



# CHANGEMAKERS

Celebrating 10 years of creating quality teachers through the Necessary Teacher Training Programme in India





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the Necessary Teacher Training Programme in India





I J K L M N O P  
R S T U V W X Y Z





# Introduction

**T**eacher quality and the quality of teaching are the most powerful elements in an education system. While the attributes of a quality teacher depend on his own principles and personal ethics, quality teaching refers to the pedagogy used to teach the students. Teachers of the 21<sup>st</sup> century are expected to consider the students' background, be sensitive to all cultures, to organise and lead student-driven learning, to effectively use new teaching-learning materials, and to be up-to-date with the rapidly changing world and the fields of knowledge, skills and pedagogy.

With the aim to enhance the quality of Primary School teachers, Humana People to People India (HPPI) in partnership with the Government of Chhattisgarh started to implement the Necessary Teacher Training (NeTT) Programme in the District Institute for Education and Training (DIET) Bastar in 2009. The DIETs were already conceptualised in the National Education Policy of 1986 as district resource centres tasked with training both pre and in-service primary school teachers and providing support to school education and improvement of schools in the districts. Thus, when HPPI suggested to start teacher training in India, the most effective way of doing so was by supporting the Government of India and the states in their efforts to improve teacher training in the DIETs.

Under the two-year NeTT Programme, student-teachers are trained to become quality teachers who would have the ability to improve the learning outcomes of the children in schools and guide them to do so in a holistic manner. The student-teachers are trained to use creative, varied and engaging methods to teach and also to organise student-driven learning activities.

The NeTT Programme focuses on a teacher's overall growth – the building of the teacher personality. A good teacher is someone who imparts knowledge related to the curriculum as well as stimulates the students to become responsible community members and citizens of the country for themselves and those around them.

This year marks the 10-year anniversary of the NeTT Programme in India, which has so far graduated more than 12,038 teachers, many of whom now provide quality education to children across government and private schools, tuition centres and other educational institutions in India. Through this book, we venture into the making of a quality teacher and the elements of the NeTT Programme in India since its inception in 2009.



# NeTT TIMELINE

**2009**

NeTT Programme is launched at DIET Bastar, Chhattisgarh following an MoU with the state

**2011**

Following the visit of officials from the Government of Haryana to the DIETs of Chhattisgarh, the Programme is launched in two Government Teacher Training Institutes (GETTIs) of Nuh and Panchkula, Haryana with subsequent expansion in five DIETs of the state

**2012**

Building upon the experiences gained over the years and its success, NeTT Programme is expanded to five districts of Madhya Pradesh

**2013**

NeTT Programme is launched in five DIETs of Uttar Pradesh

**2015**

The assessment report of NeTT Programme implementation in the DIETs of Haryana garners the attention of the Government of Bihar and the Programme is launched in five DIETs of the state

**2018**

Following HPPI's participation in MHRD's regional workshops on best practices in the field of education, the NeTT Programme is launched in Jharkhand





# The Necessary Teacher Training Programme

The first batch of the NeTT Programme, then called DNS\* India, started in the DIET of Bastar in Chhattisgarh, in 2009. A team of four HPPI teachers took on the task to teach 50 percent of the students of a batch according to the NeTT Programme while the remainder of students followed the traditional programme in the DIET. After the first year, the State Council for Educational Research and Training (SCERT) of Chhattisgarh evaluated the Programme and then, based on its outcomes, invited HPPI to expand it in another two DIETs in 2010, namely Jashpur and Korea, and to include the entire batch of students.

The partnership with SCERT, Chhattisgarh, ended in 2012. However, the success in Chhattisgarh led to the SCERT, Haryana, introducing the NeTT Programme in two GETTIs in September 2011 and, one year later, to the scaling up of the Programme to an additional 5 DIETs in the state. Subsequently, the NeTT Programme was included in the Haryana Government's Annual Work Plan of 2014-15, and following the approval of the Project Approval Board under the Ministry of Human Resource Development, expanded to 12 more districts of the state.

In the following years, HPPI signed MoUs with the SCERT in Madhya Pradesh in December 2012 and in Uttar Pradesh in 2013. In 2016 and 2018, HPPI signed agreements with the State Governments of Bihar and Jharkhand, respectively. Presently, the Programme runs in a total of 15 teacher training institutes across five states of India.

One of the key reasons for the success of the NeTT Programme is attributed to the student-centred learning. Under the two-year NeTT Programme, the student-teacher and teacher educator work in a collaborative manner to achieve learning goals together. The student-teachers are encouraged to ask questions, come with suggestions and to enter into frequent dialogue with their teachers. They are also organised in smaller groups in which they support each other for effective learning, keep track of and assess their own progress. The student-teachers learn in a holistic way by, at times, being engaged with the community, by taking care of their own institution, cleaning and maintaining it, learning as they travel on national tours and learning in Special Pedagogical Sessions. Furthermore, they have extensive teaching practice in primary schools to get real classroom experiences.

The elements of the NeTT Programme implemented through the Doctrine of the Modern Method (DMM) have been laid out into three broad categories: "Study Tasks", "Courses" and "Experiences", which together encourages the student-teachers to explore, discuss, study, and take a stand to what is needed or NECESSARY to develop better ways of learning and teaching.



\*DNS is an abbreviation of "Det Nødvendige Seminarium" which is Danish for "The Necessary Teacher Training College".



जिला शिक्षा एवं प्रशिक्षण संस्थान जशपुर (छ.ग.)  
DISTRICT INSTITUTE OF EDUCATION TRAINING (DIET.) JASHPUR (C. G.)



**The Pioneers**

One of the first batches of the NeTT Programme — the Batch of 2010-12, DIET Jashpur, Chhattisgarh.





