in enhancing education across India, exemplified by its recent achievements aimed at providing exceptional quality education that prepares students for a technology-driven world while remaining rooted in Indian cultural values. These efforts include developing National Curriculum Frameworks for Early Childhood Care and Education (ECCE) and School Education (SE), aligned with the National Education Policy (NEP) 2020. Innovations such as the *Jaadui Pitara* for foundational learning and digital initiatives like PM eVidya, SWAYAMMOOCs, e-Pathshala, and DIKSHA have expanded educational access and quality. NCERT's efforts extend to holistic teacher training through NISHTHA and student assessment via Learning Outcomes. National events like Yoga Olympiad, *Kala Utsav*, *Rashtriya Bal Vaigyanik Pradarshani* and *Rashtriya Avishkar Saptah* underscore NCERT's commitment to fostering creativity and skill development.

Moreover, NCERT prioritises student well-being through initiatives like Manodarpan for psychosocial support and SAHYOG for mental health sessions. The National Assessment Centre - PARAKH, established within NCERT, sets norms and standards for student assessment and implements activities mandated by NEP 2020, focusing on Competency-based Assessment, Large-scale Achievement Surveys, Equivalence of School Boards, and the preparation of Holistic Progress Cards for all educational stages. Furthermore, NCERT continues to innovate and support educational excellence through research, development, training, and extension programmes approved by the Programme Advisory Committee of NCERT and the Project Approval Board of *Samagra Shiksha*, Ministry of Education, Government of India.

The Annual Report 2023–24 details key publications, including textbooks, workbooks, supplementary readers, teacher guides and educational journals brought out by NCERT. It also covers research activities in various fields such as science, social science, language, vocational, digital and inclusive education, along with short-term and long-term capacity-building programmes. In addition, the report highlights extension programmes like National Awards for Innovative Practices and Experiments in Education for Schools and Teacher Education Institutions, Implementation of National Talent Search Scheme, and Expression Series on Eminent Personalities, while noting significant international engagements involving NCERT faculty and visiting academicians, teachers, and students.

We are deeply grateful for the continuous support from the Department of School Education and Literacy, Ministry of Education, Government of India and other collaborators in our mission to ensure high-quality education for all. I would also like to express my sincere appreciation to

the entire faculty of NCERT for their unwavering commitment in fulfilling the mandate of NCERT.

I acknowledge the efforts taken by the faculty of Planning and Monitoring Division (PMD), including Dinesh Kumar, *Professor and Head*, Ashita Raveendran, *Associate Professor* and P.D. Subhash, *Associate Professor*, in showcasing the Council's achievements in this Annual Report.

This report aims to foster dialogue with the academic community, policymakers, educators, and practitioners. It provides an overview of NCERT's efforts to ensure quality education for children, inviting educational planners, scholars, and experts to evaluate and recognise our progress in delivering high-quality education for all.

New Delhi
October 2024

Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

Abbreviations

A&N	Andaman & Nicobar
ABP	Aspirational Blocks Programme
AC	Academic Committee
ADHD	Attention-Deficit Hyperactivity disorder
AI	Artificial Intelligence
AICEAVF	All India Children's Educational Audio Video Festival
AICEeCC	All India Children's Educational eContent Competition
AICTE	All India Council for Technical Education
AIL	Art Integrated Learning
AISES	All India School Education Survey
AMHF	Apparel Made-Ups and Home Furnishing Sector
AR	Augmented Reality
B&W	Building and Works Committee
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.Tech.	Bachelor of Technology
BAS	Bhartiya Adhunik Shiksha
BEOs	Block Education Officer
BRC	Block Resource Centre
C.A.T.C.	Combined Annual Training Camp
C4Y	Centre for Youth
CAG	Curricular Area Groups
CAPE	Comprehensive Access to Primary Education
CAU	Central Agricultural University
CBSE	Central Board of Secondary Education
CDEC	Curriculum Development and Evaluation Centre
CEO	Chief Executive Officer
CET	Centre for Educational Technology
CIET	Central Institute of Educational Technology
CIIL	Central Institute of Indian Languages
CIR	Centre for International Relation
CLAP	Continued Learning Access Project
CLASS	Computer Literacy and Studies in Schools
CLIL	Content and Language Integrated Learning
CLOs	Course/Activity Learning Outcomes
CMRISE	Respect, Integrity, Strength, and Excellence

CNCL	Cell for the National Centre for Literacy
CoL	Commonwealth of Learning
COVID 19	Corona Virus Diseases of 2019
CPD	Continuing Professional Development
CPGSAS	College of Post Graduate Studies in Agriculture Science
CRC	Cluster Resource Centre
CRCCs	Cluster Resource Centre Coordinator
CRPF	Central Reserve Police Force
CSIR	Council of Scientific and Industrial Research
CSIR-IMMT	Council of Scientific and Industrial Research—Institute of Minerals and Materials Technology
CSS	Centrally Sponsored Scheme
CSS-VSE	Centrally Sponsored Scheme for Vocationalisation of Secondary Education
CTE	College of Teacher Education
CTES	Certificate Programme for Teaching of Elementary School Science
CWSN	Children with Special Needs
DAAH	Department of Agriculture and Animal Husbandry
DAB	Departmental Advisory Board
DACEP	Developmental Activities in Community Education and Participation
DAIC	Dr. Ambedkar International Centre
DAV	Dayanand Anglo Vedic
DBC	Department of Business and Commerce
DCGC	Diploma Course in Guidance and Counselling
DCS&D	Department of Curriculum Studies and Development
DDISLER	Digital Database of Indian Sign Language and Educational Resources
DE	Department of Education
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
DELNET	Developing Library Network
DEM	Digital Elevation Model
DEPFE	Department of Educational Psychology and Foundations of Education
DES&DP	Department of Educational Survey and Data Processing
DESM	Department of Education in Science and Mathematics
DESS	Department of Education in Social Sciences
DET	Department of Engineering and Technology
DGS	Department of Gender Studies
HER	Department of Humanities, Education and Research
DHMM	Department of Home Science and Hospitality Management
DHPS	Department of Health and Paramedical Sciences
DHSE	Directorate of Higher Secondary Education
DICT & TD	Department of Information and Communication Technology & Training Division

DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DL	Design of Learning
DMS	Demonstration Multipurpose School
DoSEL	Department of School Education & Literacy
DPSE	Diploma Programme in Science Education
DRC	District Resource Centre
DRDO	Defence Research and Development Organisation
DTE	Department of Teacher Education
DVET	Diploma in Vocational Education and Training
DVET	Directorate of Vocational Education and Training
EBSB	Ek Bharat Shreshta Bharat
EC	Establishment Committee
ECCE	Early Childhood Care and Education
ECE	Enhancing Civic Engagement
ED	Engineering Division
EdCIL	Educational Consultants India Limited
EDUFI	Finnish National Agency of Education
EdWG	Education Working Group
ELPSA	Experience-Language-Pictorial-Symbolic-Application
ELT	English Language Teaching
EMRS	Eklavya Model Residential Schools
EPUBS	Electronic Publications
ERIC	Educational Research and Innovations Committee
ESD	Education for Sustainable Development
ETB	Energized Textbooks
EVS	Environmental Studies
FC	Finance Committee
FCRR	Florida Centre for Reading Research
FGDs	Focus Group Discussion
FLN	Foundational Literacy and Numeracy
G-20	Group of Twenty
GCED	Global Citizenship Education
Gen Z	Generation Zoomer
GINTL	Global Innovation Network for Learning and Teaching
GoI	Government of India
GSP	Green School Programme
HIV	Human Immunodeficiency Virus
HRF	Human Rights Foundation
IAB	Institute Advisory Board
IASE	Institute of Advanced Studies in Education
ICAR	Indian Council of Agricultural Research
ICCR	Indian Council for Cultural Relations
ICT	Information and Communication Technology

IEA	International Association for the Evaluation of Educational Achievement
IER	Indian Educational Review
IIAD	Indian Institute of Art & Design
IIMC	Indian Institute of Mass Communication
IISER	Indian Institutes of Science Education and Research
IIT	Indian Institute of Technology
IITE	Indian Institute of Teacher Education
IJET	Indian Journal of Educational Technology
IKS	Indian Knowledge System
IND-EDUGA	Indigenous Educational Games for understanding Science and Mathematics of School Curriculum
IoT	Internet of Things
IQAC	Internal Quality Assurance Cell
IRD	International Relations Division
IRISE	Inspiring India in Research Innovation and STEM Education
ISBN	International Standard Book Number
ISL	Indian Sign Language
ISRO	Indian Space Research Organisation
Itep	Integrated Teacher Education Programme
JJ	Juvenile Justice
JMI	Jamia Millia Islamia
JNNSMEE	Jawaharlal Nehru National Science, Mathematics, and Environment Exhibition
JNVs	Jawahar Navodaya Vidyalaya
JSTOR	Journal Storage
JWC	Joint Working Committee
KGBV	Kasturba Gandhi Balika Vidyalaya
KPS	Kilobits Per Second
KRIVET	Korea Research Institute for Vocational Education and Training
KRPs	Key Resource Persons
KVS	Kendriya Vidyalaya Sangathan
LAN	Local Area Network
LBNSAA	Lal Bahadur Shastri National Academy of Administration
LDD	Library and Documentation Division
LiFE	Lifestyle for Environment
LOs	Learning Outcomes
LRC	Language Resource Centre
LTM	Learning Teaching Material
M.D.S.	Maharshi Dayanand Saraswati University
M.Ed.	Master of Education
M.Phil.	Master of Philosophy
MANIT	Maulana Azad National Institute of Technology
MC	Managing Committees
MCQs	Multiple Choice Questions

MIL	Modern Indian language
MIS	Management Information System
MoE	Ministry of Education
MOOC	Massive Open Online Course
MoU	Memorandum of Understanding
MP	Madhya Pradesh
MPD	Media Production Division
MSME	Micro, Small and Medium Enterprises
NAAC	National Assessment and Accreditation Council
NALCO	National Aluminium Company Limited
NAS	National Achievement Surveys
NBB	National Bal Bhavan
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCFFS	National Curriculum Framework for Foundational Stage
NCFs	National Curriculum Frameworks
NCFSE	National Curriculum Framework for Secondary Education
NCPCR	National Commission for Protection of Child Rights
NCT	National Capital Territory
NCTE	National Council for Teacher Education
NCVT	National Council for Vocational Training
NDA	National Defence Academy
NDMC	North Delhi Municipal Corporation
NEHU	North Eastern Hill University
NEP	National Education Policy
NERIE	North-East Regional Institute of Education
NESTS	National Education Society for Tribal Students
NICRD	National Institute of Curriculum Research and Development
NID	National Institute of Design
NIE	National Institute of Education
NIEPA	National Institute of Educational Planning and Administration
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
NISER	National Institute of Science Education and Research
NISHTHA	National Initiative for School Head and Teachers Holistic Advancement
NKN	National Knowledge Network
NLEPT	National Library of Educational and Psychological Tests
NOC	National Curriculum Framework Oversight Committee
NPE	National Policy on Education
NPEP	National Population Education Project
NRGs	National Resource Groups
NROER	National Repository of Open Educational Resources
NSQF	National Skill Qualification Framework
NSS	National Service Scheme

NSTC	National Syllabus and Teaching-Learning Material Committee
NTDL	National Tests Development Library
NTSE	National Talent Search Examination
NTSS	National Talent Search Scheme
NVS	Navodaya Vidyalaya Samiti
OB	Operation Blackboard
OER	Open Educational Resources
OJT of NCVT	On-the-Job Training of National Council for Vocational Training
OPAC	Online Public Access Catalog
OSEPA	Odisha School Education Programme Authority
OSS	Open Source Software
OTDC	Odisha Tourism Development Corporation Ltd.
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
PGI	Performance Grading Index
PGTs	Post Graduate Teachers
Ph.D.	Doctor of Philosophy
PLOs	Program Learning Outcomes
PMD	Planning and Monitoring Division
PMGKY	Pradhan Mantri Garib Kalyan Yojana
PMMMNTT	Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching
POA	Programme of Action
POCSO	Protection of Children from Sexual Offences
PPMC	Programme Planning and Monitoring Centre
PPR	Project Progress Review
PRABHASS	Pravasi Bharatiya Academic and Scientific Sampark
PRASHAST	Pre-Assessment Holistic Screening Tool
PRD	Planning and Research Division
PSSCIVE	Pandit Sunderlal Sharma Central Institute of Vocational Education
QGIS	Quantum Geographic Information System
QMT	Quality Monitoring Tool
QR	Quick Response
RAA	Rashtriya Avishkar Abhiyan
RAS	Rashtriya AvishkarSaptah
RBVP	Rashtriya Bal Vaigyanik Pradarshani
RCI	Rehabilitation Council of India
RCSME	Resource Centre for Science and Mathematics Education
RIE	Regional Institute of Education
RMSA	Rashtriya Madhyamik Shiksha Abhiyan

RNI	Registrar of Newspapers for India
RPDCs	Regional Production-cum-Distribution Centers
RSBVP	Rajya Stariya Bal Vaigyanik Pradarshani
RTE	Right to Education
RVSK	Rashtriya Vidya Samiksha Kendra
SC	Scheduled Castes
SCCs	State Coordination Committees
SCERT	State Council of Educational Research and Training
SDG	Sustainable Development Goals
SDMC	South Delhi Municipal Corporation
SE	School Education
SEDGs	Socio-Economically Disadvantaged Groups
SFLN	Strengthening Foundational Literacy and Numeracy
SIE	State Institute of Education
SIRD	State Institute of Rural Development
SLBVP	State Level Bal Vaigyanik Pradarshani
SMC	School Management Committee
SOPT	Special Orientation Program for School Teachers
SPARSH	System for Pension Administration (Raksha)
SPMC	Screening-cum-Progress Monitoring Committee
SRGs	State Resource Groups
SRPs	State Resource Persons
SSA	Sarva Shiksha Abhiyan
SSK	Secondary Science Kits
ST	Scheduled Tribes
STC	Special Training Centers
STEAM	Science, Technology, Engineering, Arts and Mathematics
SWAYAM/MOOCs	Study Webs of Active Learning for Young Aspiring/Minds Massive Open Online Courses
SwDs	Students with Disabilities
TBP	Toy-Based Pedagogy
TGT	Trained Graduate Teachers
TPCI	Techno-Pedagogy Content Integration
UDL	Universal Design for Learning
UGC	University Grants Commission
ULLAS	Understanding Lifelong Learning for All in Society
UMMEED	Understand, Motivate, Manage, Empathise, Empower and Develop
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UNODC	United Nations Office on Drugs and Crime
UTs	Union Territories
VET	Vocational Education and Training
VHM	Van Hiele Model
VIBHA	Vijnana Bharati

VR	Virtual Reality
VSK	Vidya Samiksha Kendra
VTTE	Voices of Teachers and Teacher Educators
VVM	Vidyarthi Vigyan Manthan
WHO	World Health Organisation
WiFi	Wireless Fidelity
YOJANA	Yearly Ongoing Judicious Appraisal of NCERT's Activities

Contents

<i>Foreword</i>	<i>iii</i>
1. Overview	1
2. Major Publications	36
3. Research Studies	45
4. Development Activities	66
5. Capacity Building Programmes	96
6. Extension Activities	127
7. Major Schemes of MoE Coordinated by the NCERT	191
8. Visitors to the NCERT and International Collaborations	220
9. Appendices	226–309
I. Publications and Presentations by the NCERT Faculty	227
II. MPhil./Ph.D. Degrees Awarded during the Year under the Supervision of NCERT Faculty	247
III. Awards and Fellowships	249
IV. Details of NCERT Committees, as mentioned in the MoA for the Year 2023–24	252
V. NCERT's Consolidated Sanctioned Strength of Posts as on 31 March 2024 and Reservation Position	282
VI. Receipts and Payments Account for the Year ended on 31 March 2024	283
VII. Publications released during the Year 2023–24	287
VIII. Publication Division and its Regional Production-cum-Distribution Centres	296
IX. NCERT's Constituents and Faculty	297

‘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 established as a society under the Societies Registration Act (Act XXI of 1860) on 6 June 1961. The Ministry of Education, Government of India, formally announced its establishment in a resolution dated 27 July 1961 and the Council began its operations on 1 September 1961. NCERT was created to assist and provide guidance to both the Central and State Governments in formulating policies and programmes aimed at improving the quality of school education across the country.

NCERT's primary objectives include conducting, promoting and coordinating research in areas of school education and teacher training. It is also responsible for preparing and publishing model textbooks, supplementary reading materials, newsletters, journals and developing educational kits, multimedia digital resources and more. The Council organises pre-service and in-service teacher training programmes, develops and disseminates innovative educational methods and collaborates with state educational departments, universities, NGOs and other educational institutions. Additionally, NCERT acts as a central repository for ideas and information related to school education and serves as a nodal agency for achieving the Universalisation of Elementary Education.

NCERT was formed through the merger of seven institutions that were established in the years following India's independence: the Central Institute of Education (1947), the Central Bureau of Textbook Research (1954), the Central Bureau of Educational and Vocational Guidance (1954), the Directorate of Extension Programme for Secondary Education (1958), the National Institute of Basic Education (1956), the National Fundamental Education Centre (1956) and the National Institute of Audio-Visual Education (1959). This amalgamation signified the need for a comprehensive approach to education in the country. Over the years, NCERT's structure and responsibilities have evolved to meet the changing needs of the Indian educational landscape. Today, NCERT operates through various institutions spread across the country, including the National Institute of Education (NIE) in New Delhi, which has 20 departments, divisions and cells; five Regional Institutes of Education (RIEs) located in Ajmer, Bhopal, Bhubaneswar, Mysuru and NERIE, Umiam in Meghalaya; and two central institutes, namely the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) in Bhopal and the Central Institute of Educational Technology (CIET) in New Delhi.

As a national apex body, NCERT has been instrumental in rethinking and reshaping education in a manner that is national in scope, while promoting the diverse cultures and languages of India. While NCERT is widely known for its work in textbook development, its role extends far beyond that. It has been deeply involved in educational research, the implementation of innovative teacher training programmes and providing academic support to the state-level educational bodies such as SCERTs and DIETs. NCERT has published textbooks across subjects such as science, mathematics, social sciences and languages, including the latest textbooks aligned with the National Curriculum Framework for Foundational Stage 2022.

NCERT has also played a key role in shaping educational policies in India. It provided significant research and development inputs for the National Policy on Education (NPE) in 1986 and the Programme of Action (POA) in 1992. In alignment with these policies, NCERT developed the 'National Curriculum for Elementary and Secondary Education: A Framework' (1988) and subsequently released guidelines and syllabi for all stages of school education. NCERT also contributed to the formulation of the National Education Policy 2020, which aims to revolutionise education in India.

NCERT has consistently focused on teacher education. Through its Regional Institutes of Education (RIEs), it offers pre-service teacher education courses such as the four-year integrated B.Sc.–B.Ed., B.A.–B.Ed., two-year B.Ed., B.Sc. B.Ed., M.Ed. and M.Sc. Ed. programmes. It also offers a one-year postgraduate diploma course in Guidance and Counselling at NIE, New Delhi and the RIEs. The Council organises short-term in-service teacher training programmes to keep teachers updated on the latest developments in education. NCERT's efforts to encourage excellence and innovation in students have led to the promotion of science, social science, environmental education, Global Citizenship Education (GCED) and more, through exhibitions, competitions and various activities. One of NCERT's flagship programmes is the National Talent Search Examination (NTSE), which awards scholarships to 2000 students each year for pursuing courses in sciences, social sciences and professional fields like medicine and engineering.

In addition to its textbooks and teacher training programmes, NCERT has developed a wide range of supplementary materials, both in print and digital formats, for teachers and students. It has also developed kits and equipments for conducting experiments in science and mathematics. By promoting active and hands-on learning, NCERT continues to influence school education and make learning more engaging and relevant to real life.

To strengthen its collaboration with the states, NCERT has been involved in several central sector projects and schemes. These include Vocationalisation of Secondary Education, Non-formal Education Programmes, Special Orientation Programme for School Teachers (SOPT), the Scheme for Improvement of Science Education in Schools, Environmental Orientation of School Education, the Computer Literacy and Studies in Schools (CLASS) programme, the Operation Blackboard (OB) scheme, *Sarva Shiksha Abhiyan* (SSA), *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and *Samagra Shiksha*, among others. NCERT has also promoted yoga in schools and provided pre-service and in-service teacher education programmes.

Over the years, NCERT has also undertaken numerous international projects funded by external agencies, which have contributed valuable data



for policy formulation, educational planning and programme development in India. Some of these significant projects include the International Association for the Evaluation of Educational Achievement (IEA) Study, Primary Education Curriculum Renewal (PECR), the Study on Achievements in Language and Science, the IEA Comp Ed Study, Developmental Activities in Community Education and Participation (DACEP), Comprehensive Access to Primary Education (CAPE), the District Primary Education Programme (DPEP) and the National Population Education Project (NPEP). These projects have further strengthened NCERT's role in advancing education policies and practices in the country.

NCERT's recent achievements are a testament to its ongoing commitment to enhance education in India. Among its notable contributions are the development of the National Curriculum Frameworks for Early Childhood Care and Education (ECCE) and School Education (SE), as well as the preparation of textbooks aligned with the National Education Policy (NEP) 2020. One of the innovative initiatives launched for the Foundational Stage is *Jaadui Pitara*, a collection of Teaching Learning Materials (TLM). In addition, NCERT has expanded its digital outreach through projects like PM eVidya, which promotes digital learning and enhances access to quality education. Other significant digital platforms include the SWAYAM MOOCs, *e-Pathshala* and DIKSHA, which provide a wealth of resources for students, teachers and parents. The National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) focuses on integrated teacher training and PRASHAST (Pre-Assessment Holistic Screening Tool) helps the schools screen students for disabilities.

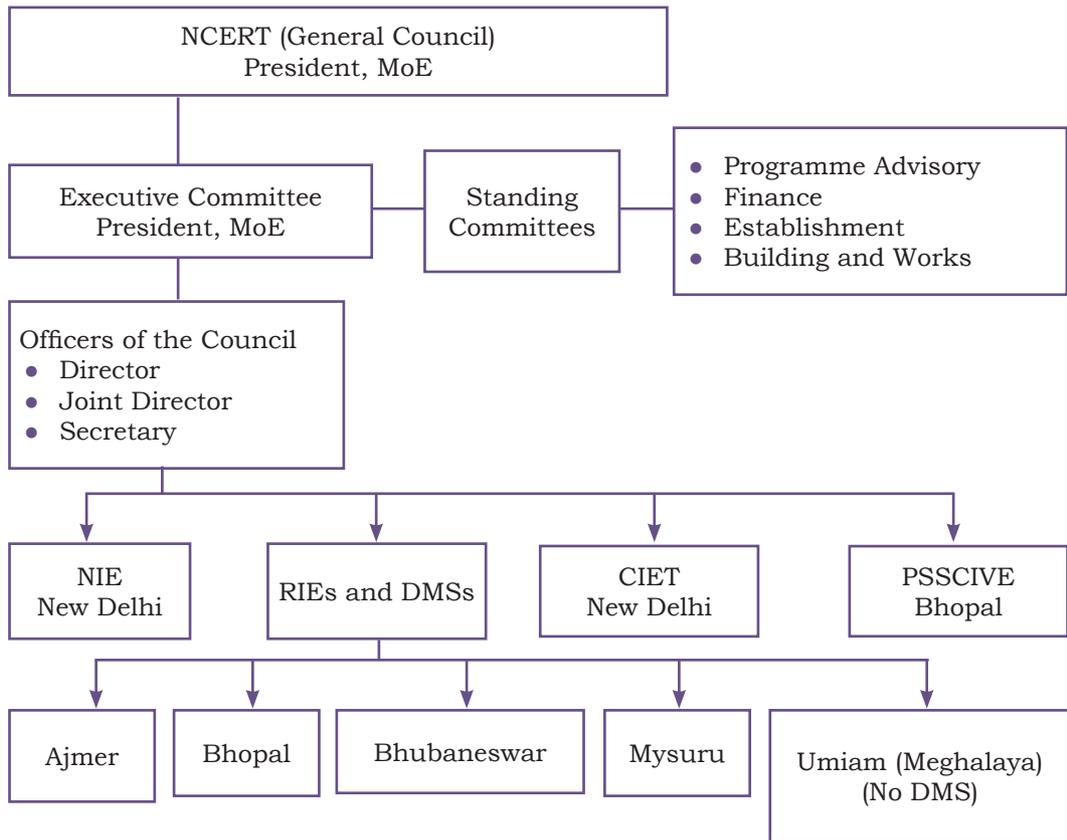
NCERT has also made strides in assessment and monitoring by developing 'Learning Outcomes' for all stages of school education and Quality Monitoring Tools (QMT) to improve school and classroom processes. The Council has organised national-level events like *Kala Utsav*, Yoga Olympiad, AICEAVF, *Rashtriya Avishkar Abhiyan* and the National Role Play and Folk Dance Competition to foster creativity and innovation among students. NCERT has been instrumental in the National Achievement Survey (NAS) in 2017 and 2021, contributing to post-NAS interventions. Moreover, the Council played a key role in the development of the National Skills Qualifications Framework (NSQF) and continues to serve as the academic authority for implementing the Right to Education (RTE) Act of 2009. Additionally, NCERT's contributions extend to creating bridge courses for out-of-school children and integrating Toy-based Pedagogy (TBP) into early education.

In support of student well-being and mental health, NCERT has introduced initiatives such as *Manodarpan* for psychosocial support, SAHYOG for live interactive sessions on mental health and UMMEED, a programme for suicide prevention. The Council also developed guidelines on cyber safety, the PRAGYATA digital education framework and an Alternative Academic Calendar. Through collaborations, NCERT has signed MoUs with international institutions, including the Academy of Korean Studies and Finland's National Agency of Education. NCERT's National Assessment Centre, PARAKH, focuses on creating assessment standards and guidelines and developing Holistic Progress Cards. NCERT continues to publish over 5 crore textbooks annually, offers vocational curricula on 52 job roles and provides supplementary materials like "Veergatha: Stories of Paramveer Chakra Awardees". The Council also supports doctoral fellowships, research programmes and awards for innovative educational practices.



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 Human Resource Development (Department of Education), 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, the 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.



The Executive Committee is the main governing body of NCERT. The committee 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 Human Resource Development is its President (ex officio) and the Union Minister of State in the Ministry of Human Resource Development 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 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 Convener 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 Departments Divisions of the NIE (DABs)

Meetings

During the year 2023–24, the 58th Meeting of the General Council was held at NIE, New Delhi on 17 July 2023. The 110th meeting of the Executive Committee was held through circulation on 27 February 2024. The 51st Meeting of the Establishment Committee was held through circulation on 27 March 2024. The 47th Meeting of the Building and Works Committee was held at NIE, New Delhi on 26 May 2023.

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 work of the departments of NIE, New Delhi; the Dean (Coordination) coordinates the research, development, training and extension activities of the different constituent units of NCERT.

Senior Functionaries of the NCERT (2023–24)	
Director	Dinesh Prasad Saklani
Joint Director	Sridhar Srivastava
Secretary	Aman Sharma (From 1 January 2024) Pratyusa Kumar Mandal (Up to 31 December 2023)
Joint Director (CIET)	Amarendra Prasad Behera
Joint Director (PSSCIVE)	Deepak Paliwal
Dean (Academic)	Anjum Sibia
Dean (Research)	Dinesh Kumar
Dean (Coordination)	Gouri Srivastava



PLANNING AND PROCESSING OF PROGRAMMES

The programmes of NCERT are designed with a comprehensive understanding of the broader objectives outlined in the National Policy on Education (NPE) and the specific educational needs of individual states. These needs are primarily identified through State Coordination Committees (SCCs), which facilitate interactions between NCERT faculty and senior officials from state education departments. Each SCC is chaired by the Education Secretary of the respective state, with the Principal of the relevant Regional Institute of Education (RIE) serving as the member-convener. The educational needs identified by the SCCs are initially reviewed by the Institutes Advisory Boards (IABs) of the RIEs, followed by consideration by the Managing Committees (MCs) of those institutes.

For the academic programmes of the National Institute of Education (NIE), proposals are first evaluated by the Advisory Boards of individual departments (DABs) and then passed on to the Academic Committee (AC) of the NIE. The programmes from the Central Institute of Educational Technology (CIET) and the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) also undergo a similar process through their respective IABs. Ultimately, all proposed programmes are reviewed by the Programme Advisory Committee (PAC), which is responsible for evaluating plans, programmes and research proposals to ensure a cohesive approach to Programme development. The PAC reports to the Executive Committee of NCERT, providing guidance on research, training, extension and other initiatives to effectively address the needs of school education in India.

Conducting and sponsoring educational research is a significant aspect of NCERT's mandate. The Educational Research and Innovations Committee (ERIC) plays a vital role in evaluating research programmes proposed by NCERT constituents and other institutions. ERIC is dedicated to promoting and supporting research across various domains of school and teacher education, ensuring that NCERT remains responsive to the evolving challenges in the education sector.

CONSTITUENT UNITS OF NCERT

The major constituent units of NCERT which are located in 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

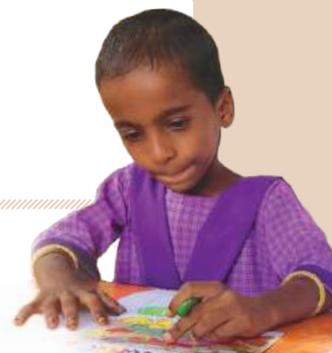
The National Institute of Education (NIE) in New Delhi undertakes research and developmental activities related to pedagogical aspects of curriculum; prepares prototype curricular and supplementary materials; develops school education-related database and undertakes experiments in preschool, elementary, secondary and higher secondary stages to support all-round development of the child. 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 the nodal department of NCERT that advises the Government of India (GOI) on policies and programmes pertaining to elementary education. The Department has consistently supported and provided guidance to States/UTs for implementing the Right to Education (RTE) Act, 2009, to achieve the goal of quality elementary 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. The Department also develops other resources and support materials according to the new requirements of NEP 2020, the National Curriculum Framework for the Foundational Stage and the National Curriculum Framework for School Education; resource materials for teachers and other key functionaries such as guidelines, manuals, handbooks and training modules; teaching-learning materials 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, consultative meetings and review meetings on contemporary issues and thrust areas; providing academic support and inputs under NEP 2020, NCF-FS and NCF-SE at the Foundational and Preparatory Stages and the Right to Education Act, 2009, concerning planning, implementation, monitoring and evaluation activities; and disseminating information in the form of sharing resource materials developed, findings of research, innovative practices and other conceptual papers through two journals, namely *The Primary Teacher* and *Prathmik Shikshak*.

The department is involved in developing training curriculum for the preschool workforce and in creating exemplar training and resource materials for educational functionaries working at the grassroots level in the area of Foundational and Preparatory Stages of education. It is also involved in conducting training programmes for key functionaries of the States/UTs in planning, implementation and monitoring of preschool/*Balvatika*, developing advocacy materials and audio-video programmes in the area of preschool education/*Balvatika* and the development of e-content, infographics and other



Teaching Learning Materials (TLM) related to the Foundational and Preparatory Stages of education.

Significant inputs and academic support are consistently provided to government and non-government organisations and agencies for the Foundational Stage by undertaking research studies, developing relevant resource materials, textbooks, conducting training and orientation programmes and organising extension activities such as national and regional-level seminars and conferences. The Foundational Stage also includes Grades 1 and 2. Under the new structure for School Education, NEP 2020 defines the Preparatory Stage as comprising Grades 3–5 (between 9–11 years). The department develops textbooks, e-content, learning-teaching materials, teacher handbooks and other relevant resource materials, conducts training and orientation programmes and also organises extension activities.

2. DEPARTMENT OF EDUCATION IN LANGUAGES (DEL)

The Department of Education in Languages was established in 2005 with the broader objective of addressing the concerns of language education at all stages of school education. The department keeps abreast of recent developments in language education. Considering the diversity in school education, the Department conducts research, development, training and extension programmes for all stages of school education and provides academic inputs to States and UTs based on the innovative principles of language education. It focuses on creating a bridge between the mother tongue and other languages. The motive is to bring out the desirable content, pedagogical practices and resources in language learning which can develop life skills and knowledge among learners as envisioned in NEP 2020 and NCF-SE 2023. Similarly, along with the importance of language learning, awareness is also being created about concerns related to gender, environment, society and Children with Special Needs (CWSN). The department stays updated with innovations in the fields of theory and practice to achieve its goal of strengthening mother tongue-based language learning and multilingualism as a core of our social existence. The department has developed a roadmap for activities based on learning outcomes 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, the Department has been working in the area of education for Children with Disabilities (CwD) and children belonging to socially disadvantaged groups, such as Scheduled Castes (SCs), Scheduled Tribes (STs) and minorities. The implementation of an inclusive system of education for all assumes greater significance for systemic reforms, especially in the context of the socially disadvantaged and children with disabilities. The Department hosts the Minority Cell, 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 for children from Socioeconomic Disadvantaged Groups



(SEDGs), namely, Children with Disabilities (CwD) and children belonging to socially disadvantaged groups of society through major programmes of the Government like *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 disasters and human actions) and Minorities (linguistic and religious); and to provide quality education to these disadvantaged groups. The Department plays an advocacy role in increasing the coverage of CwD under all programmes/schemes/committees and for the implementation of the Right to Education (RTE) Act, 2009, from the perspective of SEDGs children.

The Department conducts research and develops research-based teachers' guides, manuals, handbooks and training packages; organises training programmes for teachers, teacher educators and policymakers focusing on strategies for providing quality education to children belonging to vulnerable groups; and supports the development of an inclusive curriculum and teaching-learning materials based on Universal Design for Learning (UDL). It provides resource support to the Centre, States, NGOs and International and National agencies for implementing the inclusion of CwD and other vulnerable groups in education.

4. DEPARTMENT OF GENDER STUDIES (DGS)

The Department of Gender Studies (DGS) stands committed to gender equality and plans and implements its activities in accordance with the broad roles and functions of NCERT. It works towards the equality of all genders through its research projects, development of materials, capacity-building programmes for various stakeholders and extension programmes.

The Department believes that gender should become an important organising principle of the national and state curriculum frameworks and should be effectively implemented to achieve a gender-inclusive society. It envisions that education should be embedded with the principles of gender equality, gender justice, harmony and peace.

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

The roles and functions of the Department are: sensitising key educational personnel, including teacher educators, educational planners, gender coordinators and administrators on gender concerns in education, including transgender issues across the country; eliminating gender bias from textbooks and other teaching-learning materials; developing tools for analysis, guidelines, handbooks and other exemplar materials for gender equity; developing textual and non-textual materials to promote gender equality and making the curriculum and its transactions gender-inclusive; inculcating self-esteem and self-confidence among students irrespective of gender; taking up capacity building and orientation of curriculum makers, textbook writers and





educational planners for incorporating values that promote equality among all genders, peace and harmony in textbooks and school curriculums across the States; preparing innovative projects and conducting research in the areas of gender studies, girls' education and empowerment; formulating intervention strategies for teacher education curriculums, training teacher educators and pre-service and in-service education of teachers to promote gender sensitisation among practitioners; working in close collaboration with constituent units of NCERT, MoE, Niti Aayog, Department of Women and Child Development, NIEPA, Women's Studies Centres, universities, faculties of education, national, international and voluntary agencies working in the area of Gender Studies and girls'/women's education and empowerment; and mobilising the community through advocacy and sensitisation campaigns for the educational and overall development of the girl child.

The Department envisions that every student, irrespective of gender, is able to exercise their right to quality education, face the challenges of life and be empowered in a true sense to make informed choices and take action without being intimidated. The Department of Gender Studies is committed to making a significant impact on education and the quality of life of students: playing a leading role in removing barriers to education; redressing all forms of discrimination in education; working towards bringing positive societal change in favour of the girl child and transgender individuals and enabling them to attain their full potential.

In the forthcoming years, the Department envisages working towards integrating gender perspectives into the new curriculum, syllabus, textbooks and other textual/non-textual materials to ensure they incorporate appropriate and relevant content 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) contributes in the areas of research, development, training and extension-related activities. The subject areas dealt with by the department include History, Geography, Economics, Political Science, Sociology, Commerce and Physical Education. In 2023–24, contributions were mainly made in development-related activities and in the capacity building of Key Resource Persons. The significant training programmes conducted by the Department included the use of the Economics Kit at the secondary stage, 'Arth Manjusha', the preparation of Social Science textbooks and other curricular materials and the area of School Health and Wellness under the aegis of Ayushman Bharat. Also, a Handbook on Legal Literacy and an audio-video guide, along with sign language, on the use of the Economics Kit at the secondary stage 'Arth Manjusha' were also prepared. The major curricular area groups in the Department are Social Sciences, Economics, Physical Education and Well-being. All the groups are presently engaged in developing syllabi and textual materials. In connection with extension-related activities, the Department contributed to various quiz competitions such as *Poshan Maah*, Constitution Day and *Chandrayaan-3* and also coordinated the *Pariksha Pe Charcha 2024*.



6. DEPARTMENT OF EDUCATION IN SCIENCE AND MATHEMATICS (DESM)

The Department of Education in Science and Mathematics (DESM) works to improve school education in science, mathematics and the environment at the Middle and Secondary Stages. The department engages in research, development, training, evaluation and extension activities. It conducts research on innovative teaching-learning methods and other issues related to science and mathematics education and develops teaching-learning materials in print and digital forms, including syllabi, textbooks, supplementary materials and e-resources for students, teachers, teacher educators and children with special needs. The department also creates and disseminates materials to popularise science, mathematics and environmental education. Capacity-building programmes for teachers and teacher educators are conducted regularly in both face-to-face and online modes.

Different extension activities of the department include the organisation of seminars, state and national level science exhibitions and the 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 organised at district, zonal and state levels by this department. Academic guidance and financial support for state-level science exhibitions are also provided. An annual event, *Rashtriya Avishkar Saptah (RAS)*, is also organised by the department under *Rashtriya Avishkar Abhiyan (RAA)*.

The Department has developed a Science Park and an Herbal Garden, which provide valuable information and ideas for schools to replicate for the 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 centres for conducting activities, experiments and hands-on experiences in respective areas. The Department also assists and advises the Ministry of Education, Government of India, on various issues



and concerns related to Science, Mathematics and Environment Education at the school level.

7. DEPARTMENT OF CURRICULUM STUDIES AND DEVELOPMENT

The Department of Curriculum Studies and Development (DCS & D) has been working with the objective of overseeing various aspects of curriculum research and development. Besides generating a knowledge base on curriculum practices and textbooks, the Department is also working on building the capacities of agencies in States and UTs serving in school education on curriculum research and development. The Department undertakes various activities such as capacity building of teachers, teacher educators, state functionaries, etc., in contextualising teaching-learning resources, developing courses on different aspects of the curriculum; developing and disseminating curricular material and guidelines to provide academic support to stakeholders on curriculum issues; conducting curriculum research to examine the interconnected knowledge base of the curriculum; and the mechanisms employed in the process of curriculum design and development.

8. DEPARTMENT OF EDUCATION IN ARTS AND AESTHETICS

The inception of DEAA in 2005 reflects a visionary approach to integrating arts into the educational fabric of India. By focusing on development, training, research and orientation, the Department aims to unlock the aesthetic potential of children, fostering their holistic development as contributing citizens. One of the significant responsibilities of the department lies in researching the status of arts education in schools and implementing Arts Education across all stages. This includes not only developing teaching-learning materials but also conducting in-service training and orientation programmes for key resource persons, educators and administrators. The department's contributions to initiatives like NISHTHA accentuate its commitment to capacity building across the education sector.

The recommendations of NEP 2020 align closely with the objectives of DEAA, emphasising working with local experts in arts, artists, artisans and tribal, folk, regional and classical forms to include traditional Indian knowledge and its ethos in the education system. The engagement of DEAA in developing curriculum, syllabi and textbooks in accordance with NCF-SE 2023 and NEP 2020 reflects its proactive stance in reshaping education to foster creativity and cultural understanding among students.

Another important activity of the department is organising the National level *Kala Utsav* since 2015. *Kala Utsav* is a platform for nurturing and showcasing the artistic talent of secondary stage students and educators across diverse disciplines of art. This annual event not only celebrates creativity, but also fosters a deeper understanding and appreciation of various forms of artistic expression.

The coordination of the Department with other curricular areas to integrate arts as a pedagogical tool in various subjects is particularly noteworthy. By infusing arts into the curriculum, the Department not only makes learning more engaging but also nurtures students' creative and critical thinking skills, ultimately enriching their educational experience. Overall, DEAA's multifaceted



approach to promoting arts education reflects a commitment to holistic development and cultural preservation, in line with the evolving educational landscape of India.

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 design and development of equipment/items for teaching and learning science and mathematics at the school level.

Since then, it has been one of the important Departments/Divisions of NIE, NCERT, responsible for enhancing teaching and learning in school education. This includes supporting print media through hands-on experience in the design, development and prototype production of school equipment in the form of kits. The division also provides hands-on training to students, teachers and teacher educators on the use of various kits produced by it. It also imparts training in plastic processing and various other trades. It conducts various extension activities, such as hands-on activities in science, mathematics and technology for children and participates in exhibitions, World Book Fairs, World Trade Fairs and Global Education Summits.

Thus, DEK undertakes the following types of work: (i) research design and development of prototype kits, (ii) empanelment of firms, (iii) executing and coordinating the supply of kits based on orders from States/UTs and other organisations and (iv) imparting hands-on training to teachers, students and teacher educators on the use and development of educational kits.

10. DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS OF EDUCATION (DEPFE)

The Department 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 from time to time. The focus, however, has always remained on psychological foundations and guidance and counselling keeping in view the expertise/resources available in the Department.

The Department, with a major thrust in the areas of educational psychology, guidance and counseling and value education, has been engaged in realising 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, such as curriculum planning, textbook writing, teacher training and assessment.

The Department puts in concerted efforts in specific areas of work, particularly facilitating the preparation and training of counselors for the school system, providing psychological inputs in curricular areas across all stages to focus on understanding the uniqueness of learners, building life skills and developing ethics, human and constitutional values. It integrates value education in the functioning of schools and in teacher education, ensuring



that value education, as well as mental and emotional well-being, are 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 as a ‘think tank’; undertaking, coordinating, sponsoring and commissioning research and innovations in school and teacher education; and functioning as the secretariat of the Educational Research and Innovations Committee (ERIC). A standing committee of NCERT, 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, as well as representatives of SIEs and SCERTs.

The Division also awards NCERT Doctoral Fellowships to students working towards their doctoral degrees in universities or research institutions. Under the scheme ‘NCERT Research Associateship (Educationists’/Researchers’ Pool)’, opportunities are provided to young educationists and educational researchers who have completed their Ph.D. on topics related to school education. This scheme offers them a chance to contribute to and gain experience in their relevant areas pertaining to school education.

12. DEPARTMENT OF TEACHER EDUCATION (DTE)

The Department of Teacher Education undertakes the task of formulating and organising teacher education programmes, both pre-service and in-service, along with Continuous Professional Development (CPD) programmes. The programmes and activities of the Department of Teacher Education (DTE) focus on research pertaining to pertinent issues in teacher education, development of materials and journals and organising programmes to empower teachers for their professional development. The Department provides academic support to centrally sponsored institutions of teacher education like BITEs, DIETs, SCERTs, CTEs and IASEs in light of the National Education Policy 2020, NCF-FS 2022 and NCF-SE 2023. The Department also promotes innovations, experimentations and conducts extension activities in teacher education and school education.

In addition, the Department is engaged in the widespread dissemination and implementation of NEP 2020 in the areas: Performing a policy and advisory role in teacher education and providing technical support to the Ministry of Education (MoE) and State/UT governments in the formulation, implementation and evaluation of Centrally Sponsored Schemes for the qualitative improvement of teacher education; Advocating for multidisciplinary inputs in teacher education and ensuring high-quality content and pedagogy, with all teacher education programmes being conducted within composite multidisciplinary institutions; Acting as a ‘Think Tank’ in the area of teacher education, curriculum development and pedagogy, promoting experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible and enjoyable education; Supporting the maintenance of uniform standards for teacher education for admission to pre-service teacher preparation programmes; Assisting SCERTs/SIEs/DIETs/BITEs in developing them as



‘change management processes’ for addressing all aspects of school education and teacher education; Organising Continuous Professional Development programmes (CPD) of varied durations for teacher educators, master trainers and Key Resource Persons (KRPs) at different levels in face-to-face and online modes; Undertaking research studies on various issues and concerns of teacher education and school education, such as pre-service teacher education programmes, internships, CPD programmes and pedagogy; Developing modules and other supplementary materials for CPD programmes for teachers, teacher educators and educational administrators, such as NISHTHA, DIKSHA, MOOCs and PM e-Vidya; and Developing reference books, handbooks, guidelines, manuals and journals to promote experiential learning, toy-based pedagogy, sports and art-integrated pedagogy and storytelling-based pedagogy, as highlighted in NEP 2020 for teacher education and school education.

13. EDUCATIONAL SURVEY DIVISION (ESD)

The Educational Survey Division was created in 2012 by merging two erstwhile departments, namely, the Department of Educational Measurement and Evaluation (DEME) and the Department of Educational Survey and Data Processing (DES&DP), to conduct educational surveys on a census and sample basis. This was aimed at providing authentic information (data/database) on various aspects of school education to strengthen educational planning in the country.

The main functions of the Division are to: Create, maintain and periodically update the educational database at the national level; Provide training in quantitative research methods using statistical packages; Serve as a central facility for statistical analysis of data pertaining to large-scale surveys, studies and projects conducted by different constituents of NCERT; Conduct capacity-building programmes for state resource persons in conducting educational surveys and evaluating issues related to school education; Develop conceptual material in educational evaluation for use by teacher educators, in-service teachers, pre-service teachers and resource persons; and Undertake research in areas related to learning assessment; Conduct the National Talent Search Examination (NTSE) as a special testing programme to identify talent.

The Division has been involved in conducting large-scale surveys such as the All India School Education Survey (AISES) and National Achievement Surveys (NAS). NAS 2021, a national-level large-scale assessment study, was conducted to provide information about the learning achievements of students studying in government and government-aided schools. This was achieved by administering standardised tests to students of Grades 3, 5 and 8 in 1,10,000 government and government-aided schools across 36 States/Union Territories. The subjects covered in this survey were Language, Mathematics and Environmental Studies (EVS) for Grades 3 and 5; and Language, Mathematics, Science and Social Science for Grade 8.

The Division has also conducted research studies on different themes of school education, such as Projection and Trend of School Enrolment by 2025 and the Rural-Urban Disparity Index. Additionally, the Division is involved in building the capacity of state functionaries in quality test development, question



paper setting, item development and conducting programmes on statistical methodology and statistical software.

The Division has one flagship programme, the National Talent Search Scheme (NTSS), to identify and nurture talent in the country. The awardees of NTSS receive scholarships for higher education up to the doctorate degree.

14. INTERNATIONAL RELATIONS DIVISION (IRD)

The International Relations Division (IRD) carries out various activities in conformity with NCERT's role to promote international cooperation in the field of school education. It facilitates the exchange of information and expertise, discharges responsibility as the Academic Secretariat of the Department of School Education and Literacy, Ministry of Education, Government of India and works with international organisations like UNESCO, UNICEF and other global networking organisations and agencies. The Division also acts as a conduit for the organisation of various in-service training programmes for teachers, teacher educators and education professionals from various foreign countries by different Departments of NCERT at NIE and other Constituent Units of NCERT in diverse specialised areas of school education. In addition, the Division also facilitates the participation of interested members of the NCERT faculty in different international seminars, conferences, meetings, exhibitions and trainings conducted in India and abroad under the auspices of such international organisations.

During the last three years, IRD has focused on developing structured relationships with key partners like the Republic of Korea, Indonesia, Australia, Mauritius, Bhutan, Sri Lanka, Bangladesh and Maldives. This has resulted in the signing of Memoranda of Understanding between NCERT and the Academy of Korean Studies (South Korea), Curtin University (Australia), the Mauritius Institute of Education (Mauritius) and the Florida Centre for Reading Research (FCRR), Florida State University and the College of Education, University of St. Francis, separately to foster mutual cooperation in several areas of school education, which will see tangible outcomes in the near future. NCERT is closely working with the Mauritius Institute of Education, Mauritius in the setting up of the National Institute of Curriculum Research and Development (NICRD) in Mauritius.

15. LIBRARY AND DOCUMENTATION DIVISION (LDD)

The NCERT library is one of the most resourceful centres in the country for education and interdisciplinary subjects. The main functions of the Library and Documentation Division (LDD) are to collect, organise and disseminate primary, secondary and tertiary resources on school education and teacher education. The LDD supports academics, researchers and students through conventional references, referral services and document delivery. It also facilitates in-service education for library personnel of States and other organisations by preparing manuals. The library disseminates bibliographies through extension services, enabling resource sharing through DELNET and provides free internet access for readers.

The library boasts a vast collection of books covering psychology, environmental education, education for special needs groups, literature and



languages, value education, adolescence education, science and mathematics education, social science education and gender studies. The Library and Documentation Division of NIE, NCERT, is a prominent centre with an eclectic collection of books, journals, research materials and supplementary reading materials related to school curriculum, reports of various committees/commissions, educational surveys and policy documents in school and teacher education.

The library houses an archive section (both digital and physical) where four-generation NCERT textbooks and other supplementary readers can be accessed by library users. The division also offers free access to JSTOR and WiFi for library members. LDD supports NCERT's efforts to improve the quality of school education. The library procures and makes available knowledge resources to facilitate academic interests. Moreover, the faculty undertakes research, development, training and extension activities in the area of school library upgradation and collaboration.

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 evaluates 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 following activities:

- ❑ 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 action taken report on Human Rights recommendations for MoE; 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 financial aspects as per recommendations of meetings of the PAC; and

- Coordination of projects approved by Project Approval Board (PAB) of Ministry of Human Resource Development 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.

17. HINDI CELL

With the enforcement of the Constitution on 26 January 1950, according to Article 343, Hindi was declared the Official Language of the Indian Union and the responsibility of promoting Hindi was assigned to the Government of India. Following 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 the Hindi language in the day-to-day work of the Council and for its proper implementation, the Hindi Cell was established in NCERT.

The 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 the Official Language. It also ensures compliance with these orders and instructions from time to time in the administrative work of the Council.

18. PUBLICATION DIVISION

The NCERT continues to publish a wide range of educational materials, including school textbooks, workbooks, supplementary readers, teacher guides, laboratory manuals, source books on assessment, exemplar problems in mathematics, research reports, monographs and educational journals. States and Union Territories can request copyright permission from NCERT to adopt, adapt, or translate these books under the nationalised textbook programme. These materials are widely used in schools affiliated with the Central Board of Secondary Education, Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Tibetan Schools and many public schools across India and abroad.

The NCERT granted copyright of its textbooks to 23 States/UTs, based on their request, for adoption/adaptation/translation for the year 2023–24.

Each year, NCERT prints textbooks for Grades 1 to 12, in addition to non-textual materials. Approximately six crore copies of various NCERT publications in English, Hindi and Urdu, including textbooks, are produced annually. These publications are widely used in schools affiliated with the CBSE, including Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Central Schools for Tibetan children and numerous private schools across all States and Union Territories. Many States and UTs have acquired copyright for NCERT textbooks. Additionally, NCERT also integrates QR codes into its textbooks.

To ensure the widespread availability of its publications, the NCERT's Publication Division has empaneled 995 dedicated booksellers as vendors across the country. Urdu publications are distributed through the Urdu Academy, Government of NCT of Delhi.



The NCERT Publication Division offers a dedicated web portal for schools to place online orders for textbooks according to their requirements. Schools can collect their textbooks either from any empaneled vendor or directly from NCERT, depending on their convenience. The web portal also facilitates online orders of NCERT publications by individuals, students, parents and institutions, with delivery handled through registered book post, at no additional cost to the customer.

The Publication Division also supplies textbooks directly to various educational institutions and government agencies, including Navodaya Vidyalaya Samiti, Model Schools in different states and other organisations such as the Government of Arunachal Pradesh, Sikkim, Gujarat, Assam, SCERT Tripura, Nagaland Board of School Education, Textbook Bureau of Andaman and Nicobar, Jharkhand Education Project Council, Government of Pondicherry, Department of Education Lakshadweep, Daman and Diu, Chandigarh Administration, NDMC, Goa Board of Secondary Education, M.P. Pathya Pustak Nigam (Urdu) and the Director of School Education in Jammu and Kashmir.

NCERT operates four Regional Production-cum-Distribution Centres (RPDCs) located in Kolkata, Bengaluru, Ahmedabad and Guwahati, catering to the needs of the Eastern, Southern, Western and North-Eastern parts of the country, respectively. The Delhi headquarters serves the Northern Region. There are 10 NCERT-operated Sales Counters, functioning year-round at the four RPDCs, five Regional Institutes of Education and the Delhi headquarters, to ensure easy access to NCERT publications for individuals, students, parents and schools. During the reporting year, 587 publications were released.

NCERT also participated in the exhibitions and book events like World Book Fair 2024, Kolkata Book Fair 2024, etc., to display and sell its publications.

19. CELL FOR NATIONAL CENTRE FOR LITERACY (CNCL)

As per the recommendations of the National Education Policy 2020, a Cell for the National Centre for Literacy (CNCL) was constituted in NCERT in March 2021. It is dedicated to 'Education for All' (formerly Adult Education), focusing on developing resource materials, both print and non-print, for foundational literacy and numeracy, as well as critical life skills. The Cell works in accordance with the Ministry of Education's programme, ULLAS-Nav Bharat Saksharta Karyakram, which focuses on Education for All.

The National Education Policy (NEP) 2020 highlights five major components with respect to Education for All, namely Foundational Literacy and Numeracy, Critical Life Skills, Vocational Skills Development, Basic Education and Continuing Education. The Cell works for adult learners by developing various resource materials such as the Primer titled 'ULLAS' in four volumes, ULLAS Concise Primer, their respective *Margdarshikas*, worksheets, assessment items, video programmes based on the primer, audio programmes on critical life skills, animated films, storybooks and promotional materials such as jingles, documentaries, flyers, brochures and informative booklets, which cater to the aforementioned components.

The Cell aims to achieve the goal of 100 per cent literacy as recommended by the National Education Policy 2020. Keeping this vision in mind, the Cell



organised various workshops and training programmes for educators, key resource persons and master trainers of various states, including orientation workshops, in convergence collaboration with States/UTs.

In the same light, the Cell envisions developing synergy with and building upon the existing expertise in creating various resource materials for the aforementioned components. For the effective implementation and dissemination of ULLAS, the cell plans to further develop detailed guidelines, handbooks, audio-video programmes, pamphlets, monographs, etc. and evaluate the effectiveness of the developed resource materials while working in coordination with the states.

20. PARAKH (PERFORMANCE ASSESSMENT, REVIEW AND ANALYSIS OF KNOWLEDGE FOR HOLISTIC DEVELOPMENT)

The National Assessment Centre–PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) was set up in NCERT as an independent constituent unit in February 2023. Its primary objectives include setting norms, standards, guidelines and implement activities related to student assessment along with other tasks as mandated in the National Education Policy (NEP) 2020. The four major areas of focus for PARAKH are Capacity Development in Competency Based Assessment; Large-Scale Achievement Survey; Equivalence of School Boards; and preparation of Holistic Progress Cards for the Foundational, Preparational, Middle and Secondary Stages.

II. Central Institute of Educational Technology

Central Institute of Educational Technology (CIET), a premier national institute and a constituent unit of NCERT, was established in 1984 through the merger of the Centre for Educational Technology (CET) and the Department of Teaching Aids. Its primary aim is to promote the utilisation of educational technologies, such as radio, TV, films, satellite communications and cyber media, either separately or in combination. The Institute undertakes activities to expand educational opportunities, promote equity and enhance the quality of educational processes at the school level. The Institute comprises four major divisions: the Department of Information and Communication Technology & Training Division (DICT & TD), the Planning and Research Division (PRD), the Media Production Division (MPD) and the Engineering Division (ED).

The DICT & TD plays a key role in creating multimedia materials for students and teachers, providing training on the use of ICT in the teaching-learning process and conducting research on ICT methodology in education for teachers, teacher educators and other stakeholders. It also organises faculty training programmes focused on integrating ICT in education, including the development and dissemination of open-source materials. The division is committed to extending ICT resources to schools, students and teachers across every nook and corner of the country. Additionally, it is responsible for the decision-making, development, continuous updating and maintenance of the CIET and NCERT websites, as well as other web applications.

The PRD looks after the activities related to planning, conducting and disseminating research within the institution. It is also responsible for



overseeing the development of new programme proposals and obtaining approvals from bodies such as the Institutional Advisory Board (IAB) of CIET, the Programme Advisory Committee (PAC) of NCERT and the Project Advisory Board of the Ministry of Education (MoE), Government of India, ensuring the timely execution of approved programmes. In addition, PRD compiles and shares monthly, quarterly and annual reports on CIET's academic activities with NCERT Headquarters, publishes digital newsletters and journals, and coordinates extension and dissemination activities at both national and international levels.

The primary mandate of the Media Production Division (MPD) is to produce high-quality educational audio-visual programmes for school-going children (from the Foundational to the Secondary Stages), as well as for teachers, educators and other stakeholders. A team of enthusiastic and qualified professionals works diligently to create programmes that are carefully reviewed by experts and stakeholders before finalisation. These programmes are packaged for dissemination through both offline and online platforms, including telecasts on PM e-Vidya DTH TV Channels for Grades 1 to 12, vocational education and teacher education. In addition to curriculum-based video programmes, audio programmes are developed and broadcast through All India Radio Stations, Gyan Vani, FM radio channels, community radio stations and iRadio. These programmes are also made available offline for students, teachers and the general public. These audio-visual contents are also disseminated through the DIKSHA portal and mobile app.

The primary mandate of the Engineering Division (ED) is to equip the institute with the latest technologies, enabling CIET to achieve its goals and objectives. ED is responsible for procuring and maintaining equipments based on the Institute's needs. CIET boasts state-of-the-art production facilities, with constant upgrades and proper maintenance ensuring the quality of the equipment. The Institute aims to create the best e-content (audio, video, multimedia, animation) covering all topics taught in schools and teacher training institutes and to disseminate this content through offline and online platforms (air, web and mobile). The goal is to provide quality education to children across the country using cutting-edge technologies such as Augmented Reality (AR), Virtual Reality (VR), Mixed Reality and Artificial Intelligence (AI).

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

The PSS Central Institute of Vocational Education (PSSCIVE) is a constituent unit of NCERT, which is an autonomous organisation of the Government of India. It is the national apex research and development organisation in the field of Vocational Education.

PSSCIVE has six Departments and three centres viz., (1) Department of Agriculture and Animal Husbandry (DAAH), (2) Department of Business and Commerce (DBC), (3) Department of Engineering and Technology (DET), (4) Department of Health and Paramedical Sciences (DHPS), (5) Department of Home Science and Hospitality Management (DHHM), (6) Department of Humanities, Education and Research (DHER) and three centres, namely (i) Centre for Curriculum Development and Evaluation Centre (CDEC)



and NSQF Cell, (ii) Centre for International Relation and (iii) Programme Planning and Monitoring Centre (PPMC).

The Institute's roles and functions include advising and assisting the Ministry of Education (MoE) and State Governments in the vocationalisation of secondary and higher secondary education programme under the National Skill Qualification Framework (NSQF), developing learning outcome-based curricula, teaching-learning materials and guidelines for implementation of vocational courses in the schools, promoting and conducting research and disseminating research findings, orienting and training the key functionaries, including Principals and Vocational Coordinators on the implementation of vocationalisation of secondary and higher secondary education and conducting training of vocational teachers.

The Institute undertakes various activities in the broad categories of research, development, training, evaluation and extension. It develops and revises vocational curricula and instructional materials under NSQF (both print and non-print); conducts research studies on thematic issues pertaining to vocational education; organises training for the key officials (administrators and managers) of vocational education of States and Union Territories and vocational teachers/instructors—both general and SC/ST category; conducts orientation programmes for educational planners, principals of vocational schools, vocational counsellors, etc. and undertakes evaluation studies on implementation of vocational education programme. It also organises national seminars and national meetings on issues of topical importance. The institute publishes an Indian Journal of Vocational Education and a Quarterly Bulletin on vocational education for sharing research findings and disseminating information on vocational education. NCERT Awards for Excellence in Vocational Education are given every year to recognise and encourage students, teachers, institutions and industries. The institute is in the process of setting up Skill e-Labs for promoting skill learning in a safe environment and flexibility in learning. The Institute is supporting States/UTs in implementation of National Curriculum Framework for Secondary Education (NCF–SE) and implementing vocational education as per National Education Policy 2020. The Institute is launching short-term online and offline courses for building employability skills, 21st century skills and futuristic vocational skills.

IV. Regional Institutes of Education

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



Major Academic Functions of RIEs

The following are the major academic functions of RIEs:

- ❑ 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, 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 as teacher education.
- ❑ Providing academic support in school education and teacher education to States and Union Territories in the region.
- ❑ 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 at RIEs, 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, M.Ed., M.Sc.Ed. and one-year Post-Graduate Diploma in Guidance and Counselling (PGDGC) in RIEs. The RIEs also have facilities for Ph.D. programmes. 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 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 and UTs of Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh, Delhi, Chandigarh, Jammu & Kashmir 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 Programme 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 and 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 and training.

The Institute offers the following four pre-service programmes viz., ITEP Four-year integrated B.A. B.Ed. Programme, ITEP Four-year integrated B.Sc. B.Ed. Programme, Two-year B.Ed. Programme, Two-year M.Ed. Programme and Diploma Course in Guidance and Counseling (Distance/ Online and Face-to-face).

2. REGIONAL INSTITUTE OF EDUCATION, BHOPAL

The foundation of Regional Institute of Education, Bhopal earlier known as 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 Union Territories of Daman & Diu and Dadra & Nagar Haveli.

The Institute's role is to act as regional centre of NCERT and as an advanced centre for conducting training, research and development programmes in education in general and school and teacher education in particular; to prepare quality teachers in the areas of Science and Mathematics Education (physical sciences, biological sciences, mathematics), social science and languages and teacher education; to organise in-service programmes for teachers, teacher educators, supervisors and administrators concerned with school education; to organise, develop and run a model Demonstration Multipurpose school (DMS) to serve as a laboratory of the Institute for trying out innovative experiments; to act as 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.

To perform above stated roles in the context of the needs of school education, the Institute undertakes the programmes in the broad areas of research, training, development, extension, monitoring, evaluation and dissemination, etc. The current educational needs of the states of the region are assessed in the State Coordination Committee (SCC) meetings held with the functionaries of the state and these are addressed by conducting in-service programmes for the teachers, teacher educators and educational administrators of the state.



3. REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

Regional Institute of Education, Bhubaneswar caters to the pre-service needs pertaining to school education of Odisha, Bihar, Jharkhand, West Bengal, Sikkim, Manipur, Mizoram, Meghalaya, Arunachal Pradesh, Nagaland, Tripura and Andaman & Nicobar Islands and in-service needs of Odisha, Bihar, Jharkhand, West Bengal, Andaman & Nicobar Islands. The Institute runs regular pre-service programmes 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 Counseling is offered by the Institute on distance-cum-face-to-face mode. The Institute runs a Diploma Programme in Science Education (DPSE) at Secondary Level through an online-cum-21 day contact programme mode. The Institute also acts as the Nodal Centre for Pre-Ph.D. 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 Shikshya*; 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, is one of five such institutions established by the National Council of Education Research and Training (NCERT), New Delhi. The Regional Institutes were started with main the objective of qualitative improvement of school education through innovative pre-service and in-service teacher training programme and relevant research, development and extension activities.

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 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 functions of the Institute are 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 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 organisations 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 affiliated to the University of Mysore. Undergraduate courses cater to five states and two UTs. PG programme is open for all Indian students. Admissions are based on Common Entrance Examination conducted by NCERT. Choice Based Credit System is adapted for all academic programmes.

5. NORTH-EAST REGIONAL INSTITUTE OF EDUCATION (NERIE), UMIAM, MEGHALAYA

The North-East Regional Institute of Education, a constituent unit of NCERT, was set up at Shillong, the capital state of Meghalaya, in 1995, to cater to the educational needs of North-Eastern States of Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura on the lines of NCERT's mandate. The Institute aspires to emerge as a leader in the field of school education in the North-Eastern Region by playing the role of a proactive organisation. The vision of NERIE is to facilitate development of human resource in the region so that the States are able to provide quality inputs in all aspects of school and teacher education.

The Institute primarily works for capacity building of the state and district level institutions/teachers education institutions and State Boards of Secondary and Higher Secondary Education located in the region in undertaking research, development and training. The Institute engages itself in (i) the promotion and support of the programmes of the Government of India and NCERT, (ii) development of school education in the North-East and (iii) establishing a unique professional identity with expertise in emerging areas of concern and relevance in the light of government initiatives and guidelines like the NEP 2020, NCF-FS Teachers' professional development and a restructured and renewed school education.



NERIE started its two-year regular full time B.Ed. course from the session 2015–16. The course has been approved by National Council of Teacher Education (NCTE) and is duly affiliated to North Eastern Hill University (NEHU), Shillong. Besides two-year B.Ed., NERIE offers Diploma Course in Guidance and Counselling (DCGC), which is of one-year duration and in blended mode. In addition to this, NERIE also runs a six months certificate course in Early Childhood Care and Education (ECCE). The Institute is also trying its level best to introduce the Integrated Teacher Education Programme and other Post Graduate programmes in the near future.

V. Demonstration Multipurpose Schools

The Demonstration Multipurpose Schools situated at Ajmer, Bhopal, Bhubaneswar and Mysuru are integral parts of the RIEs and act as laboratories for trying out innovative practices in school education and teacher education. The Demonstration Multipurpose Schools are affiliated with the Central Board of Secondary Education (CBSE), New Delhi and impart education from Grades 1–12 through English and Hindi mediums. These schools are also used for the practical training of 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 the 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. It is a CBSE-affiliated co-educational school providing quality education to over 700 students from pre-primary to Grade 12. At the senior secondary level, the options of humanities, science, commerce and vocational streams are available for the students.

2. DEMONSTRATION MULTIPURPOSE SCHOOL, BHOPAL

Demonstration Multipurpose School, Bhopal affiliated to the CBSE came into existence in 1965. The DM School runs a comprehensive programme of education from preschool to Grade 12. The mission of the school is to provide a model for school education in the nation aligned to the holistic development of children. The role of the school is to impart quality education by employing the latest techniques and to enable prospective teachers to observe, learn and practice teaching through an internship programme.

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 the society. Here, the admissions in Pre-primary, Grade I and 6 (additional section) is 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 Grade 1 and 35 students have been



admitted in Grade 6. Our school students are given preferences for admission into Grade 11 (Science, Commerce and Arts stream). In this school, Grade 11 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 international level. The products of this school have earned great accolades across the country and world in field 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 tryout 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 endeavors of the institute's staff. The school is affiliated with the CBSE and is known for its innovative approaches to teaching and evaluation, emphasising the total development of the child's personality.

Major Achievements of the Council in 2023–24

National Curriculum Frameworks (NCFs)

In response to the National Education Policy 2020, NCERT initiated the development of four National Curriculum Frameworks (NCFs), viz., NCF for Foundational Stage, School Education, Teacher Education and Adult Education. Between 2020 and 2022, NCERT conducted mobile app surveys and district-level consultations in collaboration with universities, involving around 8,000 participants, including university vice-chancellors, faculty members, students, parents and civil society members. Consultations were also conducted with School Education Boards to gather inputs. The NCF for the Foundational Stage (NCF-FS) was released on 20 October 2022 and the NCF for School Education (NCF-SE) was released on 23 August 2023. The NCF for Teacher Education is developed and undergoing finalisation, while the NCF for Adult Education is still in progress. The NCF-SE 2023 has also been translated into Hindi. Following the release of NCF-SE, NCERT developed teaching-learning materials for the Foundational Stage: *Jaadui Pitara*, a collection for children aged 3–6, was launched on 20 February 2023 and textbooks for Grades 1 and 2 were launched on 4 July 2023.

Jaadui Pitara

The *Jaadui Pitara*, available in both physical and digital formats, is a collection of Teaching Learning Material (TLM) developed for the Foundational Stage based on the recommendations of NEP 2020 and NCF-FS 2022. This collection includes picture and reading posters, toys, dolls, puppets, activity cards, a Trainer's Handbook, the graded-reading series *Barkha* and a User's Manual. It covers all five domains of development and integrates play-way methods of learning through various activities, encouraging critical thinking and problem-solving in children. The User's Manual provides guidance on the materials, their objectives and methods for use with children. The digital version of *Jaadui Pitara*



has been translated into 22 languages and uploaded to the DIKSHA Portal. Short videos showcasing the contents of *Jaadui Pitara* and demonstrating their classroom use are also available on the DIKSHA Portal. *e-Jaadui Pitara*, designed for teachers and parents, can be downloaded from the Play Store. It includes a repository of activities, stories, rhymes, songs, puzzles, cards, audiobooks, toys, games and charts for designing age-appropriate activities for children. It also features AI-based bots, *Katha Sakhi*, *Parent Tara* and *Teacher-Tara*, which can answer questions related to NCF-FS, NEP 2020, Unmukh and other documents.

NISHTHA

NISHTHA—‘National Initiative for School Heads’ and Teachers’ Holistic Advancement’ is an integrated teacher training programme launched in August 2019, to build the capacities of around 42 lakh elementary teachers and Heads of Schools, faculty members of SCERTs and DIETs and Block and Cluster Resource Coordinators. Due to the COVID pandemic, ‘NISHTHA-Online’ was launched in 2020 and the remaining training at the elementary level was conducted online on the DIKSHA platform using high-quality e-content. NISHTHA (Elementary) covered 42 lakh teachers through face-to-face and distance modes. In 2021–22, NISHTHA expanded to Foundational Literacy and Numeracy and the secondary level, focusing on improving the quality of teachers and learning outcomes of students.

At the elementary level, NISHTHA offers 18 online courses in 11 languages across 30 States/UTs and 24 lakh teachers and school heads are covered. NISHTHA ECCE, with 6 online courses in 2 languages, targets 25 lakh pre-primary and primary level teachers and school heads across 36 States/UTs. In this phase, ATF and DTF were oriented on NCF-FS and *Jaadui Pitara* in 7 regional workshops. The secondary level programme, launched on 29 July 2021, aims to cover 10 lakh teachers and school heads with 12 generic and 1 pedagogy online courses in 10 languages across 33 States/UTs, with 7.2 lakh teachers already covered.

NISHTHA FLN, launched on 7 September 2021, aims to cover nearly 25 lakh teachers and school heads at the pre-primary and primary levels, with around 12.5 lakh teachers having completed the courses. NCERT developed a special package of 12 online modules for this purpose, aligned with the NIPUN Bharat Mission objectives. NISHTHA FLN will be relaunched and the second phase of training for NISHTHA ECCE will be planned after obtaining data from the States. NISHTHA Educational Technology, NISHTHA Administrators and NISHTHA Kaushal has also been developed.

ASSESSMENT REFORMS—PARAKH

PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) undertakes a variety of initiatives to enhance educational assessment across India. The capacity development in Competency-Based Assessment are done in collaboration with the PhD Chamber of Commerce. A series of workshops were conducted nationwide that aimed at disseminating Learning Competencies aligned with the National Curriculum Framework 2023 (NCF, 2023), thus familiarising teacher educators and teachers with recent pedagogical and policy changes. PARAKH conducted the State Educational



Achievement Survey on 3 November 2023, which assessed around 8.5 million learners in Grades 3, 6 and 9 across 30 States/UTs, evaluating their competencies in foundational literacy, numeracy, language and mathematics. It also focused on ensuring equivalence of school boards by working with various educational boards to develop examination reform recommendations, conducting regional workshops and collecting data to create policy recommendations aimed at achieving equivalence across all boards. The Holistic Progress Cards initiative has led to the development and dissemination of comprehensive assessment tools for the Foundational, Preparatory and Middle Stages, with ongoing efforts to create similar tools for the Secondary Stage, thereby facilitating a more thorough and competency-based evaluation of student learning.

Educational Technology

During 2023–24, the Council undertook various initiatives to enhance Information and Communication Technology (ICT) in school and teacher education. CIET developed a comprehensive training package on “Cyber Safety, Digital Games for School Education”, which included open-source digital games for Grades 1 to 8, cyber safety guidelines in Urdu and an online course for in-service teachers. Additionally, a Massive Open Online Course (MOOC) on “Development of Online Courses” was launched and work began on a MOOC covering ICT basics. Aligning with the NEP 2020, CIET focused on creating curriculum-based materials using emerging technologies like Augmented Reality (AR), Virtual Reality (VR) and virtual labs, particularly for science and mathematics for Grades 6–12. A project to standardise Indian Sign Language (ISL) was initiated, producing 954 ISL videos for Grades 1 to 6, which are accessible via DIKSHA and PM e-Vidya DTH TV channels.

To support educational media programmes, CIET produced 1,182 audio programmes and 3,568 video programmes while conducting 1,089 live sessions, transmitting content through 12 DTH TV channels and 230 radio stations. The media programmes included sign language tutorials, curricular support materials and immersive AR-VR experiences. The institute also managed 16 websites and 9 mobile apps, ensuring regular updates and improved user experience. A new CIET website focusing on cyber security was launched, alongside various national initiatives such as essay writing competitions and quizzes to promote engagement under NEP 2020.

CIET facilitated the All India Children’s Educational e-Content Competition 2023–24 at NERIE, Shillong, to encourage quality e-Content creation. It offered 28 online courses for Grades 11 and 12 on the SWAYAM platform, attracting over 48,000 students. Since 1 April 2020, CIET has produced more than 6,881 video programmes and 4,247 ISL programmes while hosting over 3.56 lakh digital content pieces on DIKSHA, which also provided over 19,000 capacity-building courses for teachers. CIET’s efforts extended to developing Universal Design for Learning (UDL)-based digital textbooks for early grades and conducting professional development courses through DIKSHA, benefiting over 61,000 teachers. In addition, training programmes were organised in areas like cyber safety, digital technology usage and e-content development to enhance teachers’ skills and capacities in leveraging technology for education.



Vocational Education

During 2023–24, the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) focused on enhancing vocational education through various initiatives aligned with the Viksit Bharat Abhiyaan. The Institute developed modules covering crucial topics such as biodiesel, electric vehicles, green hydrogen, nuclear energy and solar power, alongside vocational education themes outlined in the National Education Policy (NEP) 2020. PSSCIVE was tasked with creating Learning Outcome-based Vocational Curricula for 25 new job roles and organised 14 workshops for curriculum development across 16 sectors, including aviation, agriculture and automotive.

To promote vocational education, PSSCIVE hosted national conferences and regional workshops to discuss emerging trends and develop action plans for NEP 2020 implementation in the North Eastern Region. The Institute also conducted webinars and seminars on innovation, incubation and entrepreneurship targeted at vocational educators and students. Orientation programmes for key functionaries and training programmes for master trainers on vocational pedagogy were conducted to strengthen the framework of vocational education.

PSSCIVE also launched the Diploma in Vocational Education and Training (DVET) programme, organised six capacity-building programmes for middle-stage teachers and facilitated ten vocational teacher training sessions with around 1,200 participants. The Institute developed guidelines for a Hub and Spoke Model to enhance skill training collaboration with various local entities, including ITIs, industries and NGOs. A two-year Green Technology Park project was initiated to showcase sustainable technologies like solar power and IoT-based irrigation systems, complemented by the creation of digital resources for pre-vocational and vocational education.

Research Studies

During the year under report, the NCERT conducted several research studies across various areas of school and teacher education. These studies focused on teachers' conceptual understanding at foundational and preparatory stages, emphasising numeracy skills for Anganwadi and Grades 1 and 2 teachers. Other research topics included innovative practices in Hindi language education at the secondary level and assessing their efficacy in achieving desired learning outcomes, as well as evaluating the effectiveness of reasonable accommodations for children with disabilities in schools. NCERT also explored the status of Sustainable Development Goal 4.7 (SDG 4.7) policies and practices in school education across the country, investigated the integration of indigenous sports and games as pedagogical strategies and projected trends in student enrolment by 2036. Studies conducted also examined the effectiveness of techno-pedagogy content integration for in-service teachers at the secondary level and assessed cyber safety and security awareness among secondary students.

The quality of e-content on the DIKSHA platform, its usage patterns and user behaviours were analysed, alongside an evaluation of NCERT secondary science kits for Grades 9 and 10 nationwide. Case studies of selected Kala Utsav awardees were also conducted and research was undertaken to identify



Indian Knowledge Systems (IKS) in literature for inclusion in science and mathematics textbooks. Studies on students' English competencies in Tripura, particularly in TTAADC areas, factors contributing to poor school performance in Meghalaya and the impact of COVID-19 on primary education in the North East Region were carried out by the Council. Other research areas of the Council included examining experiential learning in secondary science, post-NAS 2021 interventions for holistic learning in aspirational districts and documenting the use of sign language for teaching English, mathematics and social sciences.

NCERT also conducted rapid surveys on curricular transactions and learner assessments in rural elementary schools, examined pedagogical innovations in rural Assam and assessed psychosocial and educational issues among children of tea garden labourers in the region. The Council implemented school-stage interventions at the block level and analysed the strengths, weaknesses, opportunities and challenges of CMRISE schools in Madhya Pradesh. Foundational learning in single-teacher schools in Jharkhand was evaluated, along with the impact of digital initiatives on learning outcomes at the upper primary level in the same state. NCERT also assessed the Vidya Pravesh programme and the implementation of bagless days for Foundational and Preparatory Stages.

The Council also supported educational research through the Educational Research and Innovations Committee (ERIC). During the year, 10 research projects were completed with the financial support of 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. In 2022–23, 25 candidates received the Doctoral Fellowship.

Development Activities

As a part of its development activities, during the year 2023–24, the Council developed syllabi and textbooks in accordance with the National Curriculum Framework for School Education (NCF-SE 2023) and the National Curriculum Framework for Foundational Stage (NCF-FS). Key materials produced included *Jaadui Pitara*, a collection of learning and teaching resources for the Foundational Stage, Holistic Progress Cards to enhance Competency-based Assessment, thematic material on numeracy titled *Firkee Bachchon Ki* and a teacher's handbook for Grades 1 and 2 textbooks. As part of the *Ek Bharat Shreshtha Bharat* (EBSB) programme, NCERT translated online language courses into Hindi and 22 Indian languages, as well as supplementary textbooks and materials into Hindi, Urdu, Sanskrit and other regional languages. Additional resources included a quadrilingual illustrated dictionary of cultural words, modules on recent achievements of India and bridge courses in various languages.

To promote education at Foundational Stages among tribal areas in the North-East States, NCERT encouraged the use of indigenous toys, games and sports. Modules such as *Nari Shakti Vandan* focusing on empowering women, addressing integrating transgender persons' concerns into schooling processes, guidelines for Art-integrated learning, experiential learning material for mathematics and learning outcomes-based activities in science



syllabi were developed. The syllabi and textbooks for science, mathematics and environmental education for Grades 6–12 were updated per NEP 2020, including the release of the Hindi version of the biotechnology textbook for Grades 11 and 12.

NCERT migrated to an open-source library management system using KOHA software and established an institutional repository. The year also saw the development of e-content on toy-based pedagogy for the North Eastern Region, a teacher's handbook for multilingual and multi-grade settings and documentation of traditional toys and games from Manipur. Flipbooks for handicrafts and the carpet sector, a green technology park, a virtual tour for the AMHF sector and a state plan for implementing the hub-and-spoke model were also developed. E-resources for school and teacher education, institutional repositories for Regional Institutes of Education (RIEs) and educational media resources were disseminated. For adult literacy promotion, NCERT created ULLAS Concise Primers, guidelines for developing worksheets, assessment items, audio-video programmes and resources related to disaster management, integrating these into the 'Education for All' vertical on the DIKSHA Portal.

Capacity Building Programmes

During the year 2023–24, NCERT conducted extensive capacity building programmes for educators across various domains. These included orientation and training workshops for Master Trainers, academic support for teachers in numeracy and literacy and inclusive education initiatives for socio-economically disadvantaged groups. Training was provided on NEP 2020 implementation, NCF-FS, new textbooks, *Jaadui Pitara*, art-integrated learning, experiential learning and the use of educational kits. Specialised programmes covered subjects like science, mathematics, vocational education and multilingual-multicultural education. Training for curriculum developers, school librarians and guidance counsellors was also conducted. There were also initiatives for enhancing principals' and managers' efficiency in Madrasas and incorporating ICT in education. This comprehensive effort aimed to improve the quality of education and support the professional development of teachers and educators nationwide.

Extension Activities

During the year 2023–24, NCERT organised a variety of events and initiatives. Activities under the G20 showcased best practices in education, government initiatives and tech-enabled programmes. The G20 Jan Bhagidari Webinar Series and the fourth and final Education Working Group (EdWG) meeting held at Savitribai Phule Pune University highlighted policy, curriculum and practices in Foundational Literacy and Numeracy and multilingual education, culminating in a grand exhibition of educational practices from various states and union territories. To promote Hindi, the Council organised Hindi Fortnight and Hindi Day celebrations, celebrated Hindi Diwas, implemented the Annual Incentive Award Scheme for employees and awarded the Rajbhasha Shield for maximum work in Hindi.



For the popularisation of science and mathematics, the Council maintained a Centre for Popularisation of Science, Herbal Garden and Science Park. The PRAYAAS scheme aimed to foster a research attitude in young students. Moreover, NCERT celebrated World Environment Day, International Yoga Day, Organ Donation Day, Swachhta Pakhwada, Rashtriya Ekta Diwas, National Education Day and International Mother Language Day. In vocational education, NCERT implemented an action plan for tribal schools, promoted innovation and entrepreneurship and conducted regional workshops.

Other notable events included National Project Progress Review (PPR) Workshops of National Population Education Project (NPEP), National Role Play and Folk-Dance Competition, National Yoga Olympiad, the Muskurata Bachpan initiative for early childhood care education, seminars on environmental education, equitable and inclusive education. NCERT hosted expression series and extension lectures featuring eminent personalities, workshops for pre-service teacher trainees and celebrations of Independence Day, Republic Day and Science Day.

Programmes under the Major Schemes of MoE

The Council conducted nationwide programmes/projects under major schemes such as the National Initiative for School Head's and Teacher's Holistic Advancement (NISHTHA). e-Bharatiya *Bhasha Utsav*, *Rajya Stariya Bal Vaigyanik Pradarshani* (RSBVP), *Rashtriya Bal Vaigyanik Pradarshani 2023* (RBVP 2023), *Rashtriya Avishkar Saptah* (RAS) and *Kala Utsav 2023*, etc. *Pariksha Pe Charcha 2024* and PM e-Vidya managed 200 DTH TV channels, radio broadcasts and podcasts. DIKSHA provided a unified digital platform, known as 'One Nation, One Digital Platform' and the *Rashtriya Vidya Samiksha Kendra* (RVSK). Moreover, the Council focused on Continuous Professional Development (CPD) for teachers and conducted a national evaluation study of Kasturba Gandhi Balika Vidyalaya (KGBV-2022-23). Facilitated digital textbooks based on Universal Design of Learning (UDL) through the *Kitaab Ek Padhe Anek* initiative. Developed curricula for 25 job roles and innovative models of vocational education in school.

Publications

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. Apart from non-textual material, textbooks for Grades 1 to 12 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 also produced energised textbooks, by using QR Code.



During the year 2023–24, NCERT has released several significant publications. These include the National Curriculum Frameworks, specifically the National Curriculum Framework for Foundation Stage (NCF-FS) (English version) and the National Curriculum Framework for School Education (NCF–SE) 2023 available online. The Hindi versions of the NCF-FS and NCF-SE are currently under process. The Council has published the *Handbook on Toy-based Pedagogy* online and *ANAND—An Activity Book for Balvatika*. Other notable publications include Modules on *Nari Shakti Vandan*, *UNMUKH—Trainer’s Handbook for Balvatika*, *Textbooks for the Foundational Stage*, *Language Pedagogy—English Vol. I*, *Language Pedagogy—English Vol. II* and worksheets for Grades 6, 7 and 8. Supplementary reading materials such as *Voices: An Anthology of Indian Women Writers (A Supplementary Reader in English for Middle Stage)* and *Living with Hope, Optimising Learning: Policies and Practices* have also been made available.

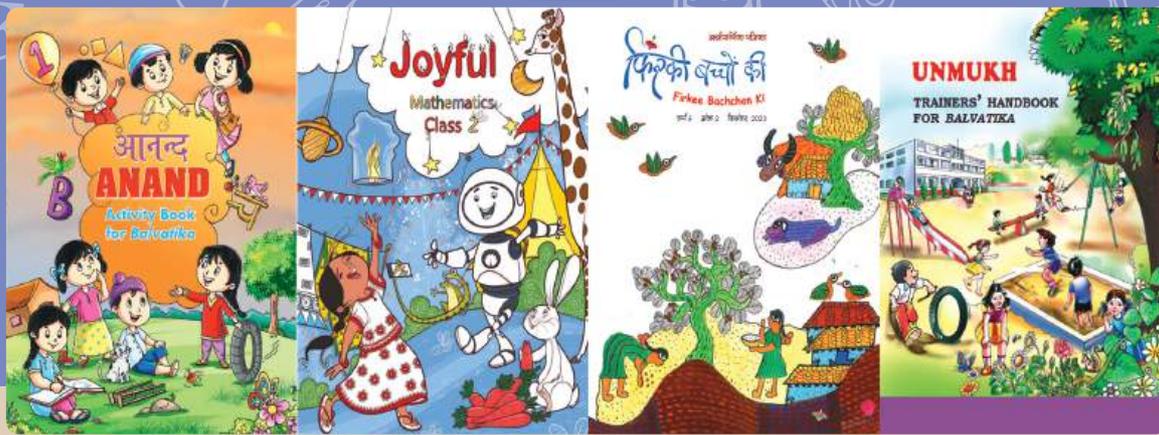
NCERT continues to publish the journals, *The Primary Teacher* and *Prathmik Shikshak*, *Indian Educational Review*, *Educational Trend*, *Bhartiya Adhunik Shiksha (BAS)*, *Journal of Indian Education* and the online journal *Voices of Teachers and Teacher Educators (VTTE)*. The quarterly journal *School Science* and the bi-annual journals *Indian Journal of Educational Technology* and *Indian Journal of Vocational Education* are also part of NCERT’s extensive publication repertoire.

International Collaborations and International 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 Academy of Korean Studies (South Korea), Curtin University (Australia), the Mauritius Institute of Education (Mauritius), the Florida Centre for Reading Research (FCRR) at Florida State University and the College of Education at the University of St. Francis. These agreements aim to foster mutual cooperation in various areas of school education, promising tangible outcomes in the near future. NCERT is also collaborating closely with the Mauritius Institute of Education to establish the National Institute of Curriculum Research and Development (NICRD) in Mauritius.





2. Major Publications

NCERT publishes a wide range of educational materials that support curricular and pedagogical needs. These include school textbooks, workbooks, supplementary readers, teacher guides, laboratory manuals, assessment source books, exemplar problems in mathematics, research reports, monographs and educational journals. Annually, textbooks for Grades 1 to 12 are printed in multiple languages and over five crore copies of NCERT publications, including textbooks, supplementary materials, teachers' handbooks, source books, research reports and six educational journals, are distributed in English, Hindi and Urdu. In addition, NCERT has introduced energised textbooks incorporating QR codes to facilitate digital learning. The Council also publishes a variety of educational journals and magazines.

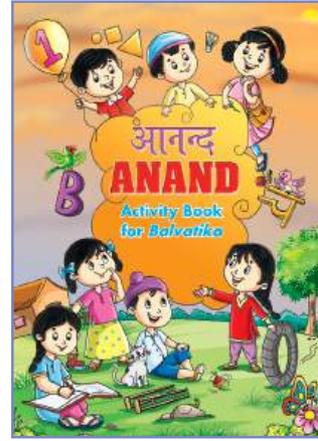
During 2023–24, NCERT published key documents such as the *National Curriculum Framework for Foundation Stage (NCF-FS)* (English version), *ANAND – An Activity Book for Balvatika*, *UNMUKH–Trainer's Handbook for Balvatika* (English & Hindi versions), textbooks for the Foundational Stage, *Language Pedagogy - English (Vol. I & II)*, worksheets in English for Grades 6, 7 and 8, *Voices: An Anthology of Indian Women Writers* (a supplementary reader for the Middle Stage), *Living with Hope*, modules on *Nari Shakti Vandan*, guidelines on *Art Integrated Learning for Secondary Education*, *Sangeet – Tabla evam Pakhawaj (Hamare Avanaddha Vadya)* (Hindi) for Grade 12, *Hindustani Sangeet–Gayan evam Vadan* (Hindi) for Grade 12 and *Optimising Learning: Policies and Practices*.

The Council's educational journals and magazines form a significant part of its publication portfolio. These include *The Primary Teacher*, *Prathamik Shikshak*, *School Science* (a quarterly journal), *Indian Educational Review*, *Bhartiya Adhunik Shiksha*, *Journal of Indian Education*, the online journal *Voices of Teachers and Teacher Educators*, *Indian Journal of Vocational Education* (bi-annual), *Quarterly Bulletin on Vocational Education*, *Educational Trend*, the online *Indian Journal of Educational Technology* and the *Annual Report 2022–23*.

ANAND – An Activity Book for Balvatika (ISBN 978-93-5292-403-5)

The activity book—Anand developed for children of Balvatika, taking care of the perspectives of NEP 2020 has attempted to provide competency-based worksheets in a simple, interesting and engaging manner. This activity book

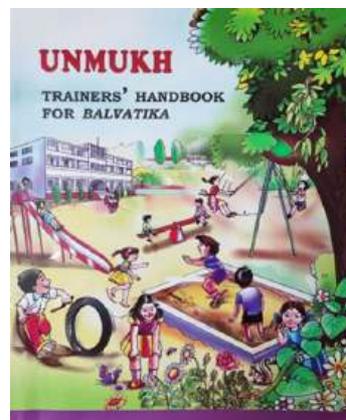
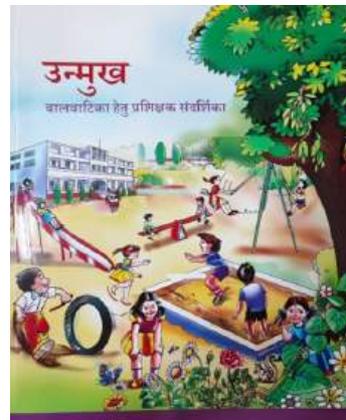
has endeavored to be inclusive and takes care of social and cultural rootedness and provides ample opportunities for the children for doing and learning by doing things. The activity book has integrated arts and craft through which the teacher can make children aware and the motivated to appreciate the aesthetic sense inherent in such activities. There is total 92 exemplar worksheets given in *ANAND-Activity Book for Balvatika*. These worksheets provide children an opportunity to connect their visual memories with concepts learned in the classroom and also connect with their prior experiences. These worksheets also 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. 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.



UNMUKH – Trainer’s Handbook for Balvatika [ISBN 978-93-5292-493-6 (English Version) ISBN 978-93-5292-493-3 (Hindi Version)]

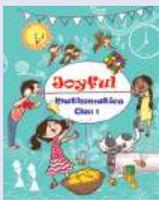
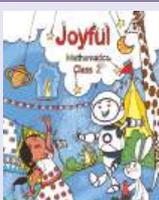
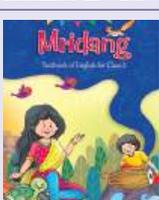
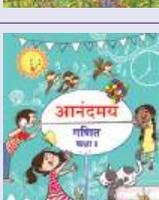
The trainers’ handbook for Balvatika (3 to 6 years) entitled as Unmukh, was developed (2022–2023) and has also been translated in Hindi and Urdu (2023–24) for the successful implementation of the NCF–FS 2022.

This handbook has two parts. Part I spells out the basics to which the participant must be introduced to build an understanding of Balvatika as per NCF-FS 2022. It talks about the need and significance, methods and materials, planning and transaction of the Balvatika programme with in-built assessment through observation. Balvatika programme needs to be implemented using joyful, play and activity-based pedagogy through stories, rhymes, songs, toys, etc. Part II of the handbook includes a variety of suggestive activities, which can be directly conducted with the children of 3–4, 4–5 and 5–6 years of age group in continuum. The activities are progressive and integrative in nature, as while conducting activities in one domain, children will also be able to develop competencies in other domains. An attempt has been made to suggest variations in the activities (wherever possible) to be used by caregivers at any learning site including classroom. The points to be observed while conducting the activities to understand the progress in learning and developmental delays (if any), have also been suggested in trainer’s handbook. No child is to be assessed through written or oral exams at the Balvatika stage.

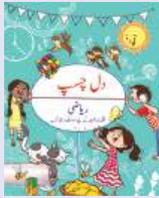


Textbooks for Foundational Stage

The syllabi and text books for the following subjects at Foundational and Preparatory Stages of School Education has been developed.

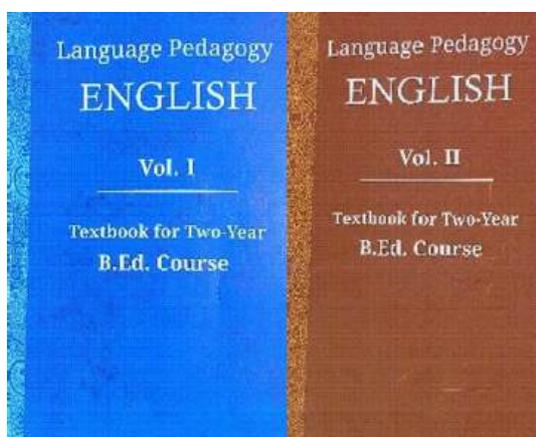
Image	Title/Job Role	Sector	ISBN
	Joyful Mathematics Class-1	Mathematics	978-93-5292-505-6
	Joyful Mathematics Class-2	Mathematics	978-93-5292-426-4
	Mridang Class-1	English	987-93-5292-439-4
	Mridang Class-2	English	978-93-5292-434-9
	Sarangi Class-1	Hindi	978-93-5292-423-3
	Sarangi Class-2	Hindi	978-93-5292-438-7
	Anandmay Ganit Class-1	Mathematics	978-93-5292-504-9



	Anandmay Ganit Class-2	Mathematics	978-93-5292-433-2
	Dilchasp Riyazi Class-1	Mathematics	978-93-5292-420-2
	Dilchasp Riyazi Class-2	Mathematics	978-93-5292-436-3

Language Pedagogy-English Vol.I (ISBN978-93-5292-446-2) & Vol.II (ISBN 978-93-5292-572-8)

Pedagogy of Language- English (Textbook for Two-Year B.Ed. course) has been developed in two volumes, comprising a total ten units. These books provide students and teachers an insight into the symbiotic relationship between curriculum, syllabi and textbooks and help the learners understand the process of language assessment holistically. The volumes helps to become familiar with the relevant aspects of language learning and teaching and develop competence in analysing current school practices. Various suggestive activities for practicum, project work and tasks for school practices are provided.



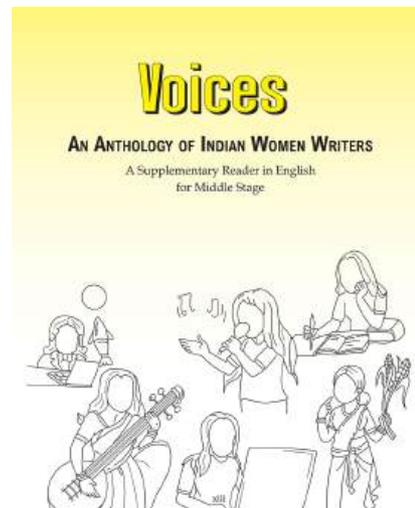
Worksheets in English for Grade 6 (ISBN 978-93-5292-652-7); Grade 7 (ISBN 978-93-5292-809-5); Grade 8 (ISBN978-93-5292-572-8)

The worksheets have been developed for the middle stage to achieve the competencies for language development and also to develop an aesthetic sense inherent in these activities. The worksheets are rich in substance, providing varied experiences through themes such as art, culture, literature, cleanliness, sports, health, heritage, tradition and rootedness in India. Students are expected to do these activities on their own, become self-learners and assess their progress independently. Language learning becomes meaningful when it is connected to the immediate environment of learners and the activities given in the worksheets provide sufficient scope for experiential learning.



Voices: An Anthology of Indian Women Writers (A Supplementary Reader in English for Middle Stage) (ISBN 978-93-5292-729-6)

This supplementary reader comprises selected literary pieces representing the rich and proud lineage of Indian women writers who have contributed to literary, cultural and linguistic diversity while being rooted in Indianness. This category of scholarship covers a wide range of themes—personal and social, their lives, achievements, opinions, imaginations, struggles and triumphs of these remarkable women. Women’s writings serve not only as a form of expression but also as a means of transmitting cultural heritage, traditions, knowledge, dispositions and values from one generation to the next. The emotions conveyed in their writings and the issues they address help readers appreciate the authors’ intent, understand the context, identify core content, interpret possible meanings and most importantly, foster gender sensitisation.



Living with Hope (ISBN 978-93-5292-851-4)

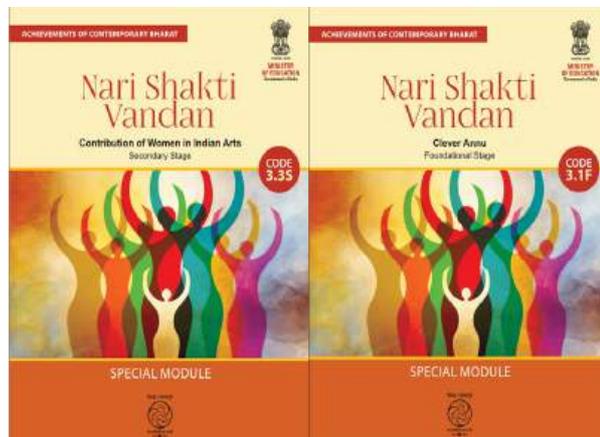
Living with Hope delves into the intricate relationship between nature and humans, offering a beacon of optimism for readers seeking to understand and navigate the challenges facing our planet. Divided into two parts, this book invites readers on a journey towards a deeper connection with the natural world and a hope for sustainable development. In addition, the book also incorporates graphics imbued with a light-hearted and humorous tone.

Modules on Nari Shakti Vandan

Modules on Nari Shakti Vandan for students of various stages of school education have been published. The following modules were developed:

1. Clever Annu
2. We are Second to None
3. Empowering Women: A Pathway towards progress and Development
4. Political Participation of Women for Equality and Development
5. Economic Empowerment of Women
6. Contribution of Women in Indian Arts
7. Contribution of Women in the Development of Society.

These modules are aimed to sensitise students and teachers on gender sensitivity as well as on varied aspects of women’s empowerment such as social, political, economic and contribution of women



in Indian arts. These modules also highlight various initiatives to empower women in various aspects of life as well as for societal development. The modules are available on the NCERT website (https://ncert.nic.in/pdf/module/Nari_Shakti/NSF2E.pdf).

Guidelines on Art Integrated Learning for Secondary Level of School Education (ISBN 978-93-5292-5148)

Guidelines on AIL to facilitate stakeholders in education to plan, organise and implement joyful and experiential learning through the arts has been published. The document consists of conceptual frameworks, exemplars in different subjects, to achieve competencies and learning outcomes pertinent to the Secondary Stage.

Sangeet – Tabla evam Pakhawaj (Hamare Avanaddha Vadya) – (Hindi) – Grade 12 (ISBN 978-93-5292-511-7)

A textbook on Tabla evam Pakhawaj has been developed for first time. It consists of content related to history of Indian Music since the vedas historical development of percussive instruments, their design (construction), patterns of rhythm, contribution of artists, Notation system of Hindustani and Carnatic Talas, Bandishes in Tabla and Pakhawaj and Importance of Percussive instruments in Music.

Hindustani Sangeet – Gayan evam Vadan – Hindi–Grade 12 (ISBN 978-93-5292-611-4)

Textbook in Hindustani Music has been developed for the first time. It consists of areas like the historical development of Indian Music since the vedic period, content of ancient texts like Sangeet Ratnakar, Sangeet Parijat, Sangeet Makrand, Terminologies in Music Forms in Indian Classical Music, Raga Classification, role of percussive instruments in Gagan and vadan, rhythmic patterns or talas, contribution of artists for the development of Hindustani Music.

Optimising Learning: Policies and Practices (ISBN/ISSN 2348 3490)

The National Achievement Survey (NAS) is a nation-wide competency-based assessment conducted by NCERT that provides information on the learning outcomes of school students. The primary goal of such assessments is to gauge the effectiveness of school education and guide policy makers and planners in initiating appropriate educational reform measures. The comparison of the NAS 2021 survey results with the 2017 survey results highlights the disruption in children’s education caused by the pandemic. According to the findings of the two surveys, the mean score in all subjects in NAS 2021 decreased when compared to the 2017 NAS Survey for Grades 3 and 5. In the NAS 2021 results, the performance of the Andaman and Nicobar Islands saw both an increase and a decrease, with a decrease in performance for Grades 3 and 5. This trend many have implications both for the design to improve students’ performance and also qualitative research methodology was used in this study. The data for the research was collected from a self-developed “Teacher’s belief and perception regarding growth and decline in NAS 21 performance Questionnaire”. The survey used the stratified random sampling technique to decide on the total sample size and samples from each stratum. The islands were divided into

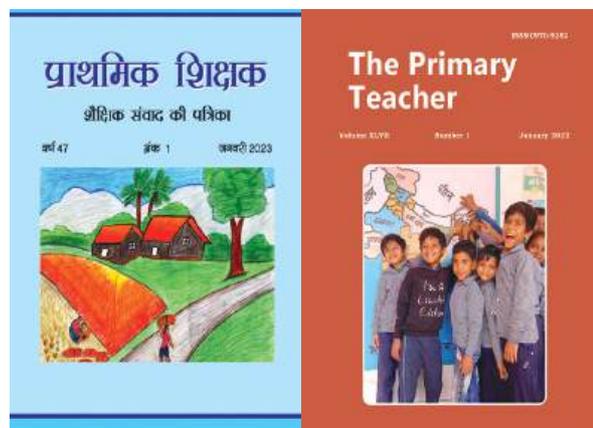


nine strata based on the geographical location of nine different educational zones of the islands. Zonal heads were entrusted to disseminate the test items randomly to teachers based on the sample size of that particular educational zone. The questionnaire was bi-lingual (English and Hindi) and the response were collected through Google form, for which links were made available to the zonal heads.

JOURNALS AND MAGAZINES

***The Primary Teacher* (ISSN 0970-9282) and *Prathamik Shikshak* (ISSN 0970-9312)**

Two journals i.e., one in English *The Primary Teacher* and the other one in Hindi *Prathamik Shikshak* have been published. Both the Journals are published quarterly and are published with the objective of providing a forum for teachers, teacher educators and other functionaries to share their experiences and innovations and also to discuss contemporary issues in the Primary Stage of Education. The *Primary Teacher* – January 2022 Vol XLVII and January 2023 Issue of *Prathamik Shikshak* has been published.



Indian Educational Review

Indian Educational Review (IER), a 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 interdisciplinary perspectives. The journal is published half-yearly in January and July. The issue of July 2020 has been published. Manuscript for the January 2021 issue is under publication in the Publication Division. The articles of the combined issue of IER July 2021 & January 2022 is under publication and the articles of the issue of July 2022 & January 2023 are under review. Articles received for July 2023 and January 2024 are also under review process. A special issue of the IER with articles in different Bhartiya languages has been released in May 2023 to commemorate the 100th episode of *Mann Ki Baat* a popular programme where the Prime Minister of India talks to the people of the country on the importance of various themes.

***Bhartiya Adhunik Shiksha (BAS)* (ISSN 0972-5636)**

The Department of Teacher Education houses the quarterly (April, July, October and January) Peer Reviewed journal *Bhartiya Adhunik Shiksha*. This journal in Hindi is listed in the UGC-CARE list. This quarterly journal published by the NCERT on a regular basis in Hindi and also the published version is 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 experiences and book reviews and other feature. During 2023–24 four issues of the *Bhartiya Adhunik Shiksha* (i.e., April–2023, July–2023, October–2023 and January–2024) were finalised and sent for publication to Publication Division, NCERT, New Delhi.

Journal of Indian Education (JIE) (ISSN 0377-0435)

The quarterly (May, August, November, and February) peer reviewed, *Journal of Indian Education* in English is listed in the UGC-CARE list. This journal is published by the NCERT on a regular basis and also the published version is 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 2023–24 four issues of the *Journal of Indian Education* (i.e., May 2023, August 2023, November 2023 and February 2024) were finalised and sent for publication-to-publication division, NCERT, New Delhi.

Voices of Teachers and Teacher Educators (VTTE) (Online Journal) (ISSN 2455-1376)

The online bi-annual, bilingual journal of *Voices of Teachers and Teacher Educators (VTTE)* is a UGC-CARE listed journal. The teacher and teacher educators share their own experiences, ideas and voice their concern related to teacher education. The contents include thought provoking articles, research papers, critical reviews, best practices, innovations, experiments, field experiences and book reviews.

School Science—A Quarterly Journal [ISSN 0036-679X (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 Journal of Educational Technology (ISSN 2581-8325)

CIET comes out with an online peer-reviewed journal in English, the *Indian Journal of Educational Technology (IJET)*, published bi-annually on its website (<http://ciet.nic.in/pages.php?id=journal&In=en>). It is a UGC-CARE-listed journal. The July 2023 and January 2024 issues were published on NCERT's and CIET's website.

Indian Journal of Vocational Education-Bi-annual Journal

The *Indian Journal of Vocational Education* is a peer-reviewed National journal which welcomes submissions involving a critical discussion of policy and practice, as well as contributions to conceptual and theoretical developments in the field. It includes articles based on empirical research and analysis (quantitative, qualitative and mixed method) and welcomes papers from a



wide range of disciplinary and inter-disciplinary perspectives. The objective of the journal is to provide a forum to teachers, teacher educators, educational planners and administrators and research workers to contribute articles, research papers, book reviews and abstracts related to vocational education. The journal embraces the broad range of settings and ways in which vocational and occupational learning takes place and, hence, is not restricted by institutional boundaries or structures in relation to national systems of education and training. It is interested in the study of curriculum, pedagogy and assessment, as well as economic, cultural and political aspects related to the role of vocational and occupational education and training in society. This journal is listed under the UGC care list. Two volumes have been published this year, out of which one is a G20 Special edition.

Educational Trend (A Journal of RIE, NCERT, Ajmer)

The institute is publishing its journal *Educational Trend* (A Journal of RIE, Ajmer) for disseminating, facilitating, sharing and documenting the research in education. The journal provides a platform for the researchers of the States/ UTs departments to participate, share and publish their research works. The draft of volume 2, No. 1 & 2 of Journal is ready for copy right and publication. The Journal has been allotted RNI Number and ISSN no. and URL is being generated for its online availability.

Annual Report of NCERT 2022–23

The *Annual Report* of NCERT is a significant document that presents a comprehensive overview of its achievements and activities, including account statements submitted to Parliament. Highlighting the journey of NCERT, the apex organisation in school education, for the year 2022–23, the report details out the accomplishments such as publications, research studies, developmental activities, capacity-building programmes and extension activities. It aims to foster meaningful communication with the broader academic community, policymakers, educators and practitioners in the field. The *Annual Report* of NCERT for the year 2022–23 has been prepared by the Planning and Monitoring Division (PMD) and published by NCERT.

The MoE, Government of India, prepares the *Annual Report* for current year in which inputs from NCERT are also submitted. This is a time bound activity which requires careful planning and preparation. PMD collects materials from all constituents of NCERT, which is compiled and the consolidated report is submitted to the ministry for inclusion in the MoE's Annual Report.





3. Research Studies

As one of its core functions, NCERT is actively engaged in conducting, promoting, and coordinating research across various dimensions of school education and teacher education. Through these research studies and innovations, NCERT plays a critical role in shaping educational policies and programmes aimed at enhancing the education system.

In 2023–24, NCERT conducted several research studies in diverse areas of school and teacher education. These studies focused on topics such as teachers' conceptual understanding at the foundational and preparatory stages, with a specific emphasis on numeracy skills for Anganwadi workers and teachers of Grades 1 and 2. Innovative practices in Hindi language education at the secondary level were also explored, assessing their effectiveness in achieving desired learning outcomes. Other key research included examining the efficacy of reasonable accommodations for children with disabilities in schools, studying English language competencies among students in Tripura, especially in TTAADC areas, and investigating the impact of COVID-19 on primary education in the North East region.

NCERT also evaluated the quality and usage patterns of e-Content on the DIKSHA platform, as well as user behaviors. Studies were conducted on the utility of NCERT's secondary science kits for Grades 9 and 10, case studies of selected *Kala Utsav* awardees, and the inclusion of Indian Knowledge Systems (IKS) in science and mathematics textbooks. Another area of focus was experiential learning in science at the secondary level. Additional research included post-NAS 2021 interventions aimed at promoting holistic learning in aspirational districts, sign language for teaching English, Mathematics, and Social Sciences, and a survey on curricular transactions and learner assessments in rural elementary schools.

Research also delved into the factors contributing to poor school education performance in Meghalaya, pedagogical innovations in elementary schools in rural Assam, awareness of psychosocial and educational issues among children of tea garden laborers in Assam, and school-level interventions implemented at the block level. A comprehensive study of the strengths, weaknesses, opportunities, and challenges of CMRISE schools in Madhya Pradesh was also conducted. Other important studies included foundational learning in single-teacher schools in aspirational districts of Jharkhand, the impact of digital initiatives on learning outcomes at the upper primary level in Jharkhand,

the *Vidya Pravesh* programme in the Andaman & Nicobar Islands, and the implementation of bag-less days for foundational and preparatory stages at DM School, RIE Mysuru, Karnataka.

NCERT also continued to support educational research through the Educational Research and Innovations Committee (ERIC). The Council also sustained the NCERT Doctoral Fellowships programme, which awards fellowships each year to young scholars pursuing doctoral research in education and closely related fields.

DEPARTMENT OF ELEMENTARY EDUCATION (DEE)

Study on Conceptual Understanding of Teachers at the Foundational and Preparatory Stages, Including Anganwadis, Grades 1 and 2 Teachers on Numeracy Skills

A research investigation into the conceptual grasp of teachers/Anganwadi workers and those teaching Grades 1 and 2, was conducted. The primary aim was to discern teachers' conceptual understanding and identify the most effective practices utilised at this foundational level. Sample schools and centers were deliberately chosen from states across India where Regional Institutes of Education (RIEs) are situated.

The study underscores the lack of basic infrastructure in many schools, particularly rural ones, which operate with limited classroom setups. This inadequacy poses a significant obstacle to effective FLN education delivery. Urgent action from policymakers and educational stakeholders is needed to allocate resources for improving school facilities and fostering an environment conducive for quality foundational education.

DEPARTMENT OF EDUCATION IN LANGUAGES (DEL)

An Exploratory Study of Innovative Practices in Hindi Language at Secondary Level and Their Efficacy in Achieving Desired Learning Outcomes

The objectives of the study were to identify and explore the innovative practices in teaching Hindi at secondary level, to explore learning outcomes in Hindi, to establish linkages between innovative practices in Hindi teaching and desired learning outcomes, to study the efficacy of various innovative practices in achievement of learning outcomes, to examine extreme cases of high and low accomplishment of desired learning outcomes, to ascertain as to what extent do students perceive about their academic abilities in Hindi language and classroom Learning environment, and to develop textual material and e-Content



National Workshop for review and finalisation of the data related to the research



on the basis of innovative practice. It used quantitative and qualitative methods along with questionnaire-based Survey methods. A quantitative survey was used to easily obtain information about the innovative practices from a large number of participants to understand the beliefs of teachers in the context being studied. The case study method was employed in this study.

The study findings suggest to extend this research to other regions and different types of schools. Well-thought-out teacher training on specific innovations should be provided and then experimental studies should be done on their user and effectiveness on learning outcomes. There is a need to organise teacher training by ensuring use of innovations in different genres of Hindi. A study should be organised on innovations related to Hindi as mother tongue and second language. The effective use of information, communication and technology at all levels of school education and its effectiveness on learning outcomes should be explored further.

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. The study is exploratory in nature. Two middle schools where children with different disabilities are studying, from two blocks of five districts from five states of the five regions were selected. Altogether, data from 20 schools, 40 general teachers, 20 special teachers, 20 students and 40 parents were obtained and 40 classrooms were observed. The research tools comprised of School Information and Observation Sheet, Interview Schedule for School students, Classroom Observation Schedule, Questionnaire for School Teachers, and Interview Schedule for non-teaching staff and parents. The findings revealed that none of the selected school was providing appropriate support to the students with disabilities (SwDs), whereas most of the schools had prepared Individualised Education Programme for SwDs, however, follow up records were found incomplete. Lack of resources and support services were major concerns reported. Difficulty in classroom transaction, conducting assessment of SwDs, adaptation in curriculum within limitations, etc. were also reported. Most of them had expressed about the need of training for curriculum adaptation, and assessment of students particularly. Parents of students with disabilities and without disability and non-teaching staff were found supportive in education of SwDs.

DEPARTMENT OF GENDER STUDIES (DGS)

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

The research study was initiated in 2021 with the objectives to review the dissemination and screening of the short film *Komal*, the School Safety Pledge, Protection of Children from Sexual Offences (POCSO) Act awareness and Gender



Sensitisation in the schools for beneficiaries such as the children, teachers and the parents. Preliminary questionnaires were sent to the States for collection of secondary data and after receiving the secondary data, two States were identified from each region. The states that were identified to conduct the study were Haryana, Himachal Pradesh, Rajasthan, Goa, Assam, Manipur, Chhattisgarh, Odisha, Telengana and Tamil Nadu.



Students of Foundational Stage during data collection at Shamlaghat, Shimla

Both qualitative and quantitative tools were developed and administered to various stakeholders such as principals, teachers and students; Focus Group Discussions (FGDs) were held with parents and teachers. Data were collected, collated and analysed by the team members. The data shows that the majority of parents were not explicitly invited to the film screenings. The study also discovered that the majority of students, particularly at the secondary level, were aware of the Childline Number and the POCSO Act, but proper awareness of the School Safety Pledge and its importance, as well as the Juvenile Act (JJ Act), is a matter of concern. Parental awareness of the POCSO and JJ Acts was also extremely poor. The Complaint boxes, designed to provide students with a platform to voice their concerns and seek help anonymously, are available in some schools but remain under-utilised.

DEPARTMENT OF CURRICULUM STUDIES AND DEVELOPMENT (DCS&D)

Programme Evaluation of Vidya Pravesh

The Programme Evaluation of Vidya Pravesh was conducted in six States and UTs, viz., Rajasthan, Maharashtra, Puducherry, Delhi, A&N Island and Odisha with an objective to oversee the implementation of *Vidya Pravesh* Programme recommended by the NEP 2020 in Grade 1. The study revealed a positive impact of the Vidya Pravesh programme on Grade 1 students' learning outcomes and teachers' understanding about the pedagogy of the Foundational Stage.

Performance Review of Sainik Schools

On the direction of Ministry of Defense, Performance Review of 33 Sainik Schools has been undertaken to oversee the present status of curricular and pedagogic practices in Sainik Schools and opportunities provided by them to the cadets for their preparation of NDA exam. Data analysis is in the process.

DEPARTMENT OF EDUCATION IN ARTS AND AESTHETICS (DEAA)

A Case Study of Selected Awardees of Kala Utsav

It had been eight years (2015–2022) of *Kala Utsav* being organised where secondary students from all over the country participate in different art forms as per the guidelines laid down every year. It had been felt that there should be a study to assess its impact in schools and track the winners of *Kala Utsav*



awardees about their nurturance and practice of the art form. The objectives of the study were to find out the efforts and process sought by the awardees to retain, nurture and evolve art forms, understand the issues and concerns of *Kala Utsav* winners for further learning of the art forms, evaluate whether the road map of the students will help in preservation and evolution of our unique cultural heritage and to consider bringing changes in *Kala Utsav* format. The tools were developed with a detailed questionnaire for students, teachers and principals. Through emails, Focus Group Discussions (FGDs) and guided interviews, the feedback was taken from the awardees.

The collected feedback from *Kala Utsav* awardees provided valuable insights into the challenges and opportunities within the realm of pursuing arts education. Some key findings were the perception of arts among awardees was primarily a competition and winning accolades without the broader significance and transformative power in arts. The participants yearned for career opportunities by providing avenues for students to see arts as a viable career, post-*Kala Utsav*, including continued support for artistic development, platforms for professional growth, fostering national, global collaboration and recognition, address the challenges faced by differently abled students and artists, ensuring support and opportunities for all individuals to pursue their artistic aspirations, mitigate financial barriers. Another concern and emphasis were on arts and crafts in school curricula, aligning with cultural values, indigenous traditions, and promoting values education through arts. By addressing these concerns and considerations, *Kala Utsav* could evolve into a more inclusive, supportive, and transformative platform for nurturing artistic talent, preserving cultural heritage, and promoting the holistic development of students.

DIVISION OF EDUCATIONAL KITS (DEK)

A Study of the Utility of NCERT Secondary Science Kits (SSK) (Grades 9 and 10) across the Country

The objectives of this study were to find out the status of the NCERT Secondary Science Kits (SSK) in Schools, to investigate the usefulness of its items in teaching-learning of science, to collect suggestions for further improvements and modifications in the SSK, and to find out the difficulties faced by users while using the Kits and its items.

Tools for collecting the data were developed in-house and validation of the tools was done by experts. After analysing the sales data of SSK, two states Haryana and Jharkhand were selected as they had procured respectively 3261 and 2683 SSK during the recent past years. 18 schools from each the two states were selected in consultation with state authorities. The research teams visited total 36 schools for administration of tools. These schools were spread over 6 districts of the two states, During the visits the team also interacted with more than 60 science teachers, covering a student population of about 12,000 in Grades 9 and 10.

The study findings are: There are more than one SSK available in all the sample schools of Haryana and one SSK in each of the sample schools of Jharkhand. Teachers are using the Kits in both the states. More than 75 per cent of teachers in the sample schools of both the state are using



the Kit items once in a week; more than 57 per cent of the teachers feel that there is a need of orientation or training for the effective uses of the Kits items, which can help them in proper utilisation of the SSK. During the interaction many of the teachers suggested that for proper hands-on experience to children the number of some of the items of the SSK such as litmus paper, pH paper, glass slides thermometers, laboratory stands etc. should be increased. Overall, it was found that the SSK is very useful in teaching-learning of science at secondary stage but for its optimum utilisation there is an urgent need of Teacher Training Programs for these Kits. Also, the quantity and dimensions of some of the items of the Kit need to be reviewed.

DIVISION OF EDUCATIONAL RESEARCH (DER)

An Exploratory Study of Integration of Indigenous Sports and Games as Pedagogical Strategies

The study is being conducted with the objectives to document the indigenous sports and games across India; to explore the way existing teaching-learning processes, incorporate indigenous sports and games to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner as envisaged in NEP 2020; to identify the relevance of indigenous sports and games as pedagogic tools and mapped their relevance with various disciplines across the stages of school curriculum and; to conduct an advocacy programme and share the findings of the study with the stakeholders. This is an exploratory study which largely adopted qualitative research method. The sample for this study is limited to one two states from each of RIE's jurisdictions done in consultation with corresponding State/UTs. Subsequently, from each State, communities (Block/Districts) would be selected, wherein the selected CRC, DRC and DIET officials will be involved for obtaining the required information. In the first phase questionnaire for the States/UTs was developed after thorough discussions in the expert committee meeting. After finalisation, the questionnaire was forwarded to the respective SCERTs representatives. About 50 per cent of States/UTs responded to the questionnaire, providing insights into the indigenous games practiced in their respective regions and their recommended age groups. A draft report on state response was prepared. The study is continued during the year 2024–25.

NCERT Doctoral Fellowships 2023–24

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 17 Doctoral Fellows was convened on 8–9 February 2024 through hybrid 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 on 4–5 March 2024 at NIE, New Delhi. Nine Doctoral Fellows were recommended for Fellowship. During academic year 2023–24 fellowship/contingency has been released to 17 fellows. Six fellows have completed their Ph.D. and submitted their thesis to the Division.



S. No.	Name of the Doctoral Fellow	Title of the Thesis
1	Anamika Singh	Exploring the Multidimensional Aspects of Culture, Society and Sustainable Development Goals of Asur Tribe in the Context of Education
2	Raj Ballav Panda	Achieving Aims of Mathematics Education Envisaged in NCF–SE 2023 through Indian Knowledge System at Elementary Stage
3	Showkat Ahmad Dar	School Climate, Adjustment and Scholastic Achievement: A Study of Children with Special Needs (Divyang)
4	Tania Sarkar	Development of a Self-Instruction AI Gender Spectrum Module for Higher Secondary Students
5	Sneha Jha	Self-Esteem, Perceived Stress and Aggression among Young Adolescents having an Unfavourable Family Climate: An Art Based Intervention
6	Rajan Patel	छत्तीसगढ़ राज्य के विशेष शिक्षा विद्यालयों की स्थिति एवं कार्य प्रणाली का मूल्यांकन: एक अध्ययन
7	Induchoodan R.	Development and Analysis of Uncertainties in Mathematics Modeling
8	Sonia Sagar	माध्यमिक स्तर पर द्विभाषी शिक्षण का विद्यार्थियों के आत्मविश्वास, शैक्षिक समायोजन और शैक्षिक उपलब्धि पर प्रभाव का अध्ययन
9	Rajani karnwal	Effect of Fine Motor Skills Intervention Graphomotor Skill of Pre-school Children

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*. Eight external experts are nominated by the Hon'ble President of NCERT (Minister of Education, Government of India). These 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 ERIC, the research projects recommended by ERIC are being given support by the way of academic, administrative and financial assistance.

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

Two days meeting of the Screening-cum-Progress Monitoring Committee (SPMC) of ERIC was held on 4–5 March 2024 at NIE, New Delhi. In the last



five years, 46 research projects have been completed with the support of ERIC scheme and currently 16 research projects are in progress. In the current year, the SPMC meeting to review the submitted ERIC research proposals was conducted on 8 and 9 February 2024. Among the six project proposals received only one research proposal was approved for financial funding by the expert committee.

Collating of Research Abstracts Conducted at the National and State Levels

NCERT has initiated the work of preparing an abstract of completed and unpublished research conducted by SCERTs & DIETs. The main objectives of the programme are to collect abstracts of research studies from SCERTs, and DIET, classify research abstracts on various themes and to upload the abstracts of research studies on NCERT website for wider dissemination. A format for preparation of abstracts was developed and shared with the SCERTs. As of now, a total of 110 abstracts have been received, out of them 58 abstracts have been finalised. The finalised abstracts have been uploaded on NCERT website for use of educationists, researchers and other stakeholders.

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

The Scheme has been initiated in the NCERT to utilise the experience of young educationists/educational researchers, who have done their Ph.D. on topics related to school education and teacher education.

The two major objectives of the programme are 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. This mechanism will help to engage some fresh minds and hands to work on the priority areas, in tune with NEP 2020, NCF-FS and NCF-SE. This shall provide a chance for young researchers to contribute and gain experience in their relevant areas pertaining to school education and teacher education.

EDUCATIONAL SURVEY DIVISION (ESD)

Study of Projection and Trend of School Students Enrolment by 2036

The research study titled Study of Projection and Trend of School Students Enrolment by 2036 has been undertaken to estimate school students' enrolment figures at the national and state levels. This research study estimates the enrolment figures by gender as well as social category. Estimation is accomplished according to the new pedagogical and curricular structure recommended by NEP 2020 i.e., 5+3+3+4 covering ages 3–18 specifically at foundational, preparatory, middle, and secondary educational stages. The study has also estimated enrolment for the primary stage. This cutting-edge research involves the sophisticated use of various statistical projection algorithms which include Double exponential smoothing for estimating Apparent Intake Rate, Dropout rate, Repetition rate Multiple linear regression is used for the estimation of the promotion rate as the sum of the dropout rate, repetition rate, and promotion rate should be equal to 100. Reconstructive Cohort method is used for the projection of enrolment figures till 2036, this method takes into account the estimated figures of apparent intake rate, dropout rate, promotion rate, and repetition rate based on these estimates enrolment figures



are projected till 2036. This research study will serve as a solid foundation for future policy-making and resource allocation in the education sector. The study is based on enrolment figures closely interlinked with population figures. The trend of school enrolment depends on the trend of population. The enrollment growth at the primary stage (Foundational stage Grades 1 and 2, and Preparatory stage) continued up to 2011. After 2011, the enrolment has declined and will continue till 2036 and may continue after 2036. Middle-stage enrolment and Secondary-stage enrolment will continuously increase till 2024–25 and 2026–27, respectively.

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 (ii) 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 & ESD implemented in the schools. The reflection of the ESD & 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.

The information regarding the status of SDG 4.7 from 31 states/UTs, and details of the noteworthy programmes and curricular practices implemented in their respective states/UTs has been collected. Some of the curricular practices implemented in the States/UTs are: Eco Clubs/Kitchen Gardens for active student participation in Chandigarh, Enhancing Civic Engagement (ECE) in Goa, Green School in Gujarat, School Beautification Program in Haryana, Green School Programme (GSP) and Vermi Compost Pit in Himachal Pradesh, Massive Plantation Drive and biodiversity fairs in Karnataka, Green Schooling Concept and Butterfly Garden, Biodiversity Register in Puducherry, Balika Manch and Saharsh in Tripura, and Bal Sabha and Meena Munch in Uttar Pradesh, among others. Additionally, case studies on curricular practices related to SDG 4.7 have been collected from four states: Andhra Pradesh, Assam, Himachal Pradesh, and Kerala. Data collected from more than 500 students and around 200 teachers through questionnaires are being analysed for the preparation of case study reports.



Annotated Bibliography of Research Studies during 2018–2023 and Annotated Bibliography of Development Activities Conducted in NCERT during 2019–2023

The project was initiated with the objectives of compiling briefs of research programmes conducted by the constituent units of NCERT during 2018–2023 and development programmes conducted by the constituent units of NCERT during 2019–2023. Various departments of NIE, New Delhi and Regional Institutes of Education were asked to furnish the details of each research study and development activity undertaken by them, covering details including the principal investigator, objectives, methodology, findings, feedback, etc. In addition, a workshop was organised to prepare a format for the preparation of the abstract and to decide on the details to be included. To ensure comprehensive coverage, the project team organised visits to different educational units, including the Regional Institutes of Education (RIEs) and the Central Institute of Educational Technology (CIET), where they engaged with researchers and collected a wide range of research outputs.

CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET)

Effectiveness of Techno-Pedagogy Content Integration (TPCI) Package on Competencies of In-service Teachers at Secondary Level in use and Integration of ICT

The research was conducted to study the effectiveness of TPCI package on knowledge of ICT, attitude towards ICT, and confidence in the use of ICT by comparing two modes of delivery i.e., Online and blended. The study is a quasi-experimental two-group pre-post design. The intervention package consists of two levels of training. An intervention package was developed. The first training is on 'ICT Basics', focusing on developing competencies in the use of ICT. The second training is on 'Techno-Pedagogy Integration in Teaching-Learning and Assessment', focusing on the integration of ICT. Though there was a significant difference between the two groups at all levels, the overall effectiveness of the training package was found to be positive when implemented in a blended approach rather than online alone.

A Study of the Awareness of Cyber Safety and Security among Secondary Students (Grades 9 to 12)

The study focused on understanding the awareness level of secondary students in the various domains of cyber safety, including technical, physical, social, ethical, psychological, and legal. An awareness scale was developed to cover all six domains and administered the survey method. Data was collected from ten thousand students, and the analysis revealed that around 73 per cent of students lacked awareness of cyber safety. Domain-wise analysis shows that students lack awareness of technical and legal issues. In contrast, their physical, psychological, social, and ethical awareness is comparatively better.

A Study of the Quality of e-Content on DIKSHA, its Usage Patterns, and User Behaviors

The study examines the utilisation patterns of DIKSHA, a national e-learning platform, among school teachers and students from the Middle Stage (Grades 6 to 8) to Secondary Stage (up to Grade 12). Quantitative and qualitative data



were collected through a structured online survey, designed separately for teachers and students. Participants from both government and private schools, including those from urban and rural areas across different parts of the country, were included in the sample. This study drew upon established models and scales associated with adopting technology in the context of teaching and learning. The survey and analysis focused on the frequency of DIKSHA use, the purpose behind its use, and the respondents' perceived usefulness of the platform. Usage trends were identified using descriptive statistics, primarily percentage and frequency distribution, and inferential statistics, particularly t-tests and ANOVA. The study findings reveal that both teachers and students demonstrated a positive usage pattern, underlining the platform's role in the education system.

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION (PSSCIVE), BHOPAL

A Study on Integration of Information and Communication Technology (ICT) in Teaching and Learning of Vocational Subjects

The objective of the study is to examine the effectiveness of ICT in improving the quality of teaching and learning of vocational education in specific states across India. The research was conducted through a mixed method approach, which involved both qualitative and quantitative data collection and analysis. The significance of ICT in vocational education lies in its potential to provide students with the skills and knowledge required for the rapidly evolving technological landscape. The research questions for the study are focussed on identifying the current state of ICT integration, the benefits and challenges of using ICT, teachers' perceptions, and the implications of ICT integration in teaching and learning of vocational subjects.

The findings of the study indicate that the integration of ICT in teaching and learning of vocational subjects has a positive impact on student learning outcomes. It was found that the use of ICT tools such as multimedia, simulations and interactive software helps in promoting engagement and motivation among students, leading to better learning outcomes. Additionally, ICT tools provide students with opportunities for self-directed learning, which helps in promoting independent learning skills. The findings of the study can assist educational institutions and policy makers in enhancing the quality of vocational education. By identifying the benefits and challenges of using ICT in vocational education, policy makers can make informed decisions regarding the integration of ICT in vocational education. The study also aims to provide recommendations for the effective integration of ICT in vocational education to enhance the learning experience of students and prepare them for the workforce.

REGIONAL INSTITUTE OF EDUCATION, AJMER

Study of Experiential Learning Enabling Conditions and Teaching-Learning Process Interventions in Science at Secondary Stage

In order to achieve the purpose of this study, mixed method of research was used. All 42 secondary schools of the Srinagar educational block of Ajmer



district have been identified as sample schools. The study is being conducted in two phases. During the first phase of the study (2023–24) data of the existing experiential learning enabling conditions and teaching-learning process in the sample schools have been collected and their analysis is under process. In second phase of the study (2024–25) experiential learning enabling conditions and teaching-learning process interventions will be given on the basis of findings of the first phase of the study.

As per the activities planned for first phase of the study, all 42 schools Srinagar Educational Block of Ajmer district were identified as sample schools by the help of district education authorities. The research tools questionnaires for principals, science teachers and students and classroom observation schedule were developed in workshop mode during 21–25 August 2023 to collect the information about experiential learning enabling conditions and teaching-learning process in the sample schools. The tools were validated by administering them in the Government Senior Secondary School, Rajgarh (Ajmer). After validation, the developed tools are being administered in the sample schools to get the information about experiential learning enabling condition and teaching-learning process in the sample schools. The collected data are being analysed to plan and execute the interventions needed in second phase of the study during 2024–25.

A Study for Implementing Post-NAS 2021 Intervention for Holistic Learning in the Aspirational district of Northern Region

The research study aims to utilise NAS 2021 competency-based scores as the foundation for developing meaningful interventions to enhance holistic learning. Specifically, it focuses on implementing Post-NAS 2021 interventions in an aspirational district of the Northern Region. The study is structured in two phases: Phase I (2023–24) involves identifying need-based interventions based on the NAS 2021 Aspirational District Report Card, while Phase II (2024–25) will assess the development and effectiveness of these interventions on holistic learning progress.

Considering the launch of the Aspirational Blocks Programme (ABP) on 7 January 2023 by the Hon'ble Prime Minister to promote the holistic development of the most backward blocks, six aspirational blocks from six aspirational districts in the Northern Region were selected. These include Nuh and Punhana blocks from Nuh district in Haryana, Tissa block from Chamba district in Himachal Pradesh, Bahadradab block from Haridwar district in Uttarakhand, Makhu block from Ferozpur district in Punjab, Abu Road block from Sirohi district in Rajasthan, and Chahniya block from Chandauli district in Uttar Pradesh. The study covers students and teachers at the preparatory stage of schooling, with 10 schools selected from each block. As per the study's objectives, a research framework has been developed. In the year 2023–24, the analysis of the NAS 2021 Aspirational District Report Card was conducted to examine learning competencies, identify the probable reasons for low performance in specific areas, and determine the needs of teachers, teacher educators, and parents to improve holistic development. The study also assessed the conditions necessary for creating a competency-based holistic learning environment in classrooms, focusing on resource availability, the learning-teaching environment, and the pedagogical processes adopted.



In the year 2024–25, the need-based post-NAS interventions identified in Phase I will be implemented, and their effectiveness on holistic learning progress will be evaluated.

REGIONAL INSTITUTE OF EDUCATION, BHOPAL

Implementing Interventions at School Stage: A Block Level Research Project

The objectives of the study are, to assess the learning levels of students at the school stage in an identified revenue block (assessment); to study the extent to which the ideas propagated by NCF 2005 have reached and are being implemented at the school level; to find out the difficulty of teachers faced by them in their daily school work; to study the school climate as well as involvement of parents/communities in the school activities?; 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; to help teachers and teacher educators in implementing the interventions; to study the changes, if any, in learning levels of students, teachers' behaviour, school climate, and so on. to infuse art, game, toy pedagogy and local specific activities for making classes lively and to provide some workable solutions guided by experience and theory to attain the goals of NEP 2020 and new NCF 2022.

The major findings of the study are that the orientation of teachers on Art Integrated Learning (AIL) pedagogy in face-to-face mode and subsequently in online mode during COVID 19 period seems to have immense impact on their classroom transaction, making the teaching-learning process activity-based and joyful; on-site academic support provided by the faculty members of RIE, Bhopal is appreciable; it was revealed from the interaction that they teach subjects using Art Integrated Learning strategies to make their teaching-learning process participatory, activity-based and joyful so as to motivate the learners; most of the teachers are interested in refresher trainings programmes on Art Integrate Learning and Toy-based pedagogy; hundred percent students are happy with school environment and teaching-learning process; parents are satisfied with the performance of teachers and they are happy about the activities of schools. The interventions provided in the form of teacher training during different academic sessions were found to be quite useful by the teachers and therefore should continue from time to time. The teachers need training in the subject EVS at primary level and in science at upper primary level. Further monitoring needs to be strengthened; since, it was found that teachers and head teachers were not fully aware about the NCERT document on 'Learning Outcomes at Elementary Stage', therefore, it is imperative to conduct suitable training programme for the same by RIE, Bhopal.

Study of Strength, Weakness, Opportunities and Challenges of CMRISE Schools in Madhya Pradesh

The objectives of the study are to analyse the existing CMRISE Schools of Madhya Pradesh with special reference to: Infrastructure and resources (financial and human), Digital resources and Learning resource centre/corners;



to analyse the existing CMRISE Schools of Madhya Pradesh with special reference to: Implementation of teaching-learning process, teacher professional development, teacher willingness and attitude; to analysis the existing Monitoring system of CMRISE Schools of Madhya Pradesh; to analyse the existing community ownership of CMRISE Schools of Madhya Pradesh; to evolve strategies to enhance excellence of CMRISE Schools of Madhya Pradesh. The research findings show that CMRISE Schools are found to be better than the normal government schools of Madhya Pradesh in terms of quality of education, holistic development of child as per the NEP 2020 and teachers' availability.

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

Foundational Learning of Students in Single Teacher Schools of Aspirational Districts of Jharkhand: An Analysis

The study was conducted on Foundational Learning of Students (FLS) in single teacher schools of aspirational districts of Jharkhand. The aim of this study is to assess the learning outcomes in Literacy and Numeracy of students, the innovative practices used by the teachers and to find out the challenges faced by both the students and teachers in single teacher schools of aspirational districts of Jharkhand in enhancing foundational literacy and numeracy. The investigator used both qualitative and quantitative research approach and descriptive survey method to assess the learning outcome of students, innovative practices used by the teacher and students of Grade 3 for enhancing foundational literacy and numeracy. The findings of the study show that around 14.16 per cent, 16.81 per cent, 15.93 per cent and 17.7 per cent of the students face challenges whenever they try to solve the questions relating to this competency; listen to and appreciate simple songs, rhymes, and poems for its choice of words and imagination of foundational literacy, respectively. Approximately 29.2 per cent of the students face challenges when they are going to solve the problems regarding the competency, creating simple songs and poems on their own. Approximately 38.05 per cent of the students face challenges while solving problems, converse fluently and while holding a meaningful conversation by narrating a short story with clear plot and characters. Approximately 11.5 per cent, 9.73 per cent, 15.04 and 16.81 per cent of the students face problem while they try to solve the problems while reading-out stories and identifying characters, storyline and comprehending what the author wants to say respectively. Approximately 15 per cent of the students face problems whenever they use words to carry out day-to-day interactions effectively. Approximately 72.57 per cent and 74.34 per cent of the students face problems whenever they attempt the questions regarding the competency related to phonological awareness, syllables into words, recognise all the letters of the alphabet, use this knowledge to read and write Hindi and English words and recognise basic punctuation marks. Approximately 62.83 per cent of the students face problems whenever they attempt the questions regarding the competency related to writing a paragraph to express their understanding and experiences.



Impact of Digital Initiatives on Attainment of Learning Outcomes of Students at Upper Primary Level in Jharkhand

The objectives of the programme are to study the gaps in the holistic development (cognitive, health and wellbeing, socio-personal) of students during COVID, to study the challenges faced by teachers, head teachers, parents, students & education functionaries in teaching-learning during COVID, to find out the innovations done by teachers, head teachers, parents, students & educational functionaries to continue learning during COVID. The learning gaps in cognitive areas were studied in terms of National Achievement Survey (NAS) 2017 and 2021 class wise and learning outcomes wise. The learning gaps in holistic areas were studied with the help of a checklist which was administered to learners. The investigator used mixed research design for this project. Survey was conducted on students and stakeholders about the learning gaps, challenges and innovations during COVID. Both quantitative and qualitative data was used for data analysis.

Learning gaps (difference between average performance of students in NAS 2017 and 2021) are found in the EVS learning outcomes, such as to identify relationships with and among family members, record observations/ experiences and predict patterns, explain super sense and unusual features, describe interdependence among animals, plants and humans, explain role and functions of different institutions, trace the changes in practices, customs,, techniques of past and present, identify signs, directions, locations of different objects, suggest ways for hygiene, health and managing waste etc. Sixty two percent of learners are interested to take bath every day and 61 per cent of learners like to spend time by watching TV and mobile. 45 per cent of learners like to play video games, interacting with parents/sibling and 45 per cent of learners feel lonely at school after COVID. Majority of head teachers stated that the students did not have digital devices due to the economic disadvantage of the parents and a major issue in rural areas was related to network connectivity. Students were disturbed by the network outage and were unable to participate in online classes. Head teachers viewed that they lack knowledge of e-Content design, development, and transaction, and that they relied on district and state authorities such as Odisha School Education Programme Authority (OSEPA) for e-Content. When they attempted to create e-Contents, they encountered numerous issues with respect to video recording, storage, and editing.

Programme Evaluation of Vidya Pravesh Programmeme in Andaman & Nicobar Islands

To support the learning and adjustment of children entering Grade 1 with the primary school curriculum at the beginning of the academic session, the NCERT has come out with Vidya Pravasha three-month play-based school preparation module. This work is an integral part of the Nipun Bharat, a National Mission on Foundational Literacy and Numeracy of the Government of India and may be seen as an interim measure until the universal provisioning of quality early childhood care and education is achieved with a target that all children entering Grade 1 are school-ready at least by 2030. The research is conducted in 2 Phases. The 32 Field Investigators are involved to collect the data from



different districts. The major focus was on Document/Materials analysis of School Information schedule, Classroom Observation Schedule.

REGIONAL INSTITUTE OF EDUCATION, MYSURU

Implementation of Bag less Days for Foundational and Preparatory Stages (Grades 1 to 5) of DM School RIE, Mysuru, Karnataka

The research was conducted with the objectives to encourage children to enhance their knowledge through extracurricular activities; to promote social, emotional, cognitive and aesthetic appreciation in children; to generate interest among students in curricular and extracurricular activities without burden of carrying heavy bags; and to motivate students to learn without wide array of hands-on activities that provides a fun break from the routine.

The study reveals that the findings of the research study would help in understanding the importance of hands-on activities like Palm Printing, Clay Modelling, making a Kite, Mask, etc. to provide information about the Museum, Post Office, to enrich child's knowledge visiting a Garden/Farm, First Aid, to bring awareness about Traffic Symbols, Nature, Animals, Birds, etc. These hands-on and skill-based activities would help the child in connecting with the general academic subjects, providing opportunities to explore the basic skill requirements in their higher classes.

NORTH EAST REGIONAL INSTITUTE OF EDUCATION (NERIE), UMIAM

A Study of the Factors Contributing to Poor Performance of School Education in the State of Meghalaya in the Performance Grading Index

This research was conducted with the objective to study the factors contributing to poor performance of school education in the state of Meghalaya. As a part of the study, the last four (2017–18, 2018–19, 2019–20, 2020–21) years of the PGI Scores of Meghalaya, NAS report, etc., were used to analyse the factors/domains contributing to poor performance of students. What are the challenges encountered by the state in providing access to students as per RTE norms, special provision made for the children belonging to marginalised sections viz., girls and children belonging to SC, ST, CWSN categories and to suggest strategies to improve the status of school education of the state of Meghalaya in different domains of PGI. A workshop was organised with different stakeholders of the State where the main discussions was on identifying the areas or domains of PGI of the State of Meghalaya which are poor or lacking in the state's School Education System. It was decided that the research project should focus on the domain of Learning Outcomes, which is an essential component in the teaching-learning processes of education as per NEP 2020. A pilot study was conducted in order to gather information from primary teachers regarding their awareness on Learning Outcomes and its implementation in the classroom. It was found that majority of the teachers have no knowledge on LOs. For improving and wider circulation on Learning Outcomes in the teaching-learning processes, a Web-based application was developed with the aim to provide a platform to create awareness on National Achievement Survey among students and teachers and also, to provide an outline on how to achieve Learning outcomes in the classroom using exemplars



provided by NCF–SE of NCERT. This web application will be made available for all the stakeholders of school education.

A Study of Student’s Competencies in English and the Language Learning Context: The Case of West Tripura, Gomati Districts of Tripura with Special Reference to TTAADC Areas

The research was conducted to look into the language learning contexts and the differences in the competencies achieved in English by the students of West Tripura and Gomati District. In Tripura, the Tripura Tribal Autonomous District Council (TTAADC) takes care of the education up to the primary level, and it is supposed to adopt Kokborok as the medium of instruction in these schools, whereas in the West Tripura Schools can either be of English medium or of Kokborok medium.

Seventy schools, 38 from Gomati District and 32 from West Tripura constitute the sample of the study. The number of total Bengali medium schools were 36 and 34 were English medium schools. The total number of respondents for the study were 635 students, 299 and 336 from West Tripura and Gomati District respectively. Regarding language learning context, it is found that teachers mainly use English in doing activities and in giving instructions in English in English medium (100 per cent) schools whereas in the Bengali medium schools teacher rarely use English for instruction and for conducting activities (90 per cent use Bengali in Gomati District). Almost all the schools observed do not utilise library facilities as an additional resource and students hardly read in English except their school textbooks. The method of teaching is still predominantly the grammar translation method and a guide book is used in many schools.

It is revealed that students of West Tripura (both the mediums) are better off than their Gomati District counterparts. The Bengali medium school students could answer grammar based questions more than the comprehension and composition type questions. The average score of the test conducted in two districts has an average of 59.11 per cent and 49.75 per cent in West Tripura and Gomati district respectively. It is suggested that more attention should be given on the usage of English in the school and opportunities to use English should be given in the school as the home environments of the students in Tripura Tribal Autonomous District Council (TTAADC) areas are not supportive to the English learning.

Learning Gaps, Challenges and Innovations in Primary Education during COVID in North East Region

The objectives of this research were to ascertain the learning gaps of primary school students learning during COVID, and to study the challenges faced by teachers, head teachers, parents, students and educational functionaries in teaching-learning during COVID. The study followed a mixed research design and survey method. The total number of 70 primary schools, 5 each from rural (Aspirational District), and urban was involved in this study as sample. All teachers, head teachers and students (Grades 3 and 5) of randomly selected schools and their parents of each school were also involved in this study as sample. These sample were selected by using multi-stage sampling techniques. The tools used were focus group discussion for students, information schedule





for students, questionnaire for teachers, interview schedule for parents, interview schedule for head of schools and questionnaire for educational functionaries. The present study has been carried out among different primary schools in the five states of the North East Region. Data were collected from students, teachers, head teachers, education functionaries and parents. The findings of the present study reveals that there are numerous factors that contributed to the process of continuing learning teaching during this period which includes accessing of proper devices and network by students. In the rural areas even teachers face internet problem. Financial problems where parents cannot afford to supply electronic devices such as mobiles and laptops to their wards is also one of the problem that affects teaching-learning during this period. Through focus group discussion students reveals that the main challenges are online classes as they were not able to continue learning due to lack of devices such as smartphones or laptop. The students also reveal that face-to-face communication with teachers is much better compared to online classes. The educational functionaries also reveal that learning teaching was greatly affected as the teachers do not get proper training on how to carry out online classes during the COVID period. The study also reveals that despite the guidelines issued by the government to continue teaching-learning some of the schools especially in rural areas could not do so because of lack of accessing device and network. Basic facilities to continue teaching-learning process were also not provided by the government. Head teachers are of the opinion that some other major issues which came into notice during this period is the inefficient skills of teachers to operate devices and use the blended mode of teaching. With an increase in age knowledge in information technology is diminishing; while young teachers are more comfortable with it. Hence, continuous monitoring and evaluation is needed to provide proper teaching-learning to students if such situation rises again in the future. The study also found out that the schools have struggled to transition from traditional methods of teaching to an online mode. Though COVID has disrupted the education system in primary education, we can look at this moment as an opportunity for a change. It is suggested that steps may be taken up to provide inclusive e-learning to foster learning and to tackle the problem of digital divide in both urban and rural areas. Strengthening the educational infrastructure is essential to ensure that teaching-learning is not affected during these difficult times.

Documentation and Research on Sign Language for Teaching English, Mathematics, and Social Sciences

Data collection followed standard linguistic methodology across the eight states in the Northeast region. The gathered data was then organised into a web-based database, given the visual characteristics of sign language. The database encompassed information on sign language functionality, grammar, and state-specific deviations in sign language representations of selected English terms. This report highlights the diverse nature of sign language, showcasing discrepancies in signs for identical English terms across various states. Despite incorporating roughly 10,000 lexical entries into the database, the actual count of signs may surpass this estimate due to sign language variations. The Digital Database of Indian Sign Language and Educational Resources (DDISLER) is a key outcome of this research. It includes a sign



bank (a glossary of commonly used signs) from Deaf Communities is in the Northeast region, along with a selection of educational e-content material translated into ISL. This resource is not just for the teachers and students but also invaluable for educators, researchers, and anyone interested in understanding or studying ISL within the context of the North East. Moreover, the web-based nature of the app ensures accessibility from any device with an internet connection, making it widely available and user-friendly. Initiatives like the DDISLER aim to break down communication barriers and create a more inclusive society where deaf individuals can fully participate in education, literature and everyday interactions.

Curricular Transaction and Learner Assessment in Rural Elementary Schools (Upper Primary): Lessons from a Rapid Survey

Small institutional research titled as, ‘Curricular Transaction and Learner Assessment in Rural Elementary Schools (Upper Primary): Lessons from a Rapid Survey’ was conducted to study the prevailing practices of curricular transactions and learner’s assessment, students’ perception of the current pedagogical practices and assessment, teachers and head teachers’ awareness of the fundamental changes envisaged for curricular transaction and assessment as per the NEP 2020. The research employs a descriptive survey method. Classroom observations, focus group interview and semi-structured interview schedule were used to collect the data. The study reveals that by and large, there is not much change in curricular transactions and assessment as envisaged by NEP 2020. The common assessment practices remain pen and pencil test, question and answer, observation, projects, assignment and group work sometimes besides the normal examinations. The teachers need to get much more rigorous orientation on the NEP 2020 and its implications for pedagogy and assessment.

A Study on the Pedagogical Innovations in the Elementary Schools of Rural Assam

The objectives of the study were to study the existing pedagogical practices in the rural schools of Assam at elementary level; to identify the innovative pedagogical practices by the teachers in curricular transactions; to document the innovative practices on identified criteria viz., the class, subject, cost. The research sample included ten elementary schools, 5 schools from two blocks of Kamrup District of rural Assam. They were selected in consultation with the authority of Samagra Shiksha. Tools used were, Focus Group Discussion (FGD) will be conducted including hundred students, ten students from each school. Classroom observation schedule were also made for the entire available teachers till elementary level (40–50 Nos.) in the sample schools. Data analysis was done qualitatively. The pedagogical innovations in the schools involved experiential learning through field trips to kalakshetra, Science museum, Zoo, performing cultural activities, toy-based pedagogy, etc; Writing the students experience after different activities was found to be very effective which was documented in the school. Schools also exhibited the models and teaching aids made by the students. Sports activities were also being done, especially ‘Ludo and Chess’ for the development of problem solving and decision making skills. Community ownership of the schools were also observed and is worth mentioning due to their involvement in conduction of awareness programmes



on Biogas, involvement in gardening, cleanliness drive, etc; to create a loving atmosphere in the school. SMC was also found very active in some schools. Eco-club activities were also done in the schools. Survey projects were given to the students as a part of their teaching-learning process.

A Study on Awareness of Psychosocial and Educational Issues of Children of Tea Garden Labourers of Assam

The study aimed at exploring the provisions for psychosocial and educational development of children of tea garden labourers of Assam, the awareness of students, parents and tea garden functionaries on these issues and to evolve a framework for the promotion of health and well-being of the children of tea garden labourers. Descriptive survey method was used with the sample being randomly selected from 2 Districts of Upper Assam, where tea gardens are abundantly found. Key informants included the—School Adolescents (100), Teachers/Head Teachers (20), Parents/Community Members (50). Purposive/incidental sampling techniques were followed in selection of schools and key informants. Interview schedules for head teachers/teachers, parents and Focus Group Discussion for student informants. The qualitative data was analysed with the help of thick description of opinions, events, and situations. Field-notes were extensively used to capture first-hand experiences and observations by the researchers.

Findings revealed that most of the children were first generation learners. They are irregular in school, and are subject to stress and depression. Alcoholism and related violence at home is a major problem due to easy access to country liquor. Parental care is very less. Baby-sitting and household chores are a major cause of school absenteeism and drop out.

There is high incidence of skin diseases and other illnesses like stomach ache, low vision, fever, tuberculosis, jaundice, epilepsy and cancer. Hygiene is poor and malnutrition is high. Sudden death is also seen in many cases. Every class has 7–8 students who consume *gutkha*. Children are very less emotional. Girls are reported to come to the school because of the availability of sanitary pads in school. Around Grade 8, many girls get involved in sexual activity. Early marriage by Grade 10 is also prevalent among the community. Most of the girls had no aspirations in life. Very few girls wanted to become teacher or doctors. One of the students wanted that knowledge on menstrual hygiene and sex education should be introduced. No bus from tea garden side to commute to school. Some students have to walk for 6 kms to reach school. Basic facilities are not available. Students have to leave school early because of nature's call. With the meagre wages of parents, it is difficult to sustain the school expenses. Due to access to android mobile phones, too much of screen time is common. All labourers are not permanent employees of the tea garden. Some are casual employees (designated *Faltu*) only for the plucking season (@ Rs. 135/- per day for 6 days in a week (i.e Rs. 810/-). Some of the parents wanted that their children should study hard and try to get out of the garden to earn their livelihood.



The problem of the children of tea garden labourers needs to be addressed holistically. Their problems need a concerted effort from the perspectives of health, nutrition, awareness, socio-economic status, etc. Government needs to take a more proactive role in their well-being. Any schemes introduced for their betterment require continuous monitoring and supervision of the government. Community engagement can also be one of the ways of improving the situation of the tea garden labourers' children.





4. Development Activities

NCERT undertakes various developmental programmes to enhance the teaching-learning process in school and teacher education. These programmes encompass the development of audio-visual materials, textbooks, handbooks, training packages, manuals, supplementary readers, kits and more. During the reporting year, the Council focused on the development of guidelines for syllabi and Teaching-Learning Materials (TLM) across all stages of school education. This included the creation of syllabi and textbooks in line with the National Curriculum Framework for School Education (NCF-SE) 2023 and National Curriculum Framework for Foundational Stage (NCF-FS), including the *Jaadui Pitara* (both physical and digital versions) — a collection of Foundational Stage teaching-learning materials. Additionally, Holistic Progress Cards were developed to strengthen the implementation of competency-based assessment, as well as *Firkee Bachchon Ki*, a thematic resource on numeracy for the Foundational Stage and a teacher's handbook for Grades 1 and 2 textbooks.

Under the *Ek Bharat Shreshtha Bharat* (EBSB) initiative, NCERT developed the Hindi version of online language courses in 22 Indian languages and translated textbooks and supplementary materials into Hindi, Urdu, Sanskrit and other Indian languages. Syllabi and textbooks were developed in Hindi, Sanskrit, Urdu and English, along with e-content in multiple languages. A quadrilingual illustrated dictionary of cultural words, *Samajh ka Madhyam* in 22 languages, and additional resources were also produced.

The Council developed modules on India's recent achievements, *Nari Shakti Vandan* to empower women, a training module for integrating concerns of transgender persons into school processes, experiential learning materials for teacher educators and guidelines for art-integrated learning. A teacher's handbook on language instruction in multilingual and multi-grade settings, documentation of traditional toys and games from Manipur, experiential learning materials for mathematics, and activities based on learning outcomes in science subjects were also developed. Bridge courses in Hindi, English, Urdu and Sanskrit were prepared, along with resource materials based on games, toys, models, videos and art integration in science. Audio-video resources for science education and guidelines for the curricular integration and implementation of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in schools were also key developments.

Resources developed by the Council also included the Legal Literacy Handbook for curriculum developers, models, games and videos to promote toy-based pedagogy in social sciences, modules for the Ayushman Bharat School Health and Wellness Programme and a trilingual dictionary of political science. E-resources were developed for school and teacher education curricula, including e-content on Toy-based Pedagogy. A dynamic website to track these programmes, digital resources for pre-vocational and vocational education and web applications were also created. The Council developed flip-books and promotional materials for handicrafts and the carpet sector, a green technology park, a virtual tour for the AMHF sector and a state plan for implementing the hub-and-spoke model.