**A new way of learning**

Left to right:

- Student-teachers studying in a group in DIET Jashpur, Chhattisgarh
- Student-teachers interacting during their break time
- A NeTT student-teacher during a classroom session in DIET Jashpur, Chhattisgarh





सर्व शिक्षा अभियान योजनान्तर्गत  
निर्मित वर्ष-2005-06 अतिरिक्त कक्ष  
प्रा.शा. राजापारा जशपुर ढग

सर्व शिक्षा अभियान योजनान्तर्गत निर्मित  
अतिरिक्त कक्ष  
पुर्त मा.शाला राजापारा जशपुर







“

In 2009, the Government of Chhattisgarh invited Humana People to People India to provide quality input in the pre-service teacher training in DIET Bastar.

Hence, with a team of four people, we started our first project in August 2009, and the first task at hand was to design the pedagogy to be used to train quality teachers. We developed the Doctrine of the Modern Method (DMM) database and enriched the way of teaching and learning.

The DMM makes learning and teaching a creative and constructive process, in which the students become the main navigators of their own learning.”

**Ved Prakash Yadav, Director,  
Humana People to People India**







#### NeTT Programme elements

Left to right:

- Ved Prakash Yadav explaining the DMM point system at DIET Bastar, Chhattisgarh
- Visiting guest with student-teachers at DIET Bastar looking at their DMM points
- A student-teacher from the first-ever batch of the NeTT Programme in India



## The Doctrine of the Modern Method (DMM)

The “Doctrine of the Modern Method” is a modern pedagogical method that focuses on ‘learning by doing’ and transforms student-teachers into being responsible for their own education. It aims at putting the student-teachers in charge of their own learning by giving them the tools to plan, assess and navigate their own progress.

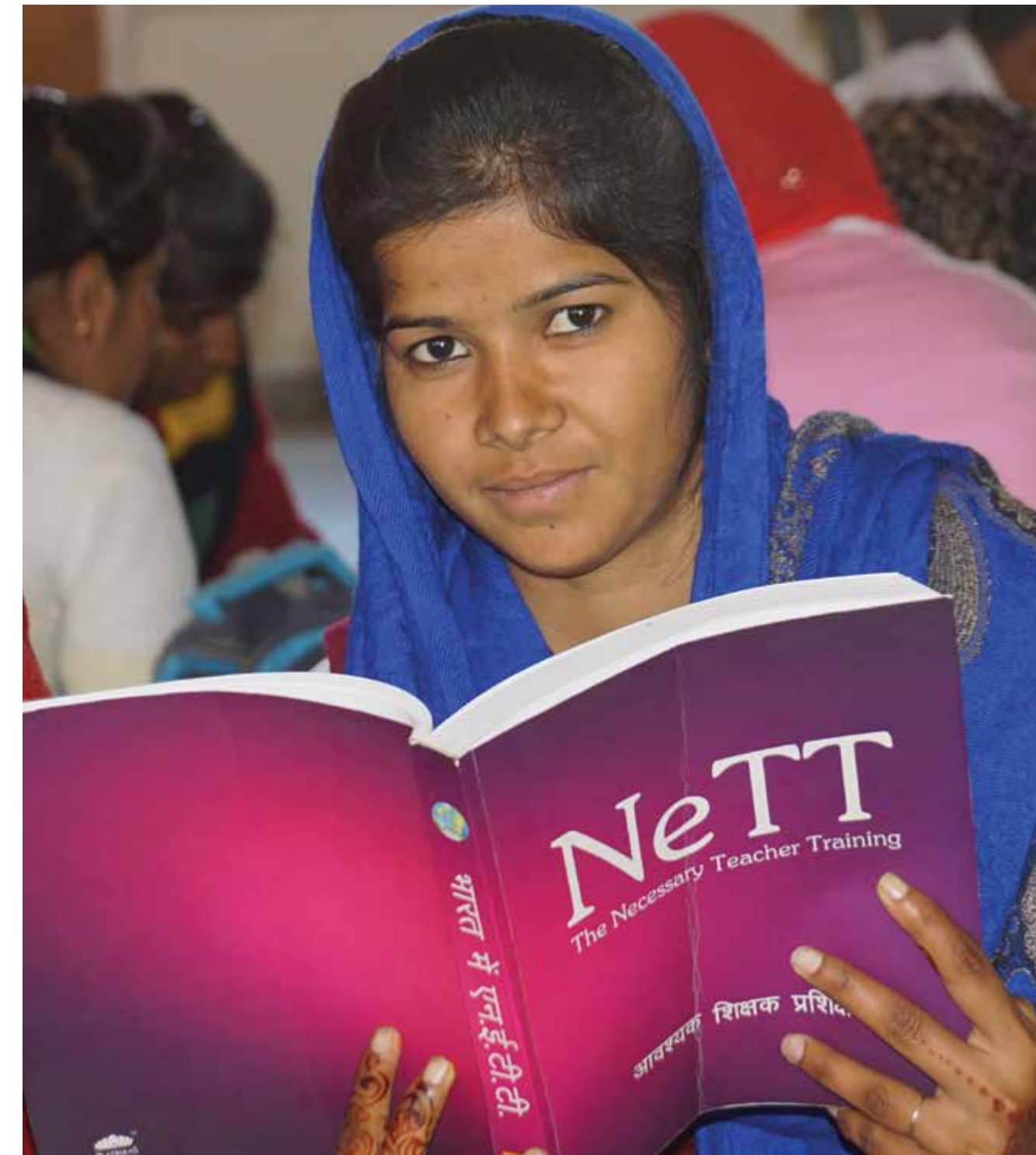