To promote adult literacy, NCERT developed *ULLAS Concise Primers, Margdarshika* for volunteer teachers, learning outcomes and pedagogical processes for literacy and numeracy and guidelines for primer development. Worksheets for foundational literacy and numeracy, assessment items and papers, audio-video programmes and resources for the 'Education for All' vertical on the DIKSHA portal were developed. These included graphic storybooks, animated videos and promotional materials on education for all. Disaster management resources were also integrated into the 'Education for All' vertical on the DIKSHA portal.

DEPARTMENT OF ELEMENTARY EDUCATION (DEE)

Jaadui Pitara (Physical, Digital and e-Jaadui Pitara)

The *Jaadui Pitara* is a collection of teaching-learning material which has been developed for the Foundational Stage based on the recommendations of NEP 2020 and NCF-FS, 2022. This *Jaadui Pitara* includes picture, reading posters, toys, dolls, puppets, activity cards, trainer's handbook graded reading series *Barkha* and a User's Manual. Teaching-Learning Materials (TLM) for all the five domains of development is provided in the *Jaadui Pitara* which offers scope for integrating play-way methods of learning through toys and games along with a variety of other activities that lead children to develop critical thinking and problem-solving abilities. The user manual for *Jaadui Pitara* provides guidance to the users about the materials, its objectives and method of using it with children.

The digital version of *Jaadui Pitara* have been developed. All the digital content of the *Jaadui Pitara* has been translated into 22 Languages and uploaded in DIKSHA Portal. Short videos on '*Jaadui Pitare main kya hai*' have been developed to showcase the material in *Jaadui Pitara*. Videos on "how to use the materials kept in *Jaadui Pitara*" in the classroom with children have also been developed and uploaded in DIKSHA portal.

An e-*Jaadui Pitara* has been developed which can be downloaded from the Play Store. The e-*Jaadui Pitara* is basically designed for teachers and parents. It has repository of activities, stories, rhymes, songs, puzzles, cards, audio books, toys and games and charts which can be used by the parents and teachers to design age-appropriate activities for children in the Foundation Stage. It has AI based bots, *Katha Sakhi*, Parent Tara and Teacher-Tara which can answer any questions posed based on NCF-FS, NEP 2020, Unmukh and other documents.

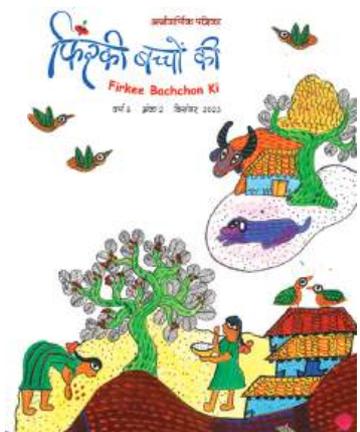


Special Modules for Supplementary Reading

Special modules for the children of Foundational and Preparatory Stages of School Education have been developed as supplementary reading materials for enriching them with the achievements of Contemporary India. The modules have been developed on different themes viz., Cleanliness (Two Modules); *Nari Vandanam*; *Chandrayaan*; Save Energy for A Green Future: Sustainable Energy Resources; G20: Symbol of Development (Hindi and English); Let us Know! What is G20? (Hindi and English); Inculcation of Good Habits for a better future.

Firkee Bachchon Ki

Firkee Bachchon Ki is a children's magazine for learners at Foundational Stage especially of Grades 1 and 2. It targets readers in the age group of 5–8 years. It is a biannual and bilingual magazine which includes works in English and Hindi. It is developed with the purpose to promote reading and writing skills in early years of childhood. It caters to different genres and provides children with rich and varied language experiences. This magazine caters to the needs of children by providing them with relevant, interesting reading material in Hindi and English. The magazine also includes poems, stories and pictures developed by students from different parts of India. This will help motivate the children in developing close association with the content. Illustrations hold an important place as they provide support in reading and understanding the text. It makes it possible for children to predict and make guesses in the process of meaning making. Workshops with children (at Foundational and Preparatory Stage) of schools at Gadchiroli, Maharashtra and Gandhi Nagar, Gujarat and with the writers and illustrators have been organised for the development of content and illustrations as well. Issue of June and December 2023 of the magazine is in the process of printing. These are useful for enhancing the foundational literacy skills of young learners.



Thematic Material on Numeracy at the Foundational Stage

Thematic books play a crucial role in developing foundational numeracy skills by providing engaging and context-rich learning experiences. It offers repeated exposure to numerical concepts through storytelling, games and activities, supporting the development of numerical fluency and automaticity in basic arithmetic. It incorporates numeracy concepts into captivating stories,



characters and settings, capturing children’s attention and motivating them to explore mathematical ideas in a fun and interactive way.

NCERT in collaboration with National Institute of Design (NID) Ahmedabad and Gandhinagar, is designing and developing multi-sensory theme books for all groups of children based on Universal Design for Learning (UDL) principles. Themes selected for the development of thematic material included numbers, shapes, colours, measurement and patterns. Materials were drafted to cover topics such as one-to-one correspondence, classification, sorting, counting, 2D shapes (circle, rectangle, square, triangle), colours (red, yellow, green, blue), measurement (length, weight, time, days of the week, Indian currency) and pattern recognition and creation.

Teacher’s Handbook for Grades 1 and 2 Textbooks

Teacher’s Handbook for Mathematics, Hindi, English and Urdu for Grades 1 and 2 has been developed. This handbook includes the theoretical and practical aspects of the content given in the book. The handbook also gives ideas to the teachers for the extension of activities given in the textbooks and devising assessment tasks as per the levels of the children.

Development of Syllabus and Textbooks for Preparatory Stages

The syllabus and textbooks for Hindi, English, Maths and Urdu, the World Around Us, Art Education and Physical Education and Well-being are being developed.

DEPARTMENT OF EDUCATION IN LANGUAGES (DEL)

Ek Bharat Shreshtha Bharat (EBSB) Development of Hindi Version Online Language Courses in Twenty-two Indian Languages

National Education Policy (NEP) 2020 advocates and emphasizes 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 through our languages. A programme to develop online courses in 22 Indian languages for learners in school as 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. Learners will be able to get 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 the other languages and cultures to become harmonious and contributing citizens and to enable them to be world citizen. The text modules of the online courses in 22 Indian languages of the Eighth 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 ten modules through which



learners in school will get to learn that the language through blended mode of text modules and audio and video materials. The course adopts the suitable online platform like MOOC or DIKSHA.

Translation of Textbooks and Other Supplementary Materials in Hindi, Urdu, Sanskrit and other Indian Languages

The programme was undertaken to identify and translate the textbooks and supplementary materials developed by NCERT for learners, teachers, teacher educators and advocacy materials for parents, students and others into required languages. It aims to disseminate knowledge and practices in school and teacher education in the languages of India to ensure equity in education as intended by the National Education Policy 2020 and to create discourses in education in Indian languages through the translation of materials and ideas into the languages of India. It had identified textbooks and materials required to be translated into (Indian) languages through a mechanism within the NCERT and its constituent units. The workshops with the identified experts and subject specialists for translating the materials in the languages were conducted. The programmes elected and reviewed the translated materials by a different group to ensure the quality and accuracy of the content and language and finally, it published and disseminated the translated materials for wider use by school system, state educational agencies, universities and researchers.

Syllabus and Textbooks in Hindi, Sanskrit, Urdu and English

The programme has been formulated to develop textbooks in the languages, Hindi, Urdu, Sanskrit and English as per the guidelines of the National Education Policy 2020 (NEP) and the National Curriculum Framework for School Education 2023. It aimed to identify and consult experts from across the country in language education and materials development. It also aimed to identify and select themes, texts and narratives in the languages, Hindi, Sanskrit, Urdu and English for textbook development. The process of identification of textbooks and materials required to be translated into (Indian) languages through a mechanism within the NCERT and its constituent units was taken with the support of external subject experts.



*CAG meeting of Languages
held from 18–21 December 2023 at NCERT*



*CAG Meeting for Development
of Syllabus and Textbooks in English Language*

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

e-Content in language has been developed to provide learners an added resource for learning languages and to familiarise them with digital resources of learning. The programme developed activities for QR codes in the textbooks. Different



mediums of ICT were explored to create variety in e-Content by taking the support of CIET. Interactive discussions on *SWAYAM PRABHA* by the faculty are another interactive medium that highlight way and means of supporting effective language teaching-learning in school. Fifteen audio and fifteen video scripts on poems, stories, dramas, autobiographies, etc., have been developed in Urdu language.

Resource Centre in Languages

A resource centre called *Bhasha Ghar* has been established to document language resources. It aims to provide resources and academic inputs to the States and other stakeholders. It showcased and utilised language resources for activities suggested in NEP 2020 such as multilingual or bilingual books, promotion of Indian classical and foreign languages and activities under *Ek Bharat Shreshtha Bharat*. The existing resources in languages has been categorised and organised and even procured, categorised and arranged new resources in print and non-print formats including textbooks. The catalogue of all resources has been developed.

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

Dictionary has been developed with a view to improving the quality of school education. Vocabulary development is a major component of language learning. Keeping in view the multilingualism of our plural society and realising the importance of our rich and cultural and linguistic heritage a quadrilingual (Urdu-Urdu, Hindi-English-Sanskrit) illustrated glossary has been developed. This helps to promote and preserve our composite cultural life.

Handbook of Activities based on Learner-centred Pedagogy of Urdu Language at (i) Foundational and Preparatory (ii) Middle and Secondary Stages in the light of NEP 2020

The programme has been undertaken to develop activities for teaching and learning of Urdu. It aims to promote experiential learning providing a variety of activities to improve Urdu language competencies. These activities help to make the learning experience more interesting and engaging by bridging the digital divide.

Samajh ka Madhyam in Twenty-two Languages

The objectives of this programme are to disseminate academic inputs on multilingualism to the States, UTs and other stakeholders and create awareness about the mother language as a medium of learning. The book *Samajh ka Madhyam* is translated into twenty-two languages. This translated version is a resource for the teachers, educators and policy makers to promote mother language in school education. It helps to enhance language skills, competencies, critical thinking skills and reflective ability.

Modules on Recent Achievements of India

NCERT at the behest of the Ministry of Education has undertaken a significant initiative of developing and translating the modules on recent achievements of the country in various fields. The Department of Education in Languages has undertaken the programme of translating the modules into Modern Indian Languages. This comprehensive translation effort is planned to cover a total of



22 languages. The modules, encompassing titles such as *Bharat Expedition to Moon, India's Space Mission, Journey Towards Moon, Bharat the Moon, Exploring the Indian Moon Mission, and Towards Moon and Beyond, Naari Shakti* (Women Empowerment) and G20 are designed to provide accessible and informative content in multiple regional languages. This initiative aligns to make education more inclusive and widely accessible to students and individuals across the linguistic spectrum in India.

Bridge Courses in Hindi, English, Urdu and Sanskrit (Online)

Language learning is critical for the development of the individual which is a continuum across stages. The vision for language learning is thus to develop knowledge, appropriate capacities, competencies and desirable moral and democratic values. The bridge course in Hindi, English, Urdu and Sanskrit have been developed with having different objectives such as to enable students to understand the world around them, to develop the ability to express ideas and feelings, to develop the reading skills, to develop the writing skills, to develop the communication skills, to help develop vocabulary and grammar in context, to enable them to be creative, think critically and be able to use language proficiently, to make reading and learning classes full of fun and motivational at the same time and to provide customised learning experience.

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS (DEGSN)

Indigenous Toys, Games and Sports for Promoting Education at Foundational Stages among Tribal Areas in North-East States

In Indian sub-continent, many tribes inhabit in remote areas and each tribal group is having their own rich culture. As part of culture, all tribal groups are having their indigenous process of toy making and practicing games-sports. These indigenous toys making and games-sports are very significant not only to entertain but also to reflect the ethos, moral values, unity, discipline, civic sense, knowledge, responsibility, etc. Taking this into consideration, a project titled 'Documentation of Indigenous Toys, Game and Sports of North-East States for Inclusive Classroom at Foundational and Preparatory Stages' was undertaken to document materials related to the tribal indigenous toys and games-sports of North-East states. Accordingly, a planning meeting was organised and schools were selected in tribal concentrated areas of Aspirational district for collecting resources on tribal indigenous toys, game-sports. Consequently, field visits were conducted in tribal concentrated areas of Darrang district of Assam, Namsai of Arunachal Pradesh, Ri-Bhoi of Meghalaya, Mamit of Mizoram, Kiphire of Nagaland, Western part of Sikkim and Dhalai district of Tripura and relevant materials were collected from schools and different tribal groups. Then, a five days' workshop was organised and finalised the collected materials related to the tribal Indigenous toys and games-sports. Further, modification was incorporated in the materials and a total of 210 documents including both toys and games-sports were finalised.

Modules on Nari Shakti Vandan—Empowering Women

Two special modules for students of various stages of school education on *Nari Shakti Vandan—Empowering women: A Pathway towards progress and Development and Political Participation of Women for Equality and Empowerment,*



have been developed. These modules aim to sensitise students and teachers on gender sensitivity as well as on varied aspects of women's empowerment such as social, political, economic and contribution of women in Indian arts. These modules also highlight various initiatives to empower women in various aspects of life as well as for societal development. The digital versions of these modules are available on NCERT website.

DEPARTMENT OF GENDER STUDIES (DGS)

Training Module on 'Integrating Transgender Persons' Concerns in Schooling Processes'

The draft training module on 'Integrating Transgender Persons Concerns in Schooling Processes' has been developed keeping in mind the concerns of inclusion of transgender in school education system with a whole school environment and sensitising and equipping teachers, principals, school support staff, teacher educators, as well as other stakeholders to integrate students with diverse gender identities. Experts and academicians from various organisations like National Commission for Protection of Child Rights (NCPCR); National Human Rights Commission; National Council of Transgender Persons, University of Delhi; Jawahar Navodaya Vidyalaya and various others were part of drafting this module. The module dwells into themes like 'Transgender and the Legal Provisions', 'Creating Inclusive Environment for Transgender in Schools', 'Challenges and Possibilities', etc., providing wide range of activities and practices for various stakeholders for integrating transgender concerns in everyday schooling practices. The draft module has been uploaded on the NCERT website for comments and suggestions. Based on the feedback received, necessary suggestions were incorporated.

DEPARTMENT OF EDUCATION IN SOCIAL SCIENCES (DESS)

Syllabi and Textbook as per NCF-SE 2023

The Curricular Area Groups (CAG) for Social Sciences, Economics and Physical Education and Well-being have been constituted to develop syllabi and textbooks for all stages of school education. The textbooks for Social Science and Physical Education and Well-being for Grade 6 are currently being developed for the academic session 2024-2025. In addition to this, CAG Physical Education and Well-being is also involved in the development of textual material for Grade 3.

The Legal Literacy Handbook for Curriculum Developers

The Handbook on Legal Literacy has been prepared with the objectives to make the students, teachers and the stakeholders aware about the existing laws, promote knowledge about the redressal mechanism, develop creative expression for understanding laws and identify workable strategies of linking laws with the school curriculum. In the contemporary times, awareness of laws is important for children in their growing years as it makes them a well-informed citizenry capable of exercising their rights and duties in a responsible manner without impinging on the rights of others. Being part of the largest democracy, the knowledge of laws serves the peoples including curriculum developers with tools of power and self-realisation. The understanding of the legal system and legal processes is important for empowering the self. The Handbook contains



the themes: Legal Literacy and its relevance in contemporary times, Democratic participation and electoral awareness, Juvenile justice system in India, Gender Justice a vehicle for transformatory social change, Empowering the children from sexual offences, Road safety for children and adolescents, a pathway to a safer future, Safe school Environment, Conservation of environment with the help laws and ethical practices, Cyber security and information technology, and International Convention on human rights, child rights and equality. The Handbook also includes the new criminal law that is the *Bhartiya Nyaya Sanhita* 2023.

Model/Games/Videos and Storyboards for Promoting Toy-based Pedagogy in Social Sciences

As a part of the Toy hackathon under *Samagra Shiksha*, the programme for development of model, games, videos and storyboards for promoting toy-based pedagogy in Social Sciences was undertaken. The objective of the programme is to make learning more engaging and innovative in different subjects of social sciences. It also enables children to connect with their traditions and culture. Additionally, it promotes experiential learning and simplifies abstract concepts. Key concepts were identified from the social sciences teaching-learning materials. This was followed by the development of the replicas of toys, models, games, videos and storyboards, etc., which were tried out in the DMS school of RIE, Bhopal, Bhubaneswar and Mysuru. Its use in the classrooms benefited learners from the diverse backgrounds by streamlining their learning and facilitating in understanding of abstract concept. Activities and games were attached with each toys, models, games and videos. It was observed that its use in the classroom promoted experiential learning. The students responded to the queries raised in the classrooms, which enhanced their problem-solving and critical thinking skills. Furthermore, it enriched their understanding of tradition, culture, economy and polity of the country.

Bridge Month Programme for Grade 6 in Social Sciences

The Bridge Programme in Social Sciences aims at making children familiar with the explorative and engaging pedagogy of social sciences for their smooth interaction with social and human environment to which they will be exposed in Grade 6. The objective of this Bridge programme is to address learning gaps and to build a strong foundation for easy transition. This will enrich the interest, motivation and ability of the students by revisiting and reinforcing the social science concepts from simple to the complex ones.

Modules for e-Course on Ayushman Bharat School Health and Wellness Programme

Eleven modules of e-Course on Health and Wellness of School Going Children, namely, Growing Up Healthy, Emotional Well-being and Mental Health, Interpersonal Relationships, Values and Responsible Citizenship, Gender Equality, Nutrition, Health and Sanitation, Promotion of Healthy Lifestyle, Prevention and Management of Substance Misuse, Reproductive Health and HIV Prevention, Safety and Security against Violence and Injuries, Promotion of Safe Use of Internet, Gadgets and Media have been developed.



Trilingual Dictionary (English – Urdu version) of Political Science for Schools

The objective of the programme was to develop an English, Hindi and Urdu version of the Dictionary of Political Science for school children. As Political Science contains concepts that are often complicated for children to understand, having the Dictionary in the English, Hindi and Urdu languages will help students comprehend concepts in their textbooks better and help them gain better understanding of the subject. The Dictionary contains 332 prominent concepts that are constantly in the textbooks of Political Sciences (including Social and Political Life I-III, textbooks of Social Science from Grades 6 to 8).

Special Modules on Recent Achievements of India

The special modules on the themes Bharat's *Vasudhaiva Kutumbakam* towards G20 Countries, Known and lesser-known freedom fighters in India, *Pradhan Mantri Garib Kalyan Yojana* (PMGKY) under the theme of *Garib Kalyan*, G20 *Vasudhaiva Kutumbakam*, *Panch Pran*—for Making India *Vishwa Guru* on the Globe, Historical Perspective on Relevance of *Swachhta*, Democracy in Ancient India, Democracy in India: Past and Present, Democracy through the Voting System: Past and Present, Exploring the Idea of Welfare State in Kautilya's *Arthashastra*, Women Empowerment: A Pathway to Progress and Development and COVID-19 Management were developed.

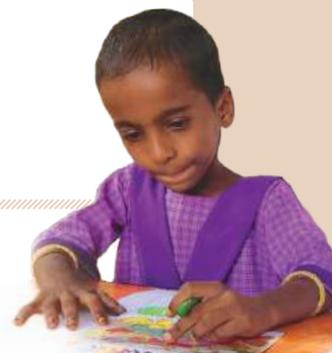
DEPARTMENT OF EDUCATION IN SCIENCE AND MATHEMATICS (DESM)

Experiential Learning Material for Teacher Enabled Classroom of Mathematics at Secondary Stage as per NEP 2020

The project highlights the success of mathematics lesson plans based on experiential learning aligning with the goals of NEP 2020. Both teachers and students rated their overall understanding as 'Excellent', indicating high levels of engagement and comprehension. Students particularly found examples and practice to be the most helpful aspects of the lessons, followed by clear explanations and interactive activities, demonstrating the effectiveness of varied teaching approaches. The teaching methods were highly engaging, with many students giving top scores, which suggests that they enjoyed and actively participated in the lessons. Students found the mathematics classes interesting, as none selected 'No', showing a positive reception and effective student engagement. Feedback emphasised a strong connection between the lessons and real-life applications, validating the experiential learning approach in linking theoretical concepts to practical scenarios. Additionally, visual aids such as diagrams and charts significantly enhanced student understanding, highlighting their value in teaching. In conclusion, the lesson plans effectively engaged students, promoted comprehension and connected theoretical concepts to real-life applications. By continuing to address diverse learning preferences and incorporating more interactive elements, future lesson plans can further enhance student engagement and learning outcomes.

Learning Outcomes based Activities in Biology, Chemistry, Physics and Mathematics at Secondary Stage (Level II)

Learning Outcomes (LOs) based resources such as Infographics, Byte-sized videos and Assessment items, covering all the LOs at Higher Secondary Stage



in Physics, Chemistry and Biology were reviewed, revised and finalised in the light of National Education Policy (NEP) 2020. Subject-wise number of Infographics and Byte-sized videos finalised are Physics–37, Chemistry–40 and Biology–41 for Grades 11 and 12 each. In all the three subjects, around 20 assessment items (10 at moderate level and 10 at high level) were also developed for each learning outcome. These LO based items were reviewed and finalised in workshop mode, involving experts and practicing teachers. Further, while developing the infographics, care has been taken to address the learning needs of learners with special needs.

It is expected that the teachers, teacher educators and other stakeholders may use these Learning Outcomes based resources during teaching-learning process to develop the desired competencies among students. The teachers, teacher educators and other stakeholders may adapt or adopt them as per the situation, context and availability of resources.

Syllabus and Textbooks in Science and Mathematics in the light of National Education Policy 2020

The National Education Policy (NEP) 2020 aims to ensure universal access to quality education at all levels and intends to emphasise on Science, Mathematics and Computational Thinking to address the numerous expanding developmental needs of the nation. Various Curricular Area Groups (CAGs) were constituted for different subject areas including Science and Mathematics. Based on the directions from the NEP 2020 and the corresponding Curriculum i.e., National Curriculum Framework for School Education 2023 (NCF–SE 2023) developed in its light, the NCERT has developed syllabi for various grades. Based on the syllabi developed for Grades 6–10, the work of textbooks development began for Grade 6 in Science and Mathematics. The development of syllabi and the textbooks happened after consultations with subject experts and practicing teachers. Various in-depth deliberations spanning several meetings were held both online and in person. The textbooks of Science and Mathematics for Grade 6 are being developed.

Hindi Version of Biotechnology Textbook for Grades 11 and 12

As one of the subject disciplines, Biotechnology textbooks for Grades 11 and 12 were earlier developed by NCERT. To fulfil the needs of students pursuing studies in Hindi medium, the Hindi versions of the Biotechnology textbooks for Grades 11 and 12 are in the process of development. Both the textbooks have been translated into Hindi, and after review, the manuscripts of the Hindi versions of the Biotechnology textbooks for Grades 11 and 12 are being finalised.

Modification and Development of Mathematics Laboratory

Mathematics lab is a valuable addition to the traditional classroom setup. It provides a hands-on experience for students to explore mathematical concepts and develop problem-solving skills. The lab activities can be 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. There are around 200 models designed in Middle and



Secondary Stage of Mathematics in this programme. In conclusion, updating mathematics laboratories with the NEP 2020 can help in promoting critical thinking, problem-solving, and analytical skills among students.

Modification and Upgradation of Biology and Biotechnology Laboratory

Emphasising the importance of making biology learning activity-based, experiments and activities in the biology and biotechnology laboratory have been designed with a child-centric approach to promote holistic development. These experiments are intended to complement the understanding of biological and biotechnological concepts as presented in NCERT textbooks at various stages of school education. As part of this programme, a brochure and general guidelines for laboratory maintenance and upkeep have been developed. Approximately 10 activities for the Middle Stage and 13 experiments for the Secondary Stage have been created to foster scientific temper among learners.

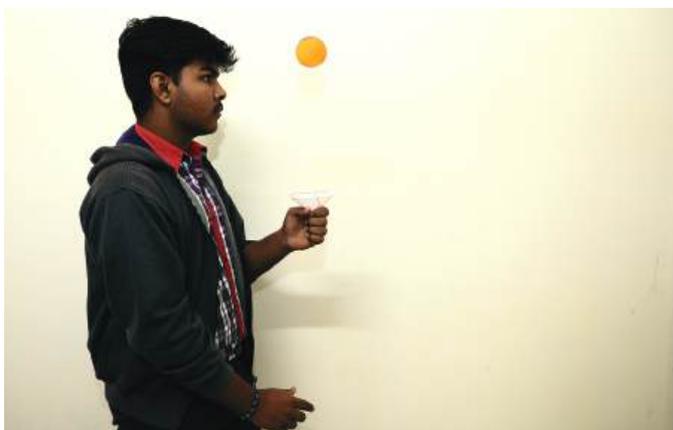
Care and Upkeep of Chemistry Laboratory

The Chemistry Lab is well-equipped for conducting teacher training activities and workshops which will help in learner-centric ways of Teaching and Learning. Chemistry labs are vital places for students to conduct practical experiments, study and for exploration. Students have opportunities to apply theoretical knowledge to real-world scenarios in the laboratory setting, which deepens their grasp of chemical phenomena and principles. However, regular facility maintenance and upkeep are just as important to a chemical lab's efficient operation. To maximise the instructional value of laboratory activities, preserve equipment and resources, and ensure the safety of students and teachers, proper care and upkeep of the laboratory are essential. It addresses many topics, such as waste management, equipment upkeep, storage techniques, safety precautions and hygienic requirements. Various innovative activities and experiments are designed in keeping the view of NEP 2020 for Secondary Stage. As a part of this programme, a brochure and guidelines for laboratory maintenance and upkeep have been developed.

Resource Materials 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, problem solving, etc. Toy, games and art form-based pedagogy plays a vital role in this endeavour. In addition to this, there is an urgent call to work upon preservation of our cultural heritage such as art forms, games and toys which are becoming extinct.

Keeping this in view, a resource material to integrate science concepts with various activities



A student playing 'Swing me up' with a toy



such as games, toys and art-integrated activities at Secondary Stage 1 (Grades 9 and 10) has been developed. The material aims to promote learning of science through experiential, innovative, interactive and child-centered learning, enabling learner to connect with their tradition and culture and conservation of traditional art forms, games and toys, which are otherwise becoming extinct. The resource material is in the process of finalisation for publication in the form of book namely, 'Science: Explore and Play' and bilingual book namely 'From Creative Expressions to Science'.



Students performing shadow puppetry on life cycle of Hydra

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

The need for audio-video resources has become very significant during the COVID 19. During the last few years, the audio-video resources have been prepared to meet the requirements of the hour. Now the use of it has been increased drastically by the teachers, students and many other stakeholders. Audio-video materials cater diverse learning needs of different learning styles as well as facilitate practicing teachers to carry out the experimental work supplementing hands-on approaches along with integration of ICT. Around 50 scripts based on laboratory manual in science have been developed. Some of the activities are recorded and edited. The process of the production of the remaining audio-video programme is under progress.

Audio-video Resource in Chemistry at Secondary Stage (Phase-II)

Audio-video programmes based on the NCERT Textbook in Chemistry at Secondary Stage were designed and developed by keeping in mind the needs and difficulties faced during the teaching-learning process in a classroom as per the recommendations of NEP 2020. These audio-video materials facilitate students and practicing teachers to carry out the experimental works supplementing hands-on approaches and integrating ICT. Many experiments and activities have been developed in Chemistry at Secondary Stage. Some audio-video resources were also developed keeping in view the necessities of children with special needs.

Syllabi in Agriculture (Natural Farming)

Natural farming considers a holistic relationship of plants with other plants, animals and five elements or *Panchtatva* of the nature (Earth, Water, Fire, Air and Space) for sustaining the life on land. The excessive use of pesticides and chemicals during the Green Revolution has resulted in harmful consequences, such as cancer and various health crises. While addressing these challenges, natural farming emerges as a sustainable solution, that prioritise the health of both soil and the environment. Natural farming is essential in recent scenario, promoting sustainability, healthier soils and rich biodiversity. By reducing



harmful chemicals, it boosts climate resilience and yields healthier food while lowering farming costs and ensuring economic viability. Integrating natural farming into school education, in line with NEP 2020 and NCF–SE 2023, equips students with practical skills and a deep environmental consciousness. This approach instils pride in India’s agricultural heritage and fosters holistic child development, preparing future generations to tackle agricultural challenges with sustainable and conventional approach. In view of the above, guidelines have been developed for integration of natural farming across the curriculum in school education. In addition to developing guidelines for integrating natural farming into the school curriculum, a model demonstrating natural farming practices was established at the NCERT campus. This model aims to be propagated throughout the school system, providing practical examples of how natural farming can be implemented effectively. These guidelines encompass various aspects of soil preparation, utilising traditional methods like ploughing and manuring to uphold soil fertility. Soil assessment prior to planting, along with adequate watering for dry land, is crucial. Moreover, incorporating compost, crop residues and cover crops enriches soil health, while crop rotation safeguards against diseases and promotes nutrient cycling. Utilising natural substances like *Beejamrit* and *Jeevamrit*, as well as insecticides like *Neemastra*, *Brahmastra* and *Agniastra*, ensures pest control. Employing mulch conserves moisture and suppresses weeds, creating an ideal environment for natural farming practices in school gardens. The objectives were to establish and spread a natural farming model in schools, aligning with the NEP. Students will learn the principles and skills of natural farming, alongside waste management and soil health improvement techniques. The model aims to reduce dependency on external inputs while promoting sustainability and resource optimisation. It is a holistic approach to education that nurtures both practical skills and environmental consciousness. The natural farm model in NCERT campus is running successfully and offering vegetables on a first-come-first-serve basis.

DEPARTMENT OF CURRICULUM STUDIES AND DEVELOPMENT (DCS&D)

Guidelines for Syllabi and Teaching-Learning Material (TLM) across the Stages of School Education as a follow-up of NCF–FS and NCF–SE

As a follow-up of the National Curriculum Framework for School Education 2023, the process of development of syllabi and teaching-learning material has been initiated in the NCERT. To guide and carry out this process, two committees were constituted—the first was the National Curriculum Framework Oversight Committee (NOC) and the second was the National Syllabus and Teaching-Learning Material Committee (NSTC). Under the NSTC, 13 Curricular Area Groups (CAGs) have been constituted including three CAGs, viz., Indian Knowledge Systems (IKS), Environmental Education and Innovative Teaching-Learning Material (TLM) and Pedagogy as cross-cutting area. Guidelines on Innovative Pedagogy and TLMs and IKS were brought out which provided the basis for integrating cross-cutting concerns such as cultural rootedness, experiential learning, innovative ways of teaching, inclusion in the NCF–SE 2023.



Review of Learning Outcomes aligning with Competencies and Curricular Goals across the Stages and Subjects as a Follow-up of National Curriculum Framework for Foundation Stage and National Curriculum Framework for School Education

The National Curriculum Framework for Foundational Stage 2022 and National Curriculum Framework for School Education 2023 have been brought out. As a follow-up of this, the process of alignment of learning outcomes with competencies and curricular goals has begun for different subject areas.

First planning meeting (in house) for mapping out the learning outcomes with competencies and curricular Goals was held on 21 August 2023. Later, Curricular Area Groups were constituted to take this further in their respective areas. For each of the subject areas as recommended in the NCF-SE as a follow-up of finalisation of syllabus in each of the Curricular Area Groups, the alignment of learning outcomes was finalised and subject-wise documents will be prepared. Performance review of 33 Sainik Schools has been conducted under this programme.

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

The main objective of this project is to provide support to various content departments at the NCERT and also CBSE for curriculum related material including updating textbooks across the stages and subjects developed by different departments and units of NCERT.

In view of the decision of the council to continue with the rationalised textbooks in the year 2023-24, the need for updating all the textbooks was not felt. However, in the case of some of the books of social sciences and science, review meetings were conducted with the experts to further update the books. The corrigendum/updated material in this regard were uploaded on the NCERT website.

DIVISION OF EDUCATIONAL KITS (DEK)

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

The programme was undertaken with the objectives of reviewing the old and existing educational kit items developed by NCERT to make them more user-friendly, effective and inclusive, developing new kit items, conducting quality tests on some items to check the



non-toxicity of the materials used and revising the kits accordingly. Under this programme new prototype of *Jaadui Pitara* Box was developed, also Computer Aided Drawings (CAD) of many of the Kit items was prepared. Specifications of some of the kit items have been revised.

DEPARTMENT OF TEACHER EDUCATION (DTE)

Material on ‘Experiential Learning: Routes towards Roots’ for Teacher Educators

In the light of National Education Policy 2020 recommendations, the Department of Teacher Education is working on to develop a material on ‘Experiential Learning: Routes towards Roots’ for Teacher Educators. The Experiential Learning contents cover the area which is mentioned in NEP 2020 Para 4.6 “... experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education”. It is defined here about the routes towards roots, which means the ways of teaching-learning process to achieve the expected learning outcome by students, including knowledge of the Indian Knowledge System. The proposed material content will be focused on the abovesaid NEP 2020 recommendation and their exploratory activities to facilitate learners to learn and apply for lifelong learning. The proposed material will also be covered and present standard pedagogy for each subject according to new (5+3+3+4) pedagogical and curricular structure. In addition, this proposed material will be specially focused on teacher education programmes for teacher educators. NEP 2020 also reflected that “the teacher must be at the centre of the fundamental reforms in the education system”. It must do everything to empower teachers and help them to do their job as effectively as possible. In this context, the proposed material will help them to empower themselves to perform their role effectively, which has been visualised by NEP 2020.

The draft material on Indian thinkers i.e., Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Gijubhai Badheka, Jyotiba Phule, Savitiribai Phule, Maharshi Aurobindo, Dr. Radhakrishnan, Vinoba Bhave, Dayananda Saraswati, Dr. B. R. Ambedkar, Pandit Deendayal Upadhyaya and Jiddu Krishnamurti’s reflections on education and experiential learning has been developed.

EDUCATIONAL SURVEY DIVISION (ESD)

Operationalisation of Examination Reforms as envisaged in NEP 2020 in collaboration with the Different State Functionaries (Phase 3)

The objective of the programme is to develop exemplar assessments for FLN, Preparatory, Middle and Secondary for holistic development of learners, develop conceptual material in learning assessment for the use of teacher-educators, in service teachers, pre-service teachers and resource persons and conduct capacity building programmes of the state level functionaries in developing and implementing school-based assessment protocols for foundational learning, preparatory stage, Middle Stage and Secondary Stage.



Holistic Progress Cards for Foundational, Preparatory, Middle and Secondary Stages

PARAKH has developed the Holistic Progress Cards at the Foundational, Preparatory, Middle and Secondary Stages to strengthen the implementation of a Competency-based Assessment Framework model. 360-degree Holistic Progress Cards has been developed in order to aid assessment of competency-based learning-teaching by making assessments more comprehensive and holistic in nature.

INTERNATIONAL RELATIONS DIVISION (IRD)

G20 Reading Materials and Video for Students and Teachers

Two reading materials and videos in English and in Hindi on G20 and India's presidency to enable students in school and at the university to understand aims of G20 and the importance and benefits of India's Presidency were developed. The materials have been used by students, teachers and parents across the country and are available on ncert.nic.in.

LIBRARY AND DOCUMENTATION DIVISION (LDD)

Migration to the Open-source Library Management System using Koha Software in LDD, NCERT

The Koha software has been installed in the server and training to the staff members about several modules of library housekeeping operations such as acquisition, cataloguing, circulation and serials, has been given. The data migration of the first phase has been completed and validation work is in progress. The circulation, cataloguing modules are fully implemented in the library with the facility of WEB OPAC for the readers.

Institutional Repository of NCERT

Digitisation and preservation of the NCERT publications is an ongoing process undertaken by the Library and Documentation Division. Currently, the Institutional Repository includes the collection of more than 750 NCERT publications, developed as a follow-up of different National Curriculum Frameworks brought out by NCERT in the years 1975 and 1988, 2000 and 2005. The workshop to review the institutional repository on the DSpace software was organised on 1 December 2023 with experts from IIT Kharagpur, IGNC, Delhi, RIE, Bhopal, etc. It was reviewed on various aspects such as the homepage of IR, communities and sub-communities, and backup storage and hosting of IR on the cloud server. After review, the Institutional Repository (IR) is accessible on the internet through LDD website <http://45.127.197.188:8080/jspui/> for the benefit of the readers. The digitised material is in continuous demand by the users of NCERT library.

PLANNING AND MONITORING DIVISION (PMD)

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

The Planning and Monitoring Division of NCERT serves as a clearing house for the academic programmes and activities of the organisation. This division



is responsible for periodically collecting and reporting necessary information about PAC/PAB approved programmes to the Ministry of Education (MoE). The YOJANA (Yearly Ongoing Judicious Appraisal of NCERT's Activities) programme was initiated to develop an MIS for monitoring the progress of PAC/PAB approved projects across NCERT's constituent units.

YOJANA employs a MySQL database on a MongoDB server. The frontend is developed using HTML5, CSS3 and JavaScript ES6, while the backend leverages Ajax, jQuery and PHP. The web application has undergone a security audit, valid for one year and user access control has been implemented.

The YOJANA (Yearly Ongoing Judicious Appraisal of NCERT's Activities) application is live on yojana.ncert.gov.in. The details of faculty and administrative staff from all the Institutes, Departments, Divisions and Cells, has been collected and User ID and password has been created which has been provided to the concerned. A user manual with all instructions has been developed and circulated. This is also available on the YOJANA portal. All the PAC/PAB programme details for the year 2023–24 have been uploaded and the Institutes, Departments, Divisions and Cells have been asked to upload the Activity Completion Report of the activities undertaken from time to time.

CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET)

Curricula for ICT in Education for School Systems

As a part of the programme, a training package on 'Cyber Safety and Security' and an online course for in-service teachers have been developed, along with a course manuscript for a MOOC on 'Safety in Cyberspace' and related video scripts. Additionally, a MOOC on 'Development of Online Courses' has been created, and a MOOC on 'ICT: Basics' is currently under development. A training manual for NISHTHA ET — Level 1 on 'Foundations of Educational Technology' was piloted for training. Furthermore, a resource titled 'Digital Games for School Education' has been completed, detailing open-source digital games and their alignment with learning outcomes for Grades 1–8. Digital resources in Urdu, namely Pocket Book on Cyber Safety Tips, Be Safe in Cyber World: Do's and Don'ts for Teachers, Be Safe in Cyber World: Do's and Don'ts for Students, Cyber and Security Guidelines for Parents, Cyber and Security Guidelines for Schools, Basics of Cyber Safety and Security, Safe Online Learning have also been developed.

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

NEP 2020 recommended in clause 24.4 (d), content creation, digital repository, and dissemination of Learning Games and Simulations, Augmented Reality and Virtual Reality content. NEP 2020 also emphasises the development of curriculum-based materials using emerging technologies like Augmented Reality (AR), Virtual Reality (VR) and virtual labs to enhance learning experiences. The objectives of the programme to develop AR, VR and Virtual lab content for Grades 6–12 in science and mathematics, to curate, integrate, translate and migrate the developed AR, VR and virtual lab content on NCERT PM e-Vidya AR App and DIKSHA Portal.



This programme focused on new technologies such as AR, VR and 3D simulation. In all, 60 storyboards and 20 videos were reviewed for Grade 9 and Grade 10 from science and a two-day training for CIET faculty members to develop AR/VR contents was organised.

Standardisation of Indian Sign Language (ISL)

The institute initiated the project to ensure nationwide, bridge the linguistic divide and promote inclusivity across diverse communities. The procedural framework advocated using a multipronged approach for creating learning teaching material in ISL following the principles of the Universal Design of Learning (UDL). Therefore, each video resource based on the NCERT textbooks has audio, text, and ISL so that every learner, irrespective of familiarity with the ISL, can engage with the video resource. Around 954 ISL videos for Grades 1 to 6 were produced and made available to the stakeholders through DIKSHA and PM e-Vidya DTH TV channels. In addition, new signs for 285 academic words were also developed and a short-term course comprising 6 modules was also developed. Both the course and the new sign for 285 academic terms are in the process.

Dissemination of Educational Media Programmes

The CIET, NCERT has the mandate to explore the possibilities of media and e-content to support students, teachers, and educators. It has established mechanisms for the dissemination of these media programmes through broadcast and non-broadcast modes. A targeted broadcast with the nurturance and participation of teachers and students is essential to improve the impact of media support. Further, to meet the diverse needs of students, the media programmes can be made available both online and offline. Besides, a planned media support for the implementation of various concerns raised by NEP 2020, the Right to Education Act (RTE), *Samagra Shiksha*, through the production of media materials, and advocacy has been worked out by CIET.

Presently CIET is disseminating the video and audio programmes for school students of all grades under PM e-Vidya (One Class, One Channel), ePathshala, SWAYAM and DIKSHA (One Nation, One Digital Platform) of MoE, Government of India. As a part of coherent access to digital content, the programmes produced by CIET are transmitted through 12 DTH TV Channels and 230 Radio stations. CIET is also exploring possibilities for the transmission of programmes on other platforms. The broadcast will primarily consist of curricular support synchronised with the unfolding of the curriculum throughout the academic year ultimately contributing to the development of skills, competencies, and learning outcomes at all levels of school education. During the 2023–24 period, a diverse range of video programmes were developed to support various educational initiatives, including PM e-Vidya. In all 1182 audio programmes, 3568 video programmes were produced and 1089 live sessions were conducted. In Hindi, 16 scripts, 20 for Urdu and 20 for English were developed through workshop mode. Also, a Kavi Sammelan was organised.

These programmes encompassed a wide range of topics, including sign language tutorials, academic word lists, curricular support materials for different grades, and immersive AR-VR experiences focusing on subjects like earth processes and discovered questions. Promotional materials such



as launch videos and documentaries were also created to enhance outreach and engagement.

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION (PSSCIVE), BHOPAL

Digital Resources for Pre-Vocational Education and Vocational Education

The digital resources including video films and animations on different topics of job roles in various sectors for Grades 9–12 have been developed. About 400 videos of various job roles for Grades 9–12 in 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 in Agriculture, Apparel Made-ups and Home Furnishing, Telecom, Plumbing, Retail, Electronics, Automotive and Health Sector.

Web Applications, Social Media and Network Infrastructure of PSSCIVE

To update the contents of the institute’s website continuously, programme for design, development and maintenance of web applications, social media and network infrastructure of institutes website is been undertaken. 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 was done through coding as well as by using the interface. All the developed applications were deployed on the PSSCIVE website. The institute’s website is a dynamic interactive website with latest web applications. These applications promote the activities of the institute. It functions as a clearing house for information, a forum for debate on vocational education and online resources.

Flipbook and Popularisation Folders for Handicrafts and Carpet Sector

A Flipbook and Popularisation Folders for Handicrafts and Carpet Sector has been developed with an objective to awareness and popularise Handicrafts and Carpet sector along with its different job roles, to update vocational teachers regarding latest technological advancement in the area of Handicrafts and Carpet for better implementation of vocational education in this area, to sensitise the target group regarding the job opportunity of different job roles under this sector and to give QR code of the flipbook in the textbooks of different job roles of Handicrafts and Carpet sector and to develop popularisation folders for following 5 Job Roles viz., Jute Products Artisan, Jute Handloom Weaver, Jute Screen Printer, Traditional Hand Embroiderer and Hand Block Printer Information. The job roles related to its scope, employment opportunities, vertical mobility, career course content, etc., have been included in the folders. This would be an effective tool to create awareness and popularise different vocational subjects (Job Roles) among stakeholders, teachers, students and experts. This print media would prove to be a frequent tool of awareness and popularisation which can communicate the information very effectively. The Popularisation material has been developed in alignment with National Credit Framework.



Green Technology Park involving Future Skills

For promotion of green technology for environment perspective including futuristic skills the institute has undertaken a two-year project on development of Green Technology Park involving skills. The objective of the programme is that a small green park using solar power generation, solar pump, solar charging station, electric vehicle technology based on Internet of Things (IoT), working model of remote-controlled irrigation system would be developed. The institute established solar power generation system, a solar irrigation pump system and a 3D printer system based on Internet of Things (IoT). The developed model will be demonstrated and exposed to the students, trainers of related vocational courses. Training students and trainers will be conducted for better understanding of the importance of futuristic green technology. This will provide training to the trainers and student as well as hands-on experience of using and developing of technology. Related training modules on the green technology installed will also be developed.

Virtual Tour for AMHF Sector under the Department of Home Science and Hospitality Management

To give a holistic view of the Apparel industry and different stages of product development in the industry including all the operations a Virtual Tour for AMHF sector has been developed. The objective is to provide an audio-visual platform for demonstration of tools, equipment, procedures and operations of Apparel sector, to provide knowledge and information of the course content of different job roles of Apparel sector using digital platform, to popularise Apparel Made-ups and Home Furnishing sector along with its different job roles through virtual tour of Apparel sector, to give idea to the states and schools for setting up their labs for implementing different job roles related to Apparel sector and to give an idea of hands-on experience for different activities covered under Apparel sector. The virtual tour includes the demonstration of the tools, equipment and materials of the lab. It represents the lab (tools, equipment and operations) audio-visually which will make it easily understandable by the target group encompassing language barriers. The tour also showcase the procedures and operations required for transacting the knowledge and skills required for different job roles categorised under textiles and apparel area. This virtual tour will prove to be an effective mode for transacting knowledge and skills digitally especially in the pandemic scenario. It will also be helpful reaching our wide number of target group irrespective of distance and time barriers which makes it very cost-effective and convenient for the target group.



Clippings from the Virtual Tour 'Yarn to Fabric' on Apparel Made-ups and Home Furnishing Sector



This virtual tour will be useful for the training of masses of all learning styles. It will be especially beneficial for vocational teachers and students.

State Plan for the Implementation of Hub and Spoke Model

A guideline on Hub and Spoke Model for imparting skills training by collaborating with Industrial Training Institutes, polytechnics, local businesses, industries, hospitals, agriculture farms, local artisans and NGOs has been developed. Under this, skill labs are to be set up in schools in a hub and spoke model to allow other schools to use the facility. The programme was taken up by the institute with an objective to develop State-specific action plans for implementation of Hub and Spoke model in North-Eastern states in view of the recommendations of the National Education Policy 2020 with regard to VET. The guidelines on Hub and Spoke model will ensure a greater outreach and resource sharing through collaboration and networking. It is useful in sharing of knowledge, speeding up the VET delivery and reducing costs on training.

REGIONAL INSTITUTE OF EDUCATION, AJMER

e-Resources for School and Teacher Education Curriculum

The studio at RIE, Ajmer successfully operated under the PM e-Vidya digital education initiative. A total of 41 audio and video programmes were recorded and produced across at the senior secondary level. The studio also functioned as resource hubs for states, enabling them to generate e-resources. To strengthen the capabilities of State Resource Groups in developing e-content and audio-video programmes catering to diverse learner needs, a five-day capacity-building programme was conducted during 28 November–02 December 2023. The programme was focused on equipping educators with skills for effective digital content creation. Encompassing topics such as multimedia use, scripting, procedural aspects, language-specific challenges, collaborative development, issues and challenges, tool selection, instructional design, and the role of ICT, these sessions empowered educators to create engaging and impactful e-Content. The programme aimed to seamlessly integrate technology into education, fostering a dynamic and effective learning environment. The aim was to utilise the studios for producing e-Resources to be shared on the DIKSHA Portal. The facility further played a key role in various in-service training programmes organised for state personnel at different stages by the Institute.

Institutional Repository of RIE, Ajmer

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

Metadata Update and New Keyword	More than 230 documents
Dissertations, Books and other Uploading	More than 60 documents
Reports Uploaded	More than 260 documents



OCR Run	More than 8000 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	More than 15000 pages (Dissertations, Journals, Books, Book Invoices, Technical Report for IQAC reporting list of Donated Books, Monthly User Statistics, etc.)
Scanning	15000 pages (Dissertations, Books, Book Invoices, Technical Report for IQAC reporting list of Donated Books, Monthly User Statistics)

Science and Environmental Education Theme Park for Strengthening School Education Programme and Sensitising School Children for Generating Environmental Awareness

An Environmental Theme Park to enhance biodiversity and support environment-based education programmes has been developed. The Park features various ecosystems, a medicinal plant conservatory, a centre for non-conventional energy sources, a greenhouse, water and soil conservation initiatives, and organic farming. Dedicated areas for medicinal plants citrus plants and other fruit-bearing trees have been established, along with a hall for hosting science park activities. For Science and Maths Park, the several models related to environmental science have been identified and developed in the workshops for installation. In this programme, a workshop for developing activities related to environmental issues and *Prakarti Mela* was organised. The students of the Institute and local schools of Ajmer city participated in the *Mela*.

Art Integrated Learning in DMS, RIE, Ajmer

As per the objectives of programme, a capacity building programme for DMS teachers was organised from 31 July to 4 August 2023 at the institute. In this programme, sessions on Applied theatre, toy-based pedagogy, storytelling, art integration as per NEP 2020, subject-specific art integration, ice breaker, brainstorming was organised to train the participant in integrating arts for teaching various subjects. Various activities on visual arts and performing arts were done. Various art-integrated activities were conducted in classrooms. Art-integrated activity with newspaper, dry leaves, moulded clay, etc., was performed. *Hum honge kamyab* song was sung by the students in Hindi, English, Sanskrit and Tamil. Activities on tongue twister and primary colours were done with the students of primary section. In Level 1, activities on storytelling and activity on measurement of height were done.

For visual art form, painting on walls of pre-primary building of school has been done in the 3300 square feet area as art-integrated learning resource. Painting of morning greeting words (Rajasthan language), Good habits, Height measurement scale, *Panchatantra ki kahaniyan* (Crane and crab story), Outdoor games (skipping, boat making, playing with waste material, sand castle, etc.), English and Hindi alphabets, etc., have been done. Students developed art-integrated projects and models by integration of art with different subjects. Art-integrated exhibition was held on 12 December 2023 in which students of all sections of Grades 6 to 12 participated. Students used dry leaves, toothpicks, cotton, earthen pots, pitcher, rangoli colours, newspaper, moulded clay, waste clothes, etc., to prepare the model and projects. Students made different



arts like Mandana, Warli Art, etc., by using this material. *Mahabharata* and *Ramayana* story was shown by using acrylic colours on pitchers. Newspapers were cut in different shapes like birds, animals, trees, flowers, etc., and then different words were highlighted. *Rangoli* on social issues like cyberbullying, different dance art forms, etc., were made.

REGIONAL INSTITUTE OF EDUCATION, BHOPAL

Institutional Repository of RIE, Bhopal

The institutional repository of the Regional Institute of Education (RIE) in Bhopal is a digital archive designed to collect, preserve and disseminate the scholarly output of the institution. It includes research papers, theses, PAC report, dissertations, conference proceedings and other academic works produced by the faculty and students. The repository aims to enhance the visibility and accessibility of RIE Bhopal's research contribution, supporting academic and educational development. The repository was enriched with the 600 dissertation and PAC reports. These documents are now accessible for academic and research purposes, providing valuable insights and data to students, faculty and researchers. In addition to expanding its repository, RIE Bhopal also advanced its technological infrastructure by setting up an Amazon AWS server linked to the library website <https://riebhopallibrary.joomla.com>. This server supports the efficient storage, management and dissemination of the uploaded academic works, ensuring robust and reliable access to these resources.

Resource Centre for Arts and Crafts at RIE, Bhopal

The objectives of the programme are 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; documenting various art forms prevalent in different parts of the country and their outreach to the students. The specific objectives were to develop Art Resource Centre with different art forms of western region of India. Documentation of 50 musical instruments with dances and traditional rituals belonging to tribal communities (Gond, Baiga, Bhabha, Bhil, Korcu, Kol and Basdeva) from the state of western region of India were done.

Language Resource Centre (LRC) Based on the Recommendations of NEP 2020 and Training the KRPs of Maharashtra to Establish Communication Cell/LRC at State/District Level

The objectives of the programme are to develop the existing language lab into Language Resource Centre as per the recommendation of NEP 2020; to prepare Learning Management System for the LRC; to prepare a Manual of the use of LRC for its proper and effective use for learners; to extend the facility of training in the LRC to the pre-service teachers of all courses of the Institute; training the KRPs of Maharashtra to establish Communication Cell/LRC at State/District Level. A handbook was designed to make teaching language fun, engaging and effective. This handbook explores a variety of language games



that can be used inside and outside classrooms to help students learn and practice language skills.

STEAM Park and Weather Station

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 a natural and free environment for students to learn and familiarise with different scientific concepts. Six new models were built and installed in the STEAM Park with the help of ITI experts. Around 200 students and 100 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. As a part of the activities of STEAM Park, we have also started Design Thinking workshop for school students. The main aim of the workshop was to introduce students to the concept of Design Thinking as a problem-solving approach and its role in problem-solving and innovation. Around 250 students from different government schools actively participated in the workshop.

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

Educational Resource Centre for Pre-service Teacher Education Programme of Regional Institute of Education, Bhubaneswar

A unique resource room to address various pedagogical challenges, and foster critical thinking and decision-making skills in pre-service and in-service teachers through exposure to quality instructional materials and experiments has been developed. Its mission is to promote experiential learning for innovation in teaching techniques by providing a flexible interface where participants can inculcate demonstration, model-building and experiment design skills to appeal students with multiple learning styles and aptitudes. This is in tandem with the use of the psycho-pedagogical integration model, where learners can select, engage, analyse and reflect on the learning resources. It showcases a diverse collection of indigenous teaching-learning charts, models, specimens, materials, prototypes, software, and instruments in the areas of physics, chemistry, mathematics, life sciences and geography that is designed to spark interest amongst the visitors to engage with the experiments and foster a spirit of scientific inquiry. All the tools and aids housed in the resource room are professionally prepared, keeping ethical and safety regulations in mind. This platform also offers opportunities for teachers from various disciplines to discuss and collaborate on possible interdisciplinary projects that can evoke students to think from different perspectives.

Institutional Repository (IR) of Regional Institute of Education, Bhubaneswar

The Institutional Repository (IR) is an online archive for collecting, preserving and disseminating digital copies of the intellectual output of an institution. The objective of the programme is to preserve the intellectual output of the institution such as PAC reports of the institute, ERIC reports, student dissertations, theses, faculty publications, conference proceedings, university question papers, etc., for wider and long-term access. The development of Institutional Repository



project was initiated in the year 2019 which has been developed using DSpace software supported by adequate hardware and human resources. In the current session, around 247 new documents were uploaded in the IR by the process of scanning, OCR check, Metadata creation, etc., and so far more than 1220 documents have been uploaded onto the repository. The Institutional Repository has been connected to the intranet of the Institute and accessible to the users within the campus via LAN network. The users can access the Institutional Repository (IR) through the link <http://172.30.6.169:8080/jspui/> and is also accessible through the library website <https://library.riebbs.ac.in>.

Automation of DMS Library, RIE, Bhubaneswar

The objective of this programme is to upgrade the DMS Library by automating its resources and services, which includes automation of the basic library processes, creation of electronic database, OPAC and to share bibliographic data of books for preparing Union catalogue of NCERT with reference to interlinking of all libraries of NCERT. The required hardware was procured and installed in the library which includes 4 Desktop computers including 1 high-end computer which can be used as Server and 1 KIOSK for OPAC. The electronic database has been created using Koha open-source integrated library software, and so far, bibliographic data of around 20,000 books have been entered in the database which are now accessible through OPAC.

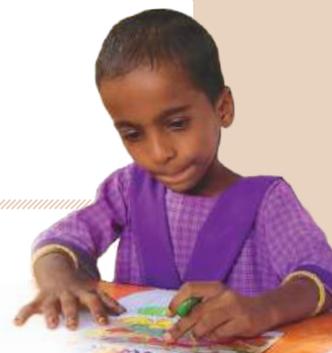
Strengthening of Library by Collection Development

During the period 2023–24, total 398 new books have been added to the library stock, out of which 308 were purchased and 90 were gifted. The gifted books were mostly contributed by Alumni Association of RIE Bhubaneswar and NCERT publication. Total 60 research or scientific journals were subscribed during the period. The membership of N-LIST project of INFLIBNET and DELNET was renewed for access of e-Resources. Turnitin similarity software was subscribed for the plagiarism check for facilitating the quality research publications.

Module Writing on Selected Themes and Sub-themes by RIE, Bhubaneswar, Authored the Following Four Modules

The module under the theme ‘*Swachhta*’, with the title ‘Clean and Green: Learning Waste Segregation by All Means’ for Foundational Stage children has been developed. The module introduces *Swachhta* to the young minds. It elaborates about the different types of waste: organic (food scraps, leaves, etc.), recyclable (paper, plastic, glass, etc.) and non-recyclable (A Skit: Wasu, The *Swachhta* Wizard) in detail. The concepts of 3 Rs—Reduce, Reuse, Recycle are introduced and are used to explain that it is better to reduce waste by using less and reusing items when possible before recycling in the form of talk between grandmother and granddaughter. At the end, assessment is done using multiple choice questions (MCQs) and game-based assessment.

The module, ‘*G20 Our Past: A Path leading towards Atma Nirbharta*’ for Secondary Stage I students introduces the concept of self-reliance i.e. *Atma Nirbharta* and establishes the need and the importance of being *Atma Nirbhar* through anecdotes and case study of prominent leaders. The module is tailored specifically for students, who will set out on a quest to learn the value of being self-reliant and self-sustainable. The module includes



reflective tasks and activity-based assessment that helps one get familiar with the skills of self-dependence as well as interdependence.

Module under the theme ‘NEP 2020’, titled ‘Understanding Language Education in NEP 2020’ for the Secondary Stage II students is a three-part journey that unravels the transformative power of the National Education Policy (NEP) of 2020, a blueprint poised to reshape the landscape of education in India. The revolutionary document, NEP 2020, its ambitions, origins and profound impact on learners and the educational ecosystem, India’s rich cultural and educational tapestry by examining classical languages and their significance, India’s unique linguistic symphony and the concept of organic pluralism, where languages blend, influence each other, and reflect the nation’s diverse culture and heritage has been included in the module. The importance of education in mother tongue and the historical trajectory of the Three Language Formula, showcasing how NEP 2020 is reshaping language education to honour India’s linguistic diversity and rich heritage are pictured for the reader.

The module under the theme ‘NEP 2020’, titled ‘A journey towards Equity and Inclusivity’ has been prepared for Foundational Stage children. This write-up is about those children who are different with reference to their learning abilities, language spoken, place of living and other conditions that make it difficult for them to engage in productive activities in the society. This is written to understand diversity, their challenges in schools and classrooms, and their special needs in various situations. Pictorial illustration, poems, short stories, conversations, case illustrations and activities are included for helping the reader to know the plight of some children in our country and ways of providing equal opportunity for them. Policies and schemes of the government to provide equitable opportunity to support inclusivity is given.

REGIONAL INSTITUTE OF EDUCATION, MYSURU

Educational Media Resources

The project was initiated with the objectives to develop supportive resources for video programmes including digital resources interactive multimedia graphics, animations, etc., to review the media resources produced with CIET and other educational agencies, to disseminate these audio/video resources through telecast in collaboration with available DTH channels under PM e-VIDYA, broadcast, podcasts, iRadio, web portal (DIKSHA), YouTube, mobile apps, Community Radio, GyanVani, AIR, etc., and to support the enhancement of teaching and learning through development and dissemination of educational audio/video resources. The target group was school teachers, students, teacher educators, teacher trainees, parents, educational administrators, CWSN, community members, etc. As a part of the programme, a three-day workshop was conducted to develop supportive resources for video programmes from 23 to 25 November 2023. The produced media is disseminated through the existing DTH channels and also use the NCERT official YouTube Channels as well as NROER repositories. Resources created are deployed on NROER and e-Pathshala after validation.



NORTH EAST REGIONAL INSTITUTE OF EDUCATION (NERIE), UMIAM

e-Content on Toy-based Pedagogy of North Eastern Region

The objectives of this development programme is to document Toy-based pedagogy of North Eastern region in digital format; to integrate audio-visual and ICT tools as instructional materials in teaching-learning through toy-based pedagogy; to strengthen and facilitate education in indigenous toys and games of North-East States in school education; and to help teachers apply toy-based pedagogy in the classroom. The survey method was used for the collection of indigenous toys and games from all the eight North Eastern States. Then, workshop on development of scripts (Contextualisation) for e-content were conducted. Workshop on Reviewing and Finalisation of scripts on Toy-based pedagogy in the context of North Eastern region were conducted. Documentation of toy-based pedagogy of North Eastern region in digital format was done. Review and Finalisation workshop of the e-Content was conducted. The scripts for the e-content which were developed are (i) One-Legged Race—This game helps the kids to develop gross motor skills, balancing the body and bodily movement. With that in the game, we added a question at the last, from which the kids can learn to identify fruits and shapes. Name them and spell them. Through this game, teacher can make their subject interesting and playful at the same time. (ii) Learning Different Types of Sounds through games—Through this game, the children know about the different names of the same kind of instrument which are used in the different states of the North East India. The children also learn to appreciate the natural items that are used to make the musical instruments like wood, bamboo, etc. (iii) Balancing Play—The outcome of this game has been designed for enhancing the physical-motor development of children through joyful play while also experiencing the fun of playing with friends. So through this game, we learnt that instead of teaching children in the classroom, we can also device a game where children develop various skills through play. (iv) Hopscotch and Marble—Through these two games, physical fitness will be enhanced. Children are also learning numbers and different colours, etc. Motor development which includes gross motor skills and fine motor skills will also be developed among the students. (v) Maw point/Stacking Stones—This game helps children to improve their motor skill development, physical development, social skills, team work, perseverance, coordination as well as cooperation. (vi) Break the Word—In this game, the teacher gave a word and the children had to form many words from that word. So each team got a chance to break the word and use the alphabets within the word to form the name of a fruit or plant. This game is meant to increase children ability to think instantly and to increase their power to make decisions. It accentuates team spirit and help them learn new words and their spellings, and different attires of the North East. (vii) Sorting of Fruits and Bamboo Sticks—The main aim of the game is to sort out the objects into same category. Here, the children were given local fruits to identify and learn about the indigenous fruits of North East region and also bamboo sticks of different sizes. But this game has been designed for joyful learning while also experiencing learning along with fun of playing with friends. So in this game, the children learned the different types of indigenous fruits of North East, and they have learned about different sizes. Through this game, we hope that children will eat those



healthy seasonal fruits and experience different types of taste and texture. (vii) *Thoh shithi sha i paralok*—In this game, all the children have to sit in a circle. Then one of them has to carry a handkerchief and walk behind all in a circle and then quietly keep the handkerchief behind one of the children. If that child realises that the handkerchief is behind them, and if they could chase the person and tap them then they can still stay in the game, if the child does not realise that the handkerchief is behind them and that child takes one round of the circle and reaches and taps on the back then they will be out of the game. But if they want to stay in the game even after getting out of the game, they have to answer a question correctly that the teacher is going to ask. This game will help kids develop their motor skills, concentration and improve their alertness. And with the questions that the teacher is asking in this game, they can learn spellings, math, etc.

Teacher's Handbook Development on Language Instruction Pedagogy in Multilingual and Multi-grade Settings

This programme was tailored to meet the specific educational requirements of Tripura, drawing on expertise from educators nationwide. The handbook comprises six sections covering fundamental concepts of mother tongue through education and multilingualism. It also offers guidance on creating teaching materials and resources for first language (L1) pedagogy. It also incorporates technological tools such as the 'Tripura Talks' Multilingual hub, an app prototype illustrating how digital platforms can strengthen multilingualism support. Additionally, the handbook includes sample practical activities designed for teachers. Feedback from trainees indicates that they have actively utilised the handbook during their training programme.

Documentation of Traditional Toys and Games of Manipur for Utilisation in Teaching School Subjects

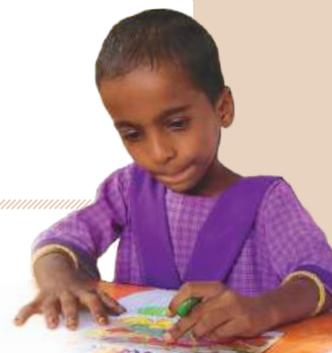
Documentation of Traditional Toys and Games Manipur for utilisation in teaching school subjects was developed in three phases. Primary objectives of the programme were identification of traditional toys and games of Manipur, mapping of educational concepts associated with the toys and games either in the construction or play and the utilisation of the toys and games in teaching school subjects. The first workshop was conducted for five days from 21 to 25 August 2023 at SCERT, Government of Manipur, Imphal. There were 18 experts including traditional toy makers, teacher educators, subject specialist, etc. In the workshop, 21 traditional toys and 18 games were identified and concept mapping for eight toys was done. Mapping of educational concepts involved in the remaining toys and games along with writing the description of pedagogical approach was done in the second workshop which was held at NERIE for five days from 29 January to 2 February 2024. A total of 14 resource persons were involved in the workshop. The third workshop for finalisation of the documents was conducted for three days from 9 to 11 March 2024. Only three resource persons attended the workshop during which a writing of pedagogical approaches with the use of the identified toys and games of Manipur was done and a draft form of the document was developed. Some of the identified toys are *laiphadibi*, *khung*, *nungshit-mapi*, *naori*, *nanthabigari* and *poklaobi*, while some of the games are *cheitek-kotpi*, *marum-konbi*, *laikhutshangbi*, *chak-*



thongbi shannaba, lalonbi, kei-yen, uraobi, phoor-koibi, amangbi, etc. Most of the toys and games were found to be useful in teaching of school subjects like languages, science and mathematics while few toys and games could be connected in teaching of social science and most of the games were found to be effective in imparting social values.

Dynamic Website for Tracking of Programmes, Creating Programme Database, and Sharing and Feedback Mechanism

The objectives were to build a mechanism for tracking all programmes conducted by NCERT; to create a sharing and feedback mechanism about a programme for all stakeholders; to create e-Database of programmes conducted by NCERT; to provide a platform to states for uploading details of programmes conducted by the States; and to maintain and operate the website. The dynamic website is helping in tracking the programmes conducted by NERIE, NCERT. A manual has also been prepared for using the web application effectively.





5. Capacity Building Programmes

To bridge the gap between curricular pronouncements and real-world educational practices, NCERT has focused on capacity-building programmes for educational stakeholders. The Council organised the 'NISHTHA' programme, an extensive online initiative aimed at strengthening the capacity of teachers and school heads at the elementary level. This programme emphasised learner-centered pedagogies to enhance students' learning outcomes. Alongside NISHTHA, NCERT also conducted training and orientation sessions for Master Trainers and key resource persons to ensure quality education across all levels of school and teacher education.

In 2023–24, NCERT rolled out a wide range of training programmes for educators across diverse domains. These included orientation workshops for Master Trainers, support for teachers in literacy and numeracy, and inclusive education initiatives targeting socio-economically disadvantaged groups. Training focused on the implementation of NEP 2020, NCF-FS, and new educational materials like 'Jaadui Pitara', as well as art-integrated and experiential learning. Workshops also covered the use of educational kits, vocational education, science, mathematics and multilingual-multicultural education. NCERT also provided specialised training for curriculum developers, school librarians and guidance counsellors. Initiatives were also launched to enhance the managerial skills of principals in Madrasas and promote the use of ICT in education. This comprehensive effort aimed to uplift the quality of education while supporting the professional growth of teachers and educators across the country.

DEPARTMENT OF ELEMENTARY EDUCATION (DEE)

Orientation-cum-Training Workshop for the Master Trainers on Foundational Stage

The NEP 2020, National Curriculum Framework for Foundational Stage (NCF-FS) and National Curriculum Framework for School Education (NCF-SE) advocates that the pedagogy at the Foundational Stage and Preparatory Stage should be play-based, activity-based and discovery-based, giving scope for experiential learning using art, music, dance, colouring, painting, etc., for holistic development of the child.

In order to meet the recommendations of the NEP 2020, NCF–FS and NCF–SE; the New Textual Material for Foundational and Preparatory Stages was developed and *Jaadui Pitara*—a compilation of teaching-learning material was launched by NCERT and MoE, based on which the orientation-cum-training workshops were held.

Orientation-cum-Training Workshops for the Master Trainers on Foundational Stage

Five training workshops were conducted in respective RIEs covering the states and UTs under their jurisdiction and one each for KVS and CBSE. The purpose of the workshops was to familiarise the participants with the provisions of the NEP 2020 concerning the Foundational Stage, thrusts, and new areas conceived under the National Curriculum Framework for Foundational Stage (NCF-FS), 2022. The resource faculty was from the Department of Elementary Education and the Department of Curriculum Studies and Development of NCERT. After the development of *Jaadui Pitara*, its demonstration was also included in the programme. The States deputed faculty from SCERT and DIET for these programmes.

Training Programmes on NCF–FS, Jaadui Pitara and the New Textbooks through online mode

Five online training programmes on *Jaadui Pitara*, seven online programmes for introducing the new textbooks developed by NCERT for grades 1 and 2 and seven programmes in face-to-face mode for orienting the ATF, DTF, Master Trainers, SCERT and DIET Faculty, KV and CBSE School Mentors on NCF-FS and *Jaadui Pitara* were organised. The trainings were conducted for five regions of the country and one each for KV and CBSE Schools.

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

Four workshops of four days each was designed and conducted across several states, focusing on capacity building of teachers and teacher educators in literacy and numeracy for foundational and preparatory stages. This training initiative engaged 350 Key Resource Persons, SRG, ATF and Master trainers across Maharashtra, Jammu and Kashmir, Chandigarh, Haryana, Himachal Pradesh, Punjab, Kerala, Andhra Pradesh, Karnataka and Puducherry in collaboration with the state SCERTs.

S. No.	Title of the Programme	Venue and Dates
1.	Orientation-cum-Training Workshops for the Master Trainer's on Foundational Stage	RIE, Bhopal 24–25 May 2023
		RIE, Ajmer 30–31 May 2023
		RIE, Mysuru 27–28 June 2023
		NERIE, Umiam (Meghalaya) 12–13 July 2023
		CIET, NCERT 3–4 July 2023
		CIET, NCERT 5–6 July 2023
		RIE, Bhubaneswar 27–28 July 2023



S. No.	Title of the Programme	Venue and Dates
2.	Academic Support and Capacity Building of Teachers and Teacher Educators on Numeracy and Literacy for Foundational and Preparatory Stages	SCERT, Maharashtra 05–08 September 2023
		SCERT, Jammu & Kashmir, Jammu Division 12–15 September 2023
		SCERT, Chandigarh 12–15 December 2023
		SCERT, Kerala 04–07 March 2024
3.	Continuous Professional Development (CPD) Programme on <i>*Jaadui Pitara*</i> (ONLINE)	Online for faculty members of SCERTs 27 February 2023
		Online for faculty members of DIETs 28 February 2023
		Online for faculty members of DIETs 1 March 2023
		Online for Balvatika Teachers and officers from KVs 2 March 2023
		Online for Teachers from CBSE 3 March 2023
4.	Orientation Programme on New NCERT Textbooks for Grades 1 and 2 (Had a session on <i>Jaadui Pitara</i>)	Online for Teachers from DM Schools of RIEs-NCERT and KVs 17 July 2023
		Online for Teachers from CBSE affiliated Schools 18 July 2023
		Online for Teachers and Educators from SCERTs/SIEs, DIETs, BIETs, CRCCs, BRCCs of Northern Region 19 July 2023
		Online for Teachers and Educators from SCERTs/SIEs/DIETs, BIETs, CRCCs, BRCCs of Southern Region 20 July 2023
		Online for Teachers and Educators from SCERTs/SIEs, DIETs, BIETs, CRCCs, BRCCs of Western Region 21 July 2023
Online for Teachers and Educators from SCERTs/SIEs, DIETs, BIETs, CRCCs, BRCCs of Eastern Region 24 July 2023		

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS (DEGSN)

Capacity Building of Secondary Teachers of Gyanodaya Vidyalaya (Madhya Pradesh) on Inclusive Education and Gender Concerns for Socio-Economically Disadvantaged Groups especially Schedule Caste children

A capacity building programme was organised for secondary teachers of Gyanodaya Vidyalaya at the Administrative Academy, Bhopal, Madhya Pradesh. The objectives of the programme 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 need and assessment of the teachers was done with the help of tools by visiting Gyanodaya Vidyalayas of Hoshangabad and Bhopal. Based on the need, assessment of teachers and the objectives of the training programme, the themes were identified. Feedback was taken from the participants after the completion of the training programme regarding the organisation of the programme, competency of the resource persons, and utilisation of the training by the participants in their work area and suggestions for further improvement of the programme. The links for the NISHTHA online training course for secondary teachers along with the soft copy of other printed materials like 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 — A Training Package were given. Discussions were held with the participants on the material provided during the programme.

Capacity Building Programme for Master Trainers of Gujarat State on Equitable and Inclusive Education in the light of NEP 2020

A five-day capacity building programme for Master Trainers of Gujarat State on Equitable and Inclusive Education in the light of NEP 2020 in collaboration with Children’s Research University, Gujarat was conducted from 11 to 15 December 2023. The main objective of the programme was to train master trainers in the key aspects of inclusion and equity to promote holistic development of SEDGs in both academic and non-academic spheres. Its covered major themes under the Equitable and Inclusive education in light of NEP 2020 in which 33 Districts IED, BRC resource teachers, and special educators across Gujarat participated.

Capacity Building Programmes for Manager/Head Teachers Teaching in Madrasas (Alternative Schools) for Enhancement of Quality Education

Capacity Building Programme for Manager/Head teachers teaching in Madrasas (alternative schools) for enhancement of Quality Education were organised with the objectives to enhance the managerial skills of Manager/Head teachers managing in alternative schools (Madrasas) for building their own schools in innovative pedagogy in the school subject, to sensitise the Manager/Head teachers on rights of child, inclusive education, socio-cultural diversity, gender and diverse needs of students studying in alternative forms of schools. Total of five capacity building programmes were organised through RIEs local Coordinators. A total number of 200 participants attended these training programmes at RIE, Ajmer from 6–11 November 2023, RIE, Mysuru from 16–20 October 2023, RIE, Bhopal from 18–22 December 2023, RIE, Bhuwaneshwar from 4–8 December 2023, NERIE, Umiam (Meghalaya) from 12–16 February at SCERT, Tripura.

S. No.	Title of the Programme	Venue and Dates
1.	Capacity Building of Secondary Teachers of Gyanodaya Vidyalaya (Madhya Pradesh) on Inclusive Education and Gender Concerns for Socio-Economically Disadvantaged Groups especially Schedule Caste children	Administrative Academy, Bhopal, Madhya Pradesh 9–23 June 2023



2.	Capacity Building Programme for Master Trainers of Gujarat State on Equitable and Inclusive Education	Gujarat Vidyapeeth, Ahmedabad 11–15 December 2023
3.	Capacity Building Programmes for Manager/ Head teachers teaching in Madrasas (Alternative Schools) for Enhancement of Quality Education	RIE, Bhubaneswar 4–8 December 2023
4.	Capacity Building Programmes for Manager/ Head teachers teaching in Madrasas (Alternative Schools) for Enhancement of Quality Education	RIE, Mysuru 16–20 October 2023
5.	Capacity Building Programmes for Manager/ Head teachers teaching in Madrasas (Alternative Schools) for Enhancement of Quality Education	RIE, Bhopal 18–22 December 2023
6.	Capacity Building Programmes for Manager/ Head teachers teaching in Madrasas (Alternative Schools) for Enhancement of Quality Education	RIE, Ajmer 6–11 November 2023
7.	Capacity Building Programmes for Manager/ Head teachers teaching in Madrasas (Alternative Schools) for Enhancement of Quality Education	NERIE, Umiam (Meghalaya) Organised at SCERT Tripura 12–16 February 2024

DEPARTMENT OF EDUCATION IN SOCIAL SCIENCES (DESS)

Orientation of Key Resource Persons (KRPs) from SC/ST Concentrated Areas on the Use of Economics Kit at the Secondary Stage (Grades 9 to 12)

In the light of NEP 2020, Educational Kit-interdisciplinary and inclusive 'Arth Manjusha' along with Manual at the Secondary Stage for Grades 9 to 12 for teachers and students has been developed. Orientation of 48 KRPs of Uttarakhand State at Dehradun in collaboration with SCERT, Uttarakhand was carried out.

Six-Month Certificate Programme on Developing Social Science Textbooks and Other Curricular Materials

The programme has four courses with 20 credits viz., (i) School Social Science Education: Building Perspectives (5 credits); (ii) Epistemology and Social Sciences (5 credits); (iii) Development of Curricular Resources and Pedagogic Concerns (5 credits) and (iv) Assessment and Learning (5 credits). The number of credits was decided on the basis of National Credit Framework 2023.

The Certificate Programme was offered in the blended mode in which course participants attended the programme in three phases. The duration of the three phases is as follows:

Phase 1 21.08.2023 to 10.09.2023 (online)

Phase 2 30.10.2023 to 19.11.2023 (face-to-face)

Phase 3 27.01.2024 to 16.02.2024 (online)

Resource persons include faculty members from the Department, members of course advisory committee, faculty members from other constituents of NCERT and from other universities. Course participants were from 21 States and Union Territories (Andhra Pradesh, Assam, Bihar, Dadra and Nagar Haveli, Delhi, Gujarat, Haryana, Jammu and Kashmir, Karnataka, Kerala, Maharashtra,



Meghalaya, Nagaland, Odisha, Punjab, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh, Uttarakhand & West Bengal).

Capacity Building Programmes for State Resource Persons (SRP's) under Ayushman Bharat School Health and Wellness Programme

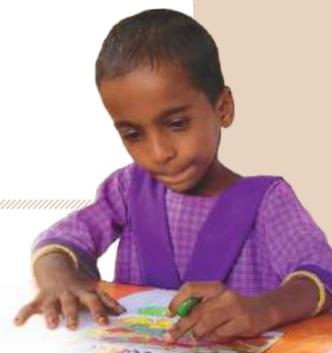
Under the *Ayushman Bharat* School Health and Wellness Programme, capacity building programmes for State Resource Persons were organised to create awareness about Health and Wellness concerns and develop abilities to act as a Resource Person/Master Trainer in training programmes on Health and Wellness. These capacity building programmes covered content on issues and concerns related to Growing Up Healthy, Emotional Well-being and Mental Health, Interpersonal Relationships, Values and Responsible Citizenship, Gender Equality, Nutrition, Health and Sanitation, Promotion of Healthy Lifestyle, Prevention and Management of Substance Misuse, Reproductive Health and HIV Prevention, Safety and Security against Violence and Injuries, Promotion of Safe Use of Internet, Gadgets and Media.

S. No.	Title of the Programme	Venue and Dates
	Orientation of Key Resource Persons (KRPs) from SC/ST Concentrated Areas on the Use of Economics Kit at the Secondary Stage (Grades 9 to 12):	Dehradun, Uttarakhand 22–24 February 2024
1.	Kashmir Division, Jammu & Kashmir	Srinagar, Jammu & Kashmir 04–07 October 2023
2.	Andhra Pradesh, Karnataka, Kerala, Goa, Puducherry, Lakshadweep, Telangana and Tamil Nadu	Bangalore, Karnataka 28–31 October 2023
3.	Bihar and Uttar Pradesh	Gaya, Bihar 26–29 November 2023
4.	Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim	Guwahati, Assam 10–13 December 2023
5.	Rajasthan and Gujarat	Udaipur, Rajasthan 17–20 December 2023

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS (DEGSN)

Online Course in Teaching of Science at Middle Stage

An online course for teachers to teach science at middle stage has been developed with the aim to empower a 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. In the year 2022–23, around 342 participants across the country had enrolled and successfully completed the course in the month of November 2023–24. More details are available at <https://www.ncertx.in/>.



DEPARTMENT OF CURRICULUM STUDIES AND DEVELOPMENT (DCS&D)

Capacity Building of Curriculum Developers on Integration of Experiential Learning with special focus on Toy-based Pedagogy in Curriculum and Textbooks

Experiential Learning Approach as a pedagogical practice has been suggested by NEP 2020 across all stages of School Education. Using indigenous toys as an effective pedagogical tool in the classroom transaction at various stages and across curricular areas is one of the ways to implement the experiential approach. To support and orient the curriculum developers across the country about this perspective, two capacity building programmes were organised online during June to November 2023 by the department. The objectives of this capacity building programmes were to orient them about the importance of toys as a pedagogical tool and to provide some exemplar toys, which could be used in the classroom transaction so that the curriculum developers will be able to integrate the same while developing the curriculum. Curriculum developers from various states/UTs and teachers from Regional Institutes of Education, NCERT participated in the capacity building programmes.

Capacity Building of Teachers Teaching in Navy Schools on the NEP 2020 Perspectives and Implementation

The objective of this programme was to orient Navy Schools' teachers at different stages and Principals from across the country on the perspectives of the National Education Policy, 2020, National Curriculum Framework and other important aspect of school education. The objective was also to motivate them in the implementation of various activities/programmes based on the NEP 2020 recommendations. More than 100 teachers participated in this programme through online mode. Four rounds of this programme were conducted from June–November 2023. Resource persons from the concerned constituent units of the NCERT took sessions on NEP 2020, NCFs, Pedagogical perspectives, etc.

S. No.	Title of the Programme	Venue and Dates
1.	Capacity Building of Teachers teaching in Navy Schools on the NEP 2020 perspectives and implementation	June–November 2023 (Four Phases) Online
2.	Capacity Building of Curriculum Developers on Integration of Experiential learning with special focus on Toy-based Pedagogy in Curriculum and Textbooks	10–12 October 2023
3.	Capacity Building of Curriculum Developers on Integration of Experiential learning with special focus on Toy-based Pedagogy in Curriculum and Textbooks	20–22 November 2023



DIVISION OF EDUCATIONAL KITS (DEK)

Orientation of Key Resource Persons from State & UTs, Faculty of RIEs and DMS Teachers on Educational Kits

The programme was taken up with the objectives to orient the faculty of RIEs, Teachers of DMS, Pre-service Teacher Trainees and State Resource Persons on the use of Educational Kits developed by NCERT, to promote the use of the NCERT Educational Kits for enhancing the experiential learning in DMS and in schools run by the States, through the Resource Persons of the States and UTs of their region.



S. No.	Title of the Programme	Venue and Dates
<i>Orientation of Key Resource Persons from State & UTs, Faculty of RIEs and DMS Teachers on Educational Kits:</i>		
1.	Delhi, Uttar Pradesh, Himachal Pradesh, Jammu & Kashmir, Chandigarh, Punjab, Rajasthan, Uttarakhand and Haryana	RIE, Ajmer, Rajasthan 18–22 September 2023
2.	Arunachal Pradesh, Manipur, Assam, Meghalaya, Nagaland and Mizoram	NERIE, Umiam (Meghalaya) 04–08 December 2023
3.	Andhra Pradesh, Puducherry, Lakshadweep, Karnataka and Tamil Nadu	RIE, Mysuru 14–16 February 2024
4.	Goa, Daman, Chhattisgarh, Maharashtra and Madhya Pradesh	RIE, Bhopal 29 February to 2 March 2024
5.	West Bengal, Odisha, Jharkhand, Andman & Nicobar Islands and Bihar	RIE, Bhubaneswar 04–06 March 2024

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS OF EDUCATION (DEPFE)

Diploma Course in Guidance and Counselling

In order to meet the requirements of trained personnel in Guidance and Counselling in schools and teacher training institutions, NCERT had offered a regular nine-month Post graduate Diploma course in Guidance and Counselling for about four decades. The DEPFE, NCERT also offered a Capacity Building Programmes



six-month International Diploma Course in Guidance and Counselling (through face-to-face mode) for teachers and teacher educators from Asian and African countries including India during the years 2002–03 and 2005–2008.

In view of the more flexible approaches available in the form of Distance and Open Learning systems and use of technology to train larger number of people, the Diploma Course in Guidance and Counselling through Distance/ Online mode was designed and self-learning modules in collaboration with Common wealth of Learning (CoL), Canada was developed. The Diploma course in Guidance and Counselling offered through face-to-face mode was redesigned by adding into it components of distance learning, intensive face-to-face practice and internship.

The course is being offered at DEPF, NIE, New Delhi and five regional centres at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong to train teachers, teacher educators, educational and guidance personnel to serve as counsellors in schools.

The Diploma Course in Guidance and Counselling 2023, began in January 2023. The course comprises three phases: (i) Distance Learning Phase (January–June 2023) (ii) Contact Phase (July–September 2023) (iii) Internship (October–December 2023). A total of 34 students successfully completed the course at NIE, Delhi. The Diploma Course in Guidance and Counselling (2024) has started in January 2024. Tutorial Grades have been organised each month since January 2024. The sessions include discussion on DCGC modules and assignments, including special lectures.

DIVISION OF EDUCATIONAL RESEARCH (DER)

Capacity Building Programme in Research Methodology

Research methodology courses are being organised in collaboration with SCERTs, for DIET and SCERT faculty. In this programme, in addition to discussing various aspects of research methodology, the participants are also provided hands-on experience to use computers in the research. Each participant develops a research proposal, which is presented and discussed in the course. The major objectives of the programme are to update the training material developed for use in the programme; develop an understanding among teacher educators about the importance of educational research; orient them about the process of qualitative and quantitative educational research; and help the participants in development of research proposals on a topic relevant to their contexts.

DEPARTMENT OF TEACHER EDUCATION (DTE)

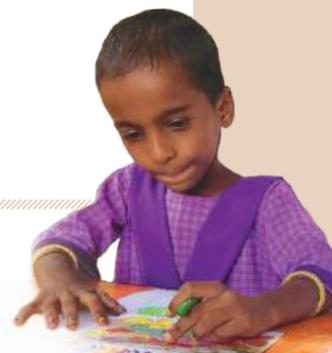
Capacity Building of Teacher Educators from SCERTs, IASEs and CTEs

Teacher Educators play a very important role in the professional development of teachers not only at the pre-service stage, but also at the in-service stage. Moreover, there is a high correspondence between the quality of teachers and teacher educators. For preparing quality teachers, system needs professional teacher educators who are updated on educational initiatives. Reform in teacher education curriculum requires hand holding and capacity building of teacher educators on the concerns related to school education. Though



there are provision under PMMMNMTT and institutional activities for the capacity building of teacher educators, however, it is often found that in these programmes issued related to schools curriculum and teacher education curriculum are hardly discussed. Moreover, in view of NEP 2020 concerns, initiatives taken in the area of school education, teacher education curriculum, etc., need to be discussed for the smooth implementation of NEP 2020. Keeping this in view, the programme is based on NEP 2020 recommendation in the area of experiential learning. Pre-vocational education, curriculum and inclusive education, learning outcomes and assessment need to be developed for teacher educators. The Department also conducted capacity building programmes for Sainik schools' teachers on various aspects of NEP 2020.

S. No.	Title of the Programme	Venue and Dates
1.	Capacity Building of Teacher Educators from SCERTs and DIETs	NIE, NCERT, New Delhi 18–20 October 2023
2.	Capacity Building of Teacher Educators from SCERTs and DIETs	Regional Institute of Education, Mysuru 06–08 November 2023
3.	Capacity Building of Teacher Educators from SCERTs and DIETs	Regional Institute of Education, Bhopal 13–15 December 2023
4.	Capacity Building of Teacher Educators from SCERTs and DIETs	Regional Institute of Education, Ajmer 22–24 January 2024
5.	Capacity Building Programme for Faculty Members from DIETs and SCERTs of Eastern Region	Regional Institute of Education, Bhubaneswar 06–08 March 2024
6.	Capacity Building Programme for the Faculty of Sainik School on understanding the NEP 2020	DTE, NCERT from 21–24 November 2023
7.	Capacity Building of Teacher Educators from SCERTs and DIETs	NIE, NCERT, New Delhi 18–20 October 2023
8.	Capacity Building of Teacher Educators from SCERTs and DIETs	Regional Institute of Education, Mysuru 06–08, November 2023
9.	Capacity Building of Teacher Educators from SCERTs and DIETs	Regional Institute of Education, Bhopal 13–15 December 2023
10.	Capacity Building of Teacher Educators from SCERTs and DIETs	Regional Institute of Education, Ajmer 22–24 January 2024
11.	Capacity Building Programme for Faculty Members from DIETs and SCERTs of Eastern Region	Regional Institute of Education, Bhubaneswar 06–08 March 2024
12.	Capacity Building Programme for the Faculty of Sainik School on understanding the NEP 2020	DTE, NCERT from 21–24 November 2023



EDUCATIONAL SURVEY DIVISION (ESD)

Training Programme on Data Analysis Methodology with Open-Source Software

Data Analysis is a very important activity in a quantitative research study. Planning of statistical analysis of research data is as important as designing and conducting a research study. With the proper planning for the conduct of the study, the identification of accurate statistical procedures, techniques and statistical tests is also important. At this stage, accurate analysis of data helps to draw correct inferences about the study. With such ability, the researcher can make use of software packages for analysing large data files with thousands of variables. Considering the felt need for education and training in this area, a course on a statistical analysis of data using Open-Source Software has been planned.

Nowadays, the use of Open-Source Software (OSS) platform is growing very fast. The main advantage of OSS is that anyone can download the software without paying a single paisa and can improve and modify its source code. This characteristic enables the OSS to attract many contributors to voluntarily contribute to the development of the software in the form of a group called OSS Communities. A few good OSS analytical software popularly in use are R, PYTHON, SciLab, GNU PSPP, STATFree, ANALYST, Jamovi, JASP, etc.

The National Education Policy 2020 (NEP 2020) also emphasised in online learning and high-quality capacity building of educators using digital platforms. The programme will provide a platform for researchers, faculty members, teachers and others to understand the process of data analysis using Open Source Software.

S. No.	Title of the Programme	Venue and Dates
1.	Training Programme on Data Analysis Methodology with Open-Source Software	Online Mode 09–13 October 2023 DIET, Varanasi, Uttar Pradesh 28 November–02 December 2023 DIET, Ujjain, Madhya Pradesh 15–19 January 2024

INTERNATIONAL RELATIONS DIVISION (IRD)

UNESCO Programme of Training of Prospective Resource Persons for Roll out of School Health and Wellness Programme in CBSE Affiliated Schools

A UNESCO training workshop for CBSE Master Trainers for roll out of School Health and Wellness Programme in CBSE affiliated schools was organised jointly by Central Institute of Educational Technology (CIET) and International Relations Division of NCERT from 5–9 February 2024. The major objective of training was to strengthen the implementation of school health and wellness ambassador/co-ordinator initiative in CBSE schools and to train 89 master trainers identified by CBSE Centre of Excellence. Principals and senior teachers from the southern states of Andhra Pradesh, Telangana, Karnataka, Tamil Nadu, Puducherry, Andaman and Nicobar Islands, Kerala and Lakshadweep participated in the training. The groups were presented with major tenets of



the National Education Policy (NEP) 2020 and its perspectives on health and well-being, strategies and activities for planning and promoting healthy life of children in school. Hands-on activities and project work tasks were also carried out by the participating principals and teachers.

S. No.	Title of the Programme	Venue and Dates
1.	UNESCO Programme of Training of Prospective Resource Persons for Roll Out of School Health and Wellness Programme in CBSE Affiliated Schools	CIET, NCERT, New Delhi 05–09 February 2024

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 4 to 6 December 2023 to update the training package titled 'Educational Project Planning, Implementation, Monitoring and Evaluation'. The training programme was conducted at NERIE, Umiam (Meghalaya) from 29 January to 2 February 2024. The DIET faculty working in the ST dominated areas of North-Eastern States Meghalaya, Sikkim, Arunachal Pradesh, Nagaland, Mizoram, Assam, Arunachal Pradesh and Sikkim participated in the programme.

Sl. No.	Title of the Programme	Venue and Dates
1.	Training of DIET Faculty in Educational Project Planning, Implementation, Monitoring and Evaluation	NERIE, Umiam (Meghalaya) 29th January–2nd February 2024

CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET)

Capacity building programmes in the areas of Educational Technology and ICT were organised to build capacity of teachers, teacher educators and various stakeholders of school education. Trainings were done in face-to-face, online and also in blended mode in areas of e-Content development, disruptive technologies, recommendation of NEP 2020 and techno-pedagogy integration.

Under its training mandate, CIET conducted a series of training programmes to familiarise the State Resource Groups from all the States/UTs. The details of the training programmes are given in the table below:

Capacity Building Programmes

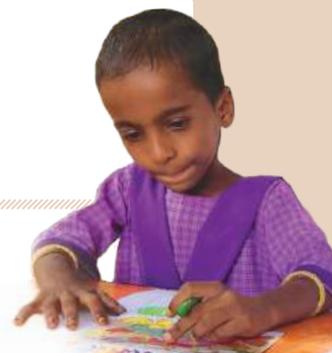


Details of training programmes conducted during 2023–24

S. No.	Title of the Programme	Venue and Dates
1.	Leveraging Digital Technology in Education	LBNSAA, Mussoorie 6 April 2023
2.	Safety and Security in Digital Space	Online 05–09 June 2023
3.	Emerging Trends in Educational Technology	Online 12–16 June 2023
4.	Development of e-Content: Audio Resources	Online 26–30 June 2023
5.	Safe Online Communication	Online 03–07 July 2023
6.	Pedagogical Perspective of Virtual Labs on DIKSHA	Online 10–14 July 2023
7.	Online Financial Security	Online 31 July–4 August 2023
8.	Orientation of New DIKSHA Coordinators on DIKSHA and its Usage	Online Mode 17–18 August 2023
9.	5 Days Orientation of SCERT Nagaland DIKSHA and its Usage	CIET, NCERT 21–25 August 2023
10.	Development of e-Content- Interactive Resources	Online 24–28 July 2023
11.	Leveraging Digital Technology for School and Teacher Education	Online 07–11 August 2023
12.	Developing e-Content for Teaching and Learning of Mathematics	Online 21–25 August 2023
13.	Internet of Things (IoT) and Mobile Security	Online 4–8 September
14.	Blended Learning	Online 11–15 September 2023
15.	Development of e-Content for Primary Teachers of Chandigarh	Online 21–26 September 2023
16.	Developing e-Content for Teaching and Learning of Science	Online 25–29 September 2023
17.	Digital Wellness	Online 02–06 October 2023
18.	Development of e-Content: Video Resources	Online 16–20 October 2023
19.	Demystifying Specific Learning Disability	Online 16–20 October 2023
20.	Three-Day Capacity Building/District Empowerment Programme of DIKSHA Teacher Educators	SCERT, Solan, Himachal Pradesh 25–27 October 2023



21.	Orientation of State's Resource Group on e-Content Development in 4 phases	
	Phase-1(Bihar, Chhattisgarh, Goa, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, West Bengal, and UTs of Dadra Nagar Haveli, Daman and Diu)	Online 9-13 October 2023
	Phase-2 (Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Telangana and Union Territories of Pondicherry, Ladakh, Lakshadweep and Andaman and Nicobar Islands)	Online 16-20 October 2023
	Phase-3 (Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura)	Online 30 October-03 November 2023
22.	Phase-4 (Haryana, Gujarat, Himachal Pradesh, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh, the National Capital Territory of Delhi, and the Union Territories of Chandigarh, Jammu and Kashmir)	Online 06-10 November 2023
23.	ई-सामग्री के विकास हेतु ऑनलाइन प्रशिक्षण: ऑडियो संसाधन	Online 20-24 November 2023
24.	Cyber Safety and Security for Master Trainers of States/UTs and Autonomous Organisations – Phase 1	Online 20-22, November 2023
25.	Cyber Safety and Security for Master Trainers of States/UTs and Autonomous Organisations – Phase II	Online 28-30, November 2023
26.	Development of Online Course for State Resource Group (SRG)/Master Trainers of States, UTs and Autonomous Organisations	Online 04-08 December 2024
27.	दीक्षा पर वर्चुअल लैब्स का शिक्षाशास्त्रीय परिप्रेक्ष्य	Online 11-15 December 2023
28.	ई-सामग्री का विकास: इंटरैक्टिव संसाधन	Online 25-29 December 2023
29.	Cyber Hygiene	Online 01-05 January 2024
30.	शैक्षिक प्रौद्योगिकी में उभरते रुझान	Online 08-12 January 2024
31.	Integration of Virtual Labs in Teaching Learning	Online 15-19 January 2024
32.	Cybersecurity Concerns in Emerging Technologies	Online 05-09 February 2024
33.	“विज्ञान के शिक्षण और अधिगम के लिए ई-सामग्री का विकास” पर ऑनलाइन प्रशिक्षण	Online 22-26 January 2024
34.	“मिश्रित अधिगम” पर ऑनलाइन प्रशिक्षण	Online 12-16 February 2024
35.	NISHTHA ET - Level 1: Phase 1	CIET, New Delhi, 19-23 February 2024



36.	गणित के शिक्षण और अधिगम के लिए ई-सामग्री का विकास	Online 26 February – 1 March 2024
37.	NISHTHA ET - Level 1: Phase 2	CIET, New Delhi 26 February – 01 March 2024
38.	Cyber Clubs	Online 04–08 March 2024
39.	“विशेष आवश्यकता वाले बच्चों के लिए डिजिटल प्रौद्योगिकी” पर ऑनलाइन प्रशिक्षण	Online 11–15 March 2024
40.	ई-सामग्री के विकास पर ऑनलाइन प्रशिक्षण: वीडियो संसाधन	Online 26–30 March 2024
41.	NISHTHA ET - Level 1: Phase 3	CIET, New Delhi 04–08 March 2024
42.	NISHTHA ET - Level 1: Phase 4	CIET, New Delhi 11–15 March 2024
43.	3 Days Orientation of District Education Officers, Teacher Educators and Teachers of Jharkhand on DIKSHA and its Usage	JCERT, Jharkhand 15–17 March 2023

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION (PSSCIVE), BHOPAL

The Institute organised 09 Orientation programmes for Key Functionaries on Strengthening Vocational Education in Schools of States/UTs in light of NEP 2020. In these programmes, about 550 key functionaries from various states/UTs participated including key functionaries of Andaman and Nicobar Islands. The Institute organised 09 Training programmes for developing Master trainers on vocational pedagogy. The prime objective of the training programme was to empower educators with advanced pedagogical techniques that can significantly enhance the quality of vocational education delivery. The 5-day programmes were meticulously designed to equip participants with innovative teaching strategies, fostering an environment that fosters creativity, engagement, and effective learning outcomes. The institute organised 06 capacity building programmes for teachers on vocationalisation of education at Middle Stage (from Grades 6 to 8). The main objective of the programme was to offer valuable training and insights to teachers about how to incorporate pre-vocational activities into their teaching methods for providing experiential learning experience to the students. Besides these programmes, the institute also organised 10 vocational teachers training programme on various job roles in Agriculture, Apparel and Made-ups, Automobile, Retail,



BFSI, Travel and Tourism, IT and ITeS, Security, Health and Food Processing Sectors. In all the above training programmes, about 1200 teachers and key functionaries from various States and UTs participated.

Capacity Building programmes for Teachers on Vocationalisation of Education at Middle Stage (from Grades 6 to 8)

S. No.	Title of the Programme	Venue and Dates
1.	Orientation Programme of Key Functionaries for Strengthening Vocational Education in light of NEP for the States of Goa, Kerala, Manipur and Mizoram	PSSCIVE, Bhopal 28–30 November 2023
2.	Orientation Programme of Key Functionaries for Strengthening Vocational Education in light of NEP for the States of Uttar Pradesh, Uttarakhand, Delhi and Haryana	PSSCIVE, Bhopal 16–18 August 2023
3.	Orientation Programme of Key Functionaries for Strengthening Vocational Education in light of NEP for the States of Andhra Pradesh, Telangana, Karnataka and Tamil Nadu	PSSCIVE, Bhopal 19–21 July 2023
4.	Orientation Programme of Key Functionaries for Strengthening Vocational Education in light of NEP for the States of Punjab, Himachal Pradesh and Chandigarh	PSSCIVE, Bhopal 28–30 August 2023
5.	Orientation Programme of Key Functionaries for Strengthening Vocational Education in light of NEP for the States of Jammu & Kashmir, Andaman and Nicobar, Bihar and Nagaland	PSSCIVE, Bhopal 25–27 September 2023
6.	Orientation Programme of Key Functionaries for Strengthening Vocational Education in light of NEP for the States of Gujarat, Daman & Diu and Dadra and Nagar Haveli	PSSCIVE, Bhopal 16–18 August 2023
7.	Orientation Programme of Key Functionaries for Strengthening Vocational Education in light of NEP for the States of Madhya Pradesh, Chhattisgarh, Rajasthan and Maharashtra	PSSCIVE, Bhopal 28–30 August 2023
8.	Training of Teachers and Key Functionaries for Improving the Quality of Vocational Education and Training in Andaman and Nicobar Islands	Port Blair, Andaman & Nicobar Islands and PSSCIVE (blended mode) 11–20 October 2023
9.	Capacity Building Programme for Teachers on Vocationalisation of Education at Middle Stage (from Grades 6 to 12) for Northern Region	PSSCIVE, Bhopal 05–07 March 2024
10.	Capacity Building Programme for Teachers on Vocationalisation of Education at Middle Stage (from Grades 6 to 12) for Western Region	Bhuj, Gujarat 29 February–02 March 2024
11.	Capacity Building Programme for Teachers on Vocationalisation of Education at Middle Stage (from Grades 6 to 12) for Eastern Region	PSSCIVE, Bhopal 11–15 March 2024
12.	Capacity Building Programme for Teachers on Vocationalisation of Education at Middle Stage (from Grades 6 to 12) for Central Region	PSSCIVE, Bhopal 05–07 March 2024



13.	Capacity Building Programme for Teachers on Vocationalisation of Education at Middle Stage (from Grades 6 to 12) for Southern Region	PSSCIVE, Bhopal 21–25 August 2023
14.	Capacity Building Programme for Teachers on Vocationalisation of Education at Middle Stage (from Grades 6 to 8) for North-Eastern Region	PSSCIVE, Bhopal 21–25 August 2023
15.	Training Programme for Developing Master Trainers on Vocational Pedagogy for the States of Goa, Kerala, Manipur and Mizoram	PSSCIVE, Bhopal 26 February–01 March 2024
16.	Training Programme for Developing Master Trainers on Vocational Pedagogy for the States of Uttar Pradesh, Uttarakhand, Delhi and Haryana	PSSCIVE, Bhopal 04–08 September 2023
17.	Training Programme for Developing Master Trainers on Vocational Pedagogy for the States of Andhra Pradesh, Telangana, Karnataka and Tamil Nadu	PSSCIVE, Bhopal 31 July–04 August 2023
18.	Training Programme for Developing Master Trainers on Vocational Pedagogy for the States of Tripura, Assam, Arunachal Pradesh, Meghalaya and Puducherry	PSSCIVE, Bhopal 18–22 September 2023
19.	Training Programme for Developing Master Trainers on Vocational Pedagogy for the States of Punjab, Himachal Pradesh and Chandigarh	PSSCIVE, Bhopal 11–15 September 2023
20.	Training Programme for Developing Master Trainers on Vocational Pedagogy for the States of Jammu & Kashmir, Andaman and Nicobar, Bihar, Lakshdweep and Nagaland	PSSCIVE, Bhopal 07–11 August 2023
21.	Training Programme for Developing Master Trainers on Vocational Pedagogy for the States of Gujarat, Daman & Diu and Dadra and Nagar Haveli	PSSCIVE, Bhopal 04–08 September 2023
22.	Training Programme for Developing Master Trainers on Vocational Pedagogy for the States of Madhya Pradesh, Chhattisgarh, Rajasthan and Maharashtra	PSSCIVE, Bhopal 11–15 September 2023
23.	Vocational Teachers Training for different Job Roles in Security Sector	PSSCIVE, Bhopal 06–10 November 2023
24.	Vocational Teachers Training for different Job Roles in Agriculture Sector	PSSCIVE, Bhopal 20–24 November 2023
25.	Vocational Teachers Training for different Job Roles in Retail Sector	PSSCIVE, Bhopal 03–07 October 2023
26.	Vocational Teachers Training for different Job Roles in Banking Financial Services and Insurance Sector	PSSCIVE, Bhopal 30 October–03 November 2023
27.	Vocational Teachers Training for different Job Roles in Travel, Tourism and Hospitality Sector	PSSCIVE, Bhopal 20–24 November 2023
28.	Vocational Teachers Training for different Job Roles in Automobile Sector	PSSCIVE, Bhopal 27 Nov–01 December 2023
29.	Vocational Teachers Training for different Job Roles in Health Sector	PSSCIVE, Bhopal 30 October–05 November 2023



30.	Vocational Teachers Training for different Job Roles in Apparel Made-Ups & Home Furnishing Sector	PSSCIVE, Bhopal 07–11 August 2023
31.	Vocational Teachers Training for different Job Roles in Food Processing Sector	PSSCIVE, Bhopal 13–17 November 2023
32.	Vocational Teachers Training for different Job Roles in IT-ITeS	PSSCIVE, Bhopal 08–12 January 2024

In-service Training for Vocational Teachers of Odisha

In collaboration with Directorate of Higher Secondary Education (DHSE), Odisha, the in-service training was organised for vocational teachers under CSS-VSE at Bhubaneswar for revamping of 174 Government Vocational Higher Secondary Schools (GVHSS) to National Skill Qualification Framework (NSQF), under STARS Programme. The faculty members from PSSCIVE, Bhopal imparted the training with the objective of updating the knowledge and skills, disseminating the information on the availability of educational and employability opportunities among students, understanding the existing scheme of vocational programme in the state, outlining the transition from current vocational programme to NSQF aligned courses and making the teachers aware on the career prospects in Vocational Education. Total 193 junior lecturers of Vocational Education from the Government Higher Secondary Schools of Odisha participated in the programme.

In-service Training for Vocational Teachers of West Bengal

In collaboration with the Directorate of Vocational Education and Training (DVET), West Bengal, the in-service training for vocational teachers under CSS-VSE at the Calcutta Technical School, Esplanade, Kolkata was organised by PSSCIVE. The five-day training programme was attended by 330 vocational instructors from Howrah, North 24 Parganas, South 24 Parganas and Kolkata in West Bengal.

REGIONAL INSTITUTE OF EDUCATION, AJMER

The Institute caters to the educational needs of the states and UTs of Northern region of the country. As per the educational needs of the States and UTs, the Institute organises capacity building programmes on identified themes. For the year 2023–24, six training programmes for various stakeholders on experiential learning, ICT-integrated pedagogy, artificial intelligence, research methodology and modernising library services were organised. The trained persons are utilised by the respective states as State Resource Group or Master trainers.

S. No.	Title of the Programme	Venue and Dates
1.	Capacity Building Programme for SRGs on Experiential Learning in Science at Secondary Stage in the context of NEP 2020	RIE, Ajmer 18–22 December 2023
2.	Capacity Building of SRGs on Experiential Learning Strategies in Social Sciences and Language at Secondary Stage	RIE, Ajmer 11–15 March 2024



3.	Capacity Building Programme on Attainment of Learning Outcomes through ICT Integrated Pedagogy at Secondary Stage	RIE, Ajmer 11–15 December 2023
4.	Capacity Building Programme for SRGs on Artificial Intelligence	RIE, Ajmer 15–19 January 2024
5.	Capacity Building Programme for the SRGs on Research Methodology to bring Research into Schools	RIE, Ajmer 30 October–3 November 2023
6.	Capacity Building of KRPs on Modernising the Library Services	RIE, Ajmer 6–10 November 2023

REGIONAL INSTITUTE OF EDUCATION, BHOPAL

Capacity Building Programme on Geospatial Technology for Secondary Stage Geography Teachers of Gujarat, Dadra and Nagar Haveli & Daman and Diu

The capacity building programme on geospatial technology for secondary stage Geography Teachers of Gujarat, Dadra & Nagar Haveli and Daman & Diu. Sessions were conducted at Regional Institute of Education, Bhopal from 20–24 November 2023 on introduction of Geospatial technology, its applications, geospatial data, the integration of geospatial technology in teaching school geography, the history of map making, distance and direction, scale and types, types of maps, geoid and globe, aerial photos, downloading of QGIS software from Google, and installation. The second part of the training session was devoted to laboratory work including vector data in GIS, Geospatial analyses, geoprocessing tools in QGIS, displaying school names, displaying OSM map as the background image, Terrain analysis, Digital Elevation Model (DEM), Acquiring DEM from an Open-source platform, generating aspect from DEM, etc.

Certificate Course in School Librarianship

The objectives of the programme were to provide Continuing Professional Development (CPD) trainings to school librarians and to enable the school librarians and strengthen the school libraries in the light of basic ideas established in the NEP 2020. This course covers topics such as library organisation, cataloguing, classification systems, digital libraries and information retrieval. Participants gain practical experience through hands-on training and workshops, preparing them for roles in libraries across various sectors. The programme is designed to meet the growing demand for skilled library professionals in both traditional and digital environments. The training has significantly improved library services and fostered a more engaging learning environment in schools.

Capacity Building programme for PGTs in History of Madhya Pradesh

The objectives of the programme were to enrich the subject knowledge of History teachers to discuss transformational pedagogies in teaching History and to develop a history package for addressing the above objectives. A hands-on workshop on ways of archaeologists was conducted where teachers also made pre-historic tools. Visit to Pre-historic and Proto-historic sites was undertaken which provided first-hand experience to the teachers. Visit to state museum



deepened their understanding about iconography, numismatics and epigraphy. Visit to Manav Sangrahalaya helped them in understanding diverse cultures and traditional practices of Indian Knowledge System. Sessions on incorporating transformational pedagogies such as discussions, debates, art-integration, use of ICT and development of e-content, project based and research-based learning in the classrooms, were also undertaken.

Training of KRPs of Maharashtra, Goa and Gujarat on Theatre Pedagogy

The objectives of the programme were to orient the KRPs on Theatre Pedagogy; to train the KRPs on organising various activities of related to Theatre in the organisation/institutes; to orient the KRPs on holistic education for the development of personality through Theatre Pedagogy; to train the KRPs on individual development through Theatre Pedagogy; to orient the KRPs on basic principles of theatre activities; to orient KRPs with exercises, related to personality development, speech therapy, psychological observation, removing audience fear, etc. As an outcome of the workshop, a play will be prepared and performed through that in-service teacher will get the real feel of modern Indian theatre.

Training on Multilingual-Multicultural Education to KRPs of Primary School Level of Western Region

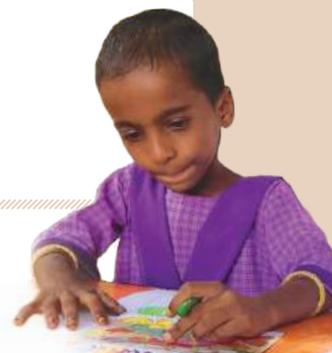
The objectives of the programme are to analyse contents for identifying space for developing materials in Multilingual-Multicultural Education; to impart training to KRPs of western region on Multilingual-Multicultural Education; to adopt innovative practices with reference to NEP 2020 keeping in view Multilingual-Multicultural Education; to support school education of western region in the field of Multilingual-Multicultural Education.

Training of KRPs of Western Region on Indigenous Sports with reference to NEP 2020

This programme has been designed in accordance with NEP 2020. It is expected to serve as a guide for key resource persons which includes Indigenous Sports, Physical Education Teacher, Physical Training Instructors and Yoga Teachers. The importance of Physical Education, Yoga and Indigenous Sports Programme is to help students to develop a wide range of skills as well as to give them the ability to use tactics, strategies and new ideas to perform successfully both at home and school. NEP 2020 envisages sports as a part of curriculum and lays emphasises on sports integrated learning as well as adopting sports as a lifestyle. To achieve this, sports must be made a compulsory subject at all levels in schools.

Training of KRPs of DIET on Integration of ICT in Teaching-Learning Process

The objectives of the programme are to develop knowledge and skills among KRPs of DIET in using ICT in education; to acquaint the KRPs of DIET in the use of web 2.0 tools for integration of ICT in teaching-learning process. Following topics were delivered in the training programme; 1. Information Communication Technology (ICT) for Teaching-Learning; 2. Pedagogy technology integration through Web 2.0 technology; 3. Online Education Resources; 4. Learning Management System-Google Classroom; 5. Development of Capacity Building Programmes



e-Content; 6. Concept and Creation of e-Portfolio; 7. Assistive Technology in Education; 8. H5P Authoring tools; 9. Video-Based Analysis Freeware: Tracker; 10. ICT in Mathematics; 11. ICT for Language and Social Science; 12. Geospatial Technology in Teaching School Geography; 13. Video and Audio Editing Tools; 14. How to Create and Analyse Google Forms; 15. Online Assessment Tools; 16. Google Collaborative Tools.

Diploma Course in Guidance and Counselling (through Distance/Online and Face-to-Face)

The course consists of core components in guidance and counselling processes and procedures, major theories of human adjustment and career development, and their application in counselling, psychological assessment and appraisal, and use of career information in guidance and counselling practices. The content also includes counselling for special groups of students, crisis situations and other issues arising from multicultural forces, globalisation, industrialisation, etc., that have implications for guidance and counselling practices. The course includes intensive training in practical work integrated with the theory components which are later conducted and supervised in schools. Enrichment lectures, seminars, workshops, demonstrations, self-study and reflective sessions are also important features of the practical training. Field visits and tours are also arranged to provide candidates with the first-hand experience of working of guidance institutions and professionals. Internship: Internship or 'on-the-job experience' is an important component of this course. Trainees undergo internship in actual work setting to try out and further refine the understanding and skills acquired from theory and practice.

Training of Key Resource Persons (KRPs) on Global Citizenship Education for 21st Century Skills for Daman & Diu and Dadra & Nagar Haveli as per NEP 2020

In light of the objectives of NEP 2020, the training workshop on Global Citizenship Education aims at developing 21st-century skills among the learners. These are commonly agreed upon as collaboration and teamwork, creativity, imagination, critical thinking and problem-solving. Also included are— flexibility and adaptability, initiative and leadership, and decision making. We can develop these skills in the learners through transformative pedagogical processes. Embedding GCED in the teaching-learning process will provide the necessary context for the professional development of teachers. It will equip them for imparting education among learners for developing 21st century skills. The GCED training incorporated content on the above areas as envisioned by the NCF 2005 and UNESCO. The primary aim of Global Citizenship Education training is to train the teachers to develop a sense of belonging to common humanity. GCED training is expected to help teachers in equipping learners to become active and responsible global citizens by helping them to learn and imbibe 21st century skills and core competencies.

Capacity Building Programme on Integration of ICT in Science Education for KRPs of Western Region in the light of NEP 2020

This capacity-building programme on the integration of ICT in science education, contextualised within the ambit of NEP 2020, represents a concerted effort to empower educators with the knowledge, skills and tools necessary to navigate



this digital paradigm shift effectively. By leveraging ICT tools and resources, educators can create immersive and engaging learning experiences that foster critical thinking, creativity and scientific inquiry among students.

Capacity Building of Secondary Teachers of Adarsh Nivasi Shalas of Gujarat State in Science Subject

The National Policy of Education (NPE) 1986, and NEP 2020 stresses the importance of science education, in these words, “science education will be strengthened so as to develop in the child well-defined abilities and values such as the spirit of inquiry, creativity, objectivity, the courage to ask questions and an aesthetic sensitivity”. This enhanced responsibility can be adequately performed only when science teachers are equipped with required scientific competencies. Keeping in view the importance of practical skills in School education and particularly the Science education, the Secondary Stage was purposely chosen because it is felt that this is a crucial stage for learners where the learner has to strengthen the knowledge gained at elementary stage and as well as build up right attitudes for the future life, which may make the learner a successful and confident human being in all walks of life. This training programme provides a variety of materials for practical skills used in training workshops and students for Secondary school science teachers which can be used both in group work and by individual teachers and learners for independent study.

Diploma Course in Science Education (DPSE 2023–2024) for Western Region (Distance/online and Face-to-Face mode)

This programme aims to train in-service science teachers (both trained and untrained), aspiring teachers, science teacher educators and science education researchers for enrichment of their professional competencies as well as enhancement of their academic careers. This is a blended mode programme in which both online as well as face-to-face interaction had been given to the trainees. The duration of the programme was one year with two semester each with two phases (Guided Self-learning and Assignments, practical, assessment and evaluation).

Capacity Building of Teacher Educators of Western Region on Research Methodology and Data Analysis

DIET/CTE faculties play a great role in training the teachers in the country. They prepare the future teachers of the country. Therefore, it is necessary that teachers/DIET/CTE faculties should be trained in conducting the research of different types as per the requirement of the situation. Taking into consideration these above facts this training programme is being conducted in two phases. The first phase of the training was organised for the states of Goa, Gujarat, Maharashtra and the UTs of Daman and Diu, Dadra and Nagar Haveli.

Training of KRPs on use of Mathematics Kits Developed by NCERT for the State of Goa

For making Mathematics teaching effective and joyful NCERT developed the mathematics kits. States also purchase these kits, but maximum teachers are facing difficulties in using these kits properly. The objectives are to orient the KRPs on use of Mathematics Kits developed by NCERT; to provide training to



use different innovative Teaching-Learning materials (TLMs) of mathematics for making Mathematics teaching live; to train the KRPs in preparing and using different low-cost teaching aids to make math learning joyful and make them aware of the different Mathematical softwares like Geo-gebra, Robo Compass, Cam Studio, Mathematica, etc., for making classroom teaching effective.

Sl. No.	Title of the Programme	Venue and Dates
1.	Training of TGTs (English) of Eklavya and other Schools of Madhya Pradesh	RIE, Bhopal 12–15 December 2023
2.	Training of TGTs (English) of Eklavya and other Schools of Madhya Pradesh	RIE, Bhopal 4–8 December 2023
3.	Training of KRPs of Maharashtra in the Use of Language Lab/Language Resource Centre	RIE, Bhopal 11–15 March 2024
4.	Training for Master Trainers of Lab Assistants on Science and Maths of Madhya Pradesh	RIE, Bhopal 1–5 June 2024
5.	Training for EMRS on Chemistry Higher Secondary School Teachers of Madhya Pradesh	RIE, Bhopal 8–11 December 2023
6.	मध्य प्रदेश के सीएम राइज विद्यालयों के राज्य स्रोत समूह हेतु उच्चतर माध्यमिक स्तर पर हिन्दी विषयक शिक्षक-प्रशिक्षण	8–12 April 2024
7.	Capacity Building Programme on Geospatial Technology for Secondary Stage Geography Teachers of Gujarat, Dadra and Nagar Haveli and Daman and Diu	20–24 November 2023
8.	Certificate Course in Schools Librarianship	18–22 March 2024
9.	Capacity Building Programme for PGT's History of Madhya Pradesh	5–9 February 2024
10.	Training of KRPs of Maharashtra, Goa and Gujarat on Theatre Pedagogy	19–23 February 2024
11.	Training on Multilingual-Multicultural Education to KRPs of Primary School Level of Western Region	3–7 February 2024
12.	Training of KRPs of Western Region on Indigenous Sports with reference to NEP 2020	30 November– 14 December 2023 (Phase-I) 10–14 February 2024 (Phase-II)
13.	Theatre Workshop and Performance for Pre-Service Teacher Trainees of RIE, Bhopal	2–11 July 2023 (Phase-I) 20–29 December 2023 (Phase-II)
14.	Training of KRPs of DIET on Integration of ICT in Teaching-Learning Process	15–19 January 2024 (Phase-I) 19–23 February 2024 (Phase-II)



15.	Diploma Course in Guidance and Counselling (through Distance/Online and Face-to-Face)	RIE, Bhopal 1 July–30 September 2023
16.	Training of Key Resource Persons (KRPs) on Global Citizenship Education for 21st Century Skills for Daman & Diu and Dadra & Nagar Haveli as per NEP 2020	RIE, Bhopal 1–5 January 2024
17.	Capacity Building Program on integration of ICT in Science Education for KRPs of Western region in the light of NEP 2020	SCERT, Goa 8–12 January 2024
18.	Capacity building of secondary Teachers of Adarsh Nivasi Shalas of Gujarat state in Science subject	RIE, Bhopal 9–13 October 2023
19.	Diploma Course in Science Education (DPSE 2023–2024) for Western Region (Distance/online and Face-to-Face mode)	RIE, Bhopal 7–11 August 2023 (Online) 27 September – 1 October 2023 (Face-to-Face)
20.	Capacity Building of Teacher Educators of Western Region on Research Methodology and Data Analysis	RIE Bhopal 4–8 March 2024 (Phase I) 11–15 March 2024 (Phase II)

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

Capacity Building of KRPs of Aspirational Districts of Odisha and Bihar on Effective use of Science Laboratory at Secondary Level

The capacity building was conducted at RIE, Bhubaneswar from 11–15 December 2023 realising the need to strengthen the aspirational districts of Odisha and Bihar. It becomes essential for optimal use of the laboratory facility existing in the school. However, many schools of Odisha and Bihar lack in proper science laboratory set-up in school science subjects. As a result, majority of learners at secondary level are not very much thorough in pedagogy and skill development. In view of this, resource materials were developed with an objective of the capacity building programme for enhancing the competency of the KRPs through laboratory practices. All laboratories of RIE, Bhubaneswar were used by the KRPs during the programme. Feedback was also received from all the KRPs about the effectiveness of the programme. Such capacity building programme will prepare our school education in aspirational district of Odisha and Bihar to meet the diverse national and global challenges of India.

Capacity Building Programme for Key Resource Persons of Andaman and Nicobar Islands on Learning Outcomes in Social Sciences

The objective of the programme is to develop understanding on concept and importance of learning outcomes of social sciences, and develop capacities and skills to design and use learning resources, pedagogy and assessment strategy relating to learning outcomes. The programme was held at State Institute of Education (SIE), Port Blair from 4–8 December 2023. Total 29 secondary school teachers and seven resource persons attended the programme. The programme



followed participatory method, discussion method, group work, peer learning and field work as strategy of training. All the participants worked in small groups and developed learning and assessment strategy based on learning outcome of social science. The learning outcome document developed by NCERT and NCF–SE 2023 were used as training resources.

Capacity Building Programme for Key Resource Persons of Odisha on Development of e-Content

The objective of the programme was to develop basic skills among participants in designing script, preparation and production of quality e-Content. The e-Content development guidelines developed by the NCERT was used as reference to train the teachers. The capacity building programme was organised from 9 to 13 October 2023 at RIE, Bhubaneswar. Total 49 participants from different districts of Odisha and Jharkhand and seven resource persons attended the programme. The participants were exposed to the best e-Contents developed by the CIET and ICT studio, RIE, Bhubaneswar followed by discussion on the process of developing script, production modalities, reviewing process, etc.

Capacity Building of Teacher Educators of Bihar and Odisha on Research Methodology

The main objective is to develop theoretical understanding on educational research process, develop skills of planning and carrying out educational research, and develop competencies in linking educational research to teaching and policy among teacher educators. The programme was held in two phases; development of resource material in educational research and training programme. The training programme was held from 16–20 January 2024 at RIE, Bhubaneswar. In the programme, discussion was made on the important aspects of the educational research; formulation of research proposal, tool development, statistical techniques and reporting. Adequate time was provided to participants for working together and developing proposal. Feedback was taken with the help of a google form.

Capacity Building Programme for KRPs of Andaman and Nicobar Islands and Bihar on Inclusive Education as envisaged in NEP 2020

This academic initiative of capacity building for KRPs was a State/UT request programme for the state of Bihar, and UT of Andaman and Nicobar Islands. The objective was to empower Teachers or Special educators/KRPs of Bihar and UT of Andaman and Nicobar Islands on inclusive education as envisaged by NEP 2020 for further implementation in their context. The programme was actualised in a phased manner such as need assessment to identify and cater to the contextual needs, three-day workshop for development and finalisation of modules for transaction and five-day capacity building for Bihar during 18 to 22 January 2024, for UT of Andaman and Nicobar Islands from 12 to 16 February 2024. The vision of NEP 2020 for providing equitable and inclusive education in schools was covered. To give a realistic and hands-on experience to participants, a field visit to the inclusive school and special schools was included.



Capacity Building Programme for KRPs of Andaman and Nicobar Islands on Learning Outcome in English at Secondary Level

The capacity building programme for KRPs of Andaman and Nicobar Islands on Learning Outcome in English at secondary level was held from 20 to 24 January 2024 as a response to a request from the educational authority of the islands. The different aspects of linguistics and English Language Teaching focusing on the learning outcome in English were covered. The programme aimed at familiarising the participants with the recent development of ELT, establishing a close relationship between the understanding and application of the concepts in language teaching and learning; importance of communication skills; and enhancement of linguistic skills.

Capacity Building of KRPs of Andaman and Nicobar Islands for Management and Modernisation of School Library

A five-day training programme on capacity building of KRPs/School Librarians for management and modernisation of School Library was organised at State Institute of Education, Port Blair, Andaman and Nicobar Islands during 11–15 December 2023 with the objective to develop the capacity of School Librarians in management and automation of their libraries for easy and effective access of the users. Before the training programme, need assessment was done and on the basis of need of the target group the training module and materials were developed.

Capacity Building of KRPs of Odisha on Innovative Pedagogy in the context of NEP 2020

A five-day capacity building programme for the KRPs of Odisha on innovative pedagogy in the context of NEP 2020 was conducted from 12–16 February 2024 at RIE, Bhubaneswar in which fifty six KRPs from different DIETs of Odisha attended. The topics covered in the programme were innovative pedagogy envisaged in NEP 2020, NCF–SE 2023 and innovative pedagogy, ICT integration for innovative pedagogy, toy-based pedagogy, art-integrated pedagogy, indigenous pedagogy, flipped learning, storytelling pedagogy, experiential learning, multimodal pedagogy, sports integrated pedagogy, innovative practices and concept mapping.

Diploma Programme in Science Education at Secondary Level (DPSE)

Diploma Programme in Science Education (DPSE) at secondary level was conducted for the session 2023–24. Nineteen participants have been selected after an online admission test on 27 July 2023. Four contact programmes were conducted in four phases, phase-I (21–28.08.2023), phase-II (26–30.10.2023), phase-III (23–27.12.2023) and phase-IV (05–10.03.2024). The semester end examinations have been conducted during 2nd and 3rd phase of the contact programme. The results will be published in May 2024.



Details of each Training/Orientation/Capacity Building Programmes/ Courses organised

S. No.	Title of the Programme	Venue and Dates
1.	Capacity Building of KRPs of Aspirational Districts of Odisha on Effective Use of Science Laboratory in Secondary Schools of Odisha	RIE, Bhubaneswar 11–15 December 2023
2.	Capacity Building Programme for KRPs of Andaman and Nicobar Islands on Learning Outcomes in Social Sciences (24.09)	SIE, Port Blair Andaman & Nicobar Islands 4–8 December 2023
3.	Capacity Building Programme for KRPs of Andaman and Nicobar Islands and Bihar on Inclusive Education as envisaged in NEP 2020	Bihar 18–25 January 2024 SIE, Port Blair Andaman and Nicobar Islands 4–8 December 2023
4.	Capacity Building of KRPs of Andaman and Nicobar Islands for Management and Modernisation of School Library	SIE, Port Blair Andaman and Nicobar Islands 11–15 December 2023
5.	Capacity Building Programme for KRPs of Andaman & Nicobar Islands on Learning Outcome in English at Secondary Level	SIE, Port Blair Andaman and Nicobar Islands 20–24 December 2023
6.	Diploma Programme in Science Education at Secondary Level (DPSE)	RIE, Bhubaneswar 26–30 October 2023 RIE, Bhubaneswar 23–27 December 2023 RIE, Bhubaneswar 5–10 March 2024
7.	Capacity Building Programme for KRPs of Odisha on Development of e-Content	RIE, Bhubaneswar 9–13 October 2023
8.	Capacity Building of Teacher Educators of Bihar and Odisha on Research Methodology	RIE, Bhubaneswar 16–20 January 2024
9.	Capacity Building of KRPs of Odisha on Innovative Pedagogy in the context of NEP 2020	RIE, Bhubaneswar 12–16 February 2024

RIE, MYSURU

S. No.	Title of the Programme	Venue and Dates
1.	Three days Training Programme on Development of Holistic Progress Card for KRPs (Faculty of DIET, SCERT, SIEMAT) of Andhra Pradesh and Telangana	AV Hall, RIE, Mysuru 22–24 January 2024
2.	Training of KRPs of Andhra Pradesh on Organisation and Management of Science Labs	Tarka Kendra, RIE, Mysuru 8–10 January 2024

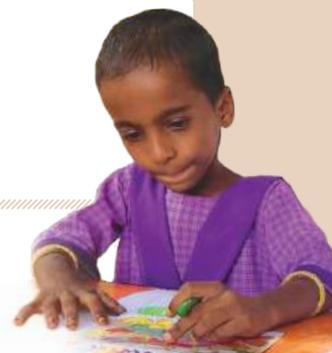


3.	3-days Training Programme on Experiential Learning for KRPs of Puducherry and Tamil Nadu	T4 and ICT Lab RIE, Mysuru 29–31 January 2024
4.	5-days Life Skills Training Programme for KRPs of Secondary Stage of Karnataka and Telangana	AV Hall, RIE Mysuru 18–22 December 2023
5.	Training Programme on use of ICT in Teaching Mathematics for the Secondary Teachers (Karnataka/Lakshadweep)	AV Hall, RIE, Mysuru 12–16 December 2023
6.	5 day Capacity Building Programme of Middle and Secondary School Teachers in Library Maintenance	AV Hall, RIE, Mysuru 29 January–2 February 2024
7.	Five-days training programme on Classroom Library for the Foundational, Preparatory and Middle School Teachers of Karnataka	AV Hall, RIE Mysuru 16–20 January 2024
8.	5-days Training Programme on Enhancing English Language Skills and Communication Skills for the Teachers of Foundational, Preparatory and Middle Stages of the states of Telangana (BIE), Tamil Nadu, Lakshadweep and Kerala	AV Hall, RIE, Mysuru 4–8 September 2023
9.	5-days Capacity Building Programme on Guidance and Counselling for Key Resource Persons (KRPs) of Karnataka, Kerala and Lakshadweep	Tarka Kendra RIE, Mysuru 13–17 November 2023
10.	Training Programme on Teacher Training for KRPs on Art Integrated Education	AV Hall, RIE, Mysuru 28 Nov–2 Dec 2023.
11.	5-days Training Programme on Toy-based Pedagogy for Key Resource Persons at Preparatory and Middle stages in Karnataka, Kerala and Tamil Nadu	Assembly Hall RIE, Mysuru 5–9 February 2024.
12.	4-days Training Programme for DIET Faculty in Inclusive Education for Karnataka and Kerala states	AV Hall, RIE, Mysuru 15–18 November 2023.

NERIE, UMIAM

Orientation Programme for the KRPs of Manipur on Integration of Vocational Education in School System

The major objectives was to sensitise about recommendations for vocational education in NEP 2020 document, to familiarise with action plan for implementation and role of various stakeholders in integration of vocational education in school system through adoption of appropriate strategies. The programme was attended by 51 KRPs consisting teacher educators, vocational teachers, school principals, state resource persons from Samagra Siksha, Manipur. Major thrust areas covered in the orientation programme are—overview of vocationalisation of education in India and explanation on place of vocational education in NEP 2020 through video; action plan for integration of vocational education through vocational exposure at early age and specific and quality vocational skills at middle and secondary stage and smooth transition up to higher institute; effective approaches such as fun based



learning activities, 10 bagless days; student support system, career counselling, recognition of prior learning; Learning outcome based curriculum and available instructional resources teacher preparation with a focus on vocational pedagogy and new teaching methods, assessment and evaluation, alignment of Indian standard and international standard; development of annual action plan etc.

Capacity Building of KRPs/Master Trainers of Manipur, Meghalaya and Sikkim in FLN

Phase I (Manipur): ‘Capacity Building for Key Resource Persons (KRPs) of North East States on Foundational Literacy and Numeracy (FLN)’ was organised by NERIE from 2–6 January 2024 at SCERT, Manipur. 37 Resource persons from the Samaghra Shiksha, Manipur attended the programme. The resource persons were Dr. Kh. Dinesh Kumar Singh, D.M. College of Teacher Education; Dr. A. Tiken Singh, NEHU, Shillong; Ms. Aruna Saikhom, DIET Senapati, Manipur; Dr. Ph. Brajayanti Devi and Dr. Sarajubala Devi from NERIE. The participants were trained on the basics of FLN, important areas to focus to improve FLN a number of Activities based on the Training module developed in the context of Manipur and also on the basis of RANIDROP activity kit were also conducted in the training.

Phase II (Meghalaya): A capacity building for KRPs of Meghalaya on Foundational Literacy and Numeracy was organised online from 8–12 January 2024. The objective was to orient the KRPs on the importance of literacy and numeracy for children before the entry into the Preparatory Stage (Pre and Primary Grade). The areas covered were basics of FLN, *Vidya Pravesh*, Competency based learning, *Jaadui Pitara*, Art Integration based learning, Pedagogy and Assessment of literacy and numeracy along with activities to enable this to achieve the competencies mentioned, Health n Well-being, creating an Inclusive classroom environment and role of all stakeholders.

Phase III (Sikkim): The PAC programme Capacity Building of Master Trainers/ KRP’s of Sikkim in Foundational Literacy and Numeracy was conducted at SCERT Gangtok from 4 to 8 March 2024. 40 participants attended the programme who were senior primary teachers, DIET and SCERT faculty. The objectives of the programme were to orient the KRPs on the importance of Literacy and Numeracy for children before entry into the Preparatory Stage, to conduct activities and strategies to enhance literacy and numeracy, and to update the KRP’s on the importance of the FLN Mission. The goals of FLN revolves around integrated and holistic development of the child under which three developmental goals are identified. The three goals are—health and well-being of children, children to become effective communicators and children to connect with their environment. The methodology used in the programme was lecture-cum-discussion, group work and ICT usage in the presentations. The programme was inaugurated by Rabin Chettri, *Director*, SCERT Gangtok and attended by other dignitaries of SCERT. The Programme Coordinator, Shatarupa Palit gave a brief overview of the programme. Resource persons invited for the programme were from Teacher Education, Institutes of Orissa and Meghalaya. Activities conducted during the course of the programme greatly benefitted the participants who also designed activities on their own to be conducted in the classrooms.



Capacity Building of KRPs of Nagaland and Sikkim on Assessment and Holistic Progress Card as per NEP 2020

Capacity building of KRPs of Nagaland and Sikkim on Assessment and Holistic Progress Card as per NEP 2020 was organised from 26 February to 1 March 2024, NERIE, Umiam (Meghalaya). Altogether 34 participants from Nagaland and Sikkim attended the programme. Ten resource persons from the NERIE, Umiam (Meghalaya), RIEs and NIE took sessions on various aspects of assessment and HPC as prepared by the ESD, NCERT, New Delhi.

Capacity Building Programme for Head Teachers/Managers of Madrasas (Under Minority Cell)

Capacity building programme for Head Teachers/Managers of Madrasas was organised at the SCERT, Agartala from the 12 to 16 February 2024. 37 participants attended the programme. Fourteen resource persons took sessions on NEP 2020, FLN, Nipun Bharat, Digital initiative, *Jaadui Pitara*, minority education, toy-based pedagogy, inclusive education, pedagogy of Mathematics, science, social science, language, vocational education, etc.

(Under National Population Education Project)

Training of Teachers on Substance Abuse for School Teachers of Assam and Meghalaya

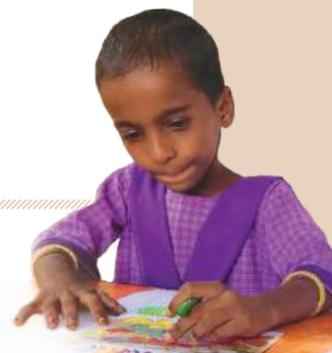
The objectives were to empower teachers to identify students indulging in substance abuse, to prepare teachers to deal with their adolescent students indulging in substance abuse and to generate awareness among teachers about their role in dealing substance abuse. The clientele group were the DIET faculty members and few school teachers, and 16 teachers were trained in dealing with substance abuse by students.

Capacity Building Programme on Equitable and Inclusive Education for Teachers (NISHTHA)

The capacity building programme on equitable and inclusive education for teachers, held from 19 to 23 February 2024 at the North East Regional Institute of Education (NERIE), Shillong, was a significant initiative supported by the Ministry of Education, Government of India, and the Rehabilitation Council of India. The training aimed to enhance teachers' skills in promoting inclusive education.

Around 93 teachers representing various schools including Kendriya Vidyalaya, Jawahar Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, and State and Central Government Schools in the North East Regional area attended the programme. The programme was inaugurated by Himangshu Das, Director of the National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD), Chennai. Prof. Das emphasised the significance of inclusive education, he also shared inspiring stories and insights into creating conducive learning environments for all students.

Over the course of five days, the programme featured sessions led by esteemed resource persons such as Amitav Mishra, T. Revaty, Dr. Ram Shakal Sahani and others. Topics ranged from understanding diversities in the inclusive classroom to integrating arts, dance and drama into the curriculum. Practical aspects including adapted physical education, ICT integration and addressing behavioral issues were also covered extensively.



Day-wise sessions focused on diverse aspects of inclusive education such as learning implications for different disabilities, curriculum adaptation, pedagogies and addressing behavioural issues. Participants engaged in group activities, discussions, field visits and received assignments to enhance their understanding and application of the concepts discussed.

On the final day, sessions on teaching mathematics and sciences in inclusive classrooms were conducted, emphasising innovative pedagogies and digital technology integration. The programme concluded with reflections from teachers, discussions and participant feedback, highlighting the programme's effectiveness and relevance.

S. No.	Title of the Programme	Venue and Dates
1.	Capacity Building of SCERT and DIET Faculty Members of Arunachal Pradesh on Research Methodology	SCERT, Arunachal Pradesh 10–14 July 2023
2.	Capacity Building of DERT and DIET Faculty Members of Meghalaya on Action Research	NERIE, Umiam (Meghalaya) 15–19 January 2024
3.	Capacity Building on ECCE for Arunachal Pradesh and Assam	NERIE, Umiam (Meghalaya) 11–15 December 2023
4.	Capacity Building of KRPs/Master Trainers of Manipur, Meghalaya and Sikkim in FLN	Phase I: SCERT, Manipur 2–6 January 2024
5.	Capacity Building of KRPs/Master Trainers of Manipur, Meghalaya and Sikkim in FLN	Phase II: NERIE, Umiam (Meghalaya) 8–12 January 2024
6.	Capacity Building of KRPs/Master Trainers of Manipur, Meghalaya and Sikkim in FLN	Phase III: SCERT, Sikkim 4–8 March 2024
7.	Capacity Building of Master Trainers/KRPs in Multilingual Education	SCERT, Tripura 12–16 February 2024
8.	Capacity Building on KRPs of Nagaland and Sikkim on Assessment and Holistic Progress Card as per NEP 2020	NERIE, Umiam (Meghalaya) 26 February–1 March 2024
9.	Capacity Building on KRPs in Remote Sensing and GIS Applications in Geography for the State of Sikkim	SCERT, Sikkim 19–23 February 2024
10.	Orientation Programme for the KRPs of Manipur on Integration of Vocational Education in School System	SCERT, Imphal 11–15 September 2023
11.	Capacity Building Programme on Equitable and Inclusive Education for Teachers (NISHTHA)	NERIE, Umiam (Meghalaya) 19–23 February 2024
12.	Training of Teachers on Substance Abuse for School Teachers of Assam and Meghalaya (under NPEP)	NERIE, Umiam (Meghalaya) 27–29 February 2024





6. Extension Activities

NCERT undertakes a range of extension activities to engage stakeholders across the country through seminars, competitions, conferences, workshops and educational events. During the year, NCERT organised several initiatives under the G20 framework, showcasing best practices in education and highlighting government programme. Notable events included the G20 *Jan Bhagidari* Webinar Series and the Education Working Group (EdWG) meeting, focusing on Foundational Literacy and Numeracy (FLN) and multilingual education, culminating in an exhibition of State and UT educational practices. Additionally, NCERT promoted the Hindi language through Hindi Fortnight, Hindi Day and other activities, awarding the Rajbhasha Shield for exemplary use of Hindi in official work.

The Council also promoted science and mathematics through the Centre for Popularisation of Science, the Herbal Garden and the Science Park, while fostering research attitudes in students under the PRAYAAS scheme. Celebrations of key national and international days, such as World Environment Day, International Yoga Day and National Education Day, were held alongside vocational education initiatives focused on innovation and entrepreneurship. NCERT further engaged with pre-service teacher trainees and hosted seminars on environmental and inclusive education, contributing to the overall enhancement of the teaching-learning process across the country.

DEPARTMENT OF ELEMENTARY EDUCATION (DEE)

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

The regional conferences on Toy-based Pedagogy were undertaken as a follow-up of the national webinar on Toy-based Pedagogy organised during the year 2021–22. The project focused on more intense deliberations with the states and UTs to integrate Toy-based pedagogy in the classrooms of early grades. Three conferences were organised during 2022–23 and two were conducted during the year 2023–24. During the year 2023–24, the first conference was organised at the RIE, Bhopal, for western states and UTs. This was inaugurated by Padma Shri Ramesh Parmar and Padma Shri Shanti Parmar from Jhabua, Madhya Pradesh, who also conducted hands-on workshops with participants on

making low-cost local dolls with local material. Sh. Dharmender, a local artisan from Bhopal, conducted another workshop on toy-making from Bamboo. The hands-on workshop sent a message on the holistic development of children through such engagements. Another conference was conducted at the RIE, Mysuru, for the participants from all Southern States and UTs. There were also two hands-on workshops, one each on mask making and creations from waste wood. The exhibition of local toys from each state was visited by the faculty of RIE, teachers and children from DM School in both the RIEs.

DEPARTMENT OF EDUCATION IN LANGUAGES (DEL)

Samwad – Lecture Series on Language, Culture, Society and Language Education

The programme has undertaken to organise a variety of activities to celebrate language days, and promote mother tongue based education in schools as mother tongue is a marker of one's identity, culture and harmonious cognitive development. It aims to organise a series of six lectures, workshops, performances by eminent scholars and artists on the features of linguistic diversity as a resource and issues related to language and language education in the Indian context. The programme focused on the themes like: i) a Child's own language as a resource for learning, ii) Multilingualism as a policy and pedagogy, iii) Art Integrated Language Learning, iv) Literature, Society Heritage, Environment, Gender, etc. and v) Language and Exclusive Education. A number of activities like panel discussions, lectures, art performances, poetry recitation and storytelling were conducted.

Bharatiya Bhasha Utsav

The Department of Education in Languages celebrated a Language Festival, named *Bharatiya Bhasha Utsav*. Commencing on 28 September 2023, the festival continued for 75 days, concluding on 11th December 2023. Various materials, guidelines and resources were prepared to facilitate the activities. Schools nationwide actively participated in the 75-day event, collaborating with States and Union Territories for joint activities and sharing diverse events.

Indian Language Day

On 11 December 2023, NCERT celebrated Mahakavi Subramania Bharati's birth anniversary as *Bharatiya Bhasha Diwas*. Subramania Bharati was a poet of Indian consciousness who emphasised a diverse representation of Indian tradition, history, culture, spirituality and patriotic perspective in his writings. He had extensive knowledge in Hindi, English, Sanskrit and Tamil language which he creatively used to strengthen national consciousness. Remembering him on the day and strengthening language bonds is the key motive behind the celebration of the day. To mark the occasion, a Book Exhibition in collaboration with National Book Trust was organised. A film developed by CIET was also screened during the occasion. The film showcased Subramania Bharati's literary and social contributions, and provided a comprehensive portrayal of his impactful legacy.

International Mother Language Day

International Mother Language Day was celebrated on 21 February 2024. It was observed to spread awareness about the importance of linguistic and cultural



diversity and multilingualism. The programme was conducted both in physical and virtual modes. Regional Institutes of Education were connected online for the programme. The theme for this year's International Mother Language Day was — Multilingual education, which is a pillar of learning and intergenerational learning. This programme was presided by Prof. Dinesh Prasad Saklani, Director of NCERT New Delhi. The Chief Guests and the speakers for the occasion were Prof. Nivasa Varakhedi, Vice-chancellor, Central Sanskrit University, New Delhi and Dr. Dhurjati Sarma, Assistant Professor, Department of MIL and Literary Studies, Gauhati University, Guwahati.



Celebration of International Mother Tongue Day at NIE, New Delhi

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS (DEGSN)

Meetings of Minority Cell

The First Meeting of the Minority Cell for the year was held on 03 August 2023 at NCERT, New Delhi. Total 14 members participated in the meeting. Minutes of the Minority Cell Meeting had been finalised and approved by the Director. The second meeting was held on 24 February 2024 at NERIE, Umiam chaired by the Director, NCERT. Total 9 members had attended the meeting. Minutes of the meetings has been finalised. Academic discussions on minority education was held during the meeting and the suggested activities will be undertaken later.

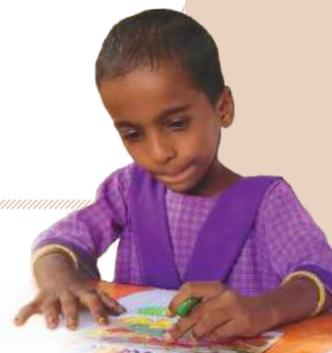
DEPARTMENT OF EDUCATION IN SOCIAL SCIENCES (DESS)

National Project Progress Review (PPR) Workshops of National Population Education Project (NPEP)

The Project Progress Review Meeting was organised at Rameshwaram from 9 to 12 March 2024. The meeting was attended by 34 States, UTs and five RIEs, SCERT directors and 69 Project officials. The programme was inaugurated by Prof. Gouri Srivastava, *Dean (C) Project Coordinator*, NCERT and N. Latha, *Director*, SCERT, Chennai. In valedictory function, Prof. Sridhar Srivastava, *Joint Director*, NCERT reviewed the status of activities for 2023–24 and advised participants to formulate New Plan of Action for 2024–25 based on the recent policies by NEP 2020 and NCF–SE 2023.

National Role Play and Folk Dance Competition

The National Role Play and Folk Dance Competition was organised representing 33 States, UTs and four DMS of RIEs. Initially, the Role play competition was organised in 454 districts and the Folk Dance competition in about 482 districts of the country. At the National level, Role Play and Folk Dance competition was organised at RIE, Bhubaneswar, from 3–6 January 2024. In this mega event



a total number of 29 States, UTs and three DMS of RIEs participated. A total of 312 students comprising 52 boys and 260 girls participated. In role play, 145 students comprising 39 boys and 106 girls participated. In folk dance, 167 students comprising 13 boys and 154 girls participated. The objective of the event was to provide life skills through role play and folk dance competition to address the challenges of growing up. The themes covered were – Equal opportunity for boys and girls, Removal of Female Foeticide, Respect and Care for Elders, Protection of Environment, Prevention of Drug/Substance Abuse, Charms and Challenges of Adolescents, Growing up Healthy, Nutritious Food and Well-being, Personal Safety, Safe Use of Internet, Gadgets and Media Literacy, Substance Abuse and its Causes and Prevention. The valedictory function was graced by Padma Awardee Ms. Aruna Mohanty, *Secretary*, Sangeet Academy, Odisha.

National Yoga Olympiad

The National Yoga Olympiad 2023 was inaugurated by Mangubhai C. Patel, Honourable Governor of Madhya Pradesh on 18 June 2023 at PSSCIVE and RIE, Bhopal. The Honourable Governor stressed the transformative power of yoga and the role it plays in building a healthy and harmonious society. He also emphasised on healthy eating habits of the young generation and reiterated on the fact that a healthy body depends upon the food that we consume; therefore, the youth should develop good eating habits to remain physically fit. Prof. Dinesh Prasad Saklani, *Director*, NCERT focused on the celebration of National Yoga Olympiad 2023 under the theme *Yoga for Vasudhaiva Kutumbakam* and importance of incorporating yoga into the curriculum and promoting its benefits among students. He stated the importance of yoga in everyday life leading to the mental, physical and psychological development of children. A total of 587 students participated which included 122 boys and 122 girls from Middle Stage, 125 boys and 128 girls from the Secondary Stage from 20 States, 4 UTs, 5 National agencies and 4 DMS of RIEs.

The valedictory and price distribution function of the National Yoga Olympiad was followed by tree plantation, that was held on 20 June 2023. The then Chief Minister of Madhya Pradesh, Shivraj Singh Chauhan, Minister of School Education, Government of MP and Inder Singh Parmar graced the occasion.

DEPARTMENT OF EDUCATION IN SCIENCE AND MATHEMATICS (DESM)

Webinar Series: Listening to Learn

This live telecast programme on multiple PM e-Vidya channels as well as on NCERT's Youtube channel 'NCERT OFFICIAL' is aimed to expose children of 14 – 18 years of age on certain topics related with the Science, Technology, Mathematics, Environment and related issues. This programme is being organised in collaboration with the Council of Scientific and Industrial Research (CSIR) and Pravasi Bharatiya Academic and Scientific Sampark (PRABHASS) programme of the Government of India. Started in August 2021, seventy-five sessions have been organised until March 2024. During the current year, twenty-three sessions have been organised. These include

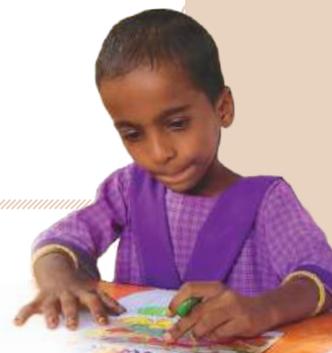


discussion on issues related with health and nutrition, artificial intelligence, energy, astronomy and astrophysics, space science, wild-life, nobel prizes, gemstones, computers and internet, soil and water, development of new materials, aerospace and aviation, geophysics, biosecurity, biomimicry, in-vitro fertilisation, organ donation, etc. The playlist of all the sessions is uploaded on the NCERT website and is available at: <https://youtube.com/playlist?list=PLUGLcpnv1YifsVIYiNsbEBF7vPg9YdEnm>.

Centre for Popularisation of Science — Achievements and Milestones

The project 'Centre for Popularisation of Science', an initiative aimed at making science accessible to the general public. The main objective of this project is to promote scientific temper and develop scientific awareness among people from different backgrounds, so as to develop a sense of logical thinking among them. This can be achieved by making science more interesting and engaging in a more understanding and relatable manner. It works as a bridge between the scientific community and the general public. It is an umbrella project encompassing many activities, models, demonstrations, conferences, etc. Some of the initiatives undertaken under the project are:

- ❑ **Nakshatra Vatika** – 'Nakshatra Vatika' has been developed in the NCERT campus where plants associated with each *nakshatra* is planted. This model can be replicated or implemented with modifications in schools, RIEs and other institutions. Guidelines for development of *Nakshatra Vatika* have been developed.
- ❑ **Science Park** – A Science Park has been set up in the NCERT campus which shows various scientific models so that children can learn Science in a more fun and engaging manner. Children can visit this park to have a hands-on learning experience by playing with these models and simultaneously develop a sense of understanding of scientific concepts and their applications in day-to-day life. A manual for reference for the visitors is also being developed explaining the science working principles behind the exhibit.
- ❑ **Herbal Garden** – Herbal gardens are also established in the campus where one can find the plants of medicinal and traditional importance, aesthetic value, ecological importance, in a more organised manner. A handbook describing these plants is also under process which will provide a more holistic and comprehensive knowledge in a much simpler manner so as to make it understandable to the reader.
- ❑ **Interactive Meet on Conservation of Indigenous Millets and Ethnomedicines** – A meet was organised to discuss the importance, cultivation, conservation strategies, etc. of millets and ethnomedicines at NCERT, New Delhi from 28 February to 1 March 2024. Lahri Bai, the Millet Ambassador of India and Chaitram Pawar, Recipient of Van Bhushan Puraskar from Maharashtra, who are conserving millets of very rare varieties, were the centre of attraction. This was an interactive meet with people from scientific background including scientists from ICAR from all over the country, farmers, stakeholders, entrepreneurs who are working in this field, teachers, scholars and students.



Resource Centre for Science and Mathematics Education

Resource Centre for Science and Mathematics Education (RCSME) provides various resources (books, periodicals, models, kits, etc.) related to science and mathematics education in one place to researchers, curriculum designers, content developers, teacher educators, teachers and all other stakeholders in science and mathematics education. The resources are being maintained and the tasks related to circulation of reading materials, maintaining the record for the same and providing assistance in reference/referral services were also carried out regularly.

Promotion of Research Attitude in Young and Aspiring Students (PRAYAAS) Scheme for School Children Report on PRAYAAS 2023–24 Guidelines

Promotion of Research Attitude among Young and Aspiring Students (PRAYAAS) 2023–24, aims to cultivate research attitude among school students. This initiative aligns with the National Education Policy 2020, emphasising the need for original thinking, creativity and problem-solving using STEAM (Science, Technology, Engineering, Arts and Mathematics) Education. The programme seeks to nurture young minds, enabling them to address societal challenges and contribute to the creation of new knowledge domains. The main objectives of PRAYAAS are to orient students in scientific research and investigation; to generate scientific temper and evidence-based thinking; to provide a platform for solving societal problems using scientific method; and to connect school education with higher education for optimised learning.

The selection process for PRAYAAS 2023–24 was meticulously designed to ensure the identification of real talents. The criteria for selection include the originality of the research proposal (20%), the scientific thought or principle involved (10%), the scientific methodology to be followed (10%), the relevance of the research in solving local problems or generating scientific knowledge (20%), environmental efficacy and sustainability (20%) and the explanation and clarity of the research project proposal and write-up (20%). These shortlisted students were then invited to present their project proposals in an online interview format. A total of 20 presentation-cum-research proposals, 10 each from rural and urban areas (also split evenly between government, non-government schools), have been selected for the release of the catalytic grant under the PRAYAAS scheme.

PRAYAAS 2023–24 is a unique programme that offers students a platform to engage in scientific research. By linking school education with higher education, PRAYAAS fosters holistic development and experiential learning, empowering young minds to contribute to societal problem-solving and the creation of new knowledge.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS OF EDUCATION (DEPFE)

National Library of Educational and Psychological Tests (NLEPT)

The National Library of Educational and Psychological Tests (NLEPT) came into existence in 1978, on the recommendations of the International Congress of Applied Psychology. It was formerly known as the National Tests Development Library (NTDL). Since 1978, it is an ongoing programme of the department and is being expanded continuously by adding new texts to meet the requirements



of the users with the objective of creating a resource pool of the educational and psychological texts.

The catalogue of tests available in the NLEPT was updated. Publishers and stockists dealing in Indian and foreign psychological tests were contacted. Latest catalogues were procured to identify new tests. Twenty new tests in the areas of interest, intelligence, guidance and counselling, personality, career, decision-making, stress and self-esteem were procured for the library.

DEPARTMENT OF TEACHER EDUCATION (DTE)

Conference of Directors of SCERTs/SIEs

The conference of Directors of SCERT/SIEs was held on the theme, 'Implementation of NEP 2020 and the Experiences and Challenges Faced during this Journey'. Apart from this, various issues and concerns of mutual interest in the area of school and teacher education were deliberated upon. 30 participants which included Directors of SCERTs/SIEs or their nominees actively participated in the discussion.

Promoting Innovative Practices and Experiments in Education for School and Teacher Education Institutes

The project proposals were invited from School Teachers and Teacher Educators for the year 2023–2024 from April 2023 onwards. The last date to receive the project proposal at RIEs level was till 31 July 2023. Total 35 (11 Ajmer, 03 Bhubaneswar, 18 Mysuru, 02 Bhopal and 01 NERIE Umiam) project proposals were selected at DTE, NCERT level and informed project coordinators about their selection and asked to carry out the innovations. Academic guidance is been provided and the academic visits have been planned for on-the-spot observation and guidance. The coordinators have been asked to submit the progress and final report to DTE, NCERT by March 2024. Selected Teachers and Teachers Educators will be invited to present the report in the National Seminar planned during May–June 2024. The final selection of giving seed money of ₹ 10,000/- will be based on combined rating of project report and its presentation in the national seminar.

List of the selected participants

S. No.	Name of Participant	Topic
1.	Himanshu Tripathi	Integration of Social Science Content and Target Language: An Inverted CLIL Approach
2.	Amit Kumar Tiwari	Animation as a Teaching–Learning Tool
3.	Poonam Kapil	Animation as a Teaching–Learning Tool
4.	Shilpa Raghuvanshi Chauhan	Genetics for 'Gen Z' (Gamification of Genetics)
5.	Satish Kumar Sharma	Professional Sensitivity of Supervision in the Implementation of Foundational Literacy and Numeracy



6.	Vidhi Oberoi	Nurturing the Talents of Gifted Students: Strategies and Approaches-Innovative Teaching Approaches in Grade 9
7.	Monika Singhal	To develop sense of Practical life skill among the students of rural area
8.	Sushil Kumar	To develop linguistic proficiency by using teacher-learning materials and activities in teaching words to students from primary level
9.	Atul Bamrara	Developing Numeracy Skills at Preparatory Stage using Indigenous Games
10.	Anju Verma	अंग्रेजी भाषा के शब्दकोश में वृद्धि
11.	Shweta Dixit	प्राथमिक स्तर पर व्यावसायिक शिक्षा : कौशल विकास कार्यक्रम
12.	Gargee Mitra	Indigenous Toys and Play Based Pedagogy to Assess the Learning Outcome in Numeracy for Foundational Year Learners
13.	Vini Sebastian	Augmenting Learning Parameters of Universal Design Learning through Art Integrated Approach in Mathematics
14.	Ashutosh Prabhakar	The Impact of Mathematics-Enhanced Van Hiele Model (VHM) Learning Activities Based on Experience-Language-Pictorial-Symbolic-Application (ELPSA) framework on Spatial Reasoning of Students Engagement in Mathematics at Elementary Level
15.	Tarun Kumar Tyagi	Effect of STEAM-based Learning on Mathematical Creativity of Middle School Students
16.	Pragya Gupta	Effect of STEAM-based Learning on Mathematical Creativity of Middle School Students
17.	Ravindra Kumar	Effect of Socio-cognitive Approach based Activities on Writing Skills of Middle School Students
18.	Ravi Kant	Effect of Socio-cognitive Approach based Activities on Writing Skills of Middle School Students
19.	A. Guruprasad	Innovative Learning Methods for Science Concepts through School Herbal Gardens— A Novel Approach



20.	Hariprasad G. V.	School Academic Supporting Functionaries' Development Initiative-sadi. Strengthening School Support Functionaries through Action Research
21.	S. Rajakumar	Imbibing Teaching Skills and Moral Values through Story Telling
22.	Thanuja K. S.	Effectiveness of Mathematical Content Knowledge of D.El.Ed Student Teachers in the Facilitation of Mathematics
23.	K. H. Mamatha	Exploring of Science by Preparing Learning Resources from Low Cost and No Cost Materials by Student Teachers of D.El.Ed. in RV Teachers Training Institute, Bengaluru
24.	Sandhya G. Vaidya	A Study of Factors that Influences the Lack of Speaking Skills in D.El.Ed Students of Dharwad Dist.
25.	Jasmin R. B. Moras	A Study on Facilitating the Use of Innovative Learning Resources/Method in Teaching the Basic Four Operations in Learning Mathematics for First Year D.El Ed students
26.	Chandru M.	Do and Play with no cost play tool
27.	R. Porselvi	Create to Learn—An Innovative Approach to Achieve 21 st Century Skills to Enhance the Students into Masters by using Scratch 3.0
28.	S. Sabarinathan	Create to Learn—An Innovative Approach to Achieve 21 st Century Skills to Enhance the Students into Masters by using Scratch 3.0
29.	R. Nithia	Integrating Social Emotional Learning with English Literacy Skills
30.	A. Sharmila Begum	Learning Time Measurements through GOALS Pedagogy
31.	P. Saranya	Fostering Computer Literacy Skills among Students through Activities
32.	C. C. Kurian	Empowering B.Ed. Trainees for using IDEA Method in LAC Approach
33.	Johnson Mathew	Empowering B.Ed. Trainees for using IDEA Method in LAC Approach
34.	V. Eswaran	Pragya: A School Programme on Stimulation of Analytical Thinking through Mathematics



35.	K. P. Kannan	My IND – EDUGA (My INDigenous EDUcational GAMES for understanding Science and Mathematics of School Curriculum)
36.	D. S. Prasobh Madhavan	My IND – EDUGA (My INDigenous EDUcational GAMES for understanding Science and Mathematics of School Curriculum)
37.	S. R. Sheelavantar	Empowering ADHD Students: Effective Teacher Strategies for Academic and Behavioural Improvement
38.	Brinda D.	Creation of Student Writers, Authors and Poets through Innovative Activity
39.	Shivangi Mishra	Effectiveness of Educational Games as a Tool for Assessment as Learning for Biological Concepts of Class IX Students

INTERNATIONAL RELATIONS DIVISION (IRD)

G20 Activities

It has been a momentous year for India as India's G20 (Group of Twenty) Presidency witnessed a plethora of events in every domain across the country. Education Working Group of the G20 carried out a number of activities across the country with its institutions, non-governmental organisations, school systems, schools, students, teachers and parents. NCERT and its constituents — Central Institute of Educational Technology (CIET), PSS Central Institute of Vocational Education (PSSCIVE), Regional Institutes of Education (RIEs) located at Ajmer, Bhubaneswar, Bhopal, Mysuru, Umiam and the DM Schools of the Regional Institutes organised events, seminars and conferences, cultural and other events.

There were a series of meeting, seminars and conferences conducted and exhibitions of best practices in education, Government of India's initiatives and initiatives of state governments and school systems and schools. Tech-enabled initiatives, National Education Policy (NEP) 2020 initiatives, *Vidya Samiksha Kendra*, NISHTHA, Digital initiatives like DIKSHA, STEM, Foundational Literacy and Numeracy (FLN), PM e-Vidya, *Swayam Prabha*, National Curriculum Framework for School Education (NCF–SE), Vocational Education and so on were organised. G20 *Jan Bhagidari* Webinar Series from 5–9 June 2023 was organised in the Regional Institutes and DM Schools. Fourth and Final Education Working Group (EdWG) meeting was held at Savitribai Phule Pune University, Pune, 17–21 June 2023 in which the members of G20 countries presented their policy, curriculum and practices in Foundational Literacy and Numeracy and multilingual education. The event also witnessed a grand exhibition of educational practices in India from the states and union territories.



PLANNING AND MONITORING DIVISION (PMD)

Meeting of the 61st Programme Advisory Committee (PAC) of NCERT

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. All 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/Cell and one faculty member from each NIE Department/Division/Cell, CIET, PSSCIVE, Bhopal and NERIE, Umiam (Meghalaya). To approve the programmes for 2024–25, the 61st PAC meeting was held on 21–22 March 2024, in blended mode under the chairmanship of Prof. Dinesh Prasad Saklani, *Director*, NCERT and PAC Chairperson. The meeting commenced with the welcome address by Prof. Dinesh Kumar, *Head*, PMD and *Dean* (Research); Prof. Sridhar Srivastava, *Joint Director* and PAC Vice-Chairperson presented the Achievements of the Council for the Year 2023–24. The nominated external members 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

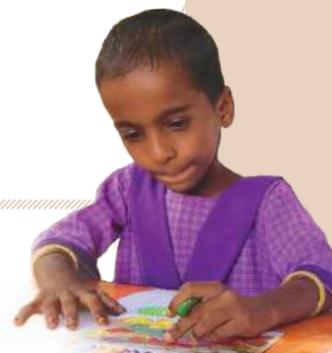
The PMD allocates the funds to the different Institutes and Departments/Divisions/Cells/Group for conducting the PAC approved programmes. The Joint Directors of CIET and PSSCIVE and the Principals of RIEs are the controlling authority for the expenditure of the funds of respective institutes. However, in the case of the programmes conducted by NIE Departments/Divisions/Cell, the programme proposals submitted by respective units are scrutinised by PMD before issuing financial-cum-administrative sanctions. Besides, PAC approved programmes, the constituent units also undertake programmes under *Samagra Shiksha* approved by the PAB of MoE. PMD also examines the proposals of the programmes conducted by NIE Departments/Divisions/Cell and issues sanctions for the activities/programmes. In the year, more than 500 sanctions were released by the PMD for the conduct of various programmes.

Meeting of Internal Quality Assurance Committee (IQAC)

An Internal Quality Assurance Committee (IQAC) has been constituted by the competent authority under the chairpersonship of the Joint Director, NCERT. Its purpose is to ensure a transparent evaluation system for all materials, other than textbooks, emerging from the PAC programmes of NCERT from 2022–23 onwards, to be published as NCERT Publications. In its various meetings, the committee evaluated the project reports submitted by the project coordinators and recommended some of the reports for publication.

PUBLICATION DIVISION (PD)

The NCERT continues to publish a wide range of educational materials, including school textbooks, workbooks, supplementary readers, teacher guides,



laboratory manuals, source books on assessment, exemplar problems in mathematics, research reports, monographs and educational journals. States and Union Territories can request copyright permission from NCERT to adopt, adapt, or translate these books under the nationalised textbook programme. These materials are widely used in schools affiliated with the Central Board of Secondary Education, Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Tibetan Schools and many public schools across India and abroad.

Grant of Copyright for Adoption/Adaptation/Translation to various States and UTs

The NCERT granted copyright of its textbooks to the under mentioned States and UTs, based on their request, for adoption/adaptation/translation for the year 2023–24:

S. No.	State	Agency	Grades for which copyright given
1.	मध्य प्रदेश	राज्य शिक्षा केंद्र पुस्तक भवन, बी-विंग, अरोरा हिल्स भोपाल	1–12 (256 पुस्तकें)
2.	Punjab	Punjab School Education Board S.A.S Nagar, Mohali	8–12 (60 Books) and Vocational Books
3.	Andhra Pradesh	SCERT, AP, Amaravati, Andhra Pradesh	6–9
4.	Karnataka	Karnataka Textbook Society, Bengaluru	1–10
		Karnataka Textbook Society, Pre-University Bengaluru	11–12
5.	Mizoram	SCERT Mizoram School Education Department	1–8
6.	Manipur	Board of Secondary Education, Manipur, Babupara, Imphal Manipur	1–8
7.	Nagaland	Nagaland Board of School Education, Bayavti Hill, Kohima, Nagaland	9–10
8.	Delhi	Secretary, Delhi Bureau of Textbooks, New Delhi	1–8
9.	Uttarakhand	माध्यमिक शिक्षा उत्तराखंड, ननूरखेड़ा, देहारादून, उत्तराखंड	1–12 (234 books)
			9, 10, 11 Vocational books (29 books)
10.	Gujarat	Gujarat State Board of School Textbooks	1–12 (205 books)
11.	Rajasthan	Rajasthan State Textbook Mandal	1–12
12.	Panchkula, Haryana	Director Elementary Education Haryana, Panchkula	1–8
13.	Assam	Higher Secondary Educational Council	11–12
14.	Uttar Pradesh	माध्यमिक शिक्षा परिषद, उत्तर प्रदेश	9–12 (70 पुस्तकें)



15.	Jharkhand	JCERT, Jharkhand	9–12(84 Books)
16.	Goa	Goa Secondary & Higher Secondary School Education	9–12 (47 Books)
17.	SCERT, Goa	SCERT, Goa	1–8 (75 Books)
18.	SCERT, Kerala	SCERT, Poojapura Thiruvananthapuram, Kerala	11–12 (44 Books)
19.	मध्य प्रदेश	समग्र शिक्षा अभियान, मध्यप्रदेश ,भोपाल	9–12 Vocational books (27 books)
20.	Andhra Pradesh	Andhra Pradesh Govt. Textbook Press Guntur	9–12 (15 books) Vocational books
21.	Himachal Pradesh	हिमाचल प्रदेश स्कूल शिक्षा बोर्ड, धर्मशाला	1–12 (106 books)
22.	Goa	Goa Samagra Shiksha	Vidhya Parvesh Module
23.	Nagaland	Nagaland Board of School Education, Kohima	9–10 (04 books)

In 2023–24, a total of 23 States and Union Territories obtained copyright permission from NCERT.

Participation in Exhibitions and Book Fairs

NCERT also participated in the following exhibitions and book events to display and sell its publications:

1. World Book Fair 2024, Delhi from 10 to 18 February 2024.
2. 50th Rashtriya Bal Vaigyanik Pradarshani, Pune from 26 to 31 December 2024.
3. All India Children's Educational e-Content Competition (AICEeCC) at NERIE, Shillong from 15 to 16 March 2024.
4. Kolkata Book Fair 2024 from 18 to 31 January 2024.

HINDI CELL

Official Language Implementation Committee

In order to promote the Official Language in the Council and also to ensure its proper implementation, meetings of the Official Language Implementation Committee were held in each quarter and the progress is discussed. The *Director*, NCERT as the Chairperson of the Official Language Implementation Committee, chaired four meetings during the year held on 16 June 2023, 25 August 2023, 15 December 2023 and 05 March 2024 respectively. The Quarterly progress reports prepared on the basis of information received from the Council's Departments/Divisions/Group/Units/Sections were submitted to the Ministry of Education and the Department of Official Language, Ministry of Home Affairs, Government of India.

Organising Hindi Fortnight and Hindi Day Celebrations

During the month of September 2023, Annual Hindi Fortnight was celebrated from 15–29 September 2023, during which the following eight Hindi competitions were organised.



1. Hindi Translation
 - (a) Academic Category.
 - (b) Non-Academic Category.
2. Hindi Noting and Drafting (Administrative Category)
3. Hindi Essay
 - (a) Academic Category.
 - (b) Non-Academic Category.
4. Poetry Recitation
5. Quiz
6. Hindi Letter Writing and Essay Writing
(For Non-Hindi language speakers)
7. Hindi Calligraphy
 - (a) For Non-Hindi language speakers
 - (b) For Multi-tasking (MTS) Group
8. Hindi Editing (for all employees of the Council)
 - (a) Special cultural programme/ seminar on closing of Hindi Fortnight and prize distribution ceremony.

The list of winning officers/employees is as follows—

S. No.	Name of competition	Name and designation of the winning officer/ employee	Position in competition	Prize Money
1.	Hindi Translation (Non-Academic Category)	Sheetanshu Saxena, <i>Lower Division Clerk</i>	First	2100
		Ritesh Kumar, <i>Lower Division Clerk</i>	Second	1600
		Pradeep Kumar Sharma, <i>Junior Accountant</i>	Third	1200
		Indesh Singh, <i>Section Officer</i>	Encouragement	600
1.(A)	Hindi Translation (Academic Category)	Seema Shukla Ojha, <i>Professor</i>	First	2100
		Harish Kumar Meena, <i>Assistant Professor</i>	First	2100
		Ashish Kumar Shrivastava, <i>Assistant Professor</i>	Second	1600
2.	Hindi Essay (Non-Academic Category)	Pradeep Kumar Sharma, <i>Junior Accountant</i>	First	2100
		Ritesh Kumar, <i>Lower Division Clerk</i>	Second	1600
		Deepak Sehrawat, <i>Junior Accountant</i>	Third	1200
		Anil Kumar, <i>Lower Division Clerk</i>	Encouragement	600



2.(A)	Hindi Essay (Academic Category)	Abhay Kumar, <i>Assistant Professor</i>	First	2100
		Gulfam, <i>Assistant Professor</i>	Second	1600
3.	Hindi Editing	Sheetanshu Saxena, <i>Lower Division Clerk</i>	First	2100
		Gautam Kumar, <i>Lower Division Clerk</i>	Second	1600
		Rishipal Singh, <i>Editorial Assistant</i>	Third	1200
		Anjula Sagar, <i>Field Inspector</i>	Encouragement	600
		Rakesh Kumar, <i>Copy Holder</i>	Encouragement	600
4.	Hindi Noting and Drafting	Ritesh Kumar, <i>Lower Division Clerk</i>	First	2100
		Sheetanshu Saxena, <i>Lower Division Clerk</i>	Second	1600
		Pradeep Kumar Sharma, <i>Junior Accountant</i>	Third	1200
		Attar Singh, <i>Section Officer</i>	Encouragement	600
5.	Hindi Letter- Writing and Essay Writing	Kunda Shamkuvar, <i>Superintending Engineer</i>	First	2100
		Rejaul Karim, <i>Assistant Professor</i>	Second	1600
6.	Hindi Calligraphy (For Non-Hindi Language Speakers)	Angel Ratnabai, <i>Assistant Professor</i>	First	2100
		Kunda Shamkuvar, <i>Superintending Engineer</i>	Second	1600
7.	Hindi Calligraphy (MTS)	Ashok Kumar, <i>Multi Tasking Staff</i>	First	2100
		Mamta Rani, <i>Multi Tasking Staff</i>	Second	1600
8.	Poetry Recitation	Neerja Rashmi, <i>Professor</i>	First	2100
		Ritesh Kumar, <i>Lower Division Clerk</i>	Second	1600
		Pradeep Kumar Sharma, <i>Junior Accountant</i>	Third	1200
		Vijay Pal Singh, <i>Professor</i>	Third	1200
		Anjula Sagar, <i>Field Inspector</i>	Encouragement	600



9.	Quiz	Ritesh Kumar, <i>Lower Division Clerk</i>	First	2100
		Pradeep Kumar Sharma, <i>Junior Accountant</i>	Second	1600
		Amit Ranjan, <i>Assistant Professor</i>	Third	1200
		Gulfam, <i>Assistant Professor</i>	Encouragement	600
			TOTAL	55,400/-

A total of 61 Officers/employees of the Council participated in the above-mentioned competitions with great enthusiasm. During the closing ceremony of the fortnight on 3 October 2023, a play named 'Sankraman' was staged. Cash prizes and citations were awarded to the 19 winners of the competitions.

Hindi Workshops and Official Language Inspection for Progressive Use of Hindi

For the first Quarter of the year, Hindi Cell organised a workshop for the administrative category of employees of the Council on 1 June 2023. The workshop for the quarter July–September 2023 was organised on 22 August 2023. The workshop for the quarter October–December 2023 was organised on 13 December 2023 wherein the newly appointed members of the faculty were oriented on the official language. The workshop for the fourth quarter of the year was organised on 12 March 2024 for the newly appointed academic staff of the Council.

To get information about the status of official language Hindi in various Departments/Divisions/Sections of the Council, official language inspection of eight departments/sections was conducted by Hindi Cell. Official language inspection was conducted by Hindi Cell in RIE, Bhubaneswar from 6–8 February 2024 and in RIE Mysuru from 29 February to 1 March 2024. The inspection reports were also sent to the departments/sections concerned and Regional Institutes Education of Bhubaneswar and Mysuru.

Annual Incentive Award Scheme for Employees

Ten employees of the Council were awarded cash prizes and certificates during the closing ceremony of Hindi Fortnight 2023 for doing maximum daily work in Hindi as per the award scheme of the Government of India. Following are the details the recipients of the prizes.

S. No.	Name of Participant	Designation	Department/Section	Award	Amount
1.	Manoj Kumar	<i>Assistant</i>	Establishment-2	First	Rs. 5000/-
2.	Rachit Sharma	<i>Lower Division Clerk</i>	Establishment-2	First	Rs. 5000/-



3.	Anil Kumar Bamil	<i>Lower Division Clerk</i>	Establishment-2	Second	Rs. 3000/-
4.	Tilkash	<i>Lower Division Clerk</i>	Establishment-2	Second	Rs. 3000/-
5.	Poonam	<i>Upper Division Clerk</i>	CR Cell	Second	Rs. 3000/-
6.	Vineet Kumar	<i>Lower Division Clerk</i>	Establishment-3	Third	Rs. 2000/-
7.	Anil Kumar	<i>Lower Division Clerk</i>	C&P Committee and Parliament Section	Third	Rs. 2000/-
8.	Sheetanshu Saxena	<i>Lower Division Clerk</i>	Reservation Monitoring	Third	Rs. 2000/-
9.	Hem Chander	<i>Lower Division Clerk</i>	CIET-Administrative	Third	Rs. 2000/-
10.	Sanjay Kumar	<i>Lower Division Clerk</i>	C&P Committees and Parliament	Third	Rs. 2000/-

Translation Work

Hindi Cell facilitates translation of English version of official documents of the Council to Hindi. Under the provisions of Section 3(3) of the Official Language Act, 1963, the recruitment rules, advertisements, office orders, memoranda, circulars, press notes, reports related to accounts and administration and agendas and minutes of meetings of committees, etc., of the Council were also translated. During the year of the report, Hindi Cell has translated several reports prepared in English into Hindi for submission to the Ministry of Education, including material on initiatives of NCERT, Questions and Answers of Parliamentary Standing Committee, Questions raised by MPs in Parliament and translation of their answers, etc.

Rajbhasha Shield Award for Maximum Work in Hindi

Department of Teacher Education and Security Section were awarded citation along with Official Language Shield during the meeting of official language implementation committee held on 15 December 2024 for doing maximum work in Hindi on the basis of Four Quarterly Progress Reports of Hindi for the year 2022-23.

CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET)

Resource-cum-Activity Centre in ET/ICT for School and Teacher Education

CIET-NCERT has been organising many activities for upliftment of quality education in the country by familiarising various digital education initiatives. Under this, the CIET-NCERT invites and organises educational, exposure



visits, extension lectures and internships, exhibitions for the students, teacher educators/faculty/delegates/government officials from various institutions/organisations such as SCERTs/DIETs/Universities/TEIs/Colleges, etc., from across the country and abroad.

A Summer Camp for children (6–10) on Digital Learning and Multimedia was organised from 29 May to 9 June 2023 for about 100 participants. The books and media library of CIET displays 8,661 general books and 5,920 children’s literature, periodicals and newspapers. The resource-cum-activity centre also conducts exposure visits and internships for various organisations.

Internship Programme

Student internships are conducted in CIET-NCERT for strengthening digital skills, abilities related to script writing, editing and development of audio-video programmes and so on. Students of various programmes from different parts of the country show interest in undergoing internship at CIET-NCERT, New Delhi.



Details of Internship Programmes conducted by CIET during 2023–24

S. No.	Name of the Institute/College/Organisation	Total No. of Students	Internship Starting Date	Internship Ending Date	Days of Internship
1.	Gujarat University	1	04-03-23	28-03-23	24
2.	ITI, Delhi	5	16-05-23	15-06-23	30
3.	Mukesh Patel School of Technology, Management and Engineering, SVKM’S NMIMS, Shirpur Campus, Maharashtra	1	24-05-23	07-07-23	44
4.	BA (Applied Arts) from Amity internship	2	29-05-23	28-06-23	30
5.	University College London	1	05-06-23	07-07-23	32
6.	B. Tech Student from Manipal University, Jaipur		19-06-23	28-06-23	9



7.	Manav Rachna International Institute of Research and Studies, Faridabad, Haryana	1	20-06-23	20-07-23	30
8.	Delhi Skill and Entrepreneurship University	1	14-07-23	13-08-23	30
9.	Management Education and Research Institute (MERI), Affiliated to GGSIPU, 52-55, Institutional Area, Janakpuri, New Delhi-110058	2	01-08-23	30-09-23	60
10.	Delhi Technological University, Shahbad Daulatpur, Main Bawana Road, Delhi-110042	1	28-06-23	10-08-23	43
11.	Govt. Polytechnic Ghaziabad D Block, Shastri Nagar, Hapur Road, Ghaziabad UP 201001	1	01-08-23	31-08-23	30
12.	Institute of Management Education (IME), Sahibabad	2	30-08-23	28-09-23	29
13.	Ram Chameli Chadda Vishvas Girls College in Ghaziabad	1	30-08-23	28-09-23	29
14.	Indian Institute of Art and Design (IIAD), Okhla, New Delhi	1	03-07-23	29-09-23	88
15.	Internship/OJT of NCVT	8	27-12-23	05-01-24	10
16.	JMI M.Ed. students' internship	12	27-12-23	05-01-24	10
17.	Department of Educational Studies, Faculty of Education, Jamia Millia Islamia	12	27-12-23	05-01-24	10 (including non-working days)



18.	M.Sc. Students of Dept. of Human Development and Childhood Studies, LIC, DU	22	09-02-24	16-02-24	8
19.	Internship of B.Ed.-M.Ed./Ph.D. Students/Scholars, Dept. of Education, DU	21	26-02-24	01-03-24	5
20.	Nagaland University, Kohima Campus	35	22-01-24	24-01-24	2.5
21.	NCVT	3	11-03-24	02-04-24	23

Exhibitions

CIET-NCERT is continuously engaged in spotlighting its digital innovations in multiple national and international events. These events provided vibrant platforms for showcasing a diverse range of educational ICT initiatives.

For showcasing its digital initiatives, the CIET-NCERT participated in the following programmes/exhibitions:

- ❑ Tech4Ed Expo and Conference 2023 in Greater Noida 28–30 April 2023
- ❑ G20 at Orissa on April 2023
- ❑ G20 Event at Pune on 17–22 June 2023
- ❑ Akhil Bhartiya Shiksha Samagam—3rd Anniversary of NEP at Plenary Hall, ITPO, Pragati Maidan, New Delhi on 29–30 July 2023
- ❑ NCERT Foundation Day, 1 September 2023
- ❑ Cyber Peace Summit, 2023 on 1 September 2023
- ❑ Teacher Parv, 2023 on 5 September 2023
- ❑ State-level Technology Fair 2023, Dehradun from 25–26 September 2023
- ❑ Teacher Training Programme on use of CLAP (Continued Learning Access Project) mobile vehicle in Pujar Village of Tehri Garhwal, Uttarakhand 27 September 2023
- ❑ Participation in ASES and Didac India 2023 Exhibition and Conference at Bangalore International Exhibition Centre, Bengaluru, India
- ❑ State-level Baal Mela, at Children’s Park, Sidhgora, Jamshedpur on 20–24 November 2023
- ❑ 69th ABVP Adhiveshan, 2023 at DDA Maidan, Burari from 7–10 December 2023
- ❑ 50th National Science Exhibition, Pune on 26–31 December 2023
- ❑ Bharat Parv 2024, organised by Ministry of Tourism, at Red Fort, New Delhi on 23–31 December 2024
- ❑ Cyber Safety Day on 6 February 2024
- ❑ Vivo-Ignite Awards, 2024, Hotel- The Grands, Vasant Kunj, New Delhi on 10 February 2024



- ❑ Launch of e-Jaaduai Pitara and e-Pustakalaya, at Pragati Maidan, New Delhi on 10 February 2024
- ❑ New Delhi World Book Fair–2024, at Pragati Maidan, New Delhi, from 10–18 February 2024
- ❑ India Summit on Education Knowledge Exchange, The World Bank, Hotel Shangri La, Janpath, New Delhi on 15 February 2024
- ❑ Launch of VSK, DTH TV Channels and launch of 52 Primers of CIIL and NCERT at Kaushal Bhavan, New Delhi on 9 March 2024
- ❑ Audio-Video Film festival at NERIE, Umiam (Meghalaya) from 15–16 March 2024

Websites, Mobile Apps and Other Digital Activities

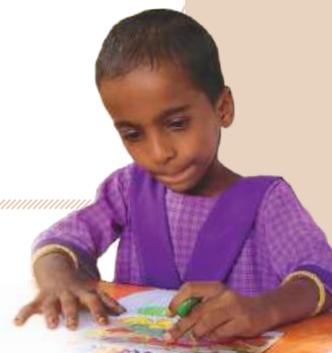
CIET, NCERT maintains 16 websites and 9 mobile apps. The prominent ones include DIKSHA, ePathshala and the main websites of NCERT and CIET. These websites are regularly updated with newer content, while new features are also added as per the requirements. In 2023–24, a new website for CIET (ciet.ncert.gov.in) was designed and launched. To make sites more user-friendly and interactive, periodic updating of these websites is required and is meticulously planned. These portals are also being monitored from the cyber security point of view and regular updates are made as per the suggestions of NIC and CERT-IN. The uploading of e-Content involves their vetting and the creation of metadata. The e-Books received from the Publication Division are converted to EPUBs and Flipbook formats and PDF files are watermarked before uploading them to the servers. Different national initiatives were also carried out on behalf of the ministry. Recent examples include: essay writing competitions, quizzes, communication material on NEP, photography contests and other events under NEP, such as Atma Nirbhar Bharat.

Competitions for the Creation of Quality Digital Content and to Improve Coordination with States, UTs

The All India Children’s Educational e-Content Competition 2023–24 was held on 15–16 March 2024 at North East Regional Institute of Education (NERIE), NCERT, Shillong, with the following aims: i) to encourage and incentivise the creation of quality e-Content by students, teachers, teacher educators and independent e-Content creators, ii) to provide a national-level platform for collaboration among different stakeholders in education and iii) to facilitate wider dissemination of Open Education Resource (OER) to ensure access to quality e-Content. 727 entries were received (438 Videos, 180 Audio and 109 Immersive e-Content) which were evaluated by a panel of 12 jury members. 75 awards in total were distributed in different categories of media type, producing agency and learning levels. AICEeCC 2023–24 was announced on 3 November 2024 and culminated in this two-day event at NERIE, Umiam (Meghalaya). The competition, held every year, provided a forum for exchanging ideas and innovative content was debated and discussed at the national level.

Courses for MOOCs on SWAYAM for Grades 11 and 12

NCERT offers 28 online courses for Grades 11 and 12 across 11 subjects, including Accountancy, Business Studies, Biology, Chemistry, Economics, Geography, Mathematics, Physics, Psychology, English and Sociology. Virtual lab activities are included in the course to make science and mathematics



more interesting and support virtual learning. An orientation programme was conducted for course coordinators to make the course more interactive. School visits and seven live sessions through NCERT's official YouTube and DTH TV channels were conducted to popularise the courses among the learners. Flyers and banners for all 28 courses were created with essential dates and QR codes and circulated on social media platforms. A total of 48,238 students (Cycle 11: 28056, Cycle 12: 20182) have enrolled in the 28 online courses on the SWAYAM portal. Digital stalls are set up at various locations to promote the courses and provide hands-on experience.

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION (PSSCIVE), BHOPAL

Extension Lecture Series

Three academic lectures under the programme Extension Lecture Series were organised on the topics: 'Vocational education through Indian languages with reference to NEP 2020', 'Innovations for High-Quality Learning' and 'Experience Sharing on Achieving Excellence' by renowned experts and educationists. All the lectures were attended by about more than 300 students, teachers and faculty and staff of the institute.

National Conference on Emerging Perspectives and Practices in Vocational Education and Training

A national conference on Perspectives and Practices in Vocational Education and Training was held at PSSCIVE, Bhopal on 1 and 2 February 2024. More than 100 participants from all over India, including experts, representatives from various organisations and institutions, researchers and students from different vocational sectors participated in the conference. The conference was inaugurated by Inder Singh Parmar, Honourable Cabinet Minister-Higher Education, Technical Education and AYUSH Department, Government of Madhya Pradesh, inaugurated the conference. Honourable Minister emphasised the need to integrate technology into the traditional skills of village artisans through vocational training in his inaugural speech. About 70 research papers were presented during the two days conference, covering various themes, such as integration of emerging technologies in vocational education, entrepreneurship development and competency-based assessment. Research papers were presented, showcasing the latest insights and innovations in the field. The conference provided a platform for fruitful discussions, knowledge sharing and networking among stakeholders committed to advancing vocational education. The valedictory session was graced by Gautam Tetwal, Honourable Minister of State (Independent Charge) for Skill Development and Employment of the Madhya Pradesh Government. He inaugurated the Selfie Point and an IoT-based Irrigation Monitoring and Control System, both initiatives aimed at promoting skill development and vocational education within the institute. Honourable Minister emphasised the commitment to making Madhya Pradesh a hub for skilled professionals, fostering self-reliance and addressing unemployment challenges. The conference concluded with insightful conclusions drawn from the presented research, reaffirming the collective commitment to advancing vocational education and training in India.



Action Plan for the Implementation of Prevocational Education and Vocational Education for Tribal Schools

The programme commenced with opening remarks by the Joint Director of PSSCIVE, Bhopal, which also set the tone for the discussions on vocational education. A presentation was made on the concept and critical importance of vocationalisation of education in schools. The presentation shed light on how vocational education can bridge the gap between academic learning and practical skills and presented a roadmap for introducing Vocational Education in Eklavya Model Residential Schools (EMRS). Indira Mudgal, Deputy Commissioner at the National Education Society for Tribal Students (NESTS), Ministry of Tribal Affairs, Government of India gave insights into the existing EMR Schools and outlined the strategies for empowering tribal students with relevant vocational skills. The experts include faculty from NCERT, NIEPA, NESTS, Principals and Teachers from EMR Schools of Madhya Pradesh, Maharashtra, Sikkim and Tripura. Over the course of three days, a series of intensive discussions and brainstorming sessions took place, resulting in the formulation of a comprehensive action plan. This Action Plan encompasses needs assessments, infrastructure requirements, industry collaborations, course alignment with national frameworks and a delineation of responsibilities at various levels of implementation. The Action Plan developed during this event is anticipated to serve as a guiding blueprint for the future of vocational education in tribal schools throughout India.



Experts interacting during the workshop for Development of Action Plan for the Implementation of Prevocational Education and Vocational Education in the Tribal Schools

Awareness Building on Innovation, Incubation and Entrepreneurship amongst Vocational Teachers and Students

A webinar and a two-day seminar on ‘Awareness Building on Innovation, Incubation and Entrepreneurship amongst Vocational Teachers and Students’ was organised during 2023–24.

Sanjay Kumar, Mentor MSME and Start-up India and Barnali Ghatak, CEO, SBH ElectroCloud, shared their entrepreneurial inputs to the participants. They delivered lectures about their own journey and inspired the students about how to make their way into the field of startup and innovation. Students and teachers from different schools from different states and union territories (including vocational teachers and students and aspiring vocational teachers), joined the webinar. The seminar was attended by 200 students and 11 teachers from schools of Bhopal, and the webinar was attended by more than 100 vocational teachers and students.

Three Bootcamps of two days each on Drone Technology were conducted by the Institute in the month of February 2024 under the PAC programme,



‘Awareness Building on Innovation, Incubation and Entrepreneurship amongst Vocational Teachers and Students’. The bootcamps were organised at Bhopal, Rajgarh and Shujalpur. Mr. Yashraj Sunhare, Founder and CEO, Jarvis Labs Pvt. Ltd. provided the training to the students and the teachers regarding Activities on Drone Technology which included Introduction to Drones, Hands-on Drone Piloting, Drone Maintenance Workshop, Drone Building Challenge and Drone Racing Competition. Students and teachers from different schools were invited to participate in the Bootcamp. Around 90 students and 6 teachers from 5 schools attended the Bootcamp. The members from the PSSCIVE were also present there to share their insights.



Students in the Bootcamp on Drone Technology organised under the programme, Awareness Building on Innovation, Incubation and Entrepreneurship amongst Vocational Teachers and Students

Regional Workshop on National Education Policy 2020 for Development of State-wise Action Plans for Strengthening of Vocational Education in North Eastern Region

A regional workshop on ‘National Education Policy 2020 for Development of State-Wise Action Plans for Strengthening of Vocational Education in North Eastern Region’ was organised from 26–28 September 2023.

Presentations on the status of Vocational Education in schools were made by the officials of Samagra Shiksha, Department of School Education, State Council of Educational Research and Training, Board of Open Schooling and State Boards of Mizoram, Nagaland, Tripura, Meghalaya and Sikkim. The participants visited the Vocational labs of Demonstration Multipurpose School, Bhopal. State-wise action plans for strengthening of Vocational Education in schools of the states were developed.



Experts in the Regional Workshop on National Education Policy 2020 for Development of State-wise Action Plans for Strengthening of Vocational Education in North Eastern Region

Diploma in Vocational Education and Training (DVET)

In DVET programme for session 2023–24, 70 applications from different states across the country had been received. The orientation programme of the DVET students was held on 9 October 2023 in online mode at PSSCIVE, Bhopal. The DVET session of 2022–23 concluded in the month of September 2023 in which 40 students were awarded the Diploma



certificate on successful completion of the course. The DVET programme aims to train teachers/professionals in the area of vocational pedagogy. In this programme students were also given hands-on experience in ICT skills as well as skills related to their sector such as Automotive, Health Care, IT-ITeS, Agriculture, Apparel and Retail. Students also got an exposure to real time industry experience in contact mode.



Students of Diploma in Vocational Education and Training (DVET) and Certificate issued to the passout students of DVET.

G20 Jan Bhagidari Activities

Under the G20, the PSSCIVE, Bhopal participated in the 1st and 4th Education Working Group Meeting and 'Future of Work' Exhibition at Bhubaneswar and Pune, respectively. The institute G20 Jan Bhagidari Webinar Series on Empowering Youth through Vocational Education under the theme 'Fostering Economic Growth and Social Inclusion through Vocational Education' was organised to highlight the crucial role of Vocational Education in Empowering Youth, Promoting Economic Growth and Fostering Social Inclusion. The event attracted approximately 250 participants from different sectors across the country, including external participants, faculty and state of PSSCIVE. The G20 Jan Bhagidari Webinar Series served as a valuable platform for knowledge exchange and discussion on important topics across various sectors. A panel discussion on 'Skills Development for the Future: Creating Pathways for Future Jobs' was organised to bring together experts, researchers, educators and practitioners to facilitate the exchange of knowledge and explore the latest advancements in work and vocational education.

National Conference on Work and Vocational Education - Emerging Trends for Jan Bhagidari Activities

The National Conference on Work and Vocational Education: Emerging Trends under G20 Jan Bhagidari Activities was organised. The conference was attended by around 170 experts, researchers, educators and practitioners for knowledge exchange and exploration of the latest advancements in work and vocational education. The National Education Policy (NEP) 2020 recognises the importance of Vocational Education in providing learners with practical skills, employability and entrepreneurship opportunities. Professor Sanjay Tiwari, *Vice Chancellor*, Bhoj Open University, Madhya Pradesh emphasised the importance of vocational education and upskilling in his keynote address. He highlighted that in today's rapidly changing world, reskilling and upskilling are crucial to adapt to the evolving job market. He recognised that India, as a developing country, needs to create more employment opportunities through



upskilling initiatives. Twenty scholars from various areas presented papers during the conference. The conference concluded with the recommendations of Strengthening Industry-Academia Collaboration to bridge the gap between education and industry requirements. Technology Integration in vocational education to enhance the learning experience and prepare students for technologically advanced workplaces. The curricula of the vocational courses should be regularly updated to reflect emerging trends and industry demands. Flexibility in course offerings and modular programs can provide learners with the opportunity to tailor their education to their specific career goals. Entrepreneurship and Innovation Programs should be promoted by offering programs that foster creativity, problem-solving and business skills. Lifelong learning opportunities should be made accessible to individuals who have already completed vocational education. Short-term skill enhancement courses, workshops and online learning platforms can enable individuals to stay relevant and adapt to changing job requirements. Vocational education and training system needs to be agile in adapting to emerging requirements of IR 4.0 and the dynamic labour market changes. Artificial intelligence should be used in the reformation, research and evaluation in Vocational Education.

Panel Discussion under G20, Jan Bhagidari Activities

A panel discussion under G20 activities was organised on ‘Skills Development for the Future: Creating Pathways for Future Jobs’ and ‘Enhancing Access and Quality of Vocational Education: Ways Forward’. The discussion was attended by around 120 students and teachers from RIE, Bhopal and senior secondary schools of Bhopal. The panelists included experts, researchers, educators and practitioners who exchanged their knowledge and view to explore the latest advancements in work and vocational education. These discussions aimed to bring together experts, researchers, educators and practitioners to facilitate the exchange of knowledge and explore the latest advancements in work and vocational education. A total of 15 panellists have participated in the panel discussions. During the first panel discussion, the focus was on ‘Skills Development for the Future: Creating Pathways for Future Jobs’. The discussion emphasised the importance of prioritising skills development through innovative training programs, flexible learning pathways and a strong emphasis on emerging technologies and industries. By fostering collaboration between educational institutions and industry partners and promoting lifelong learning and upskilling opportunities, sustainable pathways can be created that align with the evolving demands of the job market. In the second panel discussion, the topic was ‘Enhancing Access and Quality of Vocational Education: Ways Forward’. The discussion highlighted the need to invest in infrastructure, expand outreach programs and provide financial support to ensure equitable opportunities for all learners in vocational education. Encouraging partnerships with industry stakeholders, implementing rigorous quality assurance mechanisms and integrating technology into vocational training were seen as effective ways to improve the accessibility and relevance of vocational education.





Panel Discussion under G20 activities on 'Skills Development for the Future: Creating Pathways for Future Jobs' and 'Enhancing Access and Quality of Vocational Education: Ways Forward.'

Modules under Viksit Bharat Abhiyaan

During the year, under Viksit Bharat Abhiyaan, the Institute developed modules entitled: 'Biodiesel: A Futuristic Driving Source of Energy', 'Electric Vehicle: Changing the Future of Automotive', 'Green Hydrogen: Changing the Air for Future Generation', 'Nuclear Energy: Generating Power for Saving Lives', 'Solar Power: Transiting to Future Source of Energy', 'Wind Energy: Generating Power for Generations', 'National Education Policy 2020: Addressing Future Skill Development Opportunities through Vocational Education' and a module in Hindi entitled, 'Start up: *Amritkal Mein vikas ka injan, satat vikas ke liye amritkal*'.

REGIONAL INSTITUTE OF EDUCATION, AJMER

'Muskurata Bachpan': An Early Childhood Care Education (ECCE)

The early childhood years are a crucial period of significant development and are widely recognised as the foundation upon which a person's future is built. As part of a research-based implementation strategy, the Institute took a leading role in launching the developmental project '*Muskurata Bachpan*', an Early Childhood Programme aimed at preparing children aged 3–5 for the learning process before they enter mainstream education. For the project in the present academic year the proposed activities for level 1, 2 and 3 have been started. The various activities for holistic development of students are being facilitated. The students are aware about their surrounding including inclusive environment and indicating health/habits/values among them by integrating daily life activities. The level specific competencies are being imparted among students. In order to achieve the objective that is to prepare children with the cognitive and linguistic competencies, which are pre-requisite for learning to read, write and develop numerical sense, play-based approaches/activities are being conducted.

National Seminar on Environmental Education for Sustainable and Harmonious Living with Nature

The national seminar on environmental education for sustainable and harmonious living nature was organised during 4–6 October 2023. On the 14 identified themes, 114 papers were finalised. In the national seminar Padma Sh. Kalyan Singh Rawat, *Founder*, Maiti Andolan and Prof. M.K. Pandit, *Former Head*, Department of Geology, University of Rajasthan, Jaipur were Chief Guest and Guest of Honour of the inaugural session. During the national





seminar 14 technical sessions were organised, in which total 77 papers were presented by the participants hailing from different states of India. During the seminar, three plenary sessions were organised. The eminent speakers M.K. Pandit, Former *Head*, Department of Geology, University of Rajasthan, Jaipur; Rajendra Singh, Ramon Magsaysay Awardee and Waterman of India; Girishwar Mishra, Former V.C., Mahatama Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha delivered plenary sessions. The national seminar also organised various keynote sessions on themes related to environmental concerns. Amit Kumar Jaiswal, Dev Suman Uttarakhand University Gopeshwar Parisar Chamoli, Uttarakhand; Praveen Mathur, Former *Professor* and *Head*, Department of Environmental Science, MDS University, Ajmer; M. M. Ranga, *Professor (Rtd)*, Department of Environmental Science Sant, Gahira Guru Universty, Ambikapur Chhattisgarh; Ashok Kumar Gupta, National Awardee and Treeman; Alka Tomar from Centre for Environmental Education and *Chairperson*, Centre for Youth (C4Y), New Delhi; R.K. Parashar, NCERT, New Delhi; Virendra Rawat, Originator, Global Green School; Subroto Dutta, *Head*, Department of Environmental Sciences, MDS University, Ajmer; Alok Chaturvedi, SPC Govt. College, Ajmer, K.K. Sharma, Former V.C., MDS University, Ajmer delivered keynote address. The valedictory session of the seminar was graced by P.C. Trivedi, Former V.C., JNV University, Jodhpur as *Chief Guest* and Girishwar Mishra and K.K. Sharma as Guests of Honour. During the national seminar 14 technical sessions were organised, in which total 77 papers were presented by the participants hailing from different states of Bharat including Jammu and Kashmir, Uttar Pradesh, Haryana, Rajasthan, Odisha, Madhya Pradesh, Maharashtra, Gujarat, West Bengal, Tamil Nadu, Telangana, Goa, Kerala, Chhattisgarh, Uttarakhand, Delhi and Punjab. The reflections and suggestions of environmental education have collected from the participants. The papers of the national seminar will be published in form of proceeding in Institute journal 'Educational Trends' after review.

National Seminar on Equitable and Inclusive Education

The national seminar was organised with the objective to provide a forum to the teachers, teacher educators, researchers, administrators and policy makers to share their researches and development in the area of Equitable and Inclusive Education in the light of NEP 2020. The important themes of this seminar were Equitable and Inclusive Education: Learning for All, Online and Digital Education: Ensuring Equitable use of Technology, Technological Advancement towards Socio-Educational Equity, Support and Camaraderie, Legislation and Policy Frameworks—Reflections on Implementation, Dynamics of Socio-cultural and Linguistic Plurality in School Education-Enriching Inclusion, Classroom Process-pedagogies and Assessment Practices in Inclusive Education, Community Participation and Resource Mobilisation: Realising Goals of an Equitable and Inclusive Society, Paradigm Shift in Teacher Education Programme, Insights on Gender based Diversity in School Education and Inclusive Development, Inclusion Addressed through Curriculum, Textbooks and Pedagogy, Equity and Quality: Curricular Issues, Challenges and Practices, Empowering Learners through Skill Education and Holistic Development in Inclusive Education.



There were 338 abstracts received for this seminar. Out of them 116 papers/articles pertaining to theme/subthemes were invited for presentation. About 100 professionals including teachers, teacher educators, faculty members of different teacher training institutions, colleges, universities and NGOs and M.Ed. students of R.I.E., Ajmer attended the seminar held from 9–11 January 2024. In addition to paper presentation, 3 plenary lectures and 10 keynote addresses were also held by eminent faculty members in the field. Eminent personalities in the area like S.R. Mittal, *Professor (Retd.)* Jamia Milia Islamia; Anupam Ahuja, *Professor (Retd.)*, DEGSN, NCERT; S. C. Chouhan, *Professor (Retd.)*, DEGSN, NCERT; Brahmakumari Shanta didi, Brahmakumaries Ajmer and S.V. Sharma, *Principal*, RIE, Ajmer graced the various important occasions of the National Seminar.

Diploma Course in Guidance and Counselling (Distance/Online and Face-to-Face)

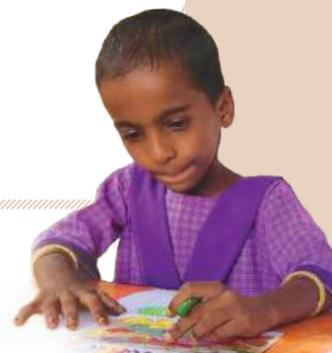
Diploma Course in Guidance and Counselling (DCGC) course started in the month of January 2023. Trainees have completed their seven assignments from January to June Month. Three days' orientation programme was conducted on the various areas of school practicum in the month of March. Three months' contact programme was conducted from July to September 2023. The faculty members demonstrated the practicum activities in the classroom. Further trainees were placed in the cooperating schools for 45 days to carry out their practicum activities under the supervision of RIE, faculty members. DCGC-2023 students under the supervision of faculty members displayed exhibition on 29 July 2023 on the occasion of the celebration of the implementation of 3rd anniversary of NEP 2020. The theory exams and viva-voce of DCGC were conducted in the last week of September 2023. The DCGC trainees have completed their internship practicum work at their respective home town/work place and the project work from their end is dispatched to institute. The above activities have strengthened the skills on career guidance and counselling of the trainees.

Expression Series on Eminent Personalities

For the session, under the expression series on eminent personalities, the various lectures have been organised on various occasions such as Teacher's Day, Mahatma Gandhi Jayanti–Cleanliness Day, Dr. A.P.J. Abdul Kalam Jayanti—International Students' Day, National Unity Day—Sardar Vallabhbhai Patel Jayanti, National Education Day, Constitution Day, National Mathematics Day—Sh. Srinivasa Ramanujan Aiyangar Jayanti, Veer Baal Diwas and National Youth Day—Swami Vivekananda Jayanti. During this, various competitions like essay writing, speech, quiz, poster making competition, slogan writing competition, Mathematical Puzzles were also organised for the school students,

Extension Lectures of Eminent Educationists

Under the series of Extension Lecture of Eminent Educationist, extension lectures by eminent educationists have been organised highlighting the various aspects of NEP 2020. Pawan Sudhir, *Professor (Retired)* and Former *Head*, Department of Arts and Aesthetics, NCERT; Nagendra Singh, *Professor (Retired)* and Former *Dean (Research)*, RIE Ajmer and Ram Gopal, *Professor (Retired)*, Allahabad University, Prayagraj delivered lectures for the faculty, students and staff of the institute.



Workshop for Heads and Coordinating Teachers of Co-operating Schools for Learning to Function as Teacher (Internship)

The workshop for Heads and coordinating teachers of co-operating schools for Internship was organised in blended mode on 12 July 2024. The Heads and coordinating teachers of co-operating Jawahar Navodaya Vidyalayas participated in the workshop for smooth conduction of learning to function as teacher programme (Internship) in cooperating schools.

Working with Community Programme for B.Ed., B.Sc. B.Ed. and B.A.Ed. Programmes of RIE, Ajmer

As an integral part of curriculum, the programme was organised during 4–15 December 2023. The students of the institute were exposed to various activities for community at nearby village of Pushkar: Kadel, Dugarikala and Rewet of Ajmer Districts. During the programme the prospective teachers were exposed in various activities such as First aid training, inclusive school exposure, session for mental health, Shram Daan, plantation, plastic-free campaign in campus as well as in village, theme-based cultural programme, exposure about centre as well as State Government Welfare Schemes. The exposure visit helped in understanding the village democracy setup, government organisation of the villages, etc. The students collected data on the social, economic and educational aspects of community and prepared reports.

Execution and Maintenance of Mathematics Lab at RIE, Ajmer

To generate interest among the students in understanding the concepts of Mathematics through Models, Projects and Activities and to develop problem-solving, reasoning, mathematical modeling and creativity skills among the students, the working and static models have developed on various concepts of Mathematics. The mathematics Lab is being utilised for conducting practicum of pedagogy of mathematics courses for B.Sc. B.Ed., B.A. B.Ed., ITEP Students. The write-ups on number of Mathematical activities have developed. The lab also displays hands-on models for learning of mathematics.

Implementation of ECCE and ITEP in the light of NEP 2020

In the light of recommendations of NEP 2020, implementation of ECCE in level 1, 2 and 3 has been executed at Pre-primary section of DM School, Ajmer and Dinesh Prasad Saklani, *Director*, NCERT has inaugurated newly constructed building of pre-primary section.

ITEP has been implemented in the Institute as per the recommendations of NEP 2020 and admission in this programme has been completed through NTA w.e.f. the session 2022–24. Prof. Saklani visited the Institute on 16 and 17 April 2023. During his visit, he inaugurated the newly constructed Saraswati Hostel, Bharat Ratan Dr. B.R. Ambedkar Guest House and Bharat Ratan Dr. Sarvepalli Radhakrishnan Guest House, DMS Pre-primary section and Seminar Hall, Innovation Hub and Mathematics and Language Laboratories of the Institute. The member secretary NCTE Kesang Yangzom Sherpa, IRS visited institute to discuss the various modalities for implementation of ITEP. The Institute have developed syllabus of B.A. B.Ed. and B.Sc. B.Ed. in reference to ITEP under IQAC.



Orientation-cum-Training Workshop for the Master Trainer's on Foundational Stage

An orientation-cum-training workshop was organised for the master trainers on Foundational stage in association with Department of Elementary Education (DEE), NCERT in the institute during 30–31 May 2023. A total of 43 Participants from Himachal Pradesh (4), New Delhi (5), Punjab (4), Chandigarh (4), Jammu and Kashmir (6), Rajasthan (5), Haryana (5), Uttarakhand (4) and Uttar Pradesh (5) participated in the programme.

Regional Workshop on School Assessments and Examination Practices and Equivalence of Boards

A regional workshop on School Assessments and Examination Practices and Equivalence of Boards in association with PARAKH, NCERT was organised in the institute from 10–13 July 2023. Total 23 Participants from the states/UTs of Haryana (3), Himachal Pradesh (3), Jammu and Kashmir (3), Punjab (5), Uttar Pradesh (3), Uttarakhand (3) and Rajasthan (3) have participated in the workshop.

Orientation of Key Resource Persons from the States and UTs, Faculty and DMS Teachers of RIE Ajmer on Educational Kits

An orientation programme on educational kits was organised for the KRPs of states/UTs and Faculty and DMS teachers on the educational kits in association with Division of Educational Kits (DEK), NCERT. KRPs from the states/UTs Chandigarh, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, Rajasthan, Uttar Pradesh and Uttarakhand participated in the programme.

Capacity Building Programme for Enhancing the Efficiency of Principals/Managers for Quality Education in Alternative (Madrasa) Schools of Various States

In association with DEGSN, the institute organised a capacity building programme from 6–10 November 2023 for the principals/managers of Alternative (Madrasa) Schools of Rajasthan and Uttar Pradesh. Total 32 participants from the states of Rajasthan and Uttar Pradesh, 16 each participated in the programme. During the programme, various interactive sessions such as National Educational Policy 2020, NCF-FS, Foundation Literacy and Numeracy, Art-Integrated Learning, Toy-based Pedagogy, ICT Integration etc., were organised.

NISHTHA—Equitable and Inclusive Education

Under national initiative for school heads and teachers holistic advancement for equitable and inclusive education, a five-day programme was organised in the Institute from 05–09 February 2024. The key objective of this programme is to prepare Key Resource Persons/Master Trainers of each state and UTs who will further train the teachers of schools of their own states/UTs/Sangathan/Organisations. The teachers from P.M. Kendriya Vidyalaya, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Eklavya Model School were the beneficiaries of this programme. A total of 65 participants under CBSE, KVS, KGBV, NVS, EMRs and DIET/SCERT faculties participated in this programme.

Induction Programme for the Faculty of the Institute

From 27–28 July 2023, an induction programme under IQAC for Institute faculty members and D.M. School teachers was organised on the occasion



of 3rd Anniversary of NEP 2020. In the induction programme, sessions on various initiatives for Implementation of NEP 2020: Vidya Pravesh, Vidyanjali, Nipun Bharat: FLN, Panch Kosh, Jaadui Pitara, Parakh, IKS, New India Literacy Programme were organised.

Organisation of AHIMSA Marathon

On 2 April 2023, the Institute organised 'AHIMSA Marathon' with an aim to spread the message of non-violence, peace and harmony. Students and staff of the Institute and DMS School actively participated in the event.

Independence Day Celebration

On the occasion of the 77th Independence Day of the Nation, the Principal of the Institute, Prof. S.V. Sharma hoisted 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.

Anti-Ragging Awareness Week

The Institute celebrated Anti-Ragging Awareness week from 11-15 September 2023, wherein various activities such as slogan writing, poster making, Nukkad Natak, etc., were organised to create awareness regarding ragging and the importance of lawful conduct in the college campus.

Celebration of Sanskrit Saptah

The Institute in collaboration with the DMS School celebrated Sanskrit Saptha to spread awareness regarding the value of Sanskrit language from 31 August-2 September 2023.

Organisation of Swachhata Pakhwada

The Institute organised Swachhata Pakawda from 1 to 15 September 2023 in the Institute. The students participated in various activities such as essay writing, slogan writing, poster making, cleaning drive and plantation drive to create awareness about the value of clean surrounding and campus.

Republic Day Celebration

The Institute celebrated India's 75th Republic Day on 26 January 2024 with great enthusiasm. The function was attended by students, staff members and their families and DMS fraternity. On the occasion, Prof. S. V. Sharma, Principal of the Institute hoisted the national flag and addressed the gathering. On this auspicious occasion, a plantation programme was organised, spreading the message of green and safe environment.

DEMONSTRATION MULTIPURPOSE SCHOOL, RIE, AJMER

Students enrolment from Grade and Level 1 to 12 (Furnish information in the table given below):

Student's Enrolment in Demonstration Multipurpose School for the Session 2023-2024	
Grade	Student Enrolment
Pre-school Level- 1	20
Pre-school Level- 2	20
Pre-school Level- 3	20



1	35
2	35
3	34
4	35
5	35
6	70
7	67
8	68
9	71
10	48
11	101
12	90
Total	749

REGIONAL INSTITUTE OF EDUCATION, BHOPAL

Management of Network and Maintenance of Website of RIE, Bhopal

A dynamic website with all its features which fulfil the requirements of the institute has been developed. The 200 mbps internet connection has been provided by BSNL through NIC, Bhopal under NKN. The institute has large networking infrastructure which includes, 36 switches, 60 wifi unit, more than 600 computers, etc. There are more than 2000 internet users including the staff faculties and students. It is a free wifi access campus.

Theatre Workshop and Performance for Pre-service Teacher Trainees of RIE, Bhopal

During the ten days theatre pedagogy workshop held at RIE Bhopal from 1-7 July 2023 for integrated B.Ed. M.Ed. Ist Semester Integrated Course, a group of professional trainers were invited to teach the fundamentals of theatrical art of different types such as acting, background music, stage management, direction, lights, makeup, dressing, dialogue writing, dance choreography and many more things to the students. Besides this, students of respective classes were supposed to prepare a drama/skit within the duration



of these 10 days and perform it. This workshop also has an educational value and also important for academic purpose.

Maintenance of Studio and Development of e-content

NEP 2020 strongly recommends introducing digital learning and digital resources at all levels of education. The main challenge lies in the availability of these e-resources customised to the need of the teacher and student. Keeping this in mind, National Repository of Open Educational Resources (NROER), DIKSHA Portal, PM e-vidya programme and several other programmes have been launched to provide free access to e-resources to every stakeholder of education system. RIE has established studio set-up which acts as a resource point for the states to develop e-resources.

ECCE Centre at RIE, Bhopal

The programme adopted a theme-based approach to ensure intellectual, physical, social, language and emotional development using age-appropriate Teaching Learning Materials (TLM). The curriculum was organised around nine themes, including 'Myself,' 'My Family,' 'Transport,' 'Air,' and 'Water.' The ECCE centre was equipped with an enabling environment featuring various interest and activity areas that supported the nine themes and provided small group learning experiences. Language skills were developed through storytelling, singing rhymes and sound games for listening; show-and-tell, role-playing and discussions for speaking; reading picture books, labelling objects and alphabet games for reading; and tracing letters, drawing and journaling for writing. Interactive activities, sensory play and educational apps further enhanced language development. For numeracy, pre-number concepts were introduced through games and activities such as sorting, classification, comparison, pattern creation, number and object matching and real-life counting activities. Students were regularly taken outdoors for experiential learning and engaged in creative activities through art and craft. Regular sharing activities and moral stories were told and enacted to ensure development of socio-emotional skills. Major festivals like Eid, Rakshabandhan, Dussehra, Diwali and Christmas were celebrated to foster awareness of India's rich culture and traditions. The centre endeavoured to provide enriching experiences to ensure the holistic development of the students.

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

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. A total of 216 students of B.Sc. B.Ed. and B.A. B.Ed. III semester and B.Ed. II semester participated in this five-days working with community programme which was organised from 2–6 January 2023 and 26 June to 1 July 2023 in nearby villages i.e., Chhap Mugalia, Nathu Barkheda, Mindori, Mindora, Intkhedi, Jatkhedi, Ratibad and Neelbad. Through survey, case study, interview, etc., data was collected from different villages. Interaction with Sarpanch, Sachiv, Aasha karyakarta, Local School Teachers, Aanganwadi etc., was done and information was collected from the said village functionaries. Cultural programmes, *Nukkad Natak* etc., were conducted on Village theme-based Education, Female Empowerment, Cleanliness, Health etc., *Prabhat Pheris*



of Indigenous sports were also conducted in association with the village community.

RIE Bhopal Journal of Education-Bi-annual Journal (Print and Online)

RBJE is the Journal of RIE, Bhopal which caters to not only the research studies and needs of the Western Region but also provides an academic platform to present the research works in Education across India. It encourages the scholars to conduct research in important areas of school and teacher education and disseminate it for academic purposes in actual classroom scenario.

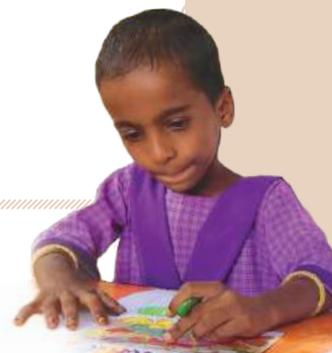
National Conference on Recent Advances in Science Education

A three-day national conference on 'Recent Advances in Science Education' was organised. The themes include Indigenous Knowledge in Science Education, Teaching-Learning in Science for 21st century skills, Integration of ICT in Science Education, Integration of STEAM in Science Education, Experiential Learning: From Theory to Reality, Assessment and Evaluation in Science Education, Inclusivity and Diversity in Science Education, Science Education for Sustainable Development, Research in Science Education and its Educational Implications. In the conference 66 papers were presented on different themes achieving the objectives of the conference.

The conference promoted the development of critical capacities such as observation, analysis and evidence-based thinking, aligning with the goals of science education outlined in NEP 2020. It fostered collaboration, sensitivity and respect for diversity, contributing to the broader objective of preparing individuals for meaningful societal and professional participation. The insights gained from the conference will inform future endeavours in science education, including the integration of innovative practices and the enhancement of teaching methodologies. The successful sharing of recent advancements and innovative experiences underscores the ongoing evolution and dynamic nature of science education. Overall, the conference has laid a strong foundation for continued progress in science education and has provided a platform for ongoing dialogue and development in this essential field.

Expression Series to Commemorate the Life and Works of the Great Indian Thinkers and Other Important Events

The following programmes were organised under the umbrella of Expression Series to Commemorate the Life and Works of the Great Indian Thinkers and Other Important Events are Life, Philosophy and Contributions of Baba Saheb Bhim Rao Ambedkar (14/4/2023); Environment Day (5/6/2023); Life, Philosophy and Contributions of Dr. S. Radhakrishnan (05/09/2023); Life, Philosophy and Contributions of Mahatma Gandhi and Lal Bahadur Shastri (02/10/2023); Life, Philosophy and Contributions of Sardar Vallabh bhai Patel (31/10/2023); Life, Philosophy and Contributions of Maulana Abdul Kalam Azad (11/11/2023); National Constitution Day (26/11/ 2023); Life, Philosophy and Contributions of Subramaniam Bharti (Bharti Bhasha Diwas) (11/12/2023); Life, Philosophy and Contributions of Srinivasa Ramanujan (22/12/2023); Life, Philosophy and Contributions of Swami Vivekananda (12/01/2024); Life, Philosophy and Contributions of Netaji Subash Chandra Bose (23/01/2024); Celebration of Mother Tongue Day (21/02/2024); Life, Philosophy and Contributions of Dr. C.V. Raman (28/02/2024); Celebration



of International Women's Day (08/03/2024) and Extension Lecture on Constitution and Education (02/02/2024).

Organisation of Principals Conference for Internship in Teaching Programme

The objective of the programme is 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 Head-teachers 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. This year 23 schools were selected to place our students for internship. The Principal of all these 23 schools were invited to attend a one-day orientation programme on 22 September 2023.

Independence Day Celebrations

The 77th Independence Day was celebrated in RIE campus on 15 August 2023 and a live telecast was there for all the students and others. The event started with the arrival of Principal RIE, Bhopal Prof. Jaydip Mandal escorted by the NCC officers with security supervisor and the guards for hoisting the national flag. After the flag hoisting and National Anthem the NCC cadets and NSS volunteers started their march past and parade with parade commander commanding the platoons and paid their respects to the national flag and celebrated the independence of the nation.

Republic Day Celebrations

Regional Institute of Education, NCERT Bhopal celebrated the 75th Republic Day with much pomp and glory. The event consisted of parade by the National Cadet Core (NCC) and National Service Scheme (NSS) students. The event started with the arrival of Principal RIE, Bhopal Prof. 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 National Anthem the NCC cadets and NSS volunteers started their march past and parade with 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 programme was taken forward with the Principal's message and reading of the preamble of the Indian constitution by the Principal, followed by the reading of constitution. Principal in his address talks about the different research projects which are taken by the faculty numbers of the institution. The event continued with a variety of cultural performances by students, showcasing their talents in music, dance and drama. Overall, it was a day filled with patriotic spirit and a sense of pride in being a part of the nation.

Science Day Celebrations

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.



Internship Programme

Internship in Teaching programme was started in the institute with pre-internship on 22 August 2023 for B. Ed. M. Ed. III sem and B. Ed. III sem and for B. A./B. Sc. B. Ed. VII sem from 4 September 2023. The students were placed in 24 schools of Western Region from 25 September 2024 to 19 January 2024 for four months. Total 253 students were placed in JNV's schools, KV's and State Government schools.

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

International Mother Language Day Celebration

The International Mother Language Day was celebrated on 21 February 2024. Prof. Sandhya Sahoo, Head of the Department of Education in Social Science and Humanities highlighted the significance of mother languages and the importance of observing this day. She also discussed the relevance of sign language. A seminar on 'Recognising Sign Language on International Mother Language Day' was conducted in collaboration with Swabhiman and Ali Yavar Jung National Institute of Speech and Hearing Disabilities (AYJNISHD).

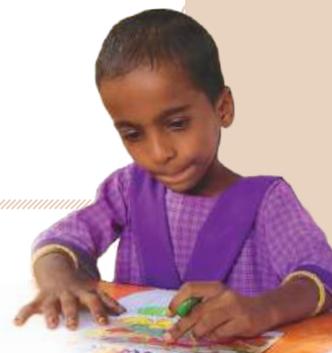
On International Mother Language Day, several speakers provided insights into the significance of sign language as a mother tongue. Mansi Goswami, *Dean (I)*, introduced the concept, emphasising its cultural and linguistic diversity. Tanmayee Sahu, expert, contextualised the celebration, highlighting its importance in heritage. Lanu, expert, traced its historical evolution, focusing on education. Bishwamitra Mishra demonstrated Indian Sign Language basics, promoting awareness. P.C. Agarwal, *Principal*, RIE, Bhubaneswar, stressed inclusive education's importance, advocating for institutional readiness and national initiatives like 'Education for All'. He emphasised educators' role in empowerment and NCERT efforts in inclusive education promotion, advocating for continued collaborative seminars.

National Science Day (28 February 2024)

The celebration of National Science Day at RIE, Bhubaneswar was a vibrant and enlightening event that commemorated the remarkable contributions of Indian scientists and promoted scientific temper among students, educators and the community. The event aimed to honour the legacy of Sir. C.V. Raman, whose discovery of the Raman Effect on 28 February 1928, marked a significant milestone in the history of Indian science. The day was celebrated under the chairmanship of P.C. Agarwal, *Principal*, RIE, Bhubaneswar. Shreepad Karmalkar, *Director*, IIT, Bhubaneswar was the Chief Guest of the event. He emphasised the importance of scientific research, innovation and education in driving societal progress and addressing global challenges. A special tribute was paid to Sir C.V. Raman, highlighting his pioneering work in physics and his enduring legacy as a visionary scientist. Participants reflected on Raman's scientific achievements and their impact on India's scientific heritage.

Celebration of Republic Day

Republic Day was celebrated on 26 January 2024 at Regional Institute of Education, Bhubaneswar which was attended by the staff, parents and the students of the Institute and DM School. P.C. Agarwal, *Principal*, RIE, Bhubaneswar as the Chief Guest took the Ground of honour from the students.



Thereafter, the Principal hoisted the National flag and observed the march past by students of the Institute and DM School. On the occasion the Principal and Headmaster of D.M. School addressed the gathering which was followed by the presentation of cultural events including dance performances and songs on patriotic theme by the students. Yoga was also performed by the school children.

Extension Lecture Series

The series of extension programme aimed to enlighten the students and faculty members 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 also have been organised at the Institute. These programmes helped in enriching the knowledge and understanding of pre-service trainees and faculty members by way of sharing the experiences of eminent persons in the field of education. During the year, the following extension lectures were conducted.

S. No.	Topic	Name of the Speaker	Date
1.	Vigilance Awareness and Cyber Hygiene	Arun Bothra (IPS)	2 November 2023
2.	Indian Knowledge System in Education	Arundhati Nilakantha Kawadkar Himanshu Kumar Varma	4 November 2023
3.	NEP 2020, Prospective in Political Science	Sanjay Vastava	29 December 2023
4.	Educational Statistics	Satishprakash Shukla	12 February 2024
5.	Pedagogy of Teaching, Learning, Learners and Motivation	Surender Kumar Sharma	21 February 2024

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.

S. No.	Topic	Date
1.	132nd Birth Anniversary of Bharat Ratna Baba Saheb Bhim Rao Ambedkar	14 April 2023
2.	Guru Purnima and Birth Anniversary of Vedavyasa	3 July 2023
3.	Celebrating Gandhi and Lal Bahadur Jayanti	2 October 2023
4.	National Education Day (Birth Anniversary of Maulana Abul Kalam Azad)	11 November 2023



5.	National Constitution Day	26 November 2023
6.	Swami Vivekananda Jayanti	12 January 2024
7.	127th Birth Anniversary of Subhash Chandra Bose	23 January 2024

Organisation of School Internship in Pre-service Teacher Education Programme of RIE, Bhubaneswar

The internship was organised in three phases such as pre-internship, internship and post-internship. The pre-internship conference was organised for cooperating school heads, teachers, student teachers and institute faculty members from 4 to 8 July 2023. 109 students of B. Ed. were placed in Nineteen Jawahar Navodaya Vidyalaya (JNVs) of Bihar, Jharkhand, Odisha and West Bengal from 10 July 2023 to 17 October 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 maintain reflective diary, etc. Post- internship conference was held at the Institute from 19 to 20 October 2023 for sharing innovations, challenges and experiences of student teachers. The pre-internship conference of B.A. B.Ed. was held from 6–11 July 2023. The student teachers, cooperating school heads and teachers were oriented in modalities of school internship. 51 students of B.A. B.Ed. were placed in twenty-four Jawahar Navodaya Vidyalaya (JNVs) of Bihar, Jharkhand, Odisha and West Bengal from 4 July to 20 October 2023. Post-internship conference was held at the Institute on 31 October 2023 for sharing innovations, challenges and experiences of student teachers. The Pre-internship conference of B.Sc. B.Ed. was held from 6–11 July 2023. The student teachers, cooperating school heads and teachers, there was orientation on modalities of school internship. During the present session, 91 students of B.Sc. B.Ed. were placed in twenty-seven Jawahar Navodaya Vidyalaya (JNVs) of Bihar, Jharkhand, Odisha and West Bengal from 13–20 October 2023 and Post internship conference was held at the Institute on 30 October 2023 for sharing innovations, challenges and experiences of student teachers.

Organisation of School Exposure and Multicultural Placement programme

Multicultural Programme for B.Ed. Two Year (II Semester) Student Teachers to familiarise 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 9 to 16 October 2023. The second phase of the programme is held in different schools located at Talcher, Angul from 28 January to 8 February 2024. For this phase, 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 a phased manner so that all students experience 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 Jajpur District from 3 to 13 February 2024. All activities related to multicultural placement of B.Sc. B.Ed. VI semester students were completed during field visit to Dhenkanal District from 31 January to 10 February 2024.

Working with Community of Pre-service Teachers

Working with community is an integral part of 2nd Year B.Ed. course. The main purpose is to familiarise student teachers with community; its social, political, cultural and educational features and how these influence education of children. This 2023–24 academic session, the programme was held in and around Nabakrushna Choudhury College of Teacher Education, Angul, Odisha from 1 February 2024 to 8 February 2024. In addition, the pre-conference (29–30 January 2024) and post-conference (9 February 2024) was conducted at the institute. The programme was systematically and timely executed right from planning to evaluation of performance. The mode of transactions adopted for this programme were; discussion, rally, poster and banner display in community setting, survey, interviews, awareness programmes, etc. The student teachers were familiarised with the dynamics of the community by observing and interacting with them through data collection on the area of Gender Equity / Environment Pollution/HIV-AIDs/Population Education, Health and Hygiene of the Community, Survey of Primary Education and Remedial Teaching in School, Utilisation of community resources for School Education and Awareness on RTE Act 2009. The student teachers under the Mentorship of faculty members carried out activities such as; Yoga, Physical Exercise and Games and Sports, *Shram Daan* in Community in terms of Cleaning Drive Activity, *Nukkad Natak* and Rally on Different Social Issues by using posters/banner and placards with a message of social, educational and health issues. They showcase their talents in the Cultural Programme based on Social Issue and Problems during the field placement. The programme has provided exposure to community life to have close interaction with the community members, beneficial in terms of preparing school development plan, sharing cultural practices, holding programmes and gaining communities' perception about and aspirations from formal education system. Working with community programme for B.A. B.Ed. semester VIII students was organised from 20–26 February 2024 in Odisha Adarsha Vidyalaya, Gainada, Block-Chilika, Khordha District of Odisha and Working with community programme for B.Sc. B.Ed. semester VIII students was organised from 23–29 February 2024 in Khordha District of Odisha.

Pre-School Centre in Demonstration Multipurpose School

The early six years of childhood constitute the most significant period in life, because at this stage the foundations are laid for motor, sensory, cognitive, language, social and personality development. Early Childhood Care and Education (ECCE) is considered to be crucial intervention for providing an enabling and stimulating environment to the child to ensure a sound foundation for both lifelong learning and development. ECCE contributes significantly to improvement in enrolment, retention, participation and learning level of children in formal schooling. The need for meaningful ECCE programme has been emphasised in the National Policy on Education (1986) and Programme



of Action (POA, 1992). The significance of ECCE has been confirmed in the National Plan of Action (2005) and the National Curriculum Framework (NCF), 2005 at national level and the Global Monitoring Report of UNESCO (2007) at international level. The NCF 2005 suggests that young children should be provided with care, opportunities and experiences that lead to all round development—physical, social, mental, emotional and school readiness. To provide ECCE of equitable quality to all children the NCF 2005 identifies five basic dimensions of quality to be addressed namely (i) developmentally appropriate curriculum (ii) trained and adequately rewarded teachers (iii) appropriate teacher-child ratio (iv) Infrastructure supportive of children's needs and (v) encouraging style of supervision and monitoring. It also suggests to evolve appropriate norms and guidelines and to set in place a regulatory framework. The exemplars on ECCE has been developed by NCERT during 2015. The NEP 2020 has suggested for quality improvement of foundational years. The D.M School serves as an experimental model school to try-out innovation in the field of school education. For the session 2023–2024 the ECCE Center ran smoothly with the help of many people in the process starting from development and reinforcement of infrastructure, selection of teachers, selection and admission of students, training of teachers and staff and evaluation of feedback.

REGIONAL INSTITUTE OF EDUCATION, MYSURU

Celebration of Independence Day



The Institute celebrated the 77th Independence Day on 15 August 2023 (Tuesday) at the Play Ground in front of the Technology Block of the Institute. The Celebration started at 9:00 am with flag hoisting by Y. Sreekanth, *Principal* and dignitaries, followed by the National Anthem and parade by NCC Students. The principal delivered a motivational speech to the Students and Staff, who gathered on the premises to celebrate this patriotic occasion. The RIE & DMS students sang a few patriotic songs followed by a cultural programme.



Celebration of Republic Day



The Institute celebrated the 75th Republic Day on 26th January 2024 at the Play Ground in front of the Technology Block of the Institute. The Republic Day Celebration started at 9:00 am with lightening the diyas by Y. Sreekanth, *Principal* and dignitaries, followed by the National Anthem and parade by NCC Students. After the flag hoisting, the student of the DMS started their march past and paid their respects to the national flag. The students of RIE sang a few patriotic songs and the students of Pre-Primary, DMS performed a beautiful dance and drama.

Celebration of Science Day



Inter-School Science Quiz Competition 2024



Inter-Collegiate Science Quiz Competition 2024



Science Exhibition 2024



Grand Finale Celebrations

As part of the Expression series, National Science Day was celebrated at the Institute with various activities such as an Interschool Science Quiz, an Intercollegiate Science Quiz and Science Exhibitions. On 28 February 2024, B. Ananthanarayan, a professor at the Centre for High Energy Physics, Indian Institute of Science, Bengaluru, was the guest speaker. He delivered a lecture on the theme, '*Indigenous Technologies for Viksit Bharat.*'



Internship Programme

The internship programme for the pre-service courses—2023 commenced from 10–13 August 2023 and preparatory activities for the internship were carried out as per schedule. On 10 August 2023, the VII semester students of B.Sc. B.Ed., B.A. B.Ed., M.Sc. B.Ed. were given the general orientation about longer duration internship activities in the allotted schools of Mysuru city. The School Attachment Programmes were the short duration school experience based activities of two weeks, in their second and fourth year courses. During the orientation programme general guidelines for trainees were highlighted and copy of the same was shared with all the students. Even the writing of Unit Plan and Lesson Plan with their formats were re-oriented. On 11 August 2023, the students were exposed to carrying out the ‘Action Research’. The students were asked to carry out their micro teaching skills in their respective pedagogies under the supervision of pedagogy faculty. On 12 August 2023, the students were exposed to “Adolescent Education”. The students were asked to carry out their micro teaching skills in their respective pedagogies under the supervision of pedagogy faculty. On 14 August 2023, stimulated teaching in pedagogy-1 and stimulated teaching in pedagogy-2 were conducted. On 16 August 2023, one day orientation programme for the institute faculty was organised in which the general aspects of internship, essence of internship and its relevance and an orientation on—Educational Taxonomy, unit plan and lesson plan formats adopted by RIE, Mysuru was presented. Viewing of video lessons in respective pedagogic subjects were held in subjects. Discussions on Unit Test constructions, its administration, scoring and analysis procedures were held, followed by discussions on filling up the observation records, student-evaluation profile, feedback mechanism and QMT (Quality Monitoring Tool) formats.

It was followed by three days of Pre-internship conference for the co-operating school Teachers and Head Masters, from 17–19 August 2023. 31 schools in Mysuru city were selected for the internship programme of 226 students of semester VII courses and semester III B.Ed students, with the cooperation of DDPI and BEOs of Mysuru. 30 teachers took part in the conference. The day-wise sessions was conducted. The 5E model of writing lesson plans, the importance of pre-lesson discussions were provided during the pedagogic subjects. It was followed by demonstration lessons to respective class students of DMS and post-lesson discussions. Even the filling up the student evaluation profile by cooperating school teachers during the demonstration of the lessons were provided.

The actual internship of six weeks duration commenced on 21 August 2023 to 30 September 2023. Later the post-internship conference for semester VII students were held and students school experiences were shared and significant issues were noted for futuristic remediation’s. The 3 weeks internship activities for semester XI M.Sc. Ed-(Physics/Chemistry/Mathematics) were held during September 2023 in selected 8 Pre-university colleges, in Mysuru city. The one day orientation programme for pre-University Lecturers was held on 26 August 2023. During the day, the lecturers were oriented about the essence of internship at pre-university level, writing of unit plan, lesson plan and their evaluation procedures to be followed during the internship. The internship activities for



these commenced from 28 August 2023 and went up to 16 September 2023. It was followed by post-internship conference during September month itself.

Working with the Community

Working with Community activity was conducted for the B.Ed IIIrd semester students at Hunsur town, Mysuru district from 3 to 12 October 2023. The activity was undertaken by 53 B.Ed. students which was supported and participated by block educational functionaries, Government School headmasters, private schools management and local community leaders. The programme was inaugurated at Government High School, Nagpur Haadi, Hunsur on 3 October 2023. The programme was attended by BEO Hunsur, local School principals, correspondent of Talent Public School, Panchayat community leaders. Students have worked in nine teams and undertook the developmental works along with respective school students.

Students with the help of school children and community members have undertaken works of preparing—throw ball court, Volley ball court, Kho-Kho Court, Kabadi Court. Community Awareness Survey was conducted on SDMC functioning, Mid day meal implementation, out of school children and drop out children, School counselling for students. On 12 October 2023 working with community was concluded with brief presentation of report of works undertaken in the presence of block education officers and RIE, Mysuru faculty members.

61st Foundation Day of RIE, Mysuru

As part of the celebration of the 61st Foundation Day of RIE, Mysuru, on 1 August 2023, the Sardar Panikkar Memorial Lecture was delivered by Dr. Tessa Thomas, Distinguished Scientist and Former Director-General of Aeronautical Systems, DRDO. Smt. Malavika Avinash, Indian spokesperson and renowned film and television artiste, was the Guest of Honour and gave an address and presentation.

63rd Foundation Day of NCERT on 1 September 2023

On the occasion of NCERT's 63rd Foundation Day on 1 September 2023, Guruji Dr. H.R. Nagendra, *Chancellor* of Swami Vivekananda Yoga Anusandhana Samsthana, delivered a talk on Yoga education, health and mental well-being.



National Education Day

On National Education Day, T.V. Kattimani, *Vice-Chancellor* of Central Tribal University of Andhra Pradesh, delivered an extension lecture on 17 November 2023.

National Youth Day

On the occasion of Nation Youth Day, 18 January 2024, M.R. Seetharam, *President*, Swami Vivekananda Youth Movement, Mysuru gave a talk on 'Developed India @ 2047: For the Youth, Through the Youth' (Vikasit Bharat @ 2047 Yuvaon Ke Liye Yuvaon Ke Dwara).

National Science Day

Prof. B. Ananthanarayan, Professor of Centre for High Energy, Indian Institute of Science, Bengaluru delivered a lecture on 'Indigenous Technologies for Viksit Bharat' at AV Hall of the Institute on 28 February 2024.

International Women's Day

Smt. Rameshwari Verma, Theatre Personality and Rajyothsava Awardee as the Chief Guest delivered a lecture on Women Empowerment at Tarka Kendra of the Institute on 12 March 2024.

Archaeo-Anthropological Exhibition

The Exhibition was held on 12 and 13 March 2024 at the Assembly Hall of the Institute, with the agenda to exposure to fields of social sciences and its practical aspects, demonstrate the educational relevance of multi-disciplinary exhibitions in promoting curiosity and interest among students and shed light on various nuances of concepts and its relations to the various related fields of social sciences, specifically Historical Studies. His Highness Sri Yaduveer Krishnadatta Chamaraja Wadiyar inaugurated the Exhibition.

NORTH EAST REGIONAL INSTITUTE OF EDUCATION (NERIE), UMIAM

National Conference on Teacher Education in the context of Implementing NEP 2020

The National Conference on Teacher Education in the context of Implementing NEP 2020, was held on 9–10 November 2023. The objective is to deliberate on development of teacher education in India before and after Independence, various models of teacher education, current scenario of teacher education in India, teacher education system abroad, current challenges of teacher education in India, future of teacher education in India, innovations and best practices in teacher education and the recommendations of committees, commissions, curriculum framework and National Policies on teacher education. The methodology followed is development of Brochure and selection of themes through in house workshop mode. Invitation of papers (research/conceptual) from experts, teacher educators, teachers, NGOs, other functionaries and personnel working in the field of education. Collection, scrutiny, selection of papers and organisation of two days National Conference. A number of twelve sessions were arranged during the National Conference with a total number of seventy paper presenters who were invited to present their papers. The major themes are Pedagogical Practices in Teacher Education, Teacher Education Curriculum, Emerging Issues and Concerns in Teacher Education,



Development of Teacher Education in India, Quality Assurance in Teacher Education, Research and Innovation in Teacher Education, Assessment in Teacher Education Programme, Integrated and Multi-Disciplinary Approaches to Teacher Education. There were panel discussion on the first day on the topic: ITEP: Issues and Challenges. The moderator was S.C. Roy, *Professor*, DE, NERIE, Shillong. The panelist includes H.K. Senapati, *former director* NCERT and *Professor*, Education Department, RIE, Bhubaneswar, M. A. Sudhir, *Professor* Emirates Gandhigram Rural Institute (Deemed to be University), Dindigul, Gandhigram, Anil Kumar, Department of Education, RIE, Mysuru, Ashutosh Biswal, *Head*, Department of Education and *Dean*, Faculty of Education and Psychology, M. S. University, Baroda. On the second day the topic for discussion is on the Scenario of Teacher Education in India. The moderator was N. Pradhan, *Head*, Department of Education, NERIE, Shillong. The panelist are M.A. Khader, *Former Director*, SCERT, Kerala and former principal, RIE, Bhubaneswar, R.R. Sharma, *Dean*, Faculty of Education, *Director*, College Development Council, University of Jammu, Jammu, D. G. Rao, *Former Principal*, RIE Mysuru and *Former Director*, CIIL, Mysuru and B.N. Panda, *Retired Professor*, RIE, Bhubaneswar. The National Conference ended with the cultural programme in the evening.

National Seminar on Mathematics Education

National Seminar on Mathematics Education was organised in the institute three days from 20–22 December 2023. Major objectives of the seminar were—to provide platform to share the best practices of teaching mathematics, to learn from each other the concerns and challenges in mathematics teaching and to provide practicing teachers to share their experiences in using ICT in teaching mathematics. There was 8 themes identified for the seminar, however presentation was made only on seven themes in 18 technical sessions. A total of 79 papers were presented out of which 66 were in offline and 13 were in online mode.

From all the sessions, recommendations were made by the respective rapporteurs. Some of the important recommendations from the seminar may be mentioned as: use of innovative methods like math games puzzle, cross curricular integration, card games personalised learning experiences ;use of card games for developing numeracy skill; incorporation of cooperative learning for enhancing mathematical communication among pre-service teachers; use of gamification approach for making mathematic learning more engaging and an enjoyable one; use of mathematical model in attaining 21st century skills; imparting training for teachers working with visually impaired; more study and efforts on holistic understanding on assessment of mathematics, development of comprehensive module for middle stage; extensive research on the calculation of negative integers, decimals and fractions etc.

2 years B.Ed Internship programme

As per the syllabus, 12 weeks internship was carried out in 10 schools in and around Shillong city, where maximum 5 students— 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. Basansy Kharlukhi the internship *coordinator* organised orientation-cum-meeting on



the 3 April 2023 with all the heads of cooperating schools. In this meeting, school's representative were 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. In this orientation, student trainees get to meet and interact with the schools of which they were assigned.

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 diary of their day-to-day work. The school internship started from April to June 2023. During this period students trainees completed 60 lessons (30 from each method subjects), 15 peer observation lessons, 2 criticism lessons. Other activities such as preparation of time table, portfolio, school assembly, teachers diary, minutes of the teachers meeting, etc., were also carried out by the students.

World Environment Day Celebration

5 June is celebrated as World Environment Day for highlighting the various issues on conservation of Environment. The theme of the current year was 'G 20 – Beat Plastic Pollution'. This day is observed globally. As a part of International World Environment Day, North East Regional Institute of Education (NERIE), NCERT, Umiam, organised a lecture by Mayank Rai, *Dean*, CPGSAS, CAU, Umiam followed by a speech by Hrishikesh Senapathy, *Former Director*, NCERT. The programme was coordinated by Seema R, DESM, NERIE, Umiam (Meghalaya). A poster making competition was also held for the B.Ed. students on the theme '*Beat Plastic Pollution*' along with a mime by the students on the same theme followed by sapling plantation of fruit trees in the Children's park, NERIE. Cash prizes and certificates were distributed to the students followed by vote of thanks.

International Yoga Day

NERIE-NCERT, celebrated the 9th International Day of Yoga at the NERIE Campus. Altogether 125 participants were gathered which included faculty, B.Ed students, Administrative staff and others. F.G. Dkhar, *Principal I/C* welcomed the gathering. Dhananjay Chakraborty *Yoga Instructor* and resource person for the event, gave a speech on the significance of Yoga International Day. He emphasised on the meaning and holistic aspects of yoga and linked it to the theme of the 9th International Day of Yoga, ie. '*Yoga for Vasudhaiva Kutumbakam*'. It was a very enlightening speech. Thereafter the 2nd Semester students (B.Ed) gave a spectacular performance of a group demonstration on Yoga practices, in the backdrop of music. Many of the asanas were covered in this performance, which was much appreciated by all.

The last event, which was the main event of the day, was a mass yoga session under the guidance of Dhananjay Chakraborty who has 25 years of yoga experience and is currently taking classes at College of Teacher Education (PGT), Shillong, Meghalaya. The resource person effectively guided all through the various warm up exercise, followed by *asanas* and finally *pranayama* and relaxation techniques.



ended with a formal vote of thanks. As a closure to the celebration, the national anthem was sung.

International Mother Language Day (Matri Bhasha Divas)

The International mother language day (Matri Bhasha Divas) was celebrated on 21 February 2024 in the Institute auditorium. The Chief Guest for the occasion was Prof. Steamlet Dkhar, *Professor* of Khasi, NEHU. The programme was attended by faculty, staff and students. The programme began with the welcome address by F. G. Dkhar, I/c Principal, brief introduction of the speaker by Ch. Sarajubala and Vote of thanks by M. G. Wallang. Streamlet talked about the importance of Multilinguality in the present day which is a reality in all aspects of life and how we can best exploit the potential in the mother tongues. She also mentioned about the national goals and the challenges we find in implementing multilingual education. As a part of celebrating the importance of International Mother Language day, a speech competition and a Poetry recitation in the mother tongue was held for the students. Prize winners were given cash prizes and certificates along with certificates to the participants.

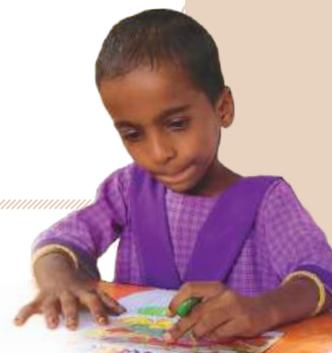
Celebration of National Science Day

National Science Day on the theme—‘Indigenous Technologies for Viksit Bharat’ was celebrated on 28 February 2024 at NERIE auditorium. The programme began at 11:30 a.m. and continued till 1:00 p.m. At the outset, F.G. Dkhar, *Principal I/c* extended a warm welcome to everyone. Following the welcome address, the *Principal I/c* and dignitaries on the dais light up the lamp of the lamp and floral tribute to Sir C.V. Raman was offered by everyone. Following the floral tribute, Ph. Brajayanti Devi, *Head*, DESM, NERIE. And the Programme coordinator delivered a short talk on the importance of celebrating National Science Day each year with a new theme. She highlighted the importance of traditional technologies of our country and its role in fulfilling the *Viksit Bharat*. After the speech, there was a elocution competition among the B.Ed. Students. The programme ended with a formal vote of thanks proposed by Nirjesh, Faculty Member of NERIE. As a closure to the celebration, national anthem was sung.

Celebration of International Womens Day

The International Day of Women was celebrated on 8 March 2024 at Auditorium, NERIE, Shillong, Umiam. B. Umesh Kumar Sharma was the *coordinator* of the programme. The programme was started at 10:00 a.m. Subhas Chandra Roy, *Principal I/c*, NERIE, Ph. Brajayanti Devi, *Head*, Department of Education in Science and Mathematics, Melissa G. Wallang, *Head*, Department of Education in Languages and Social Sciences, Basansy Kharlukhi, *Head*, Department of Extension Education, B. Umesh Kumar Sharma, *Coordinator* of the Programme were on the dais. Roy delivered welcome address to the gatherings and B. Umesh Kumar Sharma briefed about the programme. All the women present were gifted with a greeting card and a chocolate. The programme was organised with four events;

Event 1: *Then and Now* (Faculty and Staff only), Ph. Brajayanti Devi, Sima Saigal, Melissa G. Wallang, Basansy Kharlukhi, Sarajubala Devi, Seema R. and Nirjesh shared their real-life stories of overcoming challenging situations, coupled with empowering messages intended to guide others in navigating tough circumstances.



Event 2: *I Wish*: Encouragement Exchange (for Students only), in which B.Ed trainees participated. This was organised as competition among the four houses i.e. Blue house, Green house, Red house and Yellow house. During the programme, participants in each House were divided into male and female groups, with the female groups tasked with sharing their individual wishes (WISH) and collectively selecting one anonymously. Within a strict time-frame of 3 minutes, the groups collaborated to choose a wish, which was then transcribed onto a provided sheet. Male student groups from each assigned house were tasked with creatively fashioning Words of Encouragement corresponding to the selected WISH, with a strict time limit of 5 minutes. Collaboratively, they generated inspiring messages, which were promptly transcribed onto provided sheets. This activity aimed to cultivate a supportive atmosphere and bolster motivation within the participant groups. In the subsequent presentation phase, the Female Group leader introduced their chosen WISH, followed by the Male Group leader presenting the crafted Words of Encouragement words to the specific wish. This sequential delivery seamlessly merged supportive sentiments with the expressed wishes, enriching the programme's impact and reinforcing a culture of encouragement among the participants. Best three were voted by the trainees and announced them as winner.

Event 3: *I was Captured* (Faculty, Staff and Student), The event was a memorable occasion, encompassing various facets of personal growth and experiences. Participants shared their involvement in life-changing projects, recounted special trips and cherished moments from their time on campus. They captured the beauty of nature, from the serene majesty of a sunrise to the vibrant life of a garden and the awe-inspiring grandeur of mountain ranges. Additionally, individuals showcased their resilience and strength in overcoming tough situations, highlighting their ability to persevere in the face of challenges, thus embodying the spirit of resilience and determination. All their submissions were collected and created in the form of video and presented.

Event 4: *Thank you*, The event, aimed at expressing gratitude towards the inspiring female faculty and staff members at NERIE, was conducted with meticulous planning and heartfelt sentiments. Each house meticulously crafted anonymous thank you notes, highlighting the positive impact these individuals have had on both the house and personal journeys. Emphasising their best qualities with three encouraging words, participants prepared to submit their notes within a strict 10-minute timeframe on the provided sheet. During the presentation phase, leaders or representatives from each house eloquently presented their notes within a concise 5-minute timeframe. Subsequently, all faculty and staff members engaged in the voting process to determine the three most impactful and encouraging presentations. The winning house was awarded 1st, 2nd and 3rd prize. The programme concluded with vote of thanks and a light refreshment.

Celebration of the 29th NERIE Foundation Day

The 30th Foundation Day and Annual day was celebrated on 22 March 2024 at NERIE auditorium at 2:30 p.m. Welcome Address by *Principal I/c*, F.G. Dkhar. Subhas Chandra Roy, *Head*, DE highlighted NERIE's structure, role, functioning and its achievements in the context of educational scenario of the North East. D. S. Bhattacharjee, *Former Principal*, NERIE, NCERT was invited



as a Chief Guest who gave an inspiring and motivating speech based on his vast experience in the field of education. The programme also included prize distribution and cultural programmes. Vote of thanks was given by Seema R., coordinator of the programme.

DEMONSTRATION MULTIPURPOSE SCHOOL (DMS), AJMER

The DMS School was set up in the year 1964, as a laboratory school of Regional Institute of Education. It is a co-educational school and follows three language formula. The Primary section of DMS is equipped with Early Childhood Care and Education (ECCE) center to prepare Children for school readiness. In this section school based evaluation implemented since 2001–2002. In the beginning it offered courses in various streams viz. Science, Humanities, Agriculture, Home Science, Commerce and Technology. For some time, it was affiliated to Rajasthan Board of Secondary Education and got merit certificates for excellent results in public examination. Since 1977, the school is affiliated to Central Board of Secondary Education, New Delhi and prepares students for all India Secondary School Examination (Grade 10) and All India Senior Secondary School Examination (11 and 12) stage. Facilities exist for teaching of different subjects such as Science, Commerce, Humanities and Vocational Courses. Environmental Education is introduced in all the classes. Also Vocational Education programme on Beauty and Wellness have been initiated in the DM School.

Major Activities and Achievements of the School:

Vidya Pravesh

The school initiated and organised Vidya Pravesh, a three-month play based school preparation for Grade 1 at the time of children's entry level with the objectives to promote school preparedness in all children coming to Grade 1 from diverse backgrounds, ensure a smooth transition of children from home atmosphere to school atmosphere and provide play-based, age and development appropriate learning experiences in a joyful environment.

Student Activities

National Science Exhibition

Students of DMS, Ajmer participated in the National Science Exhibition organised by NCERT & SCERT Maharashtra at Shiv Chatrapati Sports Complex from 26 to 30 December 2023. Kartik Gupta and Divyansh Sharma presented Project on 'Prevention of Ambulance from getting struck during heavy traffic. Mahi Parashar and Anuradha Rankawat presented Project on Walking Bridge and Pushkar Naryan and Pushpendra Singh presented Project on Magic of 127.

National Yoga Olympiad

DMS Students participated in the National Yoga Olympiad held at RIE, Bhopal from 18–20 June 2023 and secured 2nd position at group events of senior boys. The students participated in the Yoga Competition at District level from 8–12 September 2023 at Mayoer School, Ajmer. The students participated in the Yoga Competition at State level from 19–23 September 2023 at Udaipur, Rajasthan.



Visit to New Delhi to Celebrate the Launch of Chandrayaan 3

The students of DMS, Ajmer were selected to attend the speech of S. Somnath (Chairman of ISRO) on Chandrayan Mission on 17 October 2023. The students had a wonderful opportunity of listening about the intricacies and challenges in the field of space research.

Achievements

- ❑ Kinshuk Sharma of Grade 9 A spoke about the life history of Lal Bahadur Shastri on 2 October 2023 at Parliament, New Delhi.
- ❑ Gauranshi Sharma, a student of Grade 8 was selected for 'Deendayal Sparsh Scholarship by Postal Department (Jaipur Circle).
- ❑ Students also participated in Bharat Ko Jano Competition organised by Bharat Vikas Parishad at Maheshwari Public School, Ajmer on 26 August 2023 in which Neelvardhan Singh (8 B) and Tushar Banvir (8 B) secured 1st and 2nd positions respectively in Junior Category and Akhilesh (10 A) and Niral Mishra (10 A) secured 1st and 2nd positions respectively in senior category.
- ❑ Priyanshu Kumawat of Grade 11 C participated in the districts karate Championship in Under-17 category and won gold. He also represented Ajmer district in state tournament.
- ❑ Nissar Ahmed of Grade 11C participated in district Boxing Competition in under-17 category and under 80 kg weight category and won Bronze medal.
- ❑ Nakshtra Bhopariya of Grade 11C participated in district weight lifting competition in Under-17 category and under 49 kg weight category and won Silver Medal.
- ❑ Chandan Singh, 12 B participated in district Boxing competition in Under-19 category and in Light weight category and won gold medal in it. He also represented Ajmer district in state tournament.
- ❑ The following students participated in state tournament in Yoga and won following positions in Group Event.
 1. Priyansh Bairwa – 1st Position
 2. Girish Tanwani – 1st Position
 3. Prahlad Jangid – 1st Position
 4. Naresh – 1st Position
 5. Arman Tak – 1st Position

NCC

The Naval Wing of NCC has 50 cadets in strength. In 2023–2024, 22 Cadets passed the 'A' Certificate Examination. Also, 22 Cadets attended the C.A.T.C. at Kayad Vishramsthali Cadet Muzammil Brought glory by participating in the Pre-RDC Camp at Udiapur and IGC Camp at Jaipur. Similarly, Cadet Mohit Raj Joshi participated in the Pre-RDC Camp at Udiapur. Cadet Khushi Saini and Cadet Muzammil attended 'Ek Bharat Shresth Bharat Camp' at Nathdwara.

In the C.A.T.C. Camp held at Kayad Vishramsthali, Ajmer, the Cadets won mummery prizes in various events held there.

'Unity Run' was organised by 02 Raj Naval NCC unit and won various positions

1. Cadet Nand Kishore Bairwa – 1st Position



2. Cadet Heshul Kumawat – 2nd Position

The cadets of DMS participated in Navy Day Celebrations, NCC Raising Day Celebrations and National Yoga Day Celebrations. Apart from this, the students also participated in various National level Quiz competitions.

25 students appeared for NCC 'A' Level certificate examination and all the students cleared the examination.

DMS Students' Performance in Board's Examinations 2022-2023

Grade	No. of Students Appeared	Pass Percentage
10	55/55	100
12 Science	29/29	100
12 Social Science	33/32	96.96
12 Commerce	25/24	96

DEMONSTRATION MULTIPURPOSE SCHOOL, BHOPAL

Demonstration Multipurpose School, affiliated to CBSE is a Department of Regional Institute of Education, NCERT, Bhopal. The school came into existence in 1965 and is located in RIE Campus, Shyamla Hills, Bhopal. The DM school runs a comprehensive programme of education from pre-school to Grade 12 under the 10+2 pattern as envisaged by NCERT. The mission of the school is to provide a model for school education of the nation aligned to holistic development of children. The role of school is to impart quality education by employing the latest techniques and to enable prospective teachers to observe learn and practice teaching through an internship programme.

Student's enrolment from Grades 1-12

Student's Enrolment in Demonstration Multipurpose School for the Session 2023-2024	
Grade	No. of Students
1	70
2	70
3	69
4	69
5	69



6	74
7	69
8	68
9	69
10	66
11	89
12	65
Total	847

Awards and Prizes Won by Students

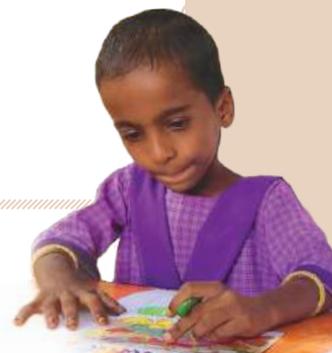
- ❑ Under India Space week, ISRO organised different competitions on 18 December 2023 in which Pinki Ahirwar, a student of Grade 11 won 2nd prize and ₹ 5000/- in Essay Writing Competition. Afna Sultan, a student of primary class got consolation prize and ₹ 1000/- at national level.
- ❑ Parmni Nagdeve, a student of Grade 9th achieved many Prizes at the State level Under 17 and 19 categories. In Indore and Shivpuri she got the first position in the MP State Table Tennis Championship. In Ujjain and Indore, she got the second position the 1st Primer Table Tennis League 2023 and got first position in the Khelo MP Youth Games in 2023. She got Second position in the 67th School Game SGFI School State Table Tennis Championship 2023.
- ❑ At Cyber Security Day School achieved Prizes for Poster-making Competition, in which the students of Grades 9 and 10 Aashi Bhati, Anshika Pandey, Prashasti Somkuwar won prizes. For Best Presentation, students of Grade 11 and 12 Yuvraj Sikarwar, Zara Gufran, Smriti Tiwari won prizes.
- ❑ DMS organised an Inter-school painting competition and won prizes in three groups. For Group A, first Position Mohnesh kukodiya - Grade 1, Third Position- Pravi Pushp Grade 1, Consolation Prize, Yagnya Yadav Grade 1; For Group B, Second prize - Shahabzadi Ameema Amjad Grade 4, Third Prize- Kanak Bhallavi Grade 4; for Group D, Third Prize- Muneer Fatima from Grade 12.
- ❑ Jayant K. Bansal, a student of Grade 10 achieved 3rd rank in boys under 18 Competition, M.P. Tennis Association.
- ❑ Bhomi Malhotra, a student of Grade 11 got 2nd prize in painting competition organised by Forest Cooperative Union MP



- ❑ Anjani Soni, a student of Grade 11 achieved 1st position and received 9000/- in painting Competition on the theme of awareness for voting organised by Pandit kunji Dubey Sansadiya Vidyapeeth.
- ❑ Students of Grade 11 successfully completed 2 days of drone training programme and won 2nd prize in the drone making competition organised during National Conference in PSSCIVE, RIE, Bhopal.
- ❑ Suraj Singh Thapa, a student of Grade 12 achieved an international appreciation certificate and prize for performing dance in Multinational programme.

Major Activities and Achievements of School

- ❑ In the month of May and June during Summer Camp, Slogan writing competition, nature walk, quiz competition, meditation, creative writing, poster competition, speech, counseling sessions, reading and expression activities, beat plastic role play, dance performance of different states, book exhibition was organised in DMS Bhopal focusing on the themes of G20 camp; Mission LiFE. Students participated enthusiastically and displayed their creativity.
- ❑ 16 students participated in the National Yoga Olympiad conducted by NCERT at RIE Bhopal, MP from 18 June 2023 to 20 June 2023 on the theme: Yoga for Vasudhaiva Kutumbakam.
- ❑ In the month of July, the school participated in the NEP 2020 Inter-Poster Making Competition conducted by MANIT, Bhopal and a live telecast of All India Education Conference—2023 addressed by the Honorable Prime Minister was observed by all the teachers and students of Demonstration Multipurpose School, Bhopal.
- ❑ 24 cadets attended 10 days CATC camp organised by 4 MP Girls BN from 12 to 21 August at Bansal College. They attended classes such as weapon training, map reading, personality development, health camp; hygiene etc. and learned basic life skills.
- ❑ On 23 August 2023, Students partook in Youth Parliament Competition under the guidance provided by Pt. Kunjilal Dubey Rashtriya Sansadiya Vidhyapeeth and were awarded the *Vishesh Dakhsta* award for the same.
- ❑ In the month of September 2023, training of vocational teachers by delegations from KRIVET, South Korea in the Vocational wing in DMS, Bhopal was held.
- ❑ Teachers of DMS contributed to different modules on Chandrayan for different levels.
- ❑ On 17 October 2023, J.P. Ahirwar—TGT Science, Hemant Raje, Karuna — PGT Accounts, Aditya Arya TGT Science, Ankita Sahu- Lab Assistant, Chemistry, along with the 10 students attended the inaugurated programme of module 'Apna Chandrayan' in Kaushal Bhawan, New Delhi, and other all staff members and students attended the live programme in School.
- ❑ Cleanliness is the only medicine for all diseases. To spread this message the school celebrated *Swatchta Pakwada* 2024. On this occasion students and



teachers took oath to maintain Clean and Green India. Various activities like role-play, slogan writing and personal hygiene day were organised. An exhibition was also organised where students presented 'Artistic Dustbins' made with waste materials.

- ❑ On the occasion of the first Veer Bal Divas on 26 December 2024, a video (Char Sahibzade) associated with Sahibzada Zorawar Singhji and Sahibzada Fateh Singhji bravery was shown. Story writing, Gratitude card and promise card were being made by the students and the students shared information concerning veer bal Diwas at the time of morning assembly.
- ❑ DMS organised an Inter-school painting competition on 25th November and won prizes in three groups. In Group A, Mohnesh kukodiya secured first position and Pravi Pushp secured third position and Yagnya Yadav got consolation prize in Grade 1. In Group B, Shahabzadi Ameema Amjad secured second prize, Kanak Bhallavi got third prize in Grade 4. In Group D for senior Grade, Muneer Fatima secured third prize in Grade 12.
- ❑ 11 students of Grade 8 and 9 performed and achieved 3rd position in Role Play and Dance in RIE Bhubaneswar, under National Population Education Project (NPEP), NCERT, under the guidance of Dr. J.P. Ahirwar- (TGT-Bio), Hemant Raje- (TGT-Eng.) Dr. Avani Parashar (PGT-Guid. & Coun), Ghaneshwari Yadav (PGT- Eng).
- ❑ A two-day Health and education camp was conducted under NPEP in Berasiya and different activities were organised under the guidance of Dr. Avani Parashar and Dr. J.P. Ahirwar.

Academic Performance

Students' Performance in Board's Examinations (Furnish information in the table given below)

Grade	No. of Students Appeared	Pass Percentage
10	63/61	96.83
12 Science	28/24	85.71
12 Social Science	25/24	96.0
12 Commerce	27/26	96.3

DEMONSTRATION MULTIPURPOSE SCHOOL, BHUBANESWAR

The Demonstration Multipurpose School, Bhubaneswar acts as a pace sets 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. The school draws students from all sections of society and are admitted on the basis of merit. Through quality education and training the students have



proved their worth in national level institutions like IIT, NISER and IISER and also at international level. The school has 1184 students on its roll out of which 578 are boys and 606 are girls. Among these, 182 students belong to SC, 85 students ST, 30 students are differently abled and 23 students belong to ex-defence category.

Students Enrolment from Pre-School-1 to 12

Students Enrolment from Pre-School — 1 to 12

Student's Enrolment in Demonstration Multipurpose School for the Session 2023-24	
Grade	No. of Students
Pre-school - 1	26
Pre-school - 2	25
Pre-school - 3	23
1	70
2	70
3	70
4	70
5	70
6	105
7	105
8	105
9	104
10	103
11	135
12	103
Total	1184



Major Achievements of the School

Swachhata Pakhwada (Swachhata Activities)

- ❑ Swachhata Pakhwada was observed in the school from 1 to 15 September 2023 and various programmes were organised to sensitise the students about the importance of cleanliness and sanitation. Along with this 'Nukkad Natak' and webinars were conducted on Water Conservation and various slogan writing and poster making competition were organised for the primary and junior group students. A *Swachhata* School Exhibition featuring artworks made from waste materials was also organised by the Art Department in the school.
- ❑ Pledge the 'Panch Pran', let's eliminate any remnants of a colonial mindset, embrace our rich heritage, foster unity and honor our defenders. Together, as responsible citizens, we shall work towards a developed and self-reliant Bharat was administered.
- ❑ A poster making competition has been organised as a part of *Swachhata Pakhwada* under *Azadika Amrit Mohatsav* for students of Grades 4 to 8 (Topic: Cleanliness is the best way of living) and Grades 9 to 12 (Topic: *How to March Towards Glorious 100 Years of Independence*).

NCC Day

- ❑ NCC Annual Training Camp was held from 2–11 September 2023 at 6 (Odisha) Battalion Puri in which 24 Cadets (14 Junior Division and 10 Junior Wing) of DMS participated in the various activities like weapon training, map reading, tent pitching and setting and drill. They participated in *Puneet Sager Abhiyan* (making water bodies clean and make plastic free beach). They were excellent in Drill and Firing Competition. NCC Cadets of the School bagged many Medals at 6 (Odisha) Battalion NCC Puri.
- ❑ A Tree plantation programme 'Van Mahotsav' was organised during which the cadets planted 40 plants each and have been taking care of the trees.
- ❑ NCC Cadet Sergeant Soumya Ranjan Murmu successfully completed Combined Annual training Camp held at CRPF, Bhubaneswar from 2 December 2023 to 11 December 2023.

NSS Activities

- ❑ Swachhata Pakhwada pledge and cleanliness drive was organised at D.M. School, Bhubaneswar by the NSS volunteers on 1st October 2023. Celebrating National Unity Day on 31st October tribute to the visionary freedom fighter Sardar Vallabhbhai Patel, whose tireless efforts brought together the diverse princely states to form one united India was done. At DMS Bhubaneswar, on 31 October 2023, teachers and students took the *Ekta Pledge* for national unity and harmony. A Run for Unity by students of DM School was also done.
- ❑ 20 NSS volunteers [Utkal Mandap, Bhubaneswar] participated in Odisha State Cooperative week celebration on 14 November 2023.



- ❑ HRF INDIA arranged a Human Rights Defenders Day ceremony at Jayadev Bhawan, Bhutan. Eleven NSS volunteers and a programme officer participated.

Scout and Guide

A Plantation Drive and hand washing awareness was organised by the Scout and Guide students in the month of October. 50 Scouts and Guides student participated in the 30th District Camporee organised by Bhubaneswar district Bharat Scout and Guide from 11 to 15 December 2023.

Celebration of Vigilance Awareness Week

- ❑ The school celebrated 'Vigilance Awareness Week' by conducting online Speech Competition for students of various categories. Topics were: '*Honesty is the Best Policy*' for Primary Category, '*Role of Education in Combating Corruption*' for Junior Category and '*Vigilance — An Antidote to Corruption*' for Secondary and Senior Category.
- ❑ The school took Vigilance Awareness Pledge involving all the students, teachers and some parents through online mode. Anti-corruption quotes were displayed all around the school premises.

Celebration of Children's Day

- ❑ Unplugged 2023: Multiple engaging activities like Rangoli Making, Matka Painting, Food Festival, Art and Craft Exhibition "Unplugged-23, were conducted on Children's Day, fostering creativity, talent and a sense of community among students, parents and teachers.
- ❑ Veer Bal Diwas was observed on 13 January 2024 to commemorate the sacrifice of Sahibzada Zorawar Singh and Sahibzada Fateh Singh ji in their quest for justice. In the morning assembly students and teachers talked about their great valour and sacrifice
- ❑ Students participated in the *Veer Gatha 2.0* Projects (poem, poster, stories) on Gallantry Awardees were uploaded in the link provided by the Govt. of India

60th Annual Athletic Meet 2023-2024

The 60th Annual Athletic Meet of D M School was held on 22 to 24 November 2023. Principal RIE, Bhubaneswar inaugurated the meet. More than 800 students participated in 90 track and field events. Chief Guest for valedictory function Shaktikant Das, Honourable Governor, RBI and alumni of the school presented the trophy to best athlete and champion house in march past and overall champion house (literary Activities, Game & Sports).

60th Annual Function- 2023-2024

The 60th Annual Function and Prize-Giving Ceremony was inaugurated by Prof. P.C. Agrawal on 21 December 2023 and 22 December 2023. Dr. Ramanujan Narayan, Director, CSIR-IMMT, Bhubaneswar addressed the occasion as the chief guest and give away the prizes. The celebration served as a means of



expressing love, gratitude and honor and a way to show appreciation to the world for the gifts it has provided.

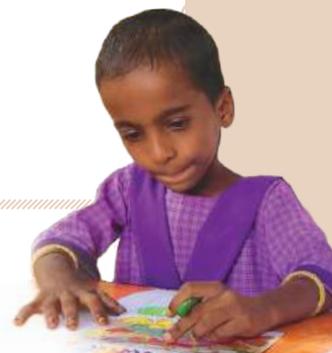
Achievements

- ❑ Swayambhuba Pattanayak of Grade 11 achieved the second place in the Vidyarthi Vigyan Manthan (VVM) state-level examination (Level II) organised by Vijnana on Bharati (VIBHA) in association with Vigyan Prasar and NCERT on 05 February 2023 in Odisha.
- ❑ Debasman Mishra, a student of Grade 3 at D.M. School, was placed third in an art competition organised by ASTITWA and PECT at Rabindra Mandap, Bhubaneswar on 07 February 2023.
- ❑ In the Science Exhibition organised by OUAT Bhubaneswar on 06 February 2023, Subhransu Subhankar Sahoo and SK Safiur Rehman, students of Grade 9 at DM School, secured the first position.
- ❑ Master Bipranshu Singh of Grade 11 C represented Khordha District in the state level cricket tournament.
- ❑ Debashree Debasmita of 10 A won the gold medal in the 14th National Thai boxing Championship 2023. She has been chosen to compete in the World Thai boxing Championship 2023.
- ❑ Ritupragnyan Mohapatra claimed the second prize in the under-8 girls in the 24th King Chess tournament organised by Nandankanan Resor on Bhubaneswar on 29 July 2023.
- ❑ Anika Kar of Grade 8 C won 2 gold medals in the 1st Odisha State Ranking Roller Skating Racing Championship, Bhubaneswar-2023. She also clinched the gold in the 500 meters and the silver in the 1000 meters at the CBSE Zonal Skating Competition held at Raipur on 29 October 2023.
- ❑ Arnica Das won first prize in the Under 8 girls category in the 24th King Chess tournament organised by Nandankanan Resor, Bhubaneswar on 29 July 2023.
- ❑ In the 74th Vanamahostva 2023, which was organised by the Forest, Environment and Climatic Change Department of the Government of Odisha, Pranshu Mishra of Grade 9 stood at third place in the debate category and Shreyansh Shourya Panda stood at second place in the English essay writing competition.
- ❑ Sohel Behera of Grade 12 clinched the 1st prize in Vocal Music (Classical) and Trisha Pati won in Folk Vocal at the district level in *Kala Utsav* 2023 and was selected for the State Level Kala Utsav.
- ❑ Nirendra Das of Grade 7 clinched the silver medal in the Odisha State Kickboxing Championship organised by Khurda District Kickboxing Association at Bhubaneswar on 08 October 2023 in the Cadet-I Boys (50 kg) category, competing in the Point Fight event.
- ❑ Shreyansh Shourya Panda of Grade 9 and Swapnil Behera of Grade 9 clinched the 1st position in the Senior group of the 'Bharat Ko Jano' Quiz Competition conducted by BVP Vanivihar at Rajdhani Kala Samsadon on



05 November 2023. The Junior group, Aarit Kaushik of Grade 8 and Dinkrit Swain of Grade 7 also emerged victorious, securing the first position.

- ❑ Swatika Tripathy of Grade 11 of DM School secured the 3rd position in the English Elocution Competition organised by NALCO at Nalco Bhawan, Bhubaneswar on 03 November 2024 as part of Vigilance Awareness Week 2023.
- ❑ Manish Kumar Mahunta of Grade 10 secured runner-up spot in the prestigious Fr. John William Basketball Memorial Tournament 2023 organised by St. John's School at Sambalpur, Odisha on 19 to 20 October 2024.
- ❑ Syed Reefan Ahmed of Grade 3A secured the bronze medal in the quads 500 meters event at the CBSE Zonal Skating Competition organised by KPS Sarona Raipur at KPS School, Raipur on 27–29 October 2023
- ❑ The first level Philatelic Quiz Competition under the philately scholarship scheme i.e., Deen Dayal “SPARSH” Yogana was held on September 2023. The students Shreyans S. Panda (9 A), Sibatri Panda (7 C) and Aarit Kaushik (8 A) qualified the 1st round and Sibatri Panda received the scholarship.
- ❑ Swastika Tripathy of Grade 9 stood First in the National Patriotic Song Competition held on the occasion of Gandhi Jayanti and Azadika Amrit Mahostav organised by HELPMATE at Bhubaneswar on 02.10.2021.
- ❑ Master Nirendra Das of Grade 7 won Bronze Medal in the Junior National Kick Boxing Championship organised by All Orissa Kickboxing Organisation at Bhubaneswar on 01 January 2023.
- ❑ Master Niharika Barik of Grade 9 won Bronze Medal in 40-45 kg weight category in the 37th National Taekwondo ITF championship organised by Taekwon-Do-Association of India at Thyagraj Indoor Stadium, New Delhi on 28 to 30 December 2022
- ❑ Akankshee Priyadarshini of Grade 8 A, of D.M. School was selected to attend a grand ceremony of Gandhi Jayanti and Shastri Jayanti in the Parliament House, New Delhi, on 2nd October 2023.
- ❑ Akankshee of Grade 7 was selected for her exemplary performance in the National Yoga Olympiad, where she with her school team of middle girls won the bronze medal, which was held at Bhopal.
- ❑ Pranshu Mishra of Grade 10 and Akansha Das of Grade 10 secured First and Second positions respectively in Science Up Comedy in Saited Conclave 2023 at Sai International School, Bhubaneswar
- ❑ Swapnil Behera secured first position (District Level) Quiz Competition in Jan Bhagidari Activities and Events under observance of G20 Presidency 2023.
- ❑ Swayambhuva Pattanayak secured first position (District Level) in Essay Writing Competition in Jan Bhagidari Activities and Event under Observance of G20 Presidency 2023.



- Swayambhuva Pattanayak of Grade 12 attended a workshop on ‘Future of Work Skill Architecture on Governance Models of India and Singapore’ with Singapore delegates and the Hon. Minister Dharmendra Pradhan, Minister of State for Skill Development and Entrepreneurship of India on 25th April 2023 at Taj Vivanta, Bhubaneswar.

Students’ Performance in Board Examinations

(For the Session 2022–2023)

Grade	No. of Students Appeared	Number of Students Passed	Pass Percentage
10	98	98	100
12 Science	71	69	98
12 Humanities	16	15	94
12 Commerce	19	17	90

DEMONSTRATION MULTIPURPOSE SCHOOL, MYSURU

Having come into existence in the year 1965 the Demonstration School, Mysuru has served the public for more than five decades keeping before it the objectives of imparting quality education by employing latest techniques; to serve as a laboratory of Regional Institute of Education, Mysuru for the identification and analysis of research in major areas of School Education and to enable prospective teachers to observe, learn and practice teaching through participation in Internship Programme; and to serve as a center of studies in Curriculum Development. To achieve the above mentioned objectives, the school has acquired the following distinctive features, as a comprehensive programme of education from Nursery to Grade 12 under the 5+3+3+4 pattern NEP 2020, is affiliated to the Central Board of Secondary Education (CBSE, New Delhi) and is co-educational and lays stress on harmonious human relationship and high moral standard through an active and compulsory participation in co-curricular activities. The medium of instruction in the school is English and Three Language Formula is followed from Grades 6 to 8. The class strength is limited to 35 students per section. The school has well equipped laboratories and a library with a good collection of books, newspapers and children's Magazines. Work Experience (Wood work, Arts and Crafts) and Art education (Music, Dance, Drawing and Painting, Drama and Yoga) form an integral part of school programme. The school also has NCC wing for boys and girls separately and NCC is compulsory for the students of Grades 8 and 9. The school has modern and well-equipped laboratories and the school provides basis computer awareness and literacy programme for the students of Grades 1 to 12. There are multimedia enabled classrooms for ICT Integrated Transaction.



Student's enrolment from Grades 1 to 12

Student's Enrolment in Demonstration Multipurpose School for the Session 2023-2024	
Grade	No. of students
1	67
2	67
3	70
4	68
5	70
6	69
7	68
8	68
9	68
10	58
11 Science 11 Humanities	24 } 29 } 53
12 Science 12 Humanities	33 } 22 } 55
Total	781

Major Activities and Achievements of the School

Awards and prizes won by students

- ❑ N. Arun Adhavan of Grade 10 presented his exhibit at 50th Rashtriya Bal Vaigyanik Pradarshini 2023 held at Pune, Maharashtra from 26 to 31 December 2023.

Achievements of students in sports and curricular activities

- ❑ Renuka Prasad R. of Grade 5 A participated in 3 km category at the Mysuru Kiddathon 2023 and secured second place.



- ❑ Navnidh Surya of Grade 6 B participated and secured prizes in various national level karate competitions.
- ❑ Kishan R. of Grade 10 B represented DMS in CBSE school meet at Dharwad in athletics. He also achieved various prizes at national and state level.
- ❑ Daivik of Grade 9 B participated in the 17th state level karate competition and secured first prize.
- ❑ Adikeshav K. Sonth of Grade 4 A secured third prize in the boys colour belt in 29th National Level Karate Championship 2023.

Students' Performance in Board Examinations

Grade	No. of Students Appeared	Pass Percentage
10	62/62	100
12 Science	33/33	100
12 Humanities	29/29	100





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 Council to implement its various schemes/projects that are related to school and teacher education approved by Programme Approval Boards (PABs) of MoE. The different Constituents of NCERT are assigned these responsibilities to implement the scheme effectively. During the year 2023–24, the Council implemented the following schemes.

MAJOR PROGRAMMES UNDER SAMAGRA SHIKSHA – INTEGRATED SCHEME FOR SCHOOL EDUCATION

National Curriculum Frameworks

As a follow-up of National Education Policy (NEP) 2020, the process of development of National Curriculum Framework for School Education, National Curriculum Framework for Foundational Stage, National Curriculum Framework for Teacher Education and National Curriculum Framework for Adult Education have been undertaken.

In view of receiving feedback from the grass root level, during 2020-2022, NCERT conducted district level consultations and mobile app surveys. The NCERT has also conducted 12 consultations in collaboration with universities in which along with Vice Chancellor of university, faculty members and students, parents and members from civil society group also took part. 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 around assessment and examination. The National Steering Committee set up for this purpose in 2021 has been providing guidance to this whole process.

The National Curriculum Framework for the Foundational Stage (NCF-FS) and National Curriculum Framework for School Education (NCF-SE) have been brought out. NCF-FS was released on 20 October 2022 and NCF-SE was released on 23 August 2023. The National Curriculum Framework for Teacher Education has been developed and is under the finalisation process. National Curriculum Framework for Adult Education is in the process. Translation of NCF-SE 2023 in Hindi language is completed. As a follow-up of the National Curriculum Framework for School Education, the development of learning-teaching material for the foundational was undertaken. For children in the age-group of 3–6 years, a collection of teaching-learning material-*Jaadui Pitara* was launched on 20 February 2023. Further for children in the age group of 6–8 years, i.e., for Grades 1 and 2, textbooks were developed and launched on 4 July 2023.

As entrusted by Ministry of Education, Programme Evaluation of Vidya Pravesh in six states and UTs, viz., Rajasthan, Maharashtra, Puducherry, Delhi, Andaman & Nicobar Islands and Odisha have been undertaken with an objective to oversee the implementation of *Vidya Pravesh* Programme as recommended by the NEP 2020.

Post NEP 2020 Interventions and Follow-up

In view of undertaking post NEP 2020 interventions which includes development of syllabus and textbooks, this programme has been initiated. As a follow-up of the National Curriculum Framework for School Education, the National Syllabus and Teaching-Learning Material Committee (NSTC) was constituted to coordinate the whole process of development of textbooks and other teaching-learning material for Grades 3–12. National Curriculum Framework Oversight Committee was also set up to guide the whole process. Under NSTC, 13 Curricular Area Groups have been constituted to prepare subject-wise textbooks. In view of supporting NSTC, a programme office has been set up under this programme. The role of programme office is to provide research and coordination support with different Curricular Area Groups. Besides supporting NSTC, under this programme follow-up of NEP 2020 implementation and interventions by the NCERT and States/UT is also being done. It was decided by the NSTC to bring out textbooks for Grades 3 and 6 for the academic session 2024–25.

Strengthening Foundational Literacy and Numeracy (FLN)

During the academic session 2023–24, a comprehensive series of initiatives was undertaken in the Strengthening Foundational Literacy and Numeracy (SFLN) project. These initiatives encompassed academic guidance and capacity-building programmes for teachers and educators, and the development of diverse educational resources. These resources comprise print and non-print materials, educational toys, e-Content, videos, and more, tailored to suit and benefit both the teachers and the children. Moreover, an intensive effort was made towards enhancing digital learning experiences through the development of engaging e-Content such as infographics, worksheets, assessment materials, and instructional videos. Additionally, as an essential aspect it involved designing and developing support materials in the form of worksheets in the form of workbooks (goal 3, NIPUN-Bharat) for Balvatika to Grade 3. It aimed



to strengthen the foundational pillars of literacy and numeracy, nurturing an enriched educational landscape for educators and learners alike.

Learning Outcomes Based Resources to Cater the Needs of the Disadvantaged Groups and Vulnerable Children at the Preparatory Stage

The NEP 2020 envisions for the attainment of 21st century skills along with their holistic development using multidisciplinary approach with integration of different subjects at the preparatory stage. To cater to the needs of the children from the disadvantaged categories who lag behind due to the prevailing pandemic and to enable them to attain learning outcomes of different curricular areas in a holistic manner, a resource pool is being created. Fourteen video programmes in all were developed during the year. The scripts were developed, reviewed and finalised with relevant illustrations, graphics, voice over for them in English, Hindi and the 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 were created.

National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)

Under NISHTHA, till now programmes under four categories have been launched. In 2022–23, NISHTHA (Secondary) was completed by almost 7.5 lakh secondary school teachers. NISHTHA for ECCE was launched on 29 July 2022 and is being attended by BRCs/CRCs and other Key Resources Persons. Modules for NISHTHA-School Administrators and Vocational Education are under the process of preparation as per the perspectives of NEP 2020 and NCF-SE 2023. Various workshops and meetings were conducted with CIET, PSSCIVE and content Departments of NIE, NCERT for the development modules and orientation of concerned representatives from states and UT's. NISHTHA remain committed to fostering comprehensive professional growth among School Heads and Teachers through different verticals. The rerun of another batch of NISHTHA ECCE (6 courses in 2 languages - Hindi and English) and FLN courses (12 courses in 3 languages—English, Hindi and Urdu) facilitated the professional development of 93,160 and 41,014 teachers, respectively.

National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)—Equitable and Inclusive Education

The National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) on Equitable and Inclusive Education programme was conducted with the objective to sensitise and train teachers and other functionaries of general schools to address the learning needs of children with disabilities and children belonging to disadvantaged groups enrolled in general schools. Five capacity building programmes for the general teachers have been scheduled to be organised through the Regional Institute of Education located in Ajmer, Bhopal, Bhubaneswar, Mysuru and Shillong covering resource persons, master trainers from States/UTs, KVS, etc, for their respective states of jurisdiction. A total of 339 number of participants were trained on Equitable and Inclusive Education at RIE Bhubaneswar on 18–22 December 2023, at RIE Mysuru on 8–12 January 2024 at RIE Bhopal, on 29 January–2 February 2024 at RIE Ajmer on 5–9 February 2024 at NERIE, Shillong on 19–23 February 2024.



S. No.	Title of the programme	Venue & Dates
	The National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)-Equitable and Inclusive Education	RIE, Bhuwaneshwar 18–22 December 2023 RIE, Mysuru 8–12 January 2024 RIE, Bhopal 29 January–02 February 2024 RIE, Ajmer 5–9 February 2024 NERIE, Shillong 19–23 February 2024

A five-day capacity building programme was organised during 18–22 December 2023 on Equity and Inclusive Education for Teachers of Eastern Region of the country catering to the states of Odisha, West Bengal, Bihar and Jharkhand along with the union territory of Andaman & Nicobar Islands. The programme was a series of similar initiative conducted at different RIEs by NCERT. The main objective of the programme was to enrich and empower KRPs on equitable and inclusive Education and its implementation with an intention of continuing to enrich participants in their respective states. 49 participants attended the programme from Government Schools, Government aided schools and the schools under CBSE, KVS, NVS, KGBVs, EMRs of the region. To find out the benefits of the interventions during the programme a pre-test and post-test was conducted by using a questionnaire that was prepared by the team of experts who developed modules at RCI and NCERT. It is found that the NISHTHA programme had a substantial improvement on the knowledge and understanding levels of the participants.

NISHTHA School Administrators

School administrators have a key role in the educational system and in the implementation of NEP 2020. NISHTHA for school administrators has been designed with a view for implementing of NEP from the perspective of school administrators. In order to facilitate the reforms envisaged in the NEP 2020, this programme for educational administrators has been undertaken. The major objectives of the programme are to understand the major reforms in the educational system in order to bring in transformation in schools at different administrative levels, facilitate development of academic ecosystem, understand the significance of effective school governance, ensure a equitable and inclusive school system to bridge the social divide, identify the existing barriers in the school system and explore solution and evidence based decision-making skills. The clientele of this programme would be school administrators, head master, principal of schools, administrators at DIET's, SCERT's, Block & Cluster level centres. The programme has six modules namely: School administrators from the lens of NEP 2020; Leadership for Educational Administrators: Developing an Academic Ecosystem; School governance and school community relations; Evidence—based decision making for schools; ICT initiatives effective school governance inclusive equitable school system; Assessment in school Education;



Curriculum Literacy professional development of teachers/Head teachers and Mental health and well-being.

NISHTHA Educational Technology

Complementing this, a series of face-to-face workshops aimed at capacity building of NRGs (National Resource Groups) on NISHTHA Educational Technology Level 1 was conducted across four phases. Before the onset of the NISHTHA Educational Technology Level 1 Workshops, coordination was done with the ICT Experts for writing the 12 modules of NISHTHA Educational Technology Level 1. These NISHTHA Educational Technology Level 1 training sessions were attended by 189 NRGs, fostered a deeper understanding and proficiency in leveraging educational technology for personal and professional life. A review of 18 courses of NISHTHA Elementary in the light of NEP 2020 was done to align the course with current recommendations. Development of pedagogy courses was initiated at the secondary and senior secondary levels.

NISHTHA KAUSHAL (Vocational Education) Modules

The NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) project is a comprehensive teacher training and development initiative launched by the Ministry of Education, Government of India and National Council of Educational Research and Training (NCERT). Its primary aim is to improve the quality of education in schools by enhancing the competencies of school heads and teachers through continuous professional development. The project focuses on providing high-quality training to teachers and school leaders to build their skills and knowledge. This includes workshops, online courses, and resource materials covering various aspects of teaching, leadership, and school management. Under NISHTHA programme, various courses and videos on Vocational Education for different stages of education in English has been developed for conducting online capacity building programme for teachers under NISHTHA, as a step forward for improving the quality of vocational education through integrated teacher training. The Institute will be translating these courses in Hindi and Urdu languages also.

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 National Evaluation of Kasturba Gandhi Balika Vidyalaya (KGBV) was given to NCERT in 2022 by the Ministry of Education and the Department of Gender Studies has been entrusted with the task of conducting this study. The study is a survey using a mixed method approach wherein both quantitative and qualitative data was 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 30 states/ UTs in collaboration with five RIEs. An online National Webinar was also organised on the Reflections of Field Investigators during their visit to various KGBVs



from across the country. The national core team completed data analysis and prepared the report. The final report of the study has been submitted to MoE. There is shortage of regular and full-time teaching and administrative staff in KGBVs. The study found that retention of staff is a major challenge due to low wages, insecurity of job, remote and isolated locations of KGBVs. There is a need to focus on infrastructure to strengthen KGBVs such as setting up of norms for size of rooms/dormitories, separate living areas for teachers and ancillary staff, functional toilets and regular supply of water, safety and security of girls, provision of science/computer labs, nutritional food, repair of boundary walls, etc. In order to guarantee the timely release of funds at all levels, an effective mechanism needs be developed. To ensure that girls from KGBVs receive high-quality education, more planning, appropriate funding distribution, release, and utilisation are essential.



Girls consulting a library in a KGBV



KGBV Girls using Computers under the guidance of teachers

Rajya Stariya Bal Vaigyanik Pradarshani (RSBVP)

The objectives of the exhibitions were to provide a forum for children to pursue their natural curiosity, creativity, innovation and inventiveness. It aims to encourage children to connect themselves with science and mathematics present around us, to gain knowledge and solve many problems by relating the learning process to the physical and social environment. Additionally, the exhibition raises the awareness about environmental issues and concerns and inspire children to devise innovative ideas toward their prevention and mitigation.

The theme for State Level Bal Vaigyanik Pradarshani (SLBVP) for Children for 2023–24 and Rashtriya Bal Vaigyanik Pradarshani (RBVP) – 2024 was: ‘SCIENCE and TECHNOLOGY for SOCIETY’, and sub-themes were Health, LiFE (Lifestyle for Environment), Agriculture, Communication and Transport and Computational Thinking. So far twenty-two states/UTs have taken catalytic grant from NCERT. Some states have organised state level science exhibition and others are in the process of doing so.

Rashtriya Bal Vaigyanik Pradarshani 2023 (RBVP 2023)

Every year NCERT organises the National Science Exhibition to provide a forum for children to pursue their natural curiosity and inventiveness to quench their thirst for creativity and to popularise science among children and the masses. This year the 50th *Rashtriya Bal Vaigyanik Pradarshani (RBVP)-2023* was held in Pune (Maharashtra) in collaboration with the Department of



School Education, Government of Maharashtra from 26–31 December 2023. The RBVP-2023 was inaugurated by the Governor of Maharashtra His Excellency Ramesh Bais by *Deep Prajvalan* at the Shri Shiv Chhatrapati Sports Complex, Mahalunge, Balewadi, Pune, Maharashtra. Deputy Chief Minister of Maharashtra Ajit Dada Pawar, the Education Minister Deepak Kesarkar and Chandrakant Dada Patil, *Joint Director* of NCERT Prof. Sridhar Srivastava, were also present at the inaugural ceremony. The theme of the RBVP-2023 was 'Technology and toys' with the following seven sub-themes:

1. Advancement in Information and Communication Technology
2. Eco-Friendly Material
3. Health and Cleanliness
4. Transport and Innovation
5. Environmental Concerns
6. Historical Development with Current Innovation
7. Mathematics for Us

A total of 172 scientific exhibits were invited to participate in the exhibition. These exhibits were from 27 States/UTs and other organisations, with 77 from rural areas, 85 from urban areas, 4 from semi-urban areas, and 1 from a tribal area. The event also featured a cultural programme showcasing the culture of the host state, Maharashtra, as well as popular science talks by various scientists on topics such as surprising scientific facts, health and cleanliness, grassroots innovation to solve day-to-day problems, and influenza as a pandemic concern. Also, there were activities like Sky Watch, musical performances, a science quiz, a science drama, and a cultural showcase of different dances and folk songs by participating students from various States/UTs across India.

The valedictory function was held on 30 December 2023, which was graced by Pratyush Kumar Mandal, I/c *Secretary* of NCERT and *Director* of SCERT Amol Yedge, as Chief Guest. On 31 December 2023, an Excursion was organised for all the participants.

Rashtriya Avishkar Saptah (RAS)

A week-long series of activities dedicated to science, called *Rashtriya Avishkar Saptah* (RAS), was observed by schools across different States and UTs of the country, depending on their academic calendar, from November 2023 to February 2024. The theme for RAS 2023–24 was 'Identification of Adulterants in Food,' for which NCERT developed a structured guideline that was disseminated to the functionaries of school education departments in States and UTs. The programmes were uploaded to the NCERT website and shared with States/UTs during a face-to-face meeting. Fifteen different activities were designed for students at the upper primary, secondary, and higher secondary levels to raise awareness about identifying adulterants in food items. During this period, students performed the activities as per guidelines provided by NCERT with the help of their teachers. For submitting the results online, the provision of a Google form was created where the schools could upload the data along with the pictures of the events. 1651 schools from 31 States/Union Territories participated in the programme of which, 46 per cent (766 schools) were from rural areas, 43 per cent (702 schools) were from urban areas, and 11 per cent



(183 schools) were from semi-urban areas. Out of a total of 1,651 schools across India that participated in the activities, 352 were PM Shri schools and 1,299 were other schools. A total of 13,668 samples were analysed by students of schools from various regions nationwide in which the range of adulteration of different food items were reported to be in a range of 35 to 65 per cent.

Kala Utsav 2023

Kala Utsav which is an initiative of the Department of School Education and Literacy (DSE&L), Ministry of Education (MoE), Government of India (GoI) was celebrated in New Delhi in 2023. 669 students from 34 States/UTs, along with KVS and NVS participated (336 Girls and 333 Boys) in this cultural feast showcasing memorable images and visuals of the Indian art forms. There were presentations in 10 categories in art-i) Classical Vocal Music, ii) Folk Vocal Music, iii) Percussive Instruments, iv) Melodic Instruments, v) Classical Dance, vi) Folk Dance, vii) Theatre, viii) Visual Arts – 2D, ix) Visual Arts – 3D, x) Indigenous Toy & Design.

The programme was held in two different venues i.e., at National Bal Bhavan (NBB) and Gandhi Smriti and Darshan Samiti. The Jury members who were 30 in number found the presentation mesmerising and praised the participants.

The Minister for Education, Dharmendra Pradhan in presence of Minister of State, Smt. Annapoorna Devi, inaugurated the festival at National Bal Bhavan, New Delhi along with officers from the MOE-School Education & Literacy. The valedictory ceremony was held in NBB and the awards were given by Dr. Subhash Sarkar MoS, MoE-School Education and Literacy and Dr. Rajkumar Ranjan Singh MoS, MoE-School Education and Literacy.



Participants of Kala Utsav with Sri Dharmendra Pradhan, Minister for Education, GoI

Pariksha Pe Charcha 2024

The national awardees of *Kala Utsav* were invited to participate in the programme *Pariksha Pe Charcha* on January 29, 2024 at Bharat Mandapam. The performing arts' awardees put up a music and dance performance at Bharat Mandapam. The visual art awardees put up an exhibition in the hall of Bharat Mandapam showcasing artifacts chiseled out of clay, paper and metal objects. The Hon'ble Prime Minister Shri Narendra Modi spoke to them



and also praised them for their outstanding talent. 54 children witnessed the Republic Day parade and Beating the Retreat programme.

Training of Master Trainers on Social Audit of Samagra Shiksha Scheme

Samagra Shiksha is a centrally sponsored flagship scheme of the government of India which subsumes there other schemes namely, *Sarva Shiksha Abhiyaan*, *Rashtriya Madhyamik Shiksha Abhiyaan* and Teacher Education. It supports quality education for all children from pre-primary to senior secondary level. To enhance the public accountability and address the issues of equity and equality in programme implementation, social audit of *Samagra Shiksha* was proposed in 2021, by the ministry of education Social Audit that involves audit of social issues and grassroot problems. It facilitates the democratic participation of stakeholders through forums in a time bound manner. It is a fact finding and not a fault-finding process. Researches suggest it as a powerful tool to ensure the participation of people in the monitoring of the scheme, which leads to improved implementation of the scheme.

For conduction of social audit, teams have been formed across the states with specific roles and responsibilities. At state level, Social audit unit is responsible for discharging and conduction of social audit. State has to sign memorandum of understanding with the social audit unit and then a capacity building programme of master trainers has to be organised based on three modules developed by DTE, NCERT.

Three modules based on the guidelines provided by the MoE has been developed and has been conducting sessions for capacity building of master trainers, selected by the state and on the date provided by them. The capacity building has been conducted in the States/UTs, viz., Odisha, Jharkhand, Gujarat, Goa, Andaman and Nicobar, Karnataka, and Meghalaya.

Title of the Programme	Programme Activity
Training of Master Trainers on Social Audit of <i>Samagra Shiksha</i> Scheme	<ul style="list-style-type: none"> ● Training of Master Trainers of Odisha on 6 October 2023 at Bhubaneswar. ● Training of Master Trainers of Jharkhand on 4 January 2024 at Ranchi. ● Training of Master Trainers of Gujarat on 12 February 2024 at Ahmedabad. ● Training of Master Trainers of Goa on 20 February 2024 at Ponda. ● Training of Master Trainers of Andaman & Nicobar on 4 March 2024 at Port Blair. ● Training of Master Trainers of Karnataka on 20 March 2024 at Bengaluru. ● Training of Master Trainers of Meghalaya on 9 May 2024 at Shillong.



Orientation Programme of Principals/Head teachers of PM SHRI (Prime Minister - Schools for Rising India)

PM SHRI Scheme (PM Schools for Rising India) is a centrally sponsored scheme (CSS) launched on 7 September 2022 with the objective to qualitatively strengthen the existing schools and showcase the implementation of National Education Policy, 2020 and make them exemplar schools over a period of time. The major focus of the scheme is to identify and strengthen more than 14,500 schools managed by central government/state/UT Government local bodies across India in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. These schools are developed to provide the quality education and ensure holistic development of all the students. These schools will have best in class modern facilities. These schools are going to showcase the implementation of NEP 2020 in its true spirit.

Capacity building programmes were organised for Principals/Head teachers of PM SHRI schools in NIE, New Delhi from 16–18 October, 19–21 October, 26–28 October and 30 October to 1 November 2023 respectively. Total 421 participants were oriented on Vision and guidelines of NEP 2020, NCF-FS 2022 and NCF-SE 2023, Digital Education Initiatives, fostering the culture of innovation in PM SHRI schools, development of leadership skills in PM SHRI schools, promoting skill initiatives, quality parameters for school governance and FIT India Movement. The sessions were conducted by various resource persons from MoE, NCERT, NIEPA, Ministry of Skill Development and Entrepreneurship, AICTE, Ministry of Youth Affairs and Sports, Adobe India and Shikshalokam

Guidelines and Action Plan for Curricular Integration and Implementation of ESD and GCED in Schools

The PAB approved project on development of guidelines and action plan have been undertaken with the objective of integrating Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) themes into the school curriculum so as to achieve the SDG target 4.7. This aligns with the vision of the National Education Policy 2020, that aims to develop within learners the knowledge, skills, values, and dispositions that support a responsible commitment to human rights, sustainable development and living, and global well-being.



The project objectives encompass compiling ideas for incorporating GCED and ESD themes into the school curriculum. This involves identifying and developing exemplars for integrating these themes into curricular materials and practices across different subjects and stages. The project aims to formulate guidelines and an action plan that provide practical suggestions for the seamless



integration and implementation of GCED and ESD in schools, ensuring their applicability across diverse teaching and learning contexts.

Through multiple consultative meetings, diverse perspectives from stakeholders have been gathered, shaping the development of guidelines for various stakeholders, including policy makers, curriculum developers, teachers, teacher educators, question paper setters and examiners, and educational administrators. Exemplars for all stages (Preparatory, Foundational, Middle, and Secondary) and subjects have been included in the guidelines. The integration of ESD and GCED themes into the curriculum is expected to impart knowledge and instil a sense of responsibility toward global sustainability and citizenship within the learners.

MANODARPAN CELL

Manodarpan, an initiative of the Ministry of Education (MoE), GoI under the 'Aatma Nirbhar Bharat Abhiyan', aims to provide psychosocial support to students, teachers and families for mental health and emotional well-being during the times of COVID-19 and beyond. It was inaugurated by the Minister for Education on 21 July 2020.

To facilitate the work envisaged under *Manodarpan* initiative, *Manodarpan* Cell was set up in NCERT on 14 October 2020. The Cell comprises of faculty members from DEPF, NIE, New Delhi and RIEs at Ajmer, Bhopal, Bhubaneswar, Mysuru, and Umiam (Meghalaya). The broad objectives of *Manodarpan* include developing sensitivity and understanding amongst teachers, parents and other stakeholders about mental well-being concerns of students and supporting students, teachers, and parents in addressing these concerns.

***Manodarpan* Webpage (<https://manodarpan.education.gov.in/>)**

Manodarpan Cell, NCERT has been taking up several activities towards implementing its objectives. *Manodarpan* webpage (<https://manodarpan.education.gov.in/>) contains various resources to support mental well-being. Another step towards reaching out to the stakeholders is National toll-free telehelpline service (+91-844-844-0632). Since July 2020, the helpline has been providing support to callers including students, parents and teachers through trained counsellors from 08:00 am to 08:00 pm on all days of the week.

'Sahyog' and 'Paricharcha'

Live interactive sessions '*Sahyog*' are organised with practicing counsellors from Monday to Friday (from 05:00 pm to 05:30 am) across different regions for students (Grade 6–12) on issues of mental health and well-being. Webinars '*Paricharcha*' are organised every Friday (02:30 pm to 04:00 pm) with experts in the field. These sessions are telecast on PM e-VIDYA channels and are also available on 'NCERT Official' YouTube Channel.

Manodarpan has also been undertaking various activities such as conferences, workshops and orientation sessions at the national and regional level to build awareness and capacity of state administrators, school heads and teachers on promoting mental well-being in schools.

Live sessions are organised under *Manodarpan* initiative of Ministry of Education, Government of India for Psycho social support and mental well-being of students.





PARICHARCHA	
Date	Topic
20/01/2023	Get Set Go! Building Positive Habits for Studies and Exams
03/03/2023	Strategies for Managing Exam Stress
14/04/2023	Empowering Adolescents For Nation Building
26/05/2023	Don't let the Exam Results Define you
07/07/2023	Enhancing Coping Skills for Quality Learning among Adolescents
18/08/2023	Importance of Mental well-being for Empowering Adolescents of Our Country
29/09/2023	Collaborative Learning for Freedom and Creativity
10/11/2023	Habits of Hygiene for Happiness
22/12/2023	Digital Well-being: Social Media Detox During Examination
02/02/2024	Overcoming Examination Stress and Anxiety
15/03/2024	Time Management Skills Among Students
SHAYOG	
Date	Topic
06/02/2023	Examination stress and its impact on adolescents
07/02/2023	Dealing with performance pressure during examination
08/02/2023	Developing resilience is the new way of coping exam stress
09/02/2023	Dealing with exam stress
10/02/2023	Facing exams with confidence
20/03/2023	Small things are also source of happiness
21/03/2023	Those who win are those who believe they can
22/03/2023	Decision Making Skills in Adolescents
23/03/2023	Cultivating Happiness for Positive Mental Health
24/03/2023	Self-Acceptance, the step forward for Good Mental health and well-being
01/05/2023	Developing Mental Health among adolescent learners
02/05/2023	Motivating adolescents to pursue their dream
03/05/2023	Adolescence issues and interventions
04/05/2023	How to be productive during Summer Vacation
05/05/2023	Focus on your priorities before your priorities lose focus on you
12/06/2023	Strategies for managing post Examination stress
13/06/2023	Time to reflect and rejoice
14/06/2023	Your grades never define your worth
15/06/2023	Using time productively after the exam

16/06/2023	A winning attitude takes you further than perfect grades
24/07/2023	Self organisation for overall well-being
25/07/2023	Communication for healthy relationship
26/07/2023	Cultivating habit of minimalism for happiness
27/07/2023	Addressing adjustment issues of adolescents
28/07/2023	Enhancing critical thinking skills among adolescents
4/9/2023	Personal Hygiene for Adolescents
5/9/2023	Fostering emotional wellness among adolescents
6/9/2023	Building Resilience: Navigating Challenges and Bouncing Back Stronger
7/9/2023	Rebuilding Social Connection
8/9/2023	Toile with a Smile
16/10/23	Academic Pressure on Adolescents
17/10/23	Stress Management: A Way Towards Happy Life
18/10/23	Cultural Identity and Mental Well-being
19/10/23	Anger Management in Adolescence
20/10/23	Role of Physical Activity on Mental Health and Well-being
27/11/23	Emotional Effects of Hormone Imbalance: Ways to its Management
28/11/23	Sports as Social Support
29/11/23	Effects of Peer Pressure on Adolescent Mental Health and its remedies
30/11/23	Challenges during Adolescence
01/12/23	Remove Anxiety and Build Mental Well-being
08/01/2024	Dealing with Students During Exam Time
09/01/2024	Linguistic Healing: Fostering Mental Health in the Classroom
10/01/2024	The relationship between social media use and self-esteem in adolescents
11/01/2024	Screentime among adolescents: A matter of concern
12/01/2024	How physical activity and sports affecting the mental health of students
19/02/2024	Reshaping secondary classroom for coping exam stress by introducing new Technology-AI
20/02/2024	Why teens are more vulnerable to peer pressure and take riskier choices and how can parents be of support?
21/02/2024	Psychological wellbeing and growth mindset
22/02/2024	Getting the adolescents ready for a stress-free examination
23/02/2024	Art of effective time management: balancing academic demands



Promoting Mental Well-being in Schools: Challenges and Strategies (Two Days Regional Level Workshop)

The two-day Regional Level Workshop on 'Promoting Mental Well-being in Schools' was organised in blended mode during 30–31 January 2024 at the Regional Institute of Education, Bhubaneswar. The main aim of the workshop was to sensitise school heads, administrators and other stakeholders in school education about well-being of students. The workshop was a series of similar workshops/events conducted at different RIEs by NCERT, under Manodarpan, an initiative of the Ministry of Education (MoE, GOI). The workshop was attended by school administrators and leaders from central and state governments of Bihar, Jharkhand, Odisha, West Bengal and the Union Territory of Andaman and Nicobar Islands. Manodarpan members of NCERT joined the workshop through online as well.

UMMEED (Understand, Motivate, Manage, Empathise, Empower and Develop): Prevention of Suicide—Guidelines for Schools

The 'UMMEED (Understand, Motivate, Manage, Empathise, Empower and Develop): Prevention of Suicide—Guidelines for Schools' were developed with the aim to support schools by providing directions for enhancing sensitivity and understanding about self-harm or attempted suicide of students and a comprehensive action plan for preventing suicide, while encouraging partnerships between stakeholders.

The guidelines provide an understanding for all stakeholders in school education (including school administration, teachers, other staff, students, parents and the community) about suicide, associated myths and facts, risk and protective factors and warning signs for identifying students at-risk. It also suggests a comprehensive prevention plan for schools. The guidelines have been submitted to MoE.

Early Identification and Intervention for Mental Health Concerns in School Going Children and Adolescents - Modular Handbook for Teachers and Allied Stakeholders

The 'Early Identification and Intervention for Mental Health Concerns in School Going Children and Adolescents - Modular Handbook for Teachers and Allied Stakeholders' was developed with the objective of equipping teachers with skills needed for early identification of mental health concerns in students and building sensitivity among all stakeholders for early identification and support. Based on the feedback received from the field pilot testing, the document was revised in 2023–24. The revised 2024 handbook highlights a whole school approach to prevention of mental health concerns, building understanding of teachers on common mental health concerns among children and adolescents and the ways in which teachers can support and collaborate with parents and other stakeholders.

An Activity Booklet-Towards Students' Mental Well-being: Engaging with School

'Towards Students' Mental Well-being: Engaging with School' activities booklet was developed for school teachers and other stakeholders in schools, with the aim to create a positive and supportive environment for all students through activities, which will motivate them to engage (emotionally, behaviorally and



cognitively) with their school and thus, facilitate their mental and emotional well-being. The activities focus on promoting students' holistic development.

Awareness and advocacy material on mental health related topics was developed in the form of Flyers and Calendar for dissemination in schools for mental health promotion among all stakeholders in schools. The four flyers on topics related to mental health promotion were translated in Hindi. Manodarpan Annual Calendar 2024–25 was also developed for creating awareness about mental health.

Regional Workshops on Promoting Mental Well-being in Schools: Challenges and Strategies

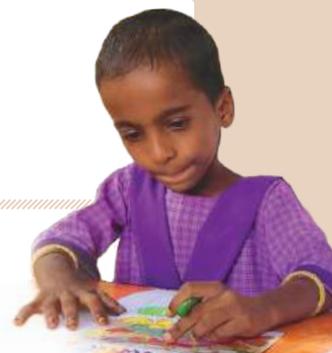
A two-day regional workshop on 'Promoting Mental Well-being in Schools: Challenges and Strategies' was organised in blended mode at RIE, Mysuru on 23–24 November 2023. The workshop's objective was to orient and sensitise state administrators and school heads about significance of mental well-being for holistic development of students. A total of approx. 95 participants including administrators and officials from CBSE, NVS, KVS, SCRETs, DIETs and School Heads of Central government, State government and Private schools in the southern region participated in the workshop. The inaugural session was attended by Dr. Indumathi Rao, Founder and Regional Adviser, Community Based Rehabilitation (CBR) Network, Prof. Anjum Sibia, Dean (Academics) and In-charge, Manodarpan Cell, Mr. T. Gopalakrishna, Deputy Commissioner, Navodaya Vidyalaya Samiti, Regional Office, Hyderabad.

A two-day regional workshop on 'Promoting Mental Well-being in Schools: Challenges and Strategies' was organised in blended mode at RIE Bhubaneswar, NCERT on 30–31 January 2024. The workshop was organised with a focus on building an understanding of mental health and well-being for the holistic development of school students. A total of 64 participants, including administrators and officials from CBSE, KV, JNV, State Education Department, NCTE, SCERT, DIET, and BRC Representatives of the region and School Heads of Central government, State government and Private schools in eastern region joined the session.

National Summit of School Counsellors on Whole School Approach Towards Facilitating Mental Well-being of School Students

The national summit of school counsellors was organised on 6–7 March 2024 at NIE, New Delhi in blended mode. School Counselors and Teacher-Counselors from JNV, KV, State Government, Army School, Sainik School and Private School across all regions of the country presented practices and strategies implemented in their school system on various themes towards promotion of mental well-being through a whole school approach.

The summit sessions were chaired by Prof. Swati Patra, Professor of Psychology, School of Social Sciences, Indira Gandhi National Open University (IGNOU), New Delhi, Dr. Vibha Joshi, Professor (Retd.), School of Education, IGNOU, New Delhi, Prof. Samina Bano, Professor (Department of Psychology), Jamia Millia Islamia, New Delhi and Ms. Madhu Bala Singh, Principal PM Shri KV Arjangarh (Retd.)



PM e-Vidya Management of 200 DTH TV Channels and Radio Broadcasts and Podcast

200 DTH TV Channels were on trial basis w.e.f. 29 July 2023 and eventually formally launched on 9 July 2023 by Hon'ble Minister of Education, Government of India. Under the PM e-VIDYA initiative, CIET-NCERT has produced and processed more than 6,881 videos in its in-house production, including NIE, PSSCIVE, and RIEs. CIET has produced more than 6,881 video programmes, 4247 ISL programmes, 4499 enrichment audio programmes, and developed audio content for 1182 chapters in 82 DAISY books since 1 April 2020. In addition to the in-house production, CIET-NCERT has procured, vetted, and managed more than 15,141 video contents for transmission from other organisations, e.g., RILM, NIOS, CBSE, KVS, etc. Over 9,080 live shows have been broadcast under the PM e-VIDYA initiative. Beginning with a limited number of e-Contents available for the telecast and PM e-VIDYA 12 DTH Channels; telecast has increased to 2.5 to 3 hours (for Grades 1–9 and 10–12, respectively). This also includes e-Contents for DIVYANG in Indian Sign Language and videos on Vocational Education. Simultaneous live streaming of the DTH Channels on 72 dedicated YouTube channels is being carried out, and its expansion is being processed. In addition, NCERT broadcasts its audio eContent through 400 radio stations (11 Gyan Vani FM Radio Stations, 257 Community Radio Stations and 132 All India Radio Stations), including Podcasts on iRadio and JioSaavn Mobile apps. More than 3,980 pieces of curriculum-based radio programmes (Grades 1–12) have been disseminated for broadcast and more than 2476 Live Programmes have been broadcast through iRadio and JioSaavn apps.

DIKSHA—One Nation, One Digital Platform

DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform for school education, an initiative of the NCERT under the aegis of the Ministry of Education (MoE). DIKSHA can be freely accessed by students, teachers, parents, and educators nationwide. More than 3.56 lakh digital contents are available on DIKSHA in 38 languages, including content for Children with Special Needs (CwSN). It currently hosts 6,200+ unique Energized Textbooks (ETB) titles, translated into over 600 million ETBs distributed nationwide. DIKSHA contains more than 19,000 capacity-building courses for teachers, which have attracted 173 Million+ enrolments, and 141 Million+ verifiable credentials have been issued to learners nationwide. The *e-Jaadui Pitara* is an initiative launched under DIKSHA that complements the physical Jaadui Pitara, a play-based learning kit designed for children aged 3–8 years. All the content in *e-Jaadui pitara* is available in 6 categories, namely, activities for parents, activities for teachers, poems, rhymes, stories, songs, lullabies, and riddles/puzzles, divided into two age groups, i.e., 3–6 years and 6–8 years, available in video, audio, pdf, and MP4 files. DIKSHA fulfills the learning needs of approximately 26 crore students and 95 lakh teachers by offering curriculum-based digital content and CPD courses.

Rashtriya Vidya Samiksha Kendra (RVSK)

Rashtriya Vidya Samiksha Kendra was conceptualised by Hon'ble Prime Minister Shri Narendra Modi during his visit to the Command-and-Control Center for School Education in Gandhinagar, Gujarat, in April 2022. RVSK



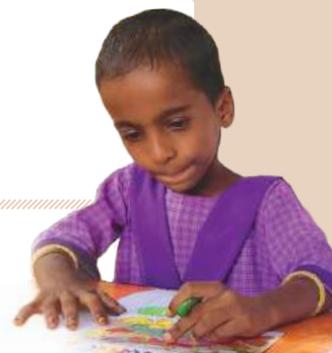
aimed to act as a catalyst in the educational ecosystem by equipping decision-makers with real-time or near-real-time educational data and analytics, facilitating data-driven decision-making. The establishment of *Vidya Samiksha Kendras* (VSKs) in all States and Union Territories (UTs) was initiated through a letter from the Secretary of the Department of School Education & Literacy (DoSEL), Ministry of Education (MoE), Government of India (GoI), dated May 24 2022 (D.O.No.19-11/2022-IS-6). This was followed by a subsequent letter on September 30, 2022 (No.F.19-11/2022-IS-6), detailing budget allocations and a phased roadmap based on the number of schools in each State/UT.

VSK at CIET, NCERT was designated as the nodal organisation for the Rashtriya Vidya Samiksha Kendra and was inaugurated on 9 March 2024. RVSK employed a '6A' Educational Data Capturing framework, which included Attendance, Assessment, Accreditation, Administration, APAAR, and Artificial Intelligence. RVSK utilized a federated education monitoring system with the primary objective of enhancing the quality of education through the strategic use of technology, ensuring the effective implementation of educational policies and programmes. In addition to visualizing and monitoring national educational programmes, RVSK collated and analysed real-time educational data from across States/UTs.

As of 31 March 2024, a total of 22 States/Union Territories (Andhra Pradesh, Arunachal Pradesh, Assam, Delhi, Goa, Gujarat, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Sikkim, Tripura, Uttar Pradesh, and Uttarakhand) had operational Vidya Samiksha Kendras (VSKs), with 18 of these States/Union Territories using the NDEAR-compliant NCERT starter pack. Meanwhile, VSKs in 07 States/Union Territories (Bihar, Rajasthan, Telangana, West Bengal, Ladakh, Andaman & Nicobar Islands, and Lakshadweep) remained non-operational, exhibiting slow or no progress. Additionally, 07 other States/Union Territories (Karnataka, Kerala, Tamil Nadu, Haryana, Chhattisgarh, Chandigarh, and Dadra & Nagar Haveli & Daman & Diu) has committed to operationalising their VSKs by June 2024.

Digital Textbooks based on Universal Design of Learning (UDL) “Kitaab Ek Padhe Anek”

Under this project, the Grades 1 and 2 textbooks will be converted into UDL-based accessible digital textbooks with essential features like touch points, print to audio, modified assignments, and picture description. In this regard, two chapters from class textbooks, one each from the *Sarangi* Textbook Hindi Grade 1 and *Mridang* Textbook English, Grade 1, have been developed with envisaged features on a pilot basis. These were prepared with the help of a technical expert organisation engaged in embossing the touch points, leading to print and audio with the help of a handheld device. Each page has been customised in light of the desired output, both print and audio, as well as tactile prints and Braille. The prototype was pilot-tested in the field in a classroom setting with 30 students, including children with deafness, blindness, and children without disabilities, in the presence of a teacher and shared with experts working in assistive technology and disability inclusion. During the viewing of QR-coded ISL videos, the deaf students were found to repeat the signs



without any instructions, and blind students keenly listened to the audio while the rest actively engaged with the device and the printed energised textbooks

Teachers' Continuous Professional Development (CPD)

The NEP 2020 emphasises the need for teachers' continuous professional development (CPD) to ensure they are equipped with the latest pedagogical approaches and are expected to participate in at least 50 hours of CPD opportunities every year. In this regard, four generic CPD courses have been made available through DIKSHA to enhance the professional development of the teachers. The total enrollment for these courses is 61,186, with a total certification of 32,224. Workshops have been organised to develop the online courses effectively for the professional development of the teachers. These workshops aimed to develop module structure for the online course, create manuscripts for the online courses, develop video scripts, and review and finalise the training package. Training for the development of online courses has also been given in online Mode to 314 State Resource Group (SRG) and Master Trainers of 30 States/UTs and 5 Autonomous Organisations on the necessary skills to develop online courses effectively.

Curricula for 25 Job roles

The PSSCIVE been entrusted with the task of development of Learning Outcome based Vocational Curricula for 25 new Job Roles during 2023–24. During the year, the institute organised about 14 workshops for development of curricula for the job roles in 16 sectors viz., Aviation, Agriculture, Automotive, Apparel, Electronics, Food Industry, Health Care, Handicrafts & Carpets, IT & ITeS, Telecom, Transportation, Logistics & Warehousing, Management & Entrepreneurship, Media & Entertainment, Plumbing, Private Security, Travel and Tourism sectors.

Innovative Model of Vocational Education in Schools

Under the Innovative Model of Vocational Education in Schools, 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 have been developed as innovative model schools. The furniture and equipment in labs have been installed in all the 10 schools. 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.

The innovative vocational education programme has fostered robust industry partnerships to enhance student learning through real-world experiences. Collaborations with local businesses and organisations, such as visits to Odisha Tourism Development Corporation Ltd. (OTDC) Hotels, Panthanivas Puri and Barkul, and ODI Art Museum, Chilika provided students in the Tourism and Hospitality trade valuable exposure and networking opportunities. Similarly, partnerships with Smart Bazar and Reliance Trends facilitated exposure to retail services and expert sessions for Retail Trade students. Notable engagements include a visit to Domino's Pizza, where students learned about customer service and operations, and practical experiences at Perfect Scissor and Aura Makeover, where they practiced hairstyling and makeup application.



Career guidance and counseling was the integral part of the programme, which helped students make informed career choices. Audio-visual tools, meetings and sessions with professionals in different fields, and organisation of fairs broadened students' career perspectives. Career Day classes and technical education awareness sessions introduced students to vocational subjects early, while ongoing feedback from parents and surveys informed course offerings. Student participation in competitions and events was the key component of the project. Students of IT enabled services participated in Infosys, Mysuru programme to bridge the gap between school and the corporate world.

Community engagement was emphasised through projects, like computer literacy classes for neighboring schools and community service initiatives in Mawkyrdep Village, Rhi-Bhoi district, Meghalaya. These activities not only provide practical experience but also fostered a sense of social responsibility among students. Vocational passouts have ventured into businesses, such as mushroom cultivation and beauty therapy, demonstrating the practical value and long-term benefits of our vocational programmes. Parent and stakeholder involvement was actively encouraged through regular meetings and feedback collection, ensuring that the educational needs of students are met effectively. Parents played a crucial role, supporting their children's vocational education.

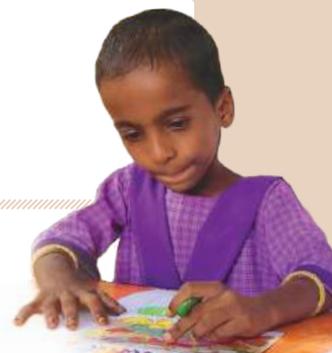
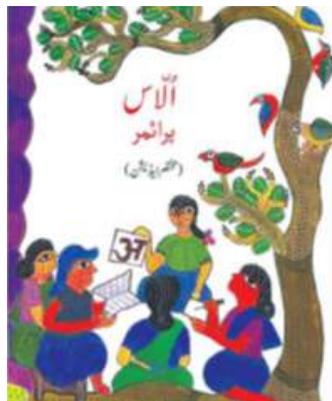
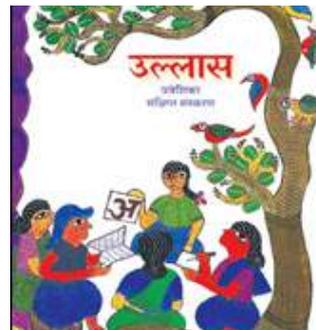
Virtual Skill Labs

In total, 75 Virtual Skill Labs for vocational courses in 10 sectors have to be developed. These Virtual Skill Labs is a virtual environment that allows a student to perform activities through simulation, 3D animations, videos, etc. and pick up key components of a particular skill. Scripts have been developed and the work of development of virtual labs has been given to EdCIL.

ULLAS—NAV BHARAT SAKSHARTA KARYAKRAM

ULLAS Concise Primers

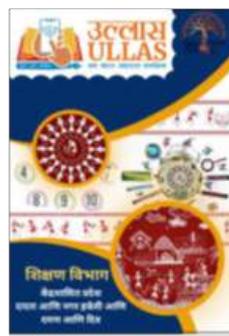
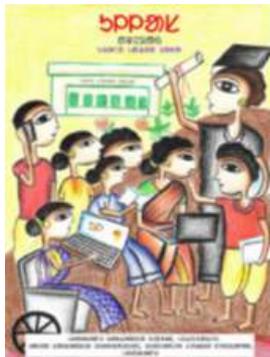
The ULLAS concise primer, a namesake of the primer ULLAS, has been developed primarily for the learners who work for the majority part of the day to earn a livelihood as well as for the percentage of volunteer teachers who are students from schools and higher institutions. The concise version allows the volunteer teachers and the learners the flexibility to teach and learn besides managing their own studies and work.



The concise primer includes language and numeracy in an integrated manner, allowing the learners to understand the concepts through 7 important themes, namely, *Parivar aur Pados, Baatcheeet, Hamara Rehan-Sehan, Hamare Aas-Paas, Khaan-Paan aur Sehat, Matdaan* and *Kanooni Jankari*.

The concise primer has been developed in Hindi and Urdu, to be used as exemplars by the states/UTs to develop, adapt and contextualise concise primers in their respective regional languages.

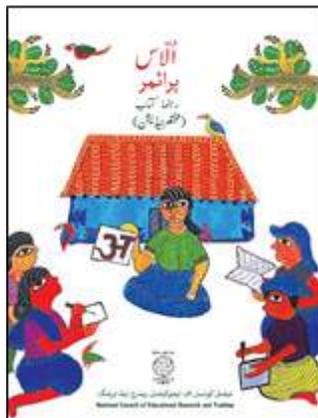
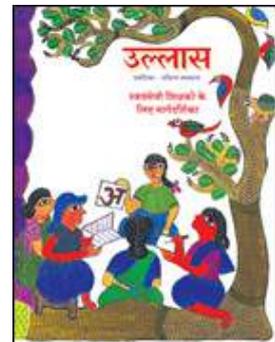
The concise primers *ULLAS* (both, Hindi and Urdu) can be accessed on the CNCL website using the link-<https://ncert.nic.in/cncl/praveshika.php>



Margdarshika for Volunteer Teachers

A *Margdarshika* for the concise primer has also been developed primarily for the master trainees and the volunteer teachers. It aims to help them understand the needs of the learners there by employing the most teaching-learning strategies. It also contains the key points on how to use the primer to help the learners attain foundational literacy and numeracy.

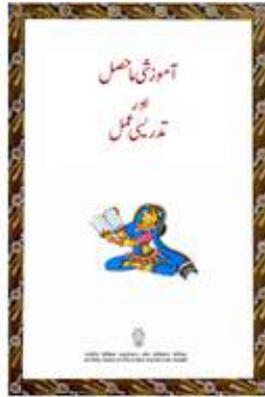
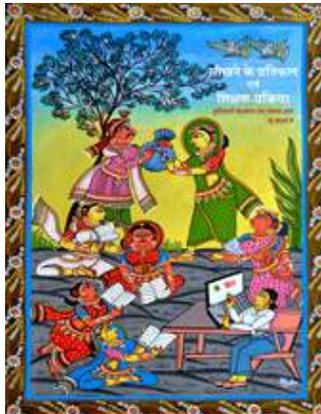
The *Margdarshika* for concise primer is available in both Hindi and Urdu. They can be accessed on the CNCL website using the link-<https://ncert.nic.in/cncl/margdarshika.php>



Learning Outcomes and Pedagogical Process for Literacy and Numeracy

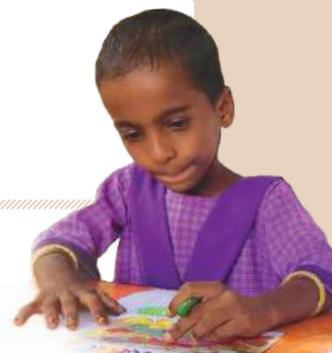
Learning Outcomes and their pedagogical processes for both literacy and numeracy have been developed by the cell both in Hindi, Urdu and English languages. These learning outcomes help in assessing the progress of the learners towards their holistic development. The processes of learning and teaching are given as suggestions. They are not necessarily linked to any one outcome. This means that one process can help achieve multiple learning outcomes and more than one process can be combined to achieve a single learning outcome. Additionally, multiple activities have also been given alongside the process which can be used for the assessment of the learners.

The Learning Outcomes and their Pedagogical Process can be accessed on the CNCL website using the link-<https://ncert.nic.in/cncl/los.php>



Guidelines for the Development of Primer

Guidelines for the states and Union Territories to develop, adapt and contextualise primers in their own regional languages have been developed in Hindi, English and Urdu languages. These guidelines are mere suggestions for all the stakeholders on how to work at their own discretion. They help in understanding that the ULLAS primer is only a medium, a tool which can be used to achieve the learning outcomes of Foundational Literacy and Numeracy. The examples in the primer have been taken up to help the learners acquire literacy and numeracy skills. The material has been presented in a simple language, with the help of examples and illustrations so that more information can be disseminated using less words.



The Guidelines for the Development of Primer can be accessed on the CNCL website using the link-https://ncert.nic.in/cncl/guidelines_primer.php



Worksheets—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 *ULLAS*. They serve the primary objective of helping the learners self-assess their reading, writing and numeracy skills by practicing what they have learnt and the volunteer teachers/trainers in understanding the need of making the teaching-learning process effective.

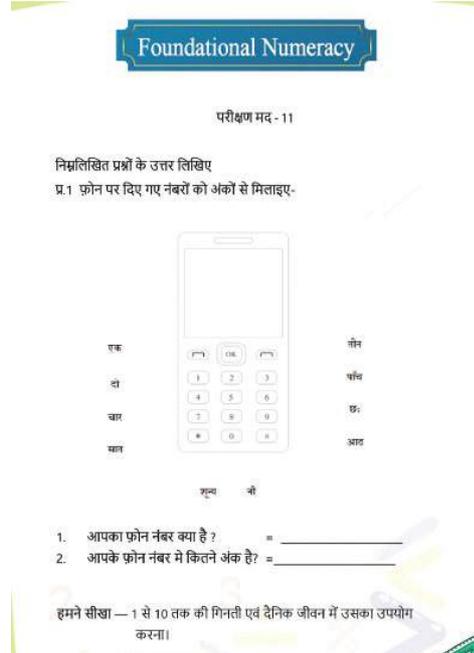
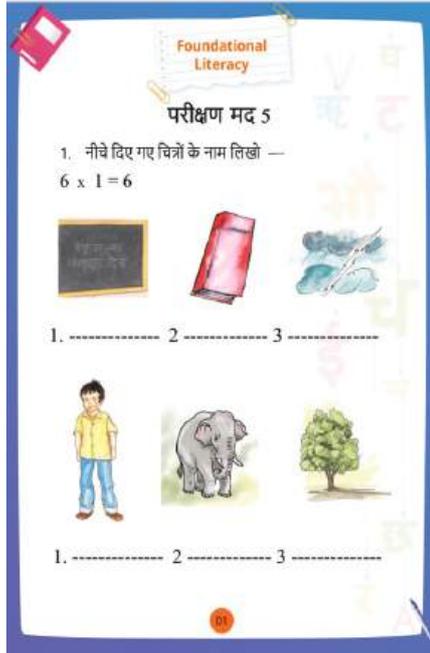


Worksheets, for both, literacy (100) as well as for numeracy (100), can be accessed on the links:

CNCL website-<https://ncert.nic.in/cncl/worksheet.php>

Education for All vertical (DIKSHA portal)-https://diksha.gov.in/play/collection/do_31339162185892659212479?contentType=TextBook

https://diksha.gov.in/play/collection/do_31362032576267878414091?contentType=TextBook



Assessment Items—Assessment Items for Foundational Literacy and Numeracy

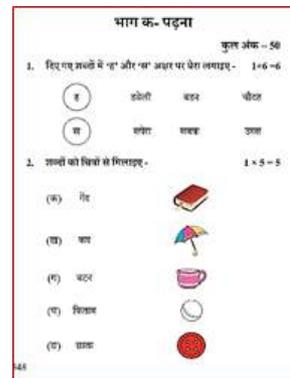
Assessment Items have been developed, with the purpose of assessing the progress of the learners and helping them achieve their goal of attaining literacy. They consist of questions with marks indicated against each one of them. Assessment items for foundational literacy (100) and numeracy (100) can be accessed on the links:

CNCL website-<https://ncert.nic.in/cncl/assessment.php>

Education for All vertical (DIKSHA portal)-https://diksha.gov.in/play/collection/do_31339162845099622412484?contentType=TextBook

Assessment Papers (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. Assessment Test Papers for the Assessment Exam for Foundational Literacy and Numeracy under ULLAS were also developed by the Cell in collaboration with the National Institute



of Open Schooling (NIOS). The exam was conducted for the second time on 17 March 2024 simultaneously across multiple states.

Audio-Video Programmes

Audio-Video Programmes for non-literate learners and volunteer teachers/teacher educators have been developed. The programmes focus on competencies of foundational literacy and numeracy, featuring the real-life situation of the learners, and catering to 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. These programmes have also been developed in several regional and tribal languages such as Marathi, Madhya, Gondi, Korku, Malayalam, Tamil and Telugu. The Cell has developed 18 such programmes on various themes.

□ **Video Programmes**- A series of 20 video programmes have been developed under the name *Saksharta Ki Dagar Par* (साक्षरता की डगर पर), for both foundational literacy and foundational numeracy. These programmes are based on the content covered in the primer ULLAS, helping the learners understand the concepts in an interactive manner. They can be accessed on the links-



CNCL website-https://ncert.nic.in/cncl/fln_video_programmes.php

Education for All Vertical (DIKSHA Portal)

https://diksha.gov.in/play/collection/do_31339163624268595212492?contentType=TextBook

NCERT Official youtube Channel (link)



Additionally, another series of video programmes based on the theme 'Parenting' have been developed by the cell. The video programmes have been titled *Parvarish*. These programmes have been developed in the form of interviews with a host and an expert in conversation. The issues discussed herein deal with parenting, understanding children, helping children understand and distinguish right from wrong and treating children with love and care. Each episode in this 12-part series focuses on a different, such as aggressiveness in children, excessive use of mobile phones and other electronic devices, impact of social media, etc.



These video programmes can be accessed using the links-
CNCL website-https://ncert.nic.in/cncl/cls_video_program.php

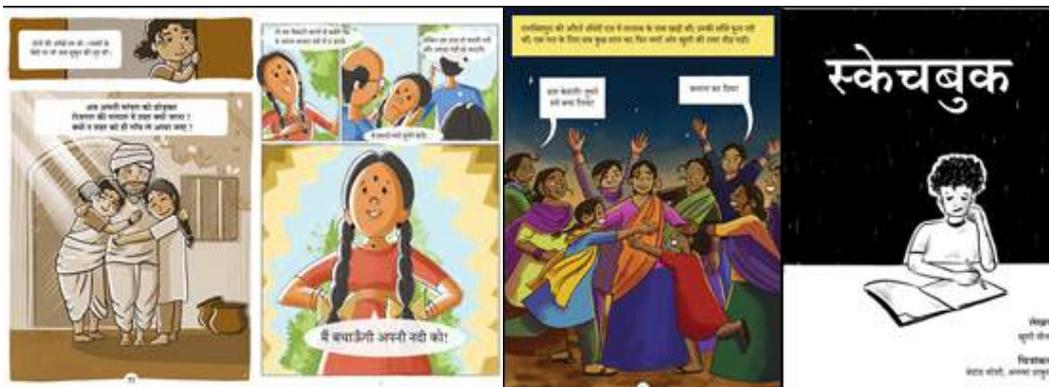
Education for All vertical (DIKSHA portal)-https://diksha.gov.in/play/collection/do_31358614530139750411808?contentType=TextBook

NCERT official YouTube channel-<https://www.youtube.com/watch?v=GnGEWc8aVXc&list=PLUGLcpnv1YifL-nriLGqSVsfzzD3gEZEL>

Graphic Storybooks

Stories based on critical life skills have been developed in the form of graphic books to make the learning-teaching process easier for the learners as well as the volunteer teachers. These storybooks cover some of the major life skills necessary for the learners to live a life of ease in today's times, such as legal literacy, financial literacy, digital literacy, environmental literacy, etc. A total of 14 such books have been developed by the cell, of which six can be accessed on the cell's website.

The Graphic storybooks can be accessed on the CNCL website using the link-https://ncert.nic.in/cncl/story_book.php



Animated Videos

Short animated videos based on critical life skills have been developed for the learners to understand major themes and issues of life, in an interesting and innovative manner. These videos provide the learners all the information they need pertaining to a particular theme or topic in less than 3 minutes which makes these videos engaging while being educational at the same time. These videos cover important life skills such as health and hygiene, environmental literacy, digital literacy, etc.



The animated videos can be accessed using the links-NCERT official YouTube channel-<https://www.youtube.com/watch?v=d1rKlvGLubM&t=3s>
<https://www.youtube.com/watch?v=rnejtK4kr0g>
<https://www.youtube.com/watch?v=UysaDZPKUOw>

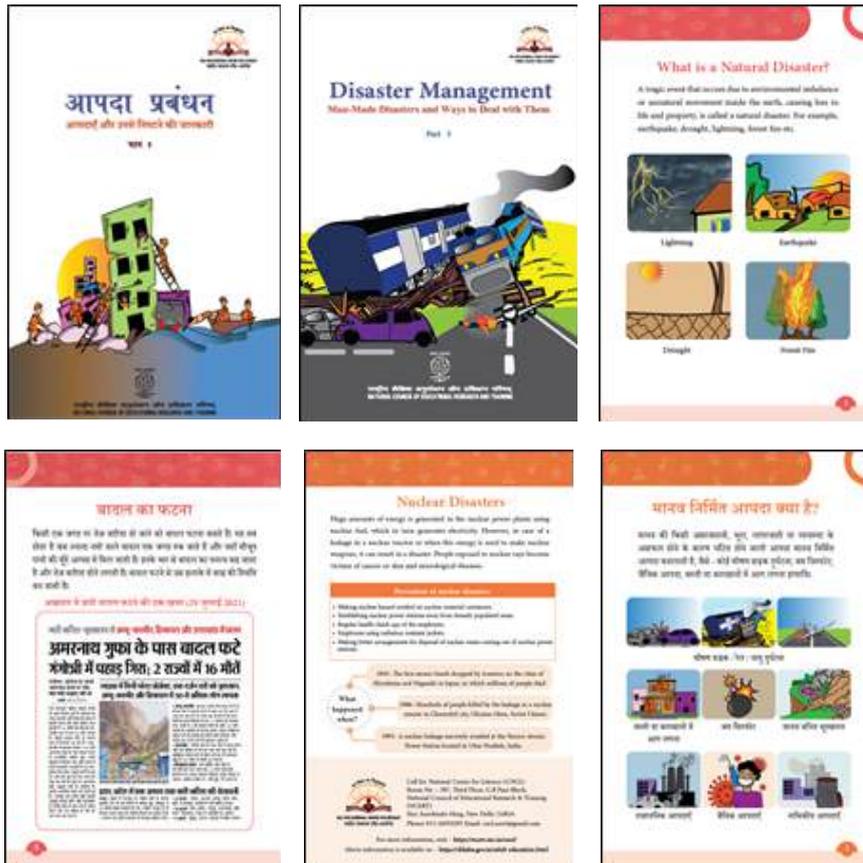
CNCL website-https://ncert.nic.in/cncl/animated_videos.php



Disaster Management

A series of three booklets on the theme of Disaster Management have been developed in Hindi as well as English languages. While the first booklet of the series gives an overview of the types of disasters and the common ways to deal with them, the second and third booklets discuss natural and man-made disasters respectively. The series contains text in simple language with several illustrations for the learners to comprehend the information easily.

The booklets in both the languages can be accessed on the CNCL website using the link-<https://ncert.nic.in/cncl/disaster-management.php>



Promotional Materials on Education for All—Various advocacy materials like Info graphic posters, flyers, jingles, documentary, etc., have been developed. A documentary film and jingle on ULLAS have been developed for creating awareness about the ULLAS scheme and *Kartavya Bodh*. All 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 NCERT official YouTube channel and DIKSHA Portal using the link given below-

https://www.youtube.com/watch?v=yO1r8OAKFgU&list=PLUGLcpnv1YieLeB1i_fejPZ5j9H8KjD5k&index=2

https://www.youtube.com/watch?v=_FwqTbAz8YY&list=PLUGLcpnv1YieLeB1i_fejPZ5j9H8KjD5k

https://diksha.gov.in/play/collection/do_31362032774588006414094?contentType=TextBook

Education for All Vertical on DIKSHA Portal

The Central Institute of Educational Technology (CIET) has developed an online portal called DIKSHA where resource materials developed by CNCL, NCERT and other departments of the council as well as several other organisations can be easily accessed. All the resource and promotional materials developed by the Cell are uploaded on the 'Education for All' section of the vertical for everyone to access, and can be discovered on the link-<https://diksha.gov.in/adult-education.html>



Workshops at three different levels Central State District have been organised. In all, 36 workshops have been organised in 2023–24, for the development of the resource materials in regional languages for ULLAS learners and training workshops for the master trainers. The objective of the workshops was to orient the participants about the *ULLAS NAV BHARAT SAKSHARTA KARYAKRAM*, and its importance for the country. Orientation Programmes also provide motivation to learner and volunteer teachers. Workshops have also been held with objectives to develop resource materials like Primers, Test Papers, Assessment Sheets, Audio/video and different kinds of promotional items for *ULLAS* have also been organised.

S. No.	Name/Details of Event/Conference/Exhibition	Venue and Date
1.	Training Programme for Master Trainers on Implementation of <i>ULLAS</i>	Nagaland 9–11 May 2023
2.	Training Programme for Master Trainers on Implementation of <i>ULLAS</i>	Lucknow Batch I: 30 May–03 June 2023; Batch II: 01–05 June 2023



3.	Training Programme for Master Trainers on Implementation of <i>ULLAS</i>	SCERT J&K, Divisional Office, Jammu 7-11 August 2023
4.	Orientation/Capacity Building Programme for the Heads of Schools and Teachers in collaboration with the Forum of Public Schools for <i>ULLAS</i>	NCERT 19 August 2023
5.	Training Programme for Master Trainers on Implementation of <i>ULLAS</i>	Arunachal Pradesh 21-25 August 2023
6.	Orientation/Capacity Building Programme on Concise Primer (<i>ULLAS</i>), <i>ULLAS</i> app and other initiatives for the implementation of <i>ULLAS</i>	Online 6 September 2023
7.	Training Programme for Master Trainers on Implementation of <i>ULLAS</i>	Pune 13-15 September 2023
8.	Training Programme for Master Trainers on Implementation of <i>ULLAS</i>	Maharashtra 13-15 September 2023
9.	Training Programme for Heads of Schools under <i>ULLAS</i>	Goa 25-27 September 2023
10.	Training of Master Trainers for the Implementation of <i>ULLAS</i>	Kerala 16-20 October 2023
11.	Orientation Programme for college, school students as volunteer teachers under <i>ULLAS</i>	University of Delhi, Delhi 26-27 February 2024

ULLAS Mela 2024

The *ULLAS Mela 2024* was organised by the Ministry of Education, Government of India, in collaboration with CNCL-NCERT and EdCIL (India) Ltd. at the National Bal Bhawan in New Delhi on 6-7 February 2024. The event was inaugurated by Shri Dharmendra Pradhan (MoE), the Hon'ble Minister of Education and Skill Development & Entrepreneurship. The dignitaries present included Smt. Annapurna Devi, Union Minister of State for Education; Shri Sanjay Kumar, Secretary of the Department of School Education & Literacy (DoSEL); Shri Atul Kumar Tiwari, Secretary of Ministry Skill Development & Entrepreneurship; Smt. Archana Sharma Awasthi, Joint Secretary of DoSEL; Prof. Dinesh Prasad Saklani, Director of NCERT; and Prof. Usha Sharma, In-charge of the Cell for National Centre for Literacy (NCERT).

The objectives of the event were to felicitate neo-literates and volunteer teachers who had made exemplary contributions to the *ULLAS* scheme. It aimed to provide a platform for States/UTs to showcase their achievements, share best practices, and hold panel discussions with neo-literates and volunteer teachers. Additionally, the event included sharing of experiences shared by registered volunteer teachers and learners and launching of state-specific resources such as concise primers, additional teaching-learning materials, documentary films, and other audio-visual resources.





The inaugural session on Day 1 was followed by welcome address by Archana Sharma Awasthi, *Joint Secretary*, DoSEL. Special guests, including MoS, Annapurna Devi ji, and Shri Sanjay Kumar, the *Secretary* of the Department of School Education & Literacy, MoE, graced the occasion. The felicitation of *ULLAS* achievers, winners of the Poster Competition, and the release of *ULLAS* Concise Primer and Margdarshika, among other publications, added to the grandeur of the event.

Day 2 commenced with a visit to stalls of CNCL and States/UTs, providing attendees with an opportunity to explore exhibits of the resource materials developed for the learners and the volunteer teachers. Presentation on best Practices from different states and UTs highlighted innovative approaches to literacy promotion. The day concluded with engaging cultural programmes and a memorable valedictory programme, featuring addresses by esteemed guests and heartfelt experience of the *ULLAS* Mela shared by participants.

ULLAS 2nd Foundational Literacy and Numeracy Assessment Exam

The 2nd Foundational Literacy and Numeracy Assessment Exam under *ULLAS* was simultaneously held in 23 states/UTs across India. It was another step forward and, in a way, a national celebration of the success of the centrally sponsored scheme.



Learners from various regions of India came forward and gave the exam, which is an indicator of the progress of the country towards achieving the goal of 100 per cent literacy, as highlighted in the National Education Policy 2020.

Members from Cell for National Centre for Literacy, NCERT visited and monitored exam process in different exam centers in various regions. They also interacted with the learners and the volunteer teachers to understand



the situations and circumstances in which the teaching-learning process takes place across different regions, and collected the feedback on the resource materials being developed for them. The 2nd Assessment Exam was a resounding success, helping the country inch closer to the dream of 100 per cent literacy.





8. Visitors to the NCERT and International Collaborations

VISITORS TO THE NCERT

Liberian delegation

A Liberian delegation headed by the Honourable Senior Minister of Education, D. Ansu Soni, *Professor* visited NCERT, New Delhi on 13 April 2023 and explored collaboration with NCERT on curriculum development, textbook and other materials development, use of ICT and digital use for education, strengthening Liberian educational system and skill development, knowledge sharing in the field of education in terms of educational planning, curriculum development, materials (textbook development, educational kits) and so on.

New Zealand Delegation

Mischa Mannix-Opie, *Executive Director* for New Zealand G2G visited NCERT and had an interaction with Dinesh Prasad Saklani *Director*, NCERT, P. K. Mandal, *Head*, International Relations Division and Secretary In-charge, NCERT and Romila Soni, *Associate Professor* of Early Childhood Care and Education in the Department of Elementary Education (DEE) on 17 April 2023 on aspects of foundational literacy and numeracy, and early childhood education.

Korean Delegation from Korea Research Institute for Vocational Education and Training

A six-member delegation led by Kim Young Saing from Korea Research Institute for Vocational Education and Training (KRIVET) visited NCERT, New Delhi, Regional Institute of Education and PSS Central Institute of Vocational Education, Bhopal from 4–8 September 2023. The objective of the visit was on the cooperation between Korea and India in vocational education and the development of vocational education in India.

Norway Delegation

CIET, NCERT in collaboration with International Relations Division (IRD) organised a visit of the delegation from the Oslo Metropolitan University, Norway on 8 November 2023. The visit was part of their study tour of the team which

consisted of one professor and 17 student teachers from the University. The purpose of the visit was to get an overview about NCERT's fields of work, school education, curriculum and its practice in India. The team was exposed to the educational practices of India and visited various sections and divisions of CIET viz., Experiential Learning centre, Virtual lab. They also explored innovative assistive technologies such as Kibo, Smart Speak, various educational tools, interactive technologies, and innovative teaching methods available at the experiential lab.

Delegation from United Nations Office on Drugs and Crime (UNODC)

Two delegates from UNODC, Marco Teixeira, *Regional Representative of South Asia* and Samarth Pathak, *Communications Officer and Regional Focal Point for Youth and Education* held discussion with Prof. Dinesh Prasad Saklani, *Director*, NCERT, and faculty members of Adolescence Education Cell of the Department of Education in Social Sciences and International Relations Division, NCERT on 22 November 2023. The visitors interacted on the core focus areas—engaging youth people through education to strengthen peace, integrity, ethics and responsible behaviours with an emphasis on regional security, crime prevention, good governance, justice and health—in line with Sustainable Development Goals and international standards for the countries Bangladesh, Bhutan, India, Maldives and Sri Lanka.

Iranian Delegation

A team of three delegates from the Islamic Republic of Iran, H.E., Dr. Iraj Elahi, Honourable Ambassador of Iran in New Delhi, Honourable Gholam Ali Hadade Adel, Head of National Centre for Persian Language, Farid Asr, *Cultural Counsellor*, Iran Culture House in New Delhi visited NCERT on 12 December 2023 and held discussions with Prof. Dinesh Prasad Saklani *Director*, NCERT on the promotion of Persian language in India, cultural connections between India and Iran with the perspective of languages and language education, offering scholarships for ten Indian students for doing Persian language teacher education in Iran, inviting Indian students to Iran teacher training institutes and developing teaching-learning educational materials in Persian language education with the support of NCERT.

Visit of Experts of Korea Institute of Vocational Education and Training (KRIVET), Republic of Korea

A team of experts from Korea Institute of Vocational Education and Training (KRIVET), Republic of Korea visited PSSCIVE in connection with a Working Group Consultation meeting aiming at fostering insights into the evolution of vocational education and the challenges posed by the 4th Industrial Revolution on 6–7 September 2023. Presentations on future trends and prospects of Vocational Education and Training particularly in light of the challenges and opportunities presented by the 4th Industrial Revolution, Artificial Intelligence and Hyper-connected Society were made by Kim Young-sang, Oh Hoyoung, Cho Seungik and Wi Jinhwa. Ahn Jung and Jinhwa Wi conducted practical sessions on mechatronics. Mr. Woo Chan Chang, *Country Director*, KOICA (Korea International Cooperation Agency) briefed about the discussion with Visitors to the NCERT and ...



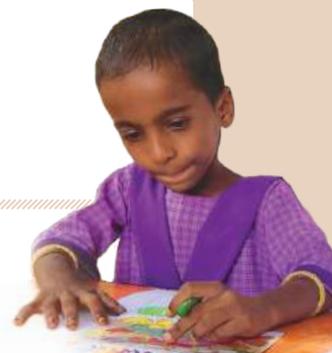
Prof. Dinesh Prasad Saklani, *Director*, NCERT on the cooperation for setting up Mechatronics lab. Lim Seon-hee conducted practical session for the Vocational Teacher of DMS and informed various aspects of Beauty and Wellness.

- ❑ Abraham A. Kiazulu II, Project Coordinator for IRISE, Ministry of Education, Liberia visited the Division of Kits on 13 April 2024.
- ❑ More than 60 students along with two faculty members from IIT, Gujarat visited LDD as a part of their educational tour on 17 April 2023.
- ❑ 10 M.Ed. students with one faculty member from Lal Bahadur Shastri Sanskrit Vidyapeeth, Delhi visited LDD on 11 October 2023.
- ❑ 52 participants from Department of Education, Noida International University, Greater Noida visited Department of Teacher Education on 15 March 2024.
- ❑ 63 participants visited Department of Teacher Education from Department of Education, Indian Institute of Teacher Education, Gandhinagar, Gujarat on 19–20 March 2024.
- ❑ 15 participants visited Department of Teacher Education from Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu on 21 March 2024.
- ❑ The following Institute/College/Organization visited CIET, NCERT during the year 2023–2024:

S. No.	Name of the Institute/College/Organisation	Date of the Visit
1	Senior Officials and Mentors from MCD collaborated with SARD Team, Delhi	13 April 2023
2	Delegates from the Ministry of Education, Liberia	13 April 2023
3	B.Ed-M.Ed. students from Rajendra University, Odisha	17 April 2023
4	B.Ed. students from the Institute of Vocational Studies	18 April 2023
5	B.Ed. students from the Institute of Vocational Studies, Delhi	1 May 2023
6	MA Education students from Jamia Millia Islamia	2 May 2023
7	M.Ed. students from Visva Bharati, Shantiniketan	2 May 2023
8	School students from KVS, Delhi Cantt	8 May 2023
9	KV teachers of the North India Region organised by AGCR	12 May 2023
10	Principals from Navodaya Vidyalaya Samiti, New Delhi	28 May 2023
11	Participants in Workshop on School Leadership organised by NIEPA	10 June 2023
12	Visit of Participants from SCERT, Delhi	22 June 2023
13	Visit of Digital Media Students from IIMC, Delhi	26 June 2023



14	NIEPA, Participants of Fifth International Programme for Educational Administration	28 July 2023
15	Forum of Public Schools	19 August 2023
16	Banaras Hindu University	23 August 2023
17	Shri Lal Bahadur Shastri National Sanskrit University, New Delhi	19 September 2023
18	NIPEA (School Principal's Program)	13 October 2023
19	NIPEA, Participants of 10th PGDEPA	19 October 2023
20	Bal Bhawan Kids	20 October 2023
21	DTU students of MA (Education)	27 October 2023
22	Vriksha Global School	30 October 2023
23	Shatabdi Public School, Meerut	31 October 2023
24	Students, Media Studies, IIMC	07 November 2023
25	Delegates from Oslo Metropolitan University, Norway	08 November 2023
26	K R Mangalam University, Gurugram	30 November 2023
27	PM Shri Kendriya Vidyalaya PGT Teachers and Principals	30 November 2023
28	Institute of Vocational Studies	07 December 2023
29	Delegation from Bangladesh, Malaysia, Maldives and Sri Lanka	07 December 2023
30	M.Ed. Scholar Institute of Advanced Studies in Education, Mizoram	12 January 2024
31	Ladakh DIET Team	15 January 2024
32	D.El.Ed Students Vidya Training Institute	19 January 2024
33	B.Ed.-M.Ed. Integrated Course Students of Rajendra University	25 January 2024
34	Visit of Team of Paschim Banga Samagra Shikha Mission	5 February 2024 to 6 February 2024
35	Visit of Master's Trainers' workshop held from February 5-9 February 2024	6 February 2024
36	Visit of DG team, Directorate General of Training, PM-eVidya (MSDE Team)	20 February 2024
37	Visit of Team of SCERT, Tamil Nadu	29 February 2024
38	Visit of NIMI Team, Chennai, Tamil Nadu	4 March 2024
39	Visit of Students of Galgotias University, Greater Noida	5 March 2024
40	Visit by Prof. Shailendra Mohan, Director, CIIL, Mysuru	8 March 2024
41	Visit of B.Ed./M.A (Education) student at Noida International University, Greater Noida	15 March 2024
42	Visit of Students of IITE, Gujarat	20 March 2024
43	Visit of Students of Fairfield Institute of Management and Technology, New Delhi	28 March 2024



INTERNATIONAL COLLABORATIONS

Joint Working Committee of National Council of Educational Research and Training (NCERT)—Finnish National Agency of Education (EDUFI), Finland

The second meeting of the Joint Working Committee (JWC) of NCERT and the Finnish National Agency of Education (EDUFI) collaboration was held on 30 October 2023 at NCERT, New Delhi. The meeting was chaired by Dinesh Prasad Saklani, *Director*, NCERT and was attended by Mika, *Counselor*, Embassy of Finland, New Delhi, Sridhar Srivastava, *Joint Director*, NCERT, Amarendra P. Behera, *Joint Director*, Central Institute of Educational Technology (CIET), Deepak Paliwal, *Joint Director*, Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE) and members of faculty from the universities from Finland, representative of Global Innovation Network for Teaching and Learning (GINTL), and *Head*, members of faculty from Departments of NCERT and its constituent units. The JWC deliberated on the various thematic areas for furthering collaboration and action.

Webinars in Collaboration with Finland

As part of the Memorandum of Understanding with the Finnish National Agency of Education (EDUFI) a series of webinars were conducted. Department of Elementary Education, NCERT, Finnish National Agency of Education (EDUFI) and Global Innovation Network for Teaching and Learning (GINTL), Finland jointly conducted a series of three webinars on Foundational Literacy and Numeracy from the month of November 2023 to March 2024. The webinar were attended by students, teachers, teacher educators, research and members of faculty from NCERT and its Regional Institutes and from EDUFI and other institutions in Finland.

Webinar 1: A webinar on ‘Toy-based Pedagogy for Foundational Stage’ was organised on 24 November 2023 to promote storytelling and Indian stories from *Panchatantra* and *Jataka katha* through Indian storytelling techniques like *Kavad Kadha*, *Pattachitra* (through string and shadow puppets) along with stories from countries for literacy development and multilingualism.

Webinar 2: A webinar on ‘Promoting Play and Play-based Learning during Foundational Stage’ was organised on 11 January 2024 to promote innovative and experiential pedagogies in Foundational Stage. A reading series for ‘All’ based on Universal Design for Learning (UDL) and inclusive education was also showcased in the webinar.

Webinar 3: A webinar on ‘Promoting STEAM approach to learning during Foundational years’ was organised on 15 March 2024. The STEAM approach embedded in play, curiosity, exploration, observation and questioning. In the STEAM approach to learning, all five areas are embraced and interwoven to create effective tools for learning a wide range of skills and gaining knowledge.

The teachers of the Foundational years, ECCE teachers, teacher educators, parents, administrators and policy planners, SCERTs, DIET’s and other stakeholders working in the area of ECCE were the target audiences.



FOREIGN VISITS BY THE NCERT FACULTY

- ❑ Jatindra Mohan Mishra, *Professor*, NCERT was on deputation as ICCR Chair for Sanskrit and Indian Philosophy and a *Visiting professor* at Mahatma Gandhi Institute, Moka, Mauritius from 22 December 2021 to 22 December 2023. During the period, he was engaged in teaching graduate and postgraduate students of Sanskrit and Indian Philosophy, and supervised research projects and dissertations of diploma, degree and postgraduate students. Four candidates have joined Ph.D programme at Mauritius Open University under his supervision. He also conducted a few sessions for the capacity building of the faculties of the School of Indological Studies, MGI. Alongside, he extended his service of promoting and propagating Sanskrit and Indian Culture to the general public of Mauritius through the office of Indian High Commission and Indira Gandhi Centre for Indian Culture. During the period, he was the editor of an online publication, “Ecology and Environmental Ethics: Indological Perspectives” for the commemoration of World Environment Day 2022 by MGI, Moka, Mauritius under the aegis of *Azadi Ka Amrit Mahotsav*. He also put efforts for introducing Sanskrit in the school education of Mauritius which is now in due process.
- ❑ Amarendra Behera, *Joint Director*, CIET, attended the Regional Workshop on Accelerating Access to ‘Assistive Technology’ at Jakarta, Indonesia, organised by UNICEF and WHO from 6–10 November 2023.





Appendices

- ❑ **Appendix I**
Publications and Presentations by the NCERT Faculty
- ❑ **Appendix II**
M.Phil./Ph.D. Degrees Awarded during the Year under the Supervision of NCERT Faculty
- ❑ **Appendix III**
Awards and Fellowships
- ❑ **Appendix IV**
Details of NCERT Committees, as mentioned in the MoA for the Year 2023–24
- ❑ **Appendix V**
NCERT's Consolidated Sanctioned Strength of Posts as on 31 March 2024 and Reservation Position
- ❑ **Appendix VI**
Receipts and Payments Account for the Year ended on 31 March 2024
- ❑ **Appendix VII**
Publications released during the Year 2023–24
- ❑ **Appendix VIII**
Publication Division and its Regional Production-cum-Distribution Centres
- ❑ **Appendix IX**
NCERT's Constituents and Faculty

Publications and Presentations by NCERT Faculty

DEPARTMENT OF ELEMENTARY EDUCATION (DEE)

Research Papers/Articles

- NIKALJE, V.M. AND K. MANWAL. 2023. The Perception of Global Citizenship Education Among School Teachers in India: A Survey. *The Primary Teacher*, 47(1), pp. 37–46.
- NIKALJE, V.M. AND O. ZIMIK. 2023. The Role of Museums in Primary School Education. *The Primary Teacher*, 44(1), pp. 7–17.
- SANGAI, S. 2023. COVID-19 Mahamari Ke Dauraan Bharat Sahit Vaishwik Star Par Vidyalayi Shiksha Mein Hue Prayason Evam Badlawon Ka Vishleshan. *Bhartiya Adhunik Shiksha*, 42(2), pp. 13–19.
- SHARMA, K. 2023. Assessment and Quality Education in India. UNESCO, *The Blue Dot*, 17, pp. 61–65.

Chapter in Edited Book

- BOLI, G. 2024. Influence of Social Intelligence on the Teaching Aptitude of the Secondary School Teachers in Upper Siang. In Monju, Tage, Sonu, Minu and Padu, Anga (Eds.), *Teacher Education in the North-east India*, pp. 23–28. P. K. Publishers & Distributers, Delhi.
- YADAV, P. 2024. Role of DIETs in Training Preschool Teachers. In Pandya, Kinnari, Jigisha Shastri and Vrinda Datta (Eds.), *Teaching the Young: The Early Childhood Development Profession in India*, pp. 161–171. Orient BlackSwan Pvt. Ltd., Hyderabad.

Paper Presentations

- SANGAI, S. 2023. Promoting Environmental Conservation through Pedagogy at the Foundational and Preparatory Stages. Paper presented in the national seminar on *Environmental Education for Sustainable and Harmonious Living with Nature*, RIE, Ajmer, 4–6 October.
- . 2023. Technical Session T4 to T6. Chaired a session in the national seminar on *Environmental Education for Sustainable and Harmonious Living with Nature*, RIE, Ajmer, 4–6 October.
- . 2024. Role of Learning Environment and Teacher for Pedagogical Transformation at the Foundational Stage. Paper presented in the Jamia International Conference on Education 2024 on *Transforming Indian Education Post-NEP 2020 Connecting to the Past — Targeting at the Future*, Jamia Milia Islamia, 14–15 February.
- SANWAL, S. 2023. Foundational Literacy and Numeracy in the light of NEP 2020 and NCF–FS 2022. Paper presented in the webinar on *Foundational Literacy and Numeracy*, RIE, Bhopal, 6 June.
- . 2023. NCERT's Initiatives on Foundational Literacy and Numeracy. Invited talk in the national webinar on *Foundational Literacy and Numeracy Policies and Practices*, RIE Bhubaneswar, 16 April.



SHARMA, K. 2023. Emerging Methodologies in Educational Research. Paper presented in the national seminar on *Educational Research: Emerging Methodologies and Trends*. Centre for Academic Leadership & Educational Management, Department of Education, Punjab, 24–25 August.

———. 2023. How to Design Assessments for Education for Flourishing. Panelist in the UNESCO G20 lead up international conference on *Generation AI: Shaping Education for Flourishing*, Mysuru, 16–17 May.

———. 2024. Leading Collective Action for Greener Future. Paper presented in the annual conference on *The Green School Initiative at the World Sustainable Development Summit (WSDS)*, Tata Steel Foundation and TERI, New Delhi, 8 February.

YADAV, P. 2023. Overview of National Curriculum Framework on Foundational Stage 2022. Delivered a talk as speaker in the national seminar on *National Education Policy 2020: Opportunities, Impact and Future Challenges*. Gita Niketan Awasiya Vidyalaya, Kurukshetra, 26 November.

DEPARTMENT OF EDUCATION IN LANGUAGES (DEL)

Research Papers/Articles

SHARMA, VANDANA. 2023. Dalit Sahitya ka Swarup, Mudde aur Pramukh Chunoutiyan Shodh. *Utkarsh*, 4, pp. 27–28.

Books

ANSARI, FARUQ. 2023. Urdu—Safar Dar Safar. Applied Books, New Delhi.

KOHLI, NARESH. (ED.). 2023. Premchand Kahani Rachnavali: Kuchh Aur Moti. Akshar Publishers and Distributors, Delhi.

YADAV, SARYUG. 2023. Prof. D. Ganguly: A Journey Without Looking Back. Shwetanshu Prakashan, New Delhi.

Paper Presentations

KAPUR, K. 2023. Empowering Diverse Voices in English Classroom through Experiential and Contextual Learning. Paper presented in the international conference on *Applied Linguistics: Transformative Trends in the Asia-Pacific Region APCAL HANU*, Hanoi University, 28–30 November.

———. 2023. Integrating Materials, Pedagogy, and Assessment: Fulfilling Core Language Curriculum Objectives. Paper presented in the international conference on *Applied Linguistics: Transformative Trends in the Asia-Pacific Region APCAL HANU*, Hanoi University. 28–30 November.

Research Papers/Articles

BISWAS, RANJAN. 2023. A Study on Present Educational Scenarios of Bhil Tribal Groups in Madhya Pradesh. *International Research Journal of Management Science and Technology*, 14(12), pp. 100–107.

———. 2023. Using of Indigenous Toys, Games and Sports for Promoting Education at Foundational Stages Among Tribal Areas in North-East States. *International Research Journal of Science Engineering and Technology*, 13(4), pp. 103–10.



SINGH, V.K. 2023. Emerging Trends of Researches in Education of Children with Disabilities: Indian Perspectives. *RIE Bhopal Journal of Education*, 6 (2), pp.182–194.

Chapter in Edited Books

PRAKASH, S. AND M. SHARMA. 2024. Challenges Faced by Student Teachers During Teaching Practice in Papum Pare District of Arunachal Pradesh. In Monju, T., M. Sono, and A. Padu (Eds.), *Teacher Education in North-east India*, pp. 73–85. P. K. Publishers & Distributors, New Delhi.

Paper Presentations

CHAUHAN, S.C. 2023. National Curriculum Framework for School Education (NCF–SE 2023). Paper presented in the national seminar on *NEP 2020 Opportunities, Impact and Future Challenges*, Gita Niketan Awasiya Vidyalaya, Kurushetra, Haryana, 26 November.

———. 2024. Community Participation and Resource Mobilisation: Realising Goals of An Equitable and Inclusive Society. Keynote address in the national seminar on *Equitable and Inclusive Education*, RIE Ajmer, 9–11 January.

SINGH, V.K. 2023. Learning Needs of Children with Disabilities: ICT in Inclusive Classrooms. Paper presented in the (*National Sangoshthee*) on *ICT Tools for School Education—Current Status and Emerging Trends*, DSIR-A2K+ (Studies) programme of Department of Scientific & Industrial Research (DSIR) Technology Bhawan, New Mehrauli Road, New Delhi, 6 September.

———. 2024. Educational Interventions for Educating Children with Specific Learning Disabilities in An Inclusive Classroom with ICT Integration. Keynote address in an international conference on *Specific Learning Disability—Theoretical Paradigms and Practical Interventions in the Education Systems*. Department of Teacher Training and Non-formal Education, Faculty of Education, Jamia Millia Islamia, New Delhi, 22–23 March.

———. 2024. Integrated Supportive Intervention System for Children with Specific Learning Disabilities. Paper presented in an international conference on *Specific Learning Disability—Theoretical Paradigms and Practical Interventions in the Education Systems*. Department of Teacher Training and Non-Formal Education, Faculty of Education, Jamia Millia Islamia, New Delhi, 23 March.

DEPARTMENT OF GENDER STUDIES (DGS)

Paper Presentations

ANAND, ROY MILY. 2023. Gender and Mental Health. Panelist on Paricharcha webinar on *Mental Well-being and Ecosystem: Building an Understanding*, NCERT, New Delhi, 15 December.

———. 2024. Socio-emotional Development of Girls form KGBV Schools. Panelist on Paricharcha webinar on *Inclusiveness and Mental Well-being: A Gender Perspective*, NCERT, New Delhi, 8 March.



DEPARTMENT OF EDUCATION IN SOCIAL SCIENCES (DESS)

Research Papers/Articles

- KHOBUNG, V. 2023. Youth Dormitory for Learning in Traditional Hmar Society. *GAP Bodhi-Taru: A Global Journal of Humanities*. Volume 4, Special Issue, August. pp. 136–140.
- OJHA, SEEMA S. 2023. Itihas ki Pathyapustaken, Vivad aur Iname Itihasakaron ki Bhumika, *Anakriti*, 9(98–99). pp. 83–96.
- . 2023. Pathyapustaken aur Itihas ki Nishpakshata, *Adhigam*, 27, pp. 7–14.
- . 2024. Public Debate on NCERT History Textbooks: Analysing Tweets on Mughals. *Indian Journal of Educational Technology*, 6(1), pp. 261–272.
- RASHMI ET AL. 2023. Exploring Psychological Ramification of 2019–n CoV Pandemic. *European Chemical Bulletin*, 12(8), pp. 3219–3232.
- SRIVASTAVA, GOURI. 2023. Decoding the Wealth of Tribal Knowledge: The Unique Ways of Understanding the Habitat, Culture and Contributions. *University News*, 61(47), pp. 57–62.
- . 2023. Legal Literacy: The Driving Force for Democracy in Practice. *Indian Journal of Law and Leagal Reasearch*, 5(3), pp. 1–17.
- . 2023. Yoga: A Gift of Our Heritage, A Journey of Health and Well-being in Time and Space. *Indian Education Review*, 61(1), pp. 1–12.

Books

- SRIVASTAVA, GOURI. 2024. Seamless Expositions. VL Media Solutions, New Delhi.

Chapters in Edited Book

- KHOBUNG, V. 2023. Systemic Corruption: Phenomenon Ensuing Marginalisation of Tribals in Manipur. In Kikhi, Kedilezo and Gautam, Dharma Rakshit (Eds.), *Perspectives of Marginalisation from the North-east*, pp. 210–223, Routledge, New York.
- RASHMI ET AL. 2023. Green Marketing and Customer Retention Publication: A Bibliometric Analysis. In Malhotra, Amarjeet Kaur, Sanjay Kumar, Jiangxia Liu and Tabassum Ahmed (Eds.), *Re-imagining Green Businesses* pp. 325–334. Pen to Print Publishing LLP, New Delhi.

Paper Presentations

- SINGH, JAYA. 2023. Understanding Environment as a Planetary Inheritance: Work for its Protection and Restoration. Paper presented in the international conference on *Indian Knowledge System*, The Department of Philosophy, Gujarat University, Rabindranath Tagore University and Grand Academic Portal- GAP India, 28–29 July.



DEPARTMENT OF EDUCATION IN SCIENCE AND MATHEMATICS (DESM)

Paper Presentations

VERMA, P. AND S. SHARMA. 2023. Nanoparticles in Combating Abiotic Stress (Drought Stress) in Plants: An Integrated Approach for Sustainable Farming. Paper presented in the national seminar on *Environmental Education for Sustainable and Harmonious Living with Nature (NSEE 2023)*, RIE Ajmer, 4–6 October.

DEPARTMENT OF CURRICULUM STUDIES AND DEVELOPMENT (DCS&D)

Research Papers/Articles

ARORA, R. ET AL. 2023. Curriculum has been Rationalised for the Times. *Indian Express*. <https://indianexpress.com>

Paper Presentations

ARORA, R. 2023. A Journey from Annmaya to Anandmaya Vikas. Panelist in the 50th Annual Conference of NPSC on the theme—*Designing Human Centric Education for a Sustainable World*, NPSC, New Delhi, 26 April 2023.

———. 2023. National Curriculum Framework for School Education 2023—Aims, Principles and Approaches. Panelist in the conference on *National Curriculum Framework for School Education*, RIE, Mysuru and SPSR, Nellore, 17 December 2023.

KOIRENG, R. R. 2023. A Theoretical Study of Electrical Resistivity of Liquid Cu-Ni and Cu-Zr Binary Alloys. Paper presented in the international conference on *Condensed Matter and Device Physics*, Pandit Deen Dayal University (PEDU), Ahmedabad, 27–29 September.

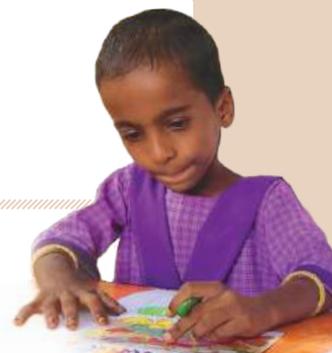
———. 2023. Teacher Education Curriculum. Chaired the session in the national conference on *Teacher Education in the Context of Implementing NEP 2020*, North-east Regional Institute of Education (NERIE), Umiam, 9–10 November.

VIJAYAN, K. 2023. Innovative Approaches and Methodologies of GCED-Curriculum Integration. Paper presented in the Sub-Regional Workshop on *Global Citizenship Education and Teacher Empowerment in South Asia*, APCEIU and UNESCO, Kathmandu, Nepal, 9–11 May.

———. 2023. Ensuring Inclusive and Equitable Quality Education: The Way Out. Panelist in the national conference on *Inclusive and Equitable Education for Disadvantaged Group: SDG 4 and NPE 2020*, Chandigarh College of Education, Chandigarh, 19–20 May.

———. 2023. Special Education and Artificial Intelligence. Chaired the session in the 6th international conference on *Future of Education*, The International Institute of Knowledge Management, Kuala Lumpur, Malaysia, 6–7 July.

———. 2023. Paradigm Shift in Teaching of Mathematics. Panelist in the national conference on *Mathematics Education*, NERIE, Umiam, 20–22 December.



———. 2023. Mathematics in School Curriculum. Chaired the session in the national conference on *Mathematics Education*, NERIE, Umiam, 20–22 December.

———. 2023. Mathematics Learning—Issues and Concerns. Chaired the session in the national conference on *Mathematics Education*, NERIE, Umiam, 20–22 December.

DEPARTMENT OF EDUCATION IN ARTS AND AESTHETICS (DEAA)

Research Papers/Articles

BANERJEE, S. 2023. Kala Utsav: Promoting Traditional Arts. *Sangeet Galaxy*, 12(2), pp. 5–13.

DIVISION OF EDUCATIONAL KITS (DEK)

Research Papers/Articles

KOUL, A. AND A. K. SRIVASTAVA. 2023. Breaking Barriers: Making Hands-on Science Learning Accessible for Students with Visual Impairments at Middle Stage. *International Journal of Teacher Education and Teaching*, 3(2), pp. 134–149.

Paper Presentations

SINGH, V.P. 2024. Strategies for Promotion and Integration of Vocational Education in Schools. Paper presented in the national conference on *Perspectives and Practices in Vocational Education and Training*, PSSCIVE, Bhopal, 1–2 February.

———. 2024. Inclusivity and Diversity in Science Education. Invited talk in the national conference on *Recent Advances in Science Education*, RIE, Bhopal, 26–28 February.

SINGH, V.P., A.K. SRIVASTAVA AND N.K. JANGIR. 2024. Efficacy of Middle Stage Science Kits of NCERT in Teaching-learning of Science in Government Schools of Delhi. Paper presented in the national conference on *Recent Advances in Science Education*, RIE, Bhopal, 26–28 February.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS OF EDUCATION (DEPFE)

Research Papers/Articles

MAHAPATRA, S.K. 2024. Peer Interaction, Exclusion and School Participation: Issues of Schooling in a Tribal Village of Odisha. *Contemporary Voice of Dalit*. <https://doi.org/10>

MANI, S. AND P.K. MISHRA. 2024. Exploring the Impact of Cultural Diversity on Psychological Well-being and Happiness. *Indian Journal of Health and Well-being*, 15(1), pp. 30–33.

SINGH, PARUL. 2023. Developing the Textbook in the Context of Learning 'How to Learn', *Samvardhini*, 5, pp. 1–11.



Research Report

DIXIT, S., P. BATRA, A. BAZAZ AND S. SADH. 2023. *Transforming Education for Sustainable Futures: TESF India Hub Synthesis Report*. New Delhi, TESF India-IIHS. <https://doi.org/10.5281/zenodo.10532605>

Paper Presentations

CHAKRABORTY, S. 2024. Mental Health and Well-being for School Students—A Survey, 2022. Panelist in the national conference on *Promoting Mental Well-being in Schools: Challenges and Strategies*. Manodarpan, Regional Institute of Education, Bhubaneswar, 31 January.

———. 2023. Manodarpan: An Initiative of MoE. Paper presented in the Commemorate India's G20 Presidency & CBSE Adolescent's Summit on *Life Skills, Mental Health and Well-being*, CBSE, New Delhi and Ramakrishna Mission, Agartala, 26 July.

CHAKRABORTY, S. 2023. Whole School Approach (WSA) for Mental Health and Well-being: Stakeholders' Role. Panelist in the national conference on *Promoting Mental Well-being in Schools: Challenges and Strategies*, Manodarpan, Regional Institute of Education, Mysuru, 23 November.

———. 2023. Towards Mental Health and Well-being in Schools: Policy Perspective and Recent Initiatives. Panelist in the consultation on *Mental Well-being of School Going Children in India*, National Commission for Protection of Child Rights in collaboration with Rambhau Mhalgi Probodhini. Maharashtra, 11 December.

CHAKRABORTY, S. AND R. CHAUDHARY. 2023. An Exploration of Mental Health and Well-being of Tribal Students in India. Paper presented in the World Anthropology Congress—2023 on *Mental Health Issues of the Tribals: Promoting their Well-being*. Bhubaneswar. 14 August 2023.

MAHAPATRA, S.K. 2023. Role of NEP 2020 in Addressing Contemporary Challenges of Diversity and Inclusion in Education. Paper presented in the national seminar on *Education and Sustainable Development Goals*, Institute of Vocational Studies, Delhi, 10 October.

SHUKLA, R. 2023. Positive School Environment for Mental Well-being and Safety. Chaired the session in the national conference on *Peace Education/ School Safety and Security/ Child Safeguarding*. Srinagar, University of Kashmir, 18–19 July 2023.

———. 2023. Promoting Mental Well-being in Schools: Challenges and Strategies. Paper presented in the national conference on *Promoting Mental Well-being in Schools*, Manodarpan, Regional Institute of Education, Mysuru, 23–24 November.

DIVISION OF EDUCATIONAL RESEARCH (DER)

Research Papers/Articles

BHARDWAJ, B.P. 2022. Pedagogical Leadership in School: A Qualitative Study, *Journal of Indian Education*, 48(3), pp. 38–47.

Appendices



DEPARTMENT OF TEACHER EDUCATION (DTE)

Research Papers/Articles

PATIDAR, JITENDRA KUMAR. 2023. Anubhava Adharit Adhigam-Shikshan (Sikhane-Sikhane) ki Prakriya Dvara Vidyalayi Gyan ko Bhartiya Gyan Parampara se Jodna, *Adhikam*, 29, pp. 63–75.

PATIDAR, JITENDRA KUMAR AND PRASUN KUMAR. (In press). Shiksha ki Gunavatta Sunishchit Karane ki Ek Sarthak Pahal—Social Audit. *Bhartiya Adhunik Shiksha*, 44(2).

SINHA, SHARAD. 2023. COVID-19 Disaster, Challenges, Meaningful Efforts and Initiatives. *The Primary Teacher*, 47(1), pp. 67–77.

———. (In press). Bridging Gaps in Theory and Practice: Exploring the Value of Internship. *Journal of Indian Education*, 49(1).

VERMA, SARLA. (In press). Vidhyarthiyon ke Sharirik Avum Mansik Swasthya ke Liye Nitigat Prayas aur Unka Kriyanvayan, *Bhartiya Adhunik Shiksha*, 4.

Paper Presentations

PATIDAR, JITENDRA KUMAR. 2023. NEP 2020 Vocational Education vs. Academic Education. Invited lecture in the national seminar on *Boosting Economy by Streamlining Vocational Education in Schools*, Gitarattan Institute of Advance Studies and Training, Rohini, Delhi, 8 April.

SINHA, SHARAD. 2023. Ensuring Inclusive and Equitable Quality Education in School Education: The Way Out. Chaired the session in the Panel discussion in the national conference on *Inclusive and Equitable Education for Disadvantaged Groups: Realising NEP 2020 & SDG 4*, Chandigarh College of Education and Indian Council of Social Science Research, Mohali, 19 May 2023.

———. 2023. Keynote speaker at international conference on *Holistic Health and Well-being*. Association of Indian Academy of Health Psychology, Lovely Professional University, Phagwara, 2–3 June.

———. 2023. New Age Pedagogical Practices for the Future. Chaired the session in the 6th Jaipuria Annual School Leadership Conclave, Jaipuria Institute of Management, Noida, 8 June.

VERMA, SARLA. 2024. Indian Knowledge Tradition and Environmental Context in the Context of National Education Policy 2020. Paper presented in the National Seminar on *Indian Knowledge Tradition: Geographical and Environmental Context, National Education Policy 2020 in the Light of Indian Knowledge Tradition* at Chatrapati Sahuji, Maharaj University, Kanpur, Uttar Pradesh, 29–30 March.

EDUCATIONAL SURVEY DIVISION (ESD)

Research Papers/Articles

BHADURI, INDRANI, ALKA SINGH, BENCY JOY AND R. K. SINGH. Comparative Study of the National Achievement Survey (NAS) Results of 2017 and 2021 in Andaman and Nicobar Islands, *Jamia Journal of Education*, 9(1 and 2).

BHADURI, INDRANI. 2023. Implementing a Large-scale Assessment Survey to Understand the Learning Levels for Policy Implications and to Improve



Teaching-learning. *School Science: A Quarterly Journal of Science Education*, 55 (4).

———. 2023. Monitoring and Supervising Teacher Education and School Education. *Teaching and Teacher Education in India: Perspectives, Concerns and Trends*.

Paper Presentations

BHADURI, INDRANI AND DINESH PRASAD SAKLANI. 2023. Enhancing Educational Equity through Large-scale Assessments: A Case Study of Gender Equality in India. Paper presented in the 48th Annual International Association for Educational Assessment (IAEA) Annual Conference on *Digitalising Assessments and Credentials*, Kingston, Jamaica, 25 September.

———. 2023. Establishing Learning Benchmarks in Multi-lingual India. Paper presented in the 48th Annual International Association for Educational Assessment (IAEA) Annual Conference on *Digitalising Assessments and Credentials*, Kingston, Jamaica, 25 September.

———. 2023. Large-scale Educational Assessments: The Case of India Compared Internationally. Paper presented in the 48th Annual International Association for Educational Assessment (IAEA) Annual Conference on *Digitalising Assessments and Credentials*, Kingston, Jamaica, 25 September.

INTERNATIONAL RELATIONS DIVISION (IRD)

Paper Presentations

MEGANATHAN, R. 2023. Innovations in Education. Guest Speaker in the conference on *Education for Holistic Development*. Atomic Energy Education Society (AEES), Anushakthi Nagar, Mumbai, 29 April.

———. 2023. Embracing Multi-lingualism in Classroom in Alignment with NCF-SE 2023. Guest Speaker in the *14th All Kerala CBSE Principals' Leadership Conference and Training*, Kerala Sahodaya Schools, Cochin, 2-3 October.

———. 2023. Promotion of Indian Languages, Arts and Culture. Enhancing Awareness and Understanding of the National Education Policy 2020 Among Eklavya Model Residential School (EMRS) Teachers. Guest Speaker in the webinar on *Promotion of Indian Languages, Art and Culture*, Ministry of Tribal Affairs (MoTA). New Delhi (virtual), 7 December.

LIBRARY AND DOCUMENTATION DIVISION (LDD)

Research Papers/Articles

JAIN, POOJA. 2024. Bibliometric Analysis of Indian Journal of Educational Technology (2019-2023). *Library Herald: A Peer Reviewed Journal*. 62(1), pp. 34-49.

JAIN, POOJA, GARIMA DALAL AND PARVEEN BABBAR. 2024. Multimedia Education for Inclusive Development: Exploring NCERT's Open-access Initiatives in India's School Education System. *Indian Journal of Educational Technology*. 6(1), pp. 341-350.



SAMANTARAY, M. 2023. Migration from Proprietary to FOSS: A Journey or Quest. *Journal of Advances in Library and Information Science*. 12(3), pp. 151–157, DOI: 10.5281/zenodo: 8310940

———. 2024. Understand the Past to Envision the Future: Migration to O.S.S.—From a Practitioner’s Perspective. *JALISI*, 13(1), pp. 7–16.

Chapters in Edited Books

JAIN, POOJA AND MEERA. 2024. Mapping the Research Productivity of the North-east Regional Institute of Education (NERIE), NCERT: A Bibliometric Analysis. In Bhakaretal (Eds.), *Proceedings 8th National Conference on Multidisciplinary Research Trends and Approaches*, pp.152–164. Century Publications, Rajasthan.

———. 2024. NCERT’s Instructional Material: Role in School and Teacher Education. In Ahmad, Jasin, Aerum Khan and Ansar Ahmad (Eds.), *Revitalising Teacher Education in India NEP 2020: Prospects and Challenges*, pp. 247–256. Shipra Publications, Delhi.

Paper Presentations

JAIN, POOJA. 2024. Examining NCERT’s Educational/Instructional Materials: Insights into its Role in School and Teacher Education. Paper presented in the Jamia International Conference on *Education 2024 on Transforming Indian Education Post-NEP 2020*, Jamia Millia Islamia, New Delhi, 14–15 February.

PLANNING AND MONITORING DIVISION (PMD)

Research Papers/Articles

RAVEENDRAN, ASHITA. 2019. Education in the Context of SDG 4.7: Integration of ESD and GCED in School Curriculum. *The Primary Teacher*. 44(4), pp. 7–14.

SUBHASH, P.D. 2023. Role of Local Authorities in Development of Primary Schools. *Research Review International Journal of Multidisciplinary*, 8(3), pp.106–113. <https://doi.org/10.31305rrijim.2023.v08.n03.013>

Paper Presentations

RAVEENDRAN, ASHITA. 2023. How Can In-service Teachers be Supported in the Current Context to Deliver the Best Outcome for Students? Panellist in the School Education Conference—*Furthering Innovation and Sustainable Education in Schools*, British Council and CBSE, Delhi, 14–15 December.

CELL FOR NATIONAL CENTRE FOR LITERACY (CNCL)

Chapter in Edited Books

SHARMA, USHA. 2023. Education and Gender Sensitisation. Sinha, Pawan (Ed.). *Indian Thoughts on Feminism*, pp. 163–180, Institute for Research in Indian Wisdom, Ghaziabad.

Paper Presentations

SHARMA, USHA. 2023. Institutionalising Change: NEP 2020. Paper presented in the national conference on *Institutionalising Change: NEP 2020 and The Vision of New Classrooms*. SCERT, New Delhi, 2 February.



- . 2023. Re-strategising Adult Education. Paper presented in the national consultation on *The Forgotten People: Putting the Adult in Education*, India International Centre, New Delhi, 18 October.
- . 2023. The Indian Context and Challenges of Implementing Life-long Learning. Chaired the session in the international conference on *Beyond Education: Implementation of Life-long Learning in India*. CSJM University, Kanpur, India, 12 December.
- . 2024. Pedagogy of Higher Education. Paper presented in the national symposium on *Pedagogy of Higher Education*. Delhi Teacher University, Delhi, 23 February.

CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET)

Research Papers/Articles

- BARBHUIYA, R. K. 2023. Introduction to Artificial Intelligence: Current Developments, Concerns and Possibilities for Education. *Indian Journal of Educational Technology*, 5(2), pp. 266–277.
- . 2024. Cyber-safety: Concepts, Threats, and Essential Measures. *Indian Journal of Educational Technology*, 6(1), pp. 361–376.
- HAQUE, RIZVANUL. 2024. Ustad Rashid Khan: Aisa Kahan Se Laon Ke Tujhsa Kahoon Jise. *Urdu Duniya*, 26(3), pp. 69–72.
- . 2023. Falsafa-e-Tasawwuf aur Khwaja Mir Dard ki Sheri Infradiyat. *Mizgan*, 25(75), pp. 94–100.
- KUMAR, A. AND S. YADAV. 2023. The Planet Earth in a Plastic Soup. *The Hindustan Times*. <https://www.hindustantimes.com>
- PRABHA, S. AND J. BHATTACHARJEE. 2023. Scientific Inquiry Competency in Performing Chemistry Experiment: Design and Evaluation of an Instrument for Assessment of Students. *International Journal of Research and Analytical Reviews*, 10(1), pp. 478–88.
- RATHNABAI, ANGEL S. 2023. Nurturing Mental and Emotional Well-being in the Cyberspace. *Indian Journal of Health and Well-being*, 14(4), pp. 538–542.
- . 2023. Online Training as a Strategy for Continuous Professional Development (CPD) of Teachers. *Indian Journal of Educational Technology*, 5(2), pp. 237–247.
- . 2024. Developing Competencies for Technology Pedagogy Integration Among In-service Teachers: Reflections. *Indian Journal of Educational Technology*, 6(1), pp. 350–360.

Books

- PAL, R. ET AL. 2022. *Gunavattanatmak Shodh ki Vidhiyaan*. Hindi Granth Academy, Bhopal, Madhya Pradesh.
- RANGANATHAN, NAMITA AND BHARTI KAUSHIK. 2023. *Bachchon ki Duniya—Vikas Aur Shiksha*. Shipra Publication, Delhi.

Chapter in Edited Books

- KAUSHIK, BHARTI AND SHARV ANAND. 2023. Equitable and Inclusive Learning Spaces in Higher Education (India): Exploring the ICT Solutions.

Appendices



In Escudeiro, P., N. Escudeiro and O. Bernardes (Eds.), *Handbook of Research on Advancing Equity and Inclusion through Educational Technology*, pp. 263–284. <https://www.igi-global.com>.

Paper Presentations

- BEHERA, AMARENDRA PRASAD. 2023. National Digital Library for Children and Adolescents. Moderator in the webinar on *Implementation of Budget 2023 Skill/Education Sector*, Ministry of Education (MoE), GoI, New Delhi, 25 February.
- KAUSHIK, BHARTI. 2024. Panelist in the Symposium on *The Relevance of Lesson Planning and TLM with Reference to Pedagogies as per NEP 2020*, India Islamic Centre, B. Ed. Division, SCERT, Delhi, 22 February 2024.
- . 2024. Panelist in the Symposium on *Inclusive Pedagogies & Practices as Part of the Connected Learning and Research on Inclusive Education (CLear)*, Avinashlingam Institute for Home Science & Higher Education for Women, Coimbatore, Tamil Nadu, Centre of Excellence in Teacher Education, TISS Mumbai, 24 February.
- KAUSHIK, B. AND L. KHULLAR. 2024. Inclusive Education for All: Opinions of Special Educators. Paper presented in the national seminar on *Equitable and Inclusive Education*, Regional Institute of Education, Ajmer, NCERT, 9–11 January.
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PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION (PSSCIVE), BHOPAL

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- GOSWAMI, K. AND P. KHANNA. 2022–2023. Study of Awareness and Interest of Students towards Vocational Education at School Level in Scheduled Tribe Populated Districts of Madhya Pradesh. *Indian Journal of Vocational Education*, 34(4), pp. 9–19.
- KUMAR, P., MADHURIMA, P. C. ROUT AND R. RAMASAMY. 2023. Rural Community Perspective and the State of Tourism Development in Mizoram. *Journal of Tourism*, 24(1), pp. 61–70. <https://www.joethnbgu.in>
- RAVICHANDRAN, R. 2023. Bridging the Gap: The Role of Apprenticeship Training Programs. *Journal of Vocational Education Studies*, 6(1), pp. 156–166.
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- RAVICHANDRAN, R. AND JAYASHREE MAHAPATRA. 2023. Students' Perception on Teaching and Learning of Green Skills for Sustainable Future. *Journal of Environmental and Science Education*, 3(1), pp. 29–36.



- RAVICHANDRAN, R. AND PREETI DIXIT. 2023. Soybean Processing Sector in India: Economic and Employment Analysis, *Soybean Research Journal*, 21(1), pp. 1–12.
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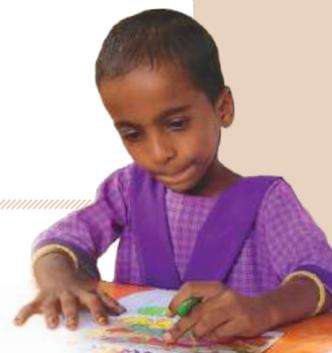
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- KUMAR, P., S. K. GUPTA, M. E. KORSTANJE, P. C. ROUT AND MADHURIMA. 2024. *Achieving Sustainable Transformation in Tourism and Hospitality Sectors*. IGI Global, United States of America.

REGIONAL INSTITUTE OF EDUCATION, AJMER

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- ARYA, V.P. 2023. Impact of Annealing and Hydrogenation on the Optical Characteristics of ZnSe/Mn and ZnSe/Co DMS Thin Films Prepared via Thermal Evaporation Method. *Evergreen Joint Journal of Novel Carbon Resource Sciences, & Green Asia Strategy*, 11(1), pp. 178–185.
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- . 2024. Non-catalytic Regioselective Synthesis of Trans Bis-pyrrolo Isoxazole Cycloadducts in Water, *RSC Sustain*, 2, pp. 546–557.
- . 2024. Pd Supported Al-BDC MOF for Efficient and Selective N-methylation of Amines under Solventless Conditions. *Emergent Mater*, 7, pp. 1683–1693.
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- ACHARYA, P. 2023. Odisha in Pre-modern Times. In Devy, G. N., Tony Joseph and Ravi Korrisettar (Eds.), *The Indians: Histories of a Civilisation*, pp. 365–371, Aleph Book Company, Delhi.
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- BEJ, D.K. 2024. Harnessing Indigenous Games as Pedagogy in Elementary Education: A Pathway to Holistic Development of Children and Cultural Preservation. Paper presented in the international conference on *Researching Schools, Children, and Childhoods*, Jesus and Mary College, Chanakyapuri, New Delhi, 20 March.
- CHAURASIA, P.K. 2023. From Theory to Action: Empowering Sustainability through Integrated Science, Technology and Environmental Education. Paper presented in the national seminar on *Environmental Education for Sustainable and Harmonious Living with Nature*, RIE, Ajmer, 4–6 October.
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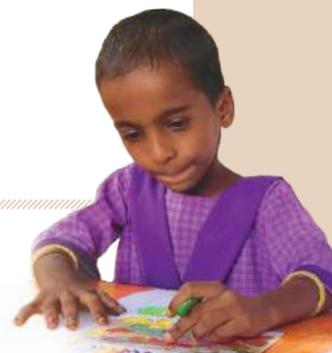
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GANGMEI, E. AND I. P. GOWRAMMA. 2023. Assessment of Materials Developed by SCERT, Odisha on Foundational Literacy and Numeracy. Paper presented in the national conference on *Transforming Assessment*, RIE, Bhubaneswar, 26–27 September.

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REGIONAL INSTITUTE OF EDUCATION, MYSURU

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- SINGH, A., K. S. VERMA, M. K. SAINI, J. PRASAD, D. SINGH, S. L. KOTHARI, A. KOTHARI-CHHAJER, U. K. TOMAR AND V. S. GOUR. 2024. Establishment of Morphological Markers to Differentiate Male and Female Plants in *Ailanthus Excels Roxb.* using Multiple Logistic Regression. *Flora*, 314, pp. 152495.
- SREEKANTH, Y. 2024. Four-year Integrated Teacher Education Programmes at RIE, Mysuru: A Review in the Context of NEP 2020. *University News*, 62(12), pp. 3–9.
- TANGPU, V. AND NANDAKIRIN NAIK. 2023. Study on Morphogenetic Traits on Baldness and Earlobe Attachment among the RIE Mysuru Population. *International Journal of Recent Scientific Research*, 14(8), pp. 4014–4016.
- VETUKURI, RAJU P. S. 2023. Affirmative Action in Secondary Education in India: A Study of National Means-cum-Merit Scholarship Scheme, *Innovation: The Research Concept*, 8(10), pp. E 137–146.
- . 2023. Alternative Methods of Financing Higher Education in India: A Case Study of Central Sector Scholarship Scheme for College and University Students. *Innovation: The Research Concept*, 8, pp. E 1–11.
- . 2023. Elementary Education of Muslims in Andhra Pradesh, *Shrinkhla Ek Shodhparak Vaicharik Patrika*, 11(4), pp. E 16–28.

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- SREEKANTH, Y. 2023. How do Students Perform at School Level?—A Cross Sectional Analysis at National Level. In Varghese, N.V., Anjana Mangalagiri and A. Mathew (Eds.). *The Persisting Challenges—Quality and Inclusion in Education*, pp. 30–45, Routledge India, London.

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- VETUKURI, RAJU P. S. 2024. Student Aid in Higher Education: A Case Study of Central Sector Scholarship Scheme. Paper presented in the international seminar on *Financial Resource Management in Higher Education*, India Habitat Centre, New Delhi, Department of Educational Finance, National



Institute of Educational Planning and Administration, New Delhi,
13–14 February.

NORTH EAST REGIONAL INSTITUTE OF EDUCATION (NERIE), UMIAM (MEGHALAYA)

Research Papers/Articles

DEY, TULIKA AND N. PRADHAN. 2023. Determinants of Early Marriage Amongst Girl Children in Dasda Block of Tripura State. *Scope*, 13(3), pp. 5–20.

SEEMA, R., MADHVI SINGH AND LAVANIA SESHU. (IN PRESS). Leaf Epidermal Characterisation of Selected Species of Genus *Curcuma* L. (Zingiberaceae). *Journal of Indian Botanical Society*, 104(2).

Books

DKHAR, B. R. (ED.). 2023. Pre-school Education in Meghalaya (Status and Problems). Eastern Panorama Offset, Shillong.

GHILDYAL, P. AND K. THAPA. 2022. Integrative Approaches to Psychotherapy: Insights from Cultural and Spiritual Psychology. In R. C. Tripathi, B. R. Kar and N. Pande (Eds.), *Towards an Integrative Psychological Science: Issues, Approaches and Applications*, pp. 193–212, Springer Nature, Switzerland AG. https://doi.org/10.1007/978-981-16-9565-0_10

Paper Presentations

AGARWALA, S. AND B. R. DKHAR. 2023. Relationship between NEP 2020, Lifelong Learning and Sustainable Development Goals (SDGs) 2030. Paper presented in the national conference on *Teacher Education in the Context of Implementing NEP 2020*. NERIE, Shillong. 9–10 November.

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.

———. 2022. Teacher Education as Envisioned in NEP 2020: Practices and Priorities. Keynote speaker in the national seminar on *Transforming Vision into Action in Higher Education*, BW TTC, Ranchi, 7 May.

DEVI, CH. SARAJUBALA. 2023. Intra and Inter Linguistic Puzzles in the Multilingual Education: A Case of Manipur. Paper presented in the regional conference on *Multilingualism and Power of Language*, NERIE, 9 June.

———. 2023. Achieving Foundational Literacy and Numeracy: Multilingualism in the Classroom and Teacher Preparedness. Paper presented in the three-day national conference on *Teacher Education in the Context of Implementing NEP 2020*, NERIE, 9–10 November.

DKHAR, B. R. AND B. KHARLUKHI. 2023. Transforming Assessment through Holistic Progress Card (HPC) at the Foundational and Preparatory Stage. Paper presented in the national conference on *Teacher Education in the Context of Implementing NEP 2020*. NERIE, Shillong, 9–10 November.

GHILDYAL, P. 2023. Promotion of Social Inclusion CBSE. Paper presented in the National Teachers' Conference on *Guidance and Counselling*, CBSE, Guwahati, 10–11 October.



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.

WALLANG, G. M. 2023. Enabling TLMs for Multilingualism in Classroom Practices. Paper presented in the regional conference on *Multilingualism and the Power of Language*, NERIE-NCERT, Shillong, 9 June.

———. 2023. Fostering Inclusivity and Equity in Language Education: A Teacher Education Perspective in Light of NEP. Paper presented in the national conference on *Teacher Education in the Context of Implementing NEP 2020*. NERIE-NCERT, Shillong, 9–10 November.

SEEMA, R. 2023. Metacognition: Towards Quality Teachers. Paper presented in the national conference on *Teacher Education in the context of Implementing NEP 2020*. NERIE, Umiam, 9–10 November.

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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.	Hierarchical Coupling between Mental Health Dimensions and Academic Achievement among B.Ed. Trainees of Arunachal Pradesh	Sumin Prakash	Varsha Patnaik	DEGSN	Dept. of Education, Rajiv Gandhi University Arunachal Pradesh	2023
2.	A Study of Multiple Intelligence and Study Skills of Secondary School Students of Assam in relation to their Academic Achievement	Sumin Prakash	Krishna Chetry	DEGSN	Dept. of Education, Rajiv Gandhi University Arunachal Pradesh	2023
3.	Publication Performances of Teachers and Research Scholars of Higher Educational Institutions in relation to UGC-CARE List of journals	Sumin Prakash	Monika Sharma	DEGSN	Dept. of Education, Rajiv Gandhi Arunachal Pradesh	2023
4.	Impact of Participatory Action to Promote Inclusion in Schools of Chandigarh: a Mixed Method Research	Sneh Bansal	Harpreet Kaur	DEGSN	Chitkara College of Education, Chitkara University, Punjab	2024
5.	Samagra Shiksha ke Antrगत Vidyalayo ke Paryabikshan Ebam Shiksha Gunavata Sambardhan hetu District wo Block star per Suru ki gai Nai Prasanik Vewastha ki Vastusthiti ka Adyayan	Bhabagrahi Pradhan	Sidana Nikhil	DTE	Dept. of Education, Jain Vishva Bharati Institute, Deemed University, Ladnun, Rajasthan	2024
6.	Vidyarthio me Srijanatmakta ke Sambardhan ka Upagam: Ek visleshanatmak Adhyayan	Bhabagrahi Pradhan	Puspa Gupta	DTE	Dept. of Education, Jain Vishva Bharati Institute, Deemed University, Ladnun, Rajasthan	2024





7.	Assessment of Nutritional Status of Rural School Children (7-9 years) on the basis of Food Intake and Food Adequacy (in special reference of District – Kanpur Dehat, Uttar Pradesh)	P. Khanna	Anoop Goutam	PSSCIVE, Bhopal	Department of Food and Nutrition, School of Rural Development, Dr. B.R. Ambedkar University of Social Sciences, Mahu	2023
8.	Omprakash Valmiki ke Sahithya me Dalit Vimarsh	Arunabh Saurabh	Poornima Kathroliya	RIE, Bhopal	Bakatulaah University	2023
9.	Effects of Metacognitive Strategies on Problem Solving Skills and Learning Outcome in Physical Science of Secondary School Students	P. C. Agarwal	Md. Jamal Uddin	RIE, Bhubneswar	Utkal University, Bhubaneswar	2023
10.	Effectiveness of ICT Integrated 5E Model on HOTs in Science at Secondary Level	R. Mohalik	Priyank Kumar Shivam	RIE, Bhubneswar	Utkal University, Bhubaneswar	2023
11.	Studies on Seed Oil from Ailanthus excelsaRoxb. and Its Application Potentials	Vinod Singh Gour	Vijay Pal	RIE Mysuru	Amity Institute of Biotechnology, Amity University Rajasthan, Jaipur	2024
12.	A Study of Generation Z-Adolescents' Relationship with Educated Working Parents of Nuclear Families in Alappuzha and Their Mutual Expectations	P. Ghildyal	V. A. Philip	NERIE, Umiam	Martin Luther Christian University, Shillong	2023

Awards and Fellowships

Awards

- ❑ The PSSCIVE has been felicitated with second best “*Laghu Udyaan*” in Madhya Pradesh by Madhya Pradesh Rose Society, Bhopal. The award is given for the best rose gardens developed by the Institute in the category of Educational Institutions.
- ❑ Wallang, G. M. 2023, ‘Meghalaya Sign Bank App’, developed in collaboration with the Office of Commissioner for Persons with Disability, Government of Meghalaya and the NIC, Meghalaya.
- ❑ Dr. T. Dey was awarded for the Best Video/Animations Programme Production (The Ant and the Pigeon) in the category of Foundational Level from Government Organisations, organised by All India Children’s Educational e-Content Competition 2023–2024, CIET, NCERT, New Delhi.
- ❑ Dr. T. Dey was awarded for the Best Video/Animations Programme Production (National Pride: Aditya L1 and Solar Dynamics) in the category of Secondary Level from Government Organisations, organised by All India Children’s Educational e-Content Competition 2023–2024, CIET, NCERT, New Delhi.
- ❑ At the 17th all India Ramanujan Maths Club, Dr. Garg received the award for popularising mathematics on 30/12/2023, given by All India Ramanujan Maths club. All India Ramanujan Maths club is a national level organisation which was initiated by Dr. Chandramouli Joshi in the year 1993 at Rajkot, Gujarat. At present, two thousand schools, more than thousand individual members and more than hundred international members are associated with this club. All India Ramanujan Maths club is dedicated to developing innovative ideas of interactive teaching, creating curiosity among students about Mathematics and to provide national level platform to students to display their talent.

NCERT Doctoral Fellowships 2022

S. No.	Name and State of the Doctoral Fellows	Title of the Thesis
1.	Anamika Singh Jharkhand	Exploring the Multi-dimensional Aspects of Culture, Society and Sustainable Development Goals of Asur Tribe in the Context of Education
2.	Raj Ballav Panda Odisha	Achieving Aims of Mathematics Education Envisaged in NCF–SE 2023 through Indian Knowledge System at Elementary Stage
3.	Showkat Ahmad Dar Jammu & Kashmir	School Climate, Adjustment and Scholastic Achievement: A Study of Children with Special Needs (Divyang)
4.	Tania Sarkar West Bengal	Development of a Self-instruction AI Gender Spectrum Module for Higher Secondary Students



5.	Sneha Jha Uttar Pradesh	Self Esteem, Perceived Stress and Aggression Among Young Adolescents Having an Unfavorable Family Climate: An Art Based Intervention
6.	Rajan Patel Uttar Pradesh	Chhattisgarh Rajya ke Vishesh Shiksha Vidyalayon ki Sthiti evam Karyapranali ka Mulyankan: Ek Adhyayan
7.	Induchoodan R. Kerala	Development and Analysis of Uncertainties in Mathematical Modeling
8.	Sonia Sagar Uttar Pradesh	Madhyamik Star par Dvibhashi Shikshan ka Vidyarthiyon ke Atmavishvas, Shaikshik Samayojan aur Shaikshik Uplabdhi par Prabhav ka Adhyayan
9.	Rajani Karnwal Uttar Pradesh	Effect of Fine Motor Skills Intervention in Graph Motor Skill of Pre-school Children
10.	Sruthi S. Kerala	Educational Aspiration in Relation to Home Environment, Self-Regulation and Gender Sensitivity of Tamil Linguistic Minority Students of Kerala
11.	Bharti Bhardwaj Uttar Pradesh	Academic Procrastination, Emotional Maturity and Self-efficacy as Determinants of Academic Achievement of Senior Secondary School Students
12.	Saloni Uttar Pradesh	Uchch Prathamik Stariya Vidyarthiyon ke Srijanatmak Chintan, Vigyan ke Prati Abhivritti evam Shaikshik Uplabdhi par Mastishk Aadharit Adhigam-vyooch Rachana ke Prabhav ka Adhyayan
13.	Athira O.S. Kerala	Influence of Digitally Induced Cognitive and Behavioural Factors on Family Dynamics among Adolescents
14.	Ranjana Pawar Madhya Pradesh	Study of Leadership Behaviours or School Heads, School Climate and Implementation of Government Programmes in Elementary Schools of Madhya Pradesh
15.	Hemant Yadav Uttar Pradesh	Secondary Star ke Chhatron ki Sanvegatmak Buddhi evam Tanav ka unki Shaikshik Uplabdhi par Padne Vale Prabhav ka Adhyayan
16.	Mr. Ashish Kumar Bihar	Effectiveness of Vedic Mathematics Strategies for Enhancing Problem Solving Skills in Chemistry of Higher Secondary School Students
17.	Neetu Singh Uttar Pradesh	Madhyamik Star par Shaikshik Upalabdhi, Abhiruchi aur Sangyanatmak Sambandhon par Techno-padagogical Skills ke Prayog ke Prabhav ka Adhyayan
18.	Amandeep Kaur Uttarakhand	Transition of Children from Pre-school to Grade 1 in Schools run by the Delhi Government
19.	Sarabjeet Kaur Chawla Uttar Pradesh	Cyber Bullying and its Psychological Consequences
20.	Deepanky Gupta Delhi	Impact of Affordability, Accessibility, and Availability of Technology Adoption on Teacher efficacy and Student Learning
21.	Ruchi Rana Himachal Pradesh	Toy Integrated Pedagogy for Concept Formation in Mathematics at Preparatory Stage



22.	Sonali Priyadarsini Sahoo Odisha	The Impact of Multi-literacies Embedded Social Emotional Learning Approach on the Writing of Indian ESL Learners: An Exploratory Study
23.	Diganta Baishya Assam	The Impact of Social Networking on Well-being, Helping Behaviour, Anxiety and Depression: A Comparative Study of Sikkim and Assam Students
24.	Neetha V. T. Kerala	Developing Animated Video Based Instructional Package for Enhancing Grammar Competence, Creative Writing and Extrapolated Learning of English Among Higher Secondary School Students
25.	Akshayalakshmi V.R. Tamil Nadu	Enhancing Emotional Intelligence and Nature Relatedness Among Government Senior Secondary School Students in Tamil Nadu



Details of NCERT Committees, as mentioned in the MoA, for the Year 2023–24

- ❑ General Council
- ❑ Executive Committee
- ❑ Finance Committee
- ❑ Establishment Committee
- ❑ Building and Works Committee
- ❑ Programme Advisory Committee
- ❑ Educational Research and Innovations Committee
- ❑ Academic Committee of NIE



GENERAL COUNCIL

- | | |
|--|--|
| (i) The Minister of Education
President (<i>ex-officio</i>) | 1. Hon'ble Education Minister
Ministry of Education
Shastri Bhawan
New Delhi-110001 |
| (ii) Chairman of the University Grants Commission
(<i>ex-officio</i>) | 2. <i>Chairman</i>
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi-110002 |
| (iii) Secretary to the Ministry of Education
(<i>ex-officio</i>) | 3. <i>Secretary</i>
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. | Nomination under process |
| (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) | 4. Hon'ble Minister for School Education
Government of Andhra Pradesh
A.P. Secretariat Building
Hyderabad-500022
Andhra Pradesh

5. Hon'ble Minister for School Education
Government of Arunachal Pradesh
Itanagar-791111
Arunachal Pradesh

6. Hon'ble Minister for School Education
Government of Assam
Janata Bhawan, Dispur-781006
Assam |





7. Hon'ble Minister for School Education
Government of Bihar
New Secretariat Building
Patna-800015
Bihar
8. Hon'ble Minister for School Education
Government of Chhatisgarh
Raipur-492007
Chhatisgarh
9. Hon'ble Minister for School Education
Government of Goa
Goa Secretariat
Panaji-403001
Goa
10. Hon'ble Minister for School Education
Government of Gujarat
Block No. 1, Sachivalaya
Gandhi Nagar-382010
Gujarat
11. Hon'ble Minister for School Education
Government of Haryana
Haryana Civil Secretariat
Chandigarh-160001
Haryana
12. Hon'ble Minister for School Education
Government of Himachal Pradesh
Shimla-171002
Himachal Pradesh
13. Hon'ble Minister for School Education
Government of Jharkhand
Ranchi-834004
Jharkhand
14. Hon'ble Minister for School Education
Government of Karnataka
Vidhan Saudha
Bangaluru-560001
Karnataka
15. Hon'ble Minister for School Education
Government of Kerala
Ashoka Nanthenocode
Thiruvananthapuram-695001
Kerala
16. Hon'ble Minister for School Education
Government of Madhya Pradesh
Bhopal-462001
Madhya Pradesh



17. Hon'ble Minister for School Education
Government of Maharashtra
Mantralya Main
Mumbai-400032
Maharashtra
18. Hon'ble Minister for School Education
Government of Manipur
Manipur Secretariat
Imphal-795001
Manipur
19. Hon'ble Minister for School Education
Government of Meghalaya
Meghalaya Secretariat
Shillong-793001
Meghalaya
20. Hon'ble Minister for School Education
Government of Mizoram
Aizawl-796001
Mizoram
21. Hon'ble Minister for School Education
Government of Nagaland
Kohima-797001
Nagaland
22. Hon'ble Minister for School Education
Government of Odisha
Odisha Secretariat
Bhubaneswar-751001
Odisha
23. Hon'ble Minister for School Education
Government of Punjab
Chandigarh-160017
Punjab
24. Hon'ble Minister for School Education
Government of Rajasthan
Government Secretariat
Jaipur-302001
Rajasthan
25. Hon'ble Minister for School Education
Government of Sikkim
Sikkim Secretariat, Tashilling
Gangtok-737101
Sikkim
26. Hon'ble Minister for School Education
Government of Tamil Nadu
Fort St. George
Chennai-600009
Tamil Nadu



27. Hon'ble Minister for School Education
Government of Telangana
Telangana Secretariat
Hyderabad-500022
Telangana
28. Hon'ble Minister for School Education
Government of Tripura
Civil Secretariat
Agartala-799001
Tripura
29. Hon'ble Minister for School Education
Government of Uttar Pradesh
Lucknow-226001
Uttar Pradesh
30. Hon'ble Minister for School Education
Government of Uttarakhand
Dehradun-248008
Uttarakhand
31. Hon'ble Minister for School Education
Government of West Bengal
Vikas Bhawan
Salt Lake
Kolkata-700001
West Bengal
32. Hon'ble Minister for School Education
Government of Jammu & Kashmir
Srinagar-180001
Jammu and Kashmir
33. Hon'ble Minister for School Education
Government of Puducherry
Chief Secretariat
Victor Simonel Street-605001
Puducherry
34. Hon'ble Minister for School Education
Government of National Capital
Territory of Delhi
Delhi Secretariat
I.P. Estate
New Delhi-110002
35. Hon'ble Minister of State for Education
Ministry of Education
Shastri Bhawan
New Delhi-110001



(vi) All members of the Executive committee not included above; and

36. Dinesh Prasad Saklani
Director
NCERT
Sri Aurobindo Marg
New Delhi-110016
37. J.S. Rajput
Ex-Director, NCERT
A-16, Sector P-7, Mitra Enclave
Opp. Greater Valley School
Greater Noida-201308
Uttar Pradesh
(up to 04 October 2023)
- Sudhir Jain
Vice Chancellor
Banaras Hindu University
Varanasi-221005
Uttar Pradesh
(w.e.f. 29 November 2023)
38. Chand Kiran Saluja
Academic Director
Sanskrit Promotion Foundation
11204/5 Mandir Marg
Gaushala Marg, Doriwalan
New Delhi-110006
(up to 04 October 2023)
- Anil D. Sahasrabudhe
Chairman, NETF
Nelson Mandela Marg, Vasant Kunj
New Delhi-110070
(w.e.f. 29 November 2023)
39. Krishna Mohan Tripathi
Member, NEP Draft Committee
Ex-Director, School Education
C-448 Panki,
Kanpur-208020
Uttar Pradesh
(up to 04 October 2023)
- Rashmi Das
Chairperson
Higashi Autism School
9th Avenue, Church Road,
Vasant Kunj
New Delhi-110070
(w.e.f. 29 November 2023)



40. B.R. Kukreti
Dean and Head
Mahatma Jyotiba Phule Rohilkhand
University
C-46/47, Neelkanth
Suresh Sharma Nagar
Bareilly-243006
Uttar Pradesh
(up to 04 October 2023)

Rabin Chhetri
Director
State Council of Educational Research
and Training
Education Department
Government of Sikkim
Gangtok-737103
Sikkim
(w.e.f. 29 November 2023)

41. Kaustubh Chandra Joshi
Principal
S.K.S.G.I.C, Pattharkhani
P.O.-Biloi, Block-Munakot
Dist.- Pithoragarh-262520
Uttarakhand
(up to 04 October 2023)

H. S. Vani
Head Mistress
R. V. Teachers' College Building
II Block, Jayanagar
Bangalore-560011
Karnataka
(w.e.f. 29 November 2023)

42. B. Usharani
Principal
Shri Ram Dayal Khemka Vivekanand
Vidyalaya
No.9 Ellaimman Koil Street
Tiruvottiyur, Chennai-600019
Tamil Nadu
(up to 04 October 2023)

Vivek Sharma
Principal
Saraswati Vidya Mandir
Higher Secondary Residential School
Sharda Vihar, Kerwa Dam Road
Bhopal-462044
Madhya Pradesh
(w.e.f. 29 November 2023)



43. Sridhar Srivastava
Joint Director
NCERT
Sri Aurobindo Marg
New Delhi-110016
44. Shankar Sharan
Department of Education in Social
Sciences
NCERT, Sri Aurobindo Marg
New Delhi-110016
(up to 04 October 2023)
- P. K. Mandal
IRD, NCERT
Sri Aurobindo Marg
New Delhi-110016
(w.e.f. 29 November 2023)
45. Prakash Chandra Agrawal
Principal
Regional Institute of Education (NCERT)
Bhubaneswar
Sachivalaya Marg
Bhubaneswar-751022
Odisha
(up to 04 October 2023)
- Dinesh Kumar
Head, PMD
NCERT, Sri Aurobindo Marg
New Delhi-110016
(w.e.f. 29 November 2023)
46. Indrani Bhaduri
Educational Survey Division
NCERT, Sri Aurobindo Marg
New Delhi-110016
(up to 04 October 2023)
- Ranjana Arora
Head, DCS&D
NCERT, Sri Aurobindo Marg
New Delhi-110016
(w.e.f. 29 November 2023)
47. *Joint Secretary* (Institutions)
Ministry of Education
(Department of School Education &
Literacy)
Shastri Bhawan
New Delhi-110001



- (vii) (a) *Chairman*
Central Board of
Secondary
Education
Delhi
(*ex-officio*)
- (b) *Commissioner*
Kendriya Vidyalaya
Sangathan, New Delhi
(*ex-officio*)
- (c) *Director*
Central Health
Education Bureau
New Delhi
(*ex-officio*)
- (d) *Deputy Director
General*
Incharge of Agricultural
Education
ICAR, Ministry of
Agriculture
New Delhi
(*ex-officio*)
- (e) *Director of Training*
Directorate General
of Training &
Employment,
Ministry of Labour
New Delhi
(*ex-officio*)
- (f) *Representative of
Education Division
Planning Commission*
New Delhi
(*ex-officio*)
48. *JS and Financial Advisor*
Ministry of Education
(Department of School Education &
Literacy)
Shastri Bhawan
New Delhi-110001
49. *Chairman*
Central Board of Secondary Education
Shiksha Sadan, 17 Rouse Avenue,
Institutional Area,
Near Bal Bhawan
New Delhi-110001
50. *Commissioner*
Kendriya Vidyalaya Sangathan
18, Institutional Area
Shahid Jeet Singh Marg
New Delhi-110016
51. *Director*
Central Health Education Bureau
(DGHS)
Ministry of Health and Family Welfare
Kotla Road
New Delhi-110002
52. *Deputy Director General*
Incharge of Agriculture Education ICAR
Krishi Anusandhan Bhawan
Pusa
New Delhi-110012
53. *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
54. *Advisor 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

Nomination under process

Special Invitee

55. *Secretary*
Council of Indian School
Certificate Examination
Pragati House, 3rd Floor
47 Nehru Place
New Delhi-110019

Convenor

56. Aman Sharma
Secretary
NCERT
Sri Aurobindo Marg
New Delhi-110016



EXECUTIVE COMMITTEE

- | | | |
|-------|---|---|
| (i) | President of the Council who shall be the <i>ex-officio</i> 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 <i>ex-officio</i> 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 | 3. — |
| | (c) Director of the Council | 4. Dinesh Prasad Saklani
<i>Director</i>
NCERT, Sri Aurobindo Marg
New Delhi-110016 |
| | (d) Secretary,
Ministry of Education
<i>ex-officio</i> | 5. <i>Secretary</i>
Department of School Education & Literacy
Ministry of Education
Government of India
Shastri Bhawan
New Delhi-110001 |
| (iii) | Chairman of the University Grants Commission-Member <i>ex-officio</i> | 6. <i>Chairman</i>
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 | 7. J.S. Rajput
<i>Ex-Director</i> , NCERT
A-16, Sector P-7,
Mitra Enclave
Opp. Greater Valley School
Greater Noida-201308
Uttar Pradesh
(up to 04 October 2023)

Sudhir Jain
<i>Vice Chancellor</i>
Banaras Hindu University
BHU, Varanasi-221005
Uttar Pradesh
(w.e.f. 29 November 2023) |



8. Chand Kiran Saluja
Academic Director
Sanskrit Promotion
Foundation
11204/5 Mandir Marg
Gaushala Marg, Doriwalan
New Delhi-110006
(up to 4 October 2023)

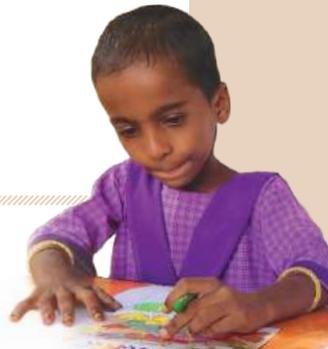
Anil D. Sahasrabudhe
Chairman, NETF
Nelson Mandela Marg,
Vasant Kunj
New Delhi-110070
(w.e.f. 29 November 2023)

9. Krishna Mohan Tripathi
*Member, NEP Draft
Committee*
*Ex-Director, School
Education*
C-448 Panki
Kanpur-208020
Uttar Pradesh
(up to 4 October 2023)

Rashmi Das
Chairperson
Higashi Autism School
9th Avenue, Church Road
Vasant Kunj
New Delhi-110070
(w.e.f. 29 November 2023)

10. B. R. Kukreti
Ex Dean and Head
Mahatma Jyotiba Phule
Rohilkhand University
Neelkanth, C-46/47
Suresh Sharma Nagar
Bareilly-243006
Uttar Pradesh
(up to 4 October 2023)

Rabin Chhetri
Director
State Council of Educational
and Research and Training
Education Department
Government of Sikkim
Gangtok-737103
Sikkim
(w.e.f. 29 November 2023)





- (v) Joint Director of the Council
- (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
11. Kaustubh Chandra Joshi
Principal
S.K.S.G.I.C, Pattharkhani
P.O.-Biloi, Block-Munakot
Dist.- Pithoragarh-262520
Uttarakhand
(up to 4 October 2023)
- H.S. Vani
Head Mistress
R. V. Teachers' College
Building, II Block,
Jayanagar
Bangalore-560011
Karnataka
(w.e.f. 29 November 2023)
12. B. Usharani
Principal
Shri Ram Dayal Khemka
Vivekanand Vidyalaya
No.9 Ellaimman Koil Street
Tiruvottiyur, Chennai
Tamil Nadu-600019
(up to 4 October 2023)
- Vivek Sharma
Principal
Saraswati Vidya Mandir
Higher Secondary
Residential School Sharda
Vihar, Kerwa Dam Road
Bhopal-462044
Madhya Pradesh
(w.e.f. 29 November 2023)
13. Sridhar Srivastava
Joint Director
NCERT
New Delhi-110016
14. Shankar Sharan
Department of Education in
Social Sciences, NCERT
New Delhi-110016
(up to 4 October 2023)
- P.K. Mandal
IRD, NCERT, Sri Aurobindo
Marg, New Delhi
(w.e.f. 29 November 2023)

15. Prakash Chandra Agrawal
Principal
Regional Institute of
Education (NCERT)
Bhubaneswar
Sachivalaya Marg
Bhubaneswar-751022
Odisha
(up to 04 October 2023)
- Dinesh Kumar
Head, PMD
NCERT, Sri Aurobindo Marg
New Delhi-110016
(w.e.f. 29 November 2023)
16. Indrani Bhaduri
Educational Survey Division
NCERT
Sri Aurobindo Marg
New Delhi-11016
(up to 4 October 2023)
- Ranjana Arora
Head, DCS&D, NCERT
Sri Aurobindo Marg
New Delhi-110016
(w.e.f. 29 November 2023)
- (vii) One representative of the
Ministry of Education; and
17. *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 Advisor of the
Council
18. *JS and Financial Advisor*
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
19. Aman Sharma
Secretary
NCERT
Sri Aurobindo Marg
New Delhi-110016



FINANCE COMMITTEE

(UNDER RULE 62 OF THE NCERT)

(i)	The Director of NCERT (<i>ex-officio</i>)	Chairperson	Dinesh Prasad Saklani <i>Director</i> NCERT, New Delhi-110016
(ii)	Financial Advisor MoE (<i>ex-officio</i>)	Member	<i>JS and Financial Advisor</i> Ministry of Education (Department of School Education & Literacy) Shastri Bhawan New Delhi-110001
		Member	<i>Joint Secretary (Institutions)</i> Ministry of Education (Department of School Education & Literacy) Shastri Bhawan New Delhi-110001
		Member	Pawan Kumar Sharma (Retd.) <i>Professor of Management</i> 664-A, R. K. Puram Vardhman Mahaveer Open University, Kota-324005 Rajasthan
		Member	Pawan Kumar Tomar, <i>Writer, Public Policy and Governance</i> , 31B/4, Rajpur Road, Civil Lines Delhi-110054
(iii)	Secretary, NCERT	Member Convenor	Aman Sharma <i>Secretary</i> NCERT Sri Aurobindo Marg New Delhi-110016



ESTABLISHMENT COMMITTEE

- | | | | |
|-------|--|----|--|
| (i) | Director of the Council
<i>ex-officio</i> (Chairman) | 1. | Dinesh Prasad Saklani
<i>Director</i>
NCERT, Sri Aurobindo Marg
New Delhi-110016 |
| (ii) | The Joint Director, NCERT
<i>(ex-officio)</i> | 2. | Sridhar Srivastava
<i>Joint Director</i>
NCERT, Sri Aurobindo Marg
New Delhi-110016 |
| (iii) | A nominee of the Ministry of Education to be nominated by the President, NCERT | 3. | <i>Joint Secretary</i> (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
<i>Committee</i> (Admission and Fee Regulatory Committee),
Madhya Pradesh
Tagore Hostel No. T-2,
G-Floor, Left Wing, Shyamla Hills
Bhopal-462002
Madhya Pradesh |
| | | 5. | Manroop Singh Meena
<i>Former Principal</i>
Government Women's College
Gurudwara, Patiala Bagh
Palace Road, Dholpur-328001
Rajasthan |
| | | 6. | Nachiketa Tiwari
Mechanical Engineering Department
IIT, Kanpur NL-201A
Department of Mechanical Engineering, IIT Kanpur,
Kanpur-208016
Uttar Pradesh |
| | | 7. | Dinesh Kamble (Retd.)
<i>Former Registrar</i> , 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
Maharashtra |



- | | | |
|--------|--|--|
| (v) | One representative from the Regional Institute of Education to be nominated by the President, NCERT | 8. Prakash Chandra Agrawal
<i>Principal</i> , Regional Institute of Education (NCERT)
Bhubaneswar Sachivalaya Marg
Bhubaneswar-751022
Odisha |
| (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. Abhay Kumar
<i>Assistant Professor</i> , CIET
(Elected representative Academic Staff)
NCERT, Sri Aurobindo Marg
New Delhi-110016 |
| (viii) | Financial Advisor
NCERT | 11. Dinesh Tokas
<i>Assistant</i>
DER, (Elected representative Non-Academic Staff)
NCERT, New Delhi-110016 |
| (ix) | Secretary, NCERT
Member-convenor | 12. JS and <i>Financial Advisor</i>
Ministry of Education
(Department of School Education & Literacy)
Shastri Bhawan
New Delhi-110 001 |
| | | 13. Aman Sharma
<i>Secretary</i>
NCERT
Sri Aurobindo Marg
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-110001
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 Advisor of the
Council or his nominee
JS & Financial Advisor
Ministry of Education
(Department of School
Education & Literacy)
Shastri Bhawan
New Delhi-110001
7. A nominee of the Ministry of
Education
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



- 
9. An Electrical Engineer of standing (nominated by the President) Ashok Kumar Sharma
Associate Professor and Former HOD
Department of Electrical Engineering
University College of Engineering
Rajasthan Technical University
Kota-324010
Rajasthan
10. A Member of Executive Committee (nominated by the President) B.R. Kukreti
Faculty of Education and Allied
Science, MJP Rohilkhand University,
Bareilly
Uttar Pradesh
11. Secretary, NCERT (Member-convenor) Aman Sharma
Secretary
NCERT
Sri Aurobindo Marg
New Delhi-110016



PROGRAMME ADVISORY COMMITTEE

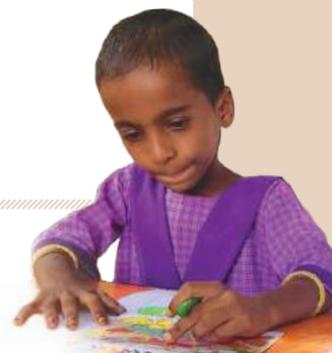
- | | |
|---|----------------------|
| (i) Dinesh Prasad Saklani
<i>Director, NCERT</i> | Chairperson |
| (ii) Sridhar Srivastava
<i>Joint Director, NCERT</i> | Vice-
Chairperson |
| (iii) <i>Secretary, NCERT</i> | Member |

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- | | |
|---|--------|
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<i>Professor</i>
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IIT, Kharagpur | Member |
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<i>Professor</i>
Cell for Indian aSciences and Technologies
in Sanskrit
IIT, Mumbai | Member |
| (iii) Viroopaksha V. Jaddipal
<i>Secretary</i>
Maharshi Sandipani Rashtriya Veda
Vidyapratishthan
Ujjain | Member |
| (iv) Khemsingh Daheriya
Indira Gandhi National Tribal University
Amarkantak
Madhya Pradesh | Member |
| (v) Rishi Goel
<i>Director</i>
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) <i>Director</i>
State Council of Educational Research and
Training, (SCERT), Uttar Pradesh | Member |
| (ii) <i>Director</i>
Gujarat Council of Educational Research and
Training (GCERT), Gujarat | Member |
| (iii) <i>Director</i>
State Council of Educational Research and
Training (SCERT), Assam | Member |



(iv) *Director* Member
State Council of Educational Research and
Training (SCERT), Karnataka

(v) *Director* Member
State Council of Educational Research and
Training (SCERT), Jammu & Kashmir

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CIET
NCERT, New Delhi

(ii) Prof. Sashi Prabha Member
Head
PRD, CIET
NCERT, New Delhi

(iii) Deepak Paliwal Member
Joint Director
PSSCIVE
Shyamla Hills
Bhopal-462013
Madhya Pradesh

(iv) Pinki Khanna Member
Professor
PSSCIVE
Shyamla Hills
Bhopal-462013
Madhya Pradesh

(v) S.V. Sharma Member
Principal
Regional Institute of Education
Capt. D.P. Choudhary Marg
Ajmer-305004
Rajasthan

(vi) B. Barthakur Member
Professor
Regional Institute of Education
Capt. D.P. Choudhary Marg
Ajmer-305004
Rajasthan

(vii) Jaideep Mandal Member
I/c Principal,
Regional Institute of Education
Shyamla Hills
Bhopal-462013
Madhya Pradesh



(viii)	P.C. Agarwal <i>Principal</i> Regional Institute of Education Sachivalaya Marg Bhubaneswar-751007 Odisha	Member
(ix)	Prof. Mansi Goswami <i>Dean of Instruction</i> RIE, Bhubaneswar Bhubaneswar-751007 Odisha	Member
(x)	Y. Sreekanth <i>Principal</i> Regional Institute of Education Manas Gangotri Mysuru-570006 Karnataka	Member
(xi)	C. G. Venukatesha Murthy <i>Dean of Instructions</i> Regional Institute of Education Manas Gangotri Mysuru-570006 Karnataka	Member
(xii)	F. G. Dakhar <i>Principal</i> North East Regional Institute of Education Uiam (Ri-Bhoi), Barapani Meghalaya	Member
(xiii)	Suniti Sanwal <i>Head</i> Department of Elementary Education (DEE) NCERT, New Delhi	Member
(xiv)	Usha Sharma <i>Professor</i> Department of Elementary Education (DEE) NCERT, New Delhi	Member
(xv)	Faroq Ansari <i>Head</i> Department of Education in Languages (DEL) NCERT, New Delhi	Member
(xvi)	Sandhya Singh <i>Head</i> Department of Education in Languages (DEL) NCERT, New Delhi	Member



- (xvii) Vinay Kumar
Head
Department of Education in Groups
with Special Needs (DEGSN)
NCERT, New Delhi Member
- (xviii) Mona Yadav
Professor
Department of Education in Groups
with Special Needs (DEGSN)
NCERT, New Delhi Member
- (xix) Mily Roy Anand
Head
Department of Gender Studies (DGS)
NCERT, New Delhi Member
- (xx) Gauri Srivastava
Head and Dean (C)
Department of Education in Social Sciences (DESS)
NCERT, New Delhi Member
- (xxi) Sunita Farkya
Head
Department of Education in Science
and Mathematics (DESM) & DEK
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- (xxii) Ranjana Arora
Head
Department of Curriculum Studies
& Development (DCS&D)
NCERT, New Delhi Member
- (xxiii) R.R. Koirang
Associate Professor
Department of Curriculum Studies
& Development (DCS&D)
NCERT, New Delhi Member
- (xxiv) Jyotsna Tiwari
Head
Department of Education in Arts and
Aesthetics (DEAA)
NCERT, New Delhi Member
- (xxv) Sharbari Banerjee
Assistant Professor
Department of Education in Arts and
Aesthetics (DEAA)
NCERT, New Delhi Member



(xxvi)	Anjum Sibia <i>Dean (A) and Head</i> Department of Educational Psychology and Foundations of Education (DEPFE) NCERT, New Delhi	Member
(xxvii)	Sharad Sinha <i>Head</i> Department of Teacher Education (DTE) NCERT, New Delhi	Member
(xxviii)	B.P. Bhardwaj <i>Professor and Head, DER</i> Department of Teacher Education (DTE) Division of Educational Research (DER) NCERT, New Delhi	Member
(xxix)	Dr. Vishal D. Pajankar Division of Educational Research (DER) NCERT, New Delhi	Member
(xxx)	Indrani Bhadhuri <i>Head</i> Educational Survey Division (ESD) NCERT, New Delhi	Member
(xxxi)	Sukhvinder <i>Associate Professor</i> Educational Survey Division (ESD) NCERT, New Delhi	Member
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(xxxiii)	Satya Bhusan <i>Assistant Professor</i> International Relations Division (IRD) NCERT, New Delhi	Member
(xxxiv)	Shipra Vaidya <i>Head</i> Library and Documentation Division (LDD) NCERT, New Delhi	Member
(xxxv)	M. Samantaray <i>Deputy Librarian</i> Library and Documentation Division (LDD) NCERT, New Delhi	Member
(xxxvi)	Dinesh Kumar <i>Head</i> Planning and Monitoring Division (PMD) and <i>Dean (R)</i> NCERT, New Delhi	Member



- (xxxvii) Ashita Raveendran
Associate Professor
Planning and Monitoring Division (PMD)
NCERT, New Delhi Member
- (xxxviii) P. D. Subhash
Associate Professor
Planning and Monitoring Division (PMD)
NCERT, New Delhi Member
- (xxxix) Anup Rajput
Head
Publication Division (PD)
NCERT, New Delhi Member
- (xl) Subhash Chander
I/C CAO Member

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- (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) *Secretary*
NCERT, New Delhi
- (vi) *Chief Accounts Officer* (CAO)
NCERT, New Delhi

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- (ii) Sridhar Srivastava
Joint Director, NCERT Co-Chairperson
- (iii) A.P. Behera
Joint Director, CIET Member
- (iv) Deepak Paliwal
Joint Director, PSSCIVE -do-



Eight External Members

(Nominated by President, NCERT)

- | | | |
|--------|--|------|
| (i) | J.V. Madhusudan
<i>Professor</i>
University of Hyderabad
Hyderabad, Telangana | -do- |
| (ii) | Bharat Dholai
Niyamak, Kutch Kailyan Sang
Gandhidham, District Kutch
Gujarat | -do- |
| (iii) | Renu Nanda
<i>Professor</i>
Department of Education
University of Jammu
Jammu & Kashmir | -do- |
| (iv) | Babli Choudhury
<i>Professor</i>
Department of Teacher
Education
Gauhati University, Guwahati
Assam | -do- |
| (v) | Prem Narayan Singh
<i>Head</i>
Department of Education
Sampurnanand Sanskrit
University, Varanasi
Uttar Pradesh | -do- |
| (vi) | R. Prabhakara Raya
<i>Professor</i>
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
<i>Professor</i>
School of Social Sciences
Jawaharlal Nehru University
New Delhi | -do- |



Representatives of State Council of Educational Research and Training

- (i) *Director* -do-
SCERT Telangana
Opp: LB Stadium E-Gate
Basheerbagh,
Hyderabad-500001
Telangana
- (ii) *Director* -do-
SCERT Kahilipara
District-Kamrup Metro
Guwahati-781019
Assam

NCERT Faculty

- (i) *Dean, Academic* -do-
NIE, NCERT
- (ii) *Dean, Research* -do-
NIE, NCERT

Two Principal from RIEs

- (i) *Principal* -do-
RIE Bhubneshwar
Sachivalaya Marg
Bhubaneswar-751022
Odisha
- (ii) *Principal* -do-
NERIE Shillong
Umiyam Ri-Bhoi District
Shillong-793103
Meghalaya

Five Heads of the Departments from NIE Departments/Divisions

- (i) *Head, DTE* -do-
NCERT, New Delhi
- (ii) *Head, ESD* -do-
NCERT, New Delhi
- (iii) *Head, DESM* -do-
NCERT, New Delhi
- (iv) *Head, DESS* -do-
NCERT, New Delhi
- (v) *Head, DGS* -do-
NCERT, New Delhi
- (vi) B.P. Bhardwaj Convener
Head, DER
NCERT, New Delhi



ACADEMIC COMMITTEE OF NATIONAL INSTITUTE OF EDUCATION

- (i) Anjum Sibia (Chairperson)
Dean (Academic)

(ii) External Members

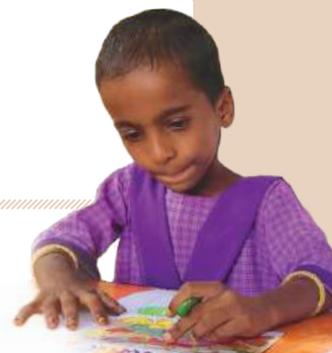
- (a) Heeraman Tiwari
Professor
School of Social Sciences
JNU, New Delhi
- (b) Anant Ram Nautiyal (Retd.)
Professor
Garhwal University
Srinagar, Garhwal
- (c) Vibha Joshi
Professor
IGNOU, New Delhi
- (d) C.A. Mawlong
Professor
North-Eastern Hill
University, Shillong

(iii) Joint Directors of CIET, NCERT and PSSCIVE, Bhopal

- (a) A.P. Behera
Joint Director
CIET
NCERT, New Delhi
- (b) Deepak Paliwal
Joint Director
PSSCIVE, Bhopal

(iv) Head of NIE Department/ Division/Cell

- (a) A.P. Behera, *Joint Director*, Central Institute of Educational Technology (CIET)
- (b) Deepak Paliwal, *Joint Director*, PSSCIVE, Bhopal
- (c) Suniti Sanwal, *Head*, Department of Elementary Education (DEE)
- (d) Mohd. Faruq Ansari, *Head*, Department of Education in Languages (DEL)



- (e) Vinay Kumar Singh, *Head*, Department of Education of Groups with Special Needs (DEGSN)
- (f) Mily Roy Anand, *Head*, Department of Gender Studies (DGS)
- (g) Gouri Srivastava, *Dean (Coordination) and Head*, Department of Education in Social Sciences (DESS)
- (h) Sunita Farkya, *Head*, Department of Education in Science and Mathematics (DESM) and Division of Educational Kits (DEK)
- (i) Ranjana Arora, *Head*, Department of Curriculum Studies and Development (DCS&D)
- (j) Jyotsna Tiwari, *Head*, Department of Education in Arts and Aesthetics (DEAA)
- (k) B.P. Bhardwaj, *Head*, Division of Educational Research (DER)
- (l) Sharad Sinha, *Head*, Department of Teacher Education (DTE)
- (m) Indrani Bhaduri, *Head*, Educational Survey Division (ESD)
- (n) R. Meganathan, *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

- (a) Sandhya Singh, Department of Education in Languages (DEL)
- (b) Mona Yadav, Department of Education of Groups with Special Needs (DEGSN)
- (c) Huma Kayoom, Department of Gender Studies (DGS)
- (d) Vijayan K., Department of Curriculum Studies and Development (DCS&D)
- (e) Sharbari Banerjee, Department of Education in Arts and Aesthetics (DEAA)
- (f) Prabhat Kumar Mishra, *Head*, Department of Educational Psychology and Foundations of Education (DEPFE)
- (g) Vishal D Pajankar, Division of Educational Research (DER) and Educational Survey Division (ESD)
- (h) Sukhwinder, Educational Survey Division (ESD)
- (i) Satya Bhushan, International Relations Division (IRD)



- (j) Moorttimatee Samantaray, *Deputy Librarian*, Library and Documentation Division (LDD)
- (k) Ashita Raveendran, Planning and Monitoring Division (PMD)
- (l) Rajendra Pal, Central Institute of Educational Technology (CIET)
- (m) Pinki Khanna, Department of Home Science and Hospitality Management (PSSCIVE)





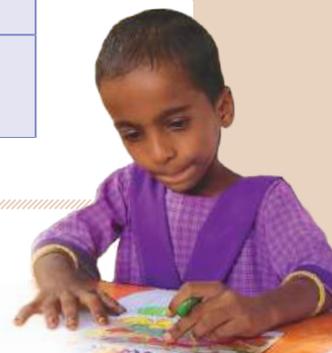
APPENDIX V

NCERT's Consolidated Sanctioned Strength of Posts as on 31st March 2024 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	648	416	71	17.06	28	6.73	92	22.11	4	0.96
B	704	337	57	16.91	40	11.86	65	19.28	9	2.67
C&D	1492	385	102	26.49	59	15.32	54	14.02	12	3.11
Total	2844	1138	230	20.21	127	11.15	211	18.54	25	2.19

Receipts and Payments Account for the Year ended on 31st March 2024

S. No.	RECEIPTS	Current Year 2023-24	Previous Year 2022-23	PAYMENTS	Current Year 2023-24	Previous Year 2022-23
1.	Opening Balance			1. Expenses		
(a)	Cash Balance			a) Establishment Expenses	2,70,26,98,980	2,51,25,42,339
(b)	Bank Balance			b) Academic Expenses	1,19,02,69,059	3,02,34,79,570
	(i) In current accounts	43,300	57,400	c) Administrative Expenses	1,56,24,04,834	1,49,10,20,528
	(ii) In Deposit accounts	18,101	18,075	d) Transportation Expenses	1,43,61,880	1,36,38,822
	(iii) In Saving accounts	1,16,26,85,435	55,86,20,931	e) Repairs and Maintenance Expenses	29,94,30,525	28,78,60,637
				f) Prior Period Expenses	-	-
2.	Grants Received					
(a)	From Government of India	3,49,97,00,000	3,98,29,60,705	2. Payments against Earmarked/ Endowment Funds	-	-
(b)	From State Government					
(c)	From Other Sources	-	-	3. Payments against Sponsored Projects/ Schemes	4,18,33,98,385	3,17,60,44,578





12.	Deposits and Advances	7,92,71,730	1,88,36,516	In Savings Accounts	1,16,46,40,930	1,16,26,85,435
				In Deposit Accounts	18,101	18,101
13.	Miscellaneous Receipts including Statutory Receipts	3,31,77,06,138	7,43,85,57,092			
14.	Any Other Receipts	2,91,66,92,910	5,68,24,20,688			
	Total	33,40,88,93,378	36,77,18,53,052	Total	33,40,88,93,378	36,77,18,53,051

Sd/-

Chief Accounts Officer
NCERT, New Delhi 110016

Sd/-

Secretary
NCERT, New Delhi 110016

Publications released during the Year 2023-24**TEXTBOOKS****Class I**

- Sarangi
- Mridang
- Joyful Mathematics
- Anandmay gaint

Class II

- Sarangi
- Mridang
- Joyful Mathematics
- Anandmay gaint

Class III

- Rimjhim Bhag 3
- Math-Magic 3
- Ganit Ka Jadu 3
- Marigold III
- Aas Paas (EVS)
- Looking Around I

Class IV

- Rimjhim 4
- Marigold IV
- Math-Magic 4
- Ganit Ka Jadu 4
- Aas Paas (EVS)
- Looking Around (EVS)

Class V

- Rimjhim 5
- Marigold V
- Math-Magic 5
- Ganit Ka Jadu 5
- Aas Paas (EVS)
- Looking Around (EVS)

Class VI

- Vasant 1
- Doorva I

Appendices

- 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 Past 1
- 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 Past 2
- Hamare Ateet 2
- Our Environment
- Hamara Paryavaran
- Social and Political Life II
- Samajik Evam Rajnitik Jeevan II



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 III
- Our Pasts III
- Hamare Ateet III

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 I
- Loktantrik Rajniti I
- 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 (9 to 10 Sanskrit vyakaran)
- Mathematics
- Ganit
- Science
- Vigyan
- India and the Contemporary World II
- Bharat Aur Samkaleen Vishwa 2
- Democratic Politics II
- Loktantrik Rajniti 2
- Contemporary India II
- Samkaleen Bharat 2
- 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*
- *Jeev Vigyan*
- *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*

- *Rajnitik Siddhant*
- *Introducing Sociology*
- *Samajshastra ka Parichaye*
- *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 Ek Kahani*
- *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 1*
- *Manav Paristhitiki evam Parivar Vigyan Bhag 2*
- *Information Practices*
- *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*
- *Ganit Bhag I*
- *Ganit Bhag 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*
- *Sangeet, Tabla evam Pakhavaj*

URDU TEXTBOOKS

Class I

- *Dilchasp Riyazi*
- *Shahnai*

Class II

- *Dilchasp Riyazi*
- *Shahnai*

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)*

Class VIII

- *Apni Zaban*
- *Urdu Guldasta (Supplementary Reader)*
- *Science*
- *Hisab*
- *Wasail Aur Taraqqi (Geography)*
- *Samaji Aur Siyasi Zindgi*
- *Hamare Maazee 3 Part I*
- *Hamare Maazee 3 Part II*
- *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 Taraqqi Ki Samajh*
- *Jaan Pehchan (Second Language)*
- *Door Pass (Third Language)*
- *Sub Rang*

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 Taraqqi*
- *Samajiyat Ka Taruf*
- *Hindustani Aain-Usool Aur Kam*
- *Siyasi Nazaryah*
- *Karobari Uloom*
- *Nafsiyat Ka Taruf*
- *Tabai Jugraphiya Ke Mubodiyat*
- *Jugraphiya Mein Aml 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)*
- *Computer Science (Urdu Textbook)*

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 Jughrafia Ke Bunyadi Usool*
- *Jughrafia Mein Aml Kam*
- *Hindustan Avam Aur Mashiyat*
- *Hindustan Mein Samaji Tabdili Aur Taraqqi*
- *Insani Jugrafia Ke Mubadiyat*
- *Asri Alami Siyasat*
- *Azadi Ke bad Hindustani Siyasat*
- *Hindustani Samaj*
- *Karobari Uloom Part I*
- *Karobari Uloom Part II*
- *Nafsiyat*
- *Nai Awaz (Core Urdu Textbook)*
- *Urdu Qawaid aur Insha for Secondary and Senior Secondary Stage*
- *Urdu Zaban-wo Adab ki Tareekh for Secondary and Senior Secondary Stage*
- *Urdu ki Adabi Asnaf for Sec. and Higher Secondary Stage*
- *Urdu Qwaid Aur Insha for Secondary and Senior Secondary Stages*
- *Urdu ki Adabi Asnaf for Secondary and Senior Secondary Stages*

VOCATIONAL EDUCATION BOOKS

- *Gudiya Nirman*
- *Pre-vocational Education at middle stage (6–8)*



- *Solonecious Fasal Krishak, Class XII*
- *Domestic Data Entry Operator (Job Role), Class IX*
- *Hast Kashidakar, Class IX*
- *Nishastra Suraksha Guard, Class IX*

BRIDGE COURSE BOOK

- *Anand Activity Book for Balvatika*
- *Playing with Numbers Maths, Level IV*

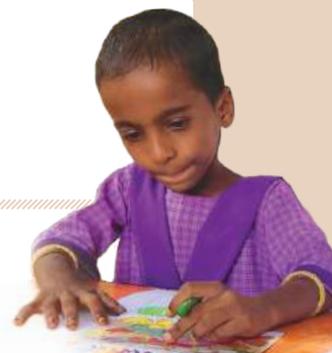
EXEMPLAR PROBLEMS AND LABORATORY MANUALS

- *Care of the Household Exemplar Instruction Material, Class IX–X*
- *Vidha Pravesh, Kaksha 1 ke Bachcho ke liye Teen Maah ka Khel Adharit School Taiyari Module*
- *Resource package for Awareness in Early Childhood Care and Education Manual*
- *Manual for Higher Secondary Mathematics Kit*
- *Manual for Secondary Mathematics Kit*
- *Misali Sawalaat, Science Exemplar Problems, Class X*
- *Science Exemplar Problems, Class VII*
- *Mathematics Exemplar Problems, Class X*
- *Physics Exemplar Problems, Class XI*
- *Mathematics Exemplar Problems, Class VII*
- *Science Exemplar Problems, Class X*
- *Science Exemplar Problems, Class VIII*
- *Ganit Prashn Pradarshika, Class XI*
- *Physics Laboratory Manual, Class XI*

- *Chemistry Laboratory Manual, Class XI*
- *Biology Laboratory Manual, Class XI*
- *Jaadui Pitara User Manual*
- *Science Exemplar Problems, Class VI*
- *Biology Exemplar Problems, Class XII*
- *Chemistry Exemplar Problems, Class XI*
- *Biology Exemplar Problems, Class XI*
- *Science Exemplar Problems, Class VII*
- *Science Exemplar Problems, Class VIII*
- *Science Exemplar Problems, Class IX*
- *Rasayan Prayogshala Pustika, Class XI*
- *Mathematics Exemplar Problems, Class VI*

SUPPLEMENTARY READER

- *Chalo Circus Chalein*
- *Ghar ki Khoj*
- *Kawve ka Bachchaa*
- *Chidiyaghar ki Sair*
- *Pyare-Nyare Bol*
- *Aagad Dhappi (Poster)*
- *Nani Kahein Kahani (Poster)*
- *Jungle (Poster)*
- *Mitti ke Rang (Poster)*
- *Chiraiya (Poster)*
- *Baras Raha Bhai, Baras Raha (Poster)*
- *Patang ke Pench*
- *Tota aur Billi*
- *Aao Khel Khelein*
- *Dakshin Bharat ki Kavya Kathayein*
- *Kuvi Bhasha Shiksha*
- *Deshia Bhasha Shiksha*
- *The Smiling Flower*



- *Hamara Gujarat*
- *Dr. Bhimrao Ambedkar Jeevan aur Karya*
- *Hamara Bharatvarsh – Balmiki Prasad*
- *Suno Kahani*
- *Veer Gatha Stories of Pram Vir Chakra Awardees*
- *Hamari Madad Kaun Karega?*
- *Vir Gatha Paramvir Chakra Vijetaon ki Kahani*
- *Pahad Se Uncha Aadmi*

CHILDREN'S LITERATURE

- *Philately*
- *Grumpy Geeta*
- *Knock Knock*
- *Go Green*
- *Fire and Stampede*
- *May be It Is*

TEACHERS GUIDES

- *Kit of Essential Play Material Teachers Guide and Kit Manual Pre-Scholar*
- *Unmukh, Trainers Handbook for Balvatika*
- *Purva Prathmik Shiksha Ke liye Disha-nirdesh*
- *Kamzor Drishti Wale Bachche— Prathmik Vidyalayon ke Adhyapakon ke liye*
- *Low Vision Children A Guide for Primary School Teacher*
- *Art Integrated Learning Guidelines for Secondary Stage*
- *Art Education Teachers' Handbook for Class III*
- *Work Experience Class I and II Teachers' Handbook*
- *Ganit Adhigam Kit Adhyapak Sandarshika Class 1 evam 2*
- *Unmukh, Trainers Handbook for Balvatika*

- *Unmukh, Balvatika Hetu Prashikshak Sandarshika*

RESEARCH REPORTS/MONOGRAPHS

- *Balika ka Sakaratmak Aatmbodh Vikas*
- *The Role of Begums of Bhopal*
- *Work Experience in School Education*
- *The Historic Trial of Mahatma Gandhi*
- *Some Eminent Indian Scientist and Technologist*
- *Urdu Tadreesi Istelahat ki Wazahati Farhang*
- *Language Pedagogy English Vol.I Textbook for Two Year B.Ed Course*
- *Joyeze Ki Amozish Textbook for B.Ed*
- *Paryavaran Shiksha Karein, Seekhein aur Batayein, Class VII*
- *Paryavaran Shiksha Karein, Seekhein aur Batayein, Class VIII*
- *Hastshilpon ke Dharohar Aadhar Patra*
- *Paryavaran Shiksha Karein, Seekhein aur Batayein, Class VI*
- *Language pedagogy English B.Ed Vol.II*
- *Bharat Sanskratik Vividhta me Ekta*
- *Adhunik Bharat me Samajik Vicharak*
- *North East India People, History and Culture*
- *Yoga, A Healthy Way of Living Secondary Stage*
- *Yoga, A Healthy Way of Living Upper Primary Stage*
- *Yoga Swastha Jeevan Jeene ka Tarika Madhyamik Star*
- *Madhyakalin Kavya ka Pathan-Paathan*



- *Suno Kahani Uchcha Prathamik Istar ke liye Hindi ki Purak Pustak*
- *Sanskrit Vangmaya me Vigyan ka Itihas Uchcha Madhyamik Istar ke liye Purak Pustak*
- *An Indian Army: A Glorious Heritage*
- *India, Unity on Cultural Diversity*
- *Living with Hope*
- *English Worksheet, Class VI*
- *English Worksheets, Class VII*
- *English Worksheet, Class VIII*

JOURNALS

- *Bhartiya Adhunik Shiksha, October 2021*
- *Firkee Baccho ki, June 2023*
- *Firkee Baccho ki, December 2023*
- *The Primary Teacher, October 2018*
- *The Primary Teacher, January 2022*
- *Prathamik Shikshak, July 2021*
- *Journal of Indian Education, November 2021*
- *School Science, March 2020*
- *School Science, December 2017*
- *School Science, June-September 2018*
- *Prathamik Shikshak, April 2022*
- *Bhartiya Adhunik Shiksha, January 2022*
- *Prathamik Shikshak, October 2022*
- *The Primary Teacher, January 2019*
- *School Science, June 2020*
- *Prathamik Shikshak, January 2023*
- *Prathamik Shikshak, July 2022*

UNPRICED PUBLICATIONS

- *Annual Accounts 2022-23*
- *Varshik Lekha 2022-23*
- *Annual Report 2022-23*
- *Varshik Report 2022-23*
- *Chandrayaan Utsav Modules (Multilingual)*
 - ❖ *Our Chandrayaan*
 - ❖ *Mera Pyara Chanda*
 - ❖ *Bharat's Expedition to the Moon*
 - ❖ *Chandrayaan: Journey towards the Moon*
 - ❖ *Exploring the Moon Mission of Bharat*
 - ❖ *Towards Moon and Beyond*
 - ❖ *Exploring Chandrayaan*
 - ❖ *Bharat on the Moon*
 - ❖ *Bharat's Space Mission*
 - ❖ *Physics of Chandrayaan 3*
- *Vidyalayi Basta Niti 2020*
- *Rashtriya Avishkar Saptah 2023-24*
- *50th Rashtriya Bal Vaigyanik Pradarshani 2023*
- *50th Rashtriya Bal Vaigyanik Pradarshani 2023 Exhibits of 2023 (Bilingual)*



Publication Division and its Regional Production-cum-Distribution Centres

S No.	Name of the Centre	Regions Covered
1.	Publication Division NCERT Campus, Sri Aurobindo Marg New Delhi-110016 Phone: 011-26562708 Fax: 011-26851070 email: cbm.ncert@nic.in	Foreign Countries, Delhi, Parts of Rajasthan, Jammu and Kashmir, Uttarakhand, Haryana, Uttar Pradesh, Punjab, Chandigarh, Himachal Pradesh and Urdu Academy, Delhi
2.	Regional Production-cum-Distribution Centre Publication Division, NCERT C/o Navjivan Trust Building P.O. Navjivan, Ahmedabad-380 014 Phone: 079-27541446	Gujarat, Madhya Pradesh, Chhattisgarh, Maharashtra and Parts of Rajasthan
3.	Regional Production-cum-Distribution Centre Publication Division, NCERT 108, 100 Ft. Road Hoskere Halli Extension Banashankari 3rd Stage Bengaluru-560085 Phone: 080-26725740	Tamil Nadu, Puducherry, Kerala, Andhra Pradesh, Karnataka, Lakshadweep Minicoy and Amindivi Islands
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5.	Regional Distribution Centre NCERT, CWC Godown Maligaon, Guwahati-781011 Phone: 0361-2674869	North Eastern States



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- (ii) Pawan Sudhir (Retired on 31.07.2023)

Assistant Professor

- (iii) Sharbari Banerjee

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- (ii) Anoop Kumar Rajput
- (iii) Usha Sharma
- (iv) Sandhya Sangai
- (v) Virender Pratap Singh
- (vi) Padma Yadav
- (vii) Kavita Sharma
- (viii) Varada Mohan Nikalje

Associate Professors

- (ix) Ramesh Kumar
- (x) Romila Soni
- (xi) Dhanya Krishnan
- (xii) Bir Abhimanyu Kumar

Assistant Professors

- (xiii) Reetu Chandra (on deputation in MoE)
- (xiv) Monu Singh Gurjar
- (xv) Ajay Sharma
- (xvi) Geyin Boli
- (xvii) Sandeep Kumar
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- (xix) Chongtham Bidyabati Chanu

Headmistress

- (xx) Jyoti Kant Prasad

Nursery Teachers

- (xxi) Sunayna Mittal
- (xxii) Poonam

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- (ii) Mona Yadav
- (iii) S. C. Chauhan

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- (v) Sumin Prakash
- (vi) R. Shilpa Manogna

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- (vii) Sneha Lata Garg
- (viii) Gugulothu Balaji

DEPARTMENT OF EDUCATION PSYCHOLOGY AND FOUNDATIONS OF EDUCATION (DEPFE)

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- (ii) Prabhat Kumar Mishra

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- (iii) Sukanta Kumar Mahapatra
- (iv) Shalini Dixit

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- (vii) Deepmala
- (viii) Priyam Sharma
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- (ii) Dinesh Kumar
- (iii) R.K. Parashar



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- (xv) Jubilee Padmanabhan
- (xvi) Munindra Ruwali
- (xvii) Arun Pratap Sikarwar

Assistant Professor

- (xviii) Lalminthang Kipgen

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- (i) Gouri Srivastava (Head and Dean Coordination)
- (ii) Neeraja Rashmi (Retired on 30.09.2023)
- (iii) Pratyusa Kumar Mandal
- (iv) Shipra Vaidya
- (v) Aparna Pandey
- (vi) Shankar Sharan
- (vii) Seema Shukla Ojha
- (viii) Jaya Singh
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- (x) Tannu Malik

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- (xi) Pratima Kumari
- (xii) Bijay Kumar Malik
- (xiii) Mukesh Kumar Verma
- (xiv) Bhairu Lal Yadav
- (xv) Rashmi

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- (xvi) Harish Kumar Meena
- (xvii) Vanthangpui Khobung
- (xviii) Subhash Singh



- (xix) Priyadarsini Samantaray
- (xx) Kumari Rohini
- (xxi) Atul Dubey
- (xxii) Savita Sagar
- (xxiii) Sainath Shankarrao Kabade
- (xxiv) Mrinmoyee Ray
- (xxv) Birbal Luniwal

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- (ii) Lalchand Ram
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- (iv) K. C. Tripathi (Retired on 31.08.2023)
- (v) Jatindra Mohan Mishra
- (vi) Diwan Hannan Khan
- (vii) Mohd. Faruq Ansari
- (viii) Mohd. Moazzamuddin (Retired on 31.01.2024)
- (ix) Kirti Kapur
- (x) R. Meganathan

Associate Professors

- (xi) Chaman Ara Khan
- (xii) Naresh Kohli
- (xiii) Meenakshi Khar

Assistant Professors

- (xiv) Wachaspatinath Jha 'Mani'
- (xv) Meenakshi
- (xvi) Girish Kumar Tiwari
- (xvii) Ashwini Pravin Tatugade

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- (ii) Shweta Tanwar
- (iii) Amlesh Kumar
- (iv) Huma Kayoom



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- (vii) Priyanka Varshney
- (viii) Aruna Kumari

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- (iii) Sharad Kumar Pandey
- (iv) R. R. Koireng

Assistant Professors

- (v) K. V. Sridevi (Joined RIE, Ajmer as Associate Professor in December 2023)
- (vi) Shivani Saini

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Professor

- (i) Anoop Kumar Rajput (Head) (in addition to his duty in DEE)
- (ii) Bijnan Sutar (Chief Editor)
- (iii) Jahan Lal (Chief Production Officer)
- (iv) Amitabh Kumar (Chief Business Manager)

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Deputy Librarian

- (ii) Moortimatti Samantaray

Assistant Librarian

- (iii) Pooja Jain

Appendices



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(iii) Darsana B. G.

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Professor

- (i) Dinesh Kumar (Head & Dean Research)

Associate Professors

- (ii) Ashita Raveendran
(iii) P.D. Subhash

DEPARTMENT OF EDUCATIONAL RESEARCH (DER)

Professors

- (i) Braham Prakash Bhardwaj (Head) (In addition to his duty in DTE)
(ii) Anita Nuna
(iii) Jyoti Bawane

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- (iv) Biswajit Behera

Assistant Professor

- (v) Vishal D. Pajankar

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Professors

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(ii) Sridhar Srivastava (On deputation (holding post JD, NCERT))
(iii) Y. Sreekanth (On deputation (holding post Principal, RIE, Mysuru))

Associate Professor

- (iv) Sukhvinder

Assistant Professors

- (v) Satya Bhushan
(vi) Gulfam
(vii) Vishal D. Pajankar
(viii) Shishu Pal Singh
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(x) Peeyush Kamal
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DIVISION OF EDUCATIONAL KITS (DEK)

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Assistant Professors

- (ii) Ashish Kumar Srivastava
(iii) Puneet Sharma

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Professor

- (i) Usha Sharma (In-charge Head) (in addition to duty in DEE)

Associate Professor

- (ii) Chaman Ara Khan (in addition to duty in DEL)

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(iii) Indu Kumar
(iv) Shashi Prabha
(v) Shireesh Pal Singh
(vi) Gaurav Singh

Associate Professors

- (vii) Rajesh Kumar Nimesh
(viii) Bharti
(ix) Rajesh D.
(x) Upasana Ray
(xi) Tagaram Kondala Rao
(xii) Pravewen Bobby Binjha
(xiii) Prakash K. Badiger

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- (xiv) Angel Rathnabai
(xv) Abhay Kumar
(xvi) Neelkanth Kumar
(xvii) Rejaul Karim Barbhuiya
(xviii) Amit Ranjan
(xix) Rizvanul Haque
(xx) Pranita Gopal
(xxi) Jaganmohana Rao Gurugubelli
(xxii) Ravindra Kumar
(xxiii) Rishikesh Kumar
(xxiv) Kannan Subramani

Appendices



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- (iii) Vinay Swarup Mehrotra
- (iv) Saurabh Prakash
- (v) Abhijit Nayak
- (vi) Pinki Khanna
- (vii) P.Veeraiah
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- (ix) Munesh Chandra

Associate Professors

- (x) Vipin Kumar Jain
- (xi) R. Ravichandran
- (xii) Vinod Kumar Yadav
- (xiii) Pravin Narayan Mahamuni

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- (iv) Meenakshi Meena
- (v) Konduru Chandra Sekhar
- (vi) Ayushman Goswami
- (vii) Ram Babu Pareek
- (viii) Praveen Kumar Chaurasia
- (ix) Rajesh Mishra
- (x) Pritish Chandra Acharya

Associate Professors

- (xi) Amrita Katyayni
- (xii) K. V. Sridevi



- (xiii) Anand Kumar Arya
- (xiv) Anil Kumar Nainawat
- (xv) Sandeep Kaushal
- (xvi) Ram Niwas
- (xvii) Albert Horo

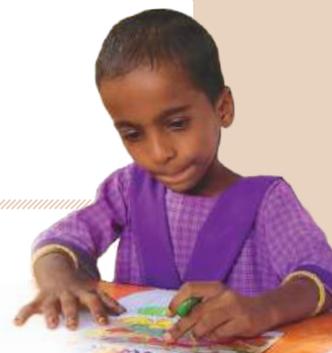
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- (xliv) P.K. Tripathy

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- (xxxiv) Nomita Pachar
- (xxxv) Sarita M.
- (xxxvi) Bhawana Vaishnav
- (xxxvii) Ambesh Kumar Pandey

Appendices



- (xxxviii) Raj Kumar
(xxxix) Sumista Rani
(xl) Debasis Mohapatra
(xli) Rahul Sahana

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(xxx) Rahul Ranjan



- (xxxi) Vishwas
- (xxxii) Kanwaljeet Singh
- (xxxiii) Navindra Bai
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- (xxxv) Kemant
- (xxxvi) Arpan Kumar Nayak
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- (xxxviii) Sushma Yadav

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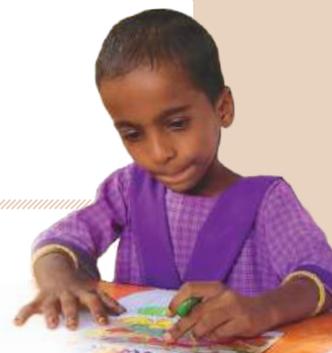
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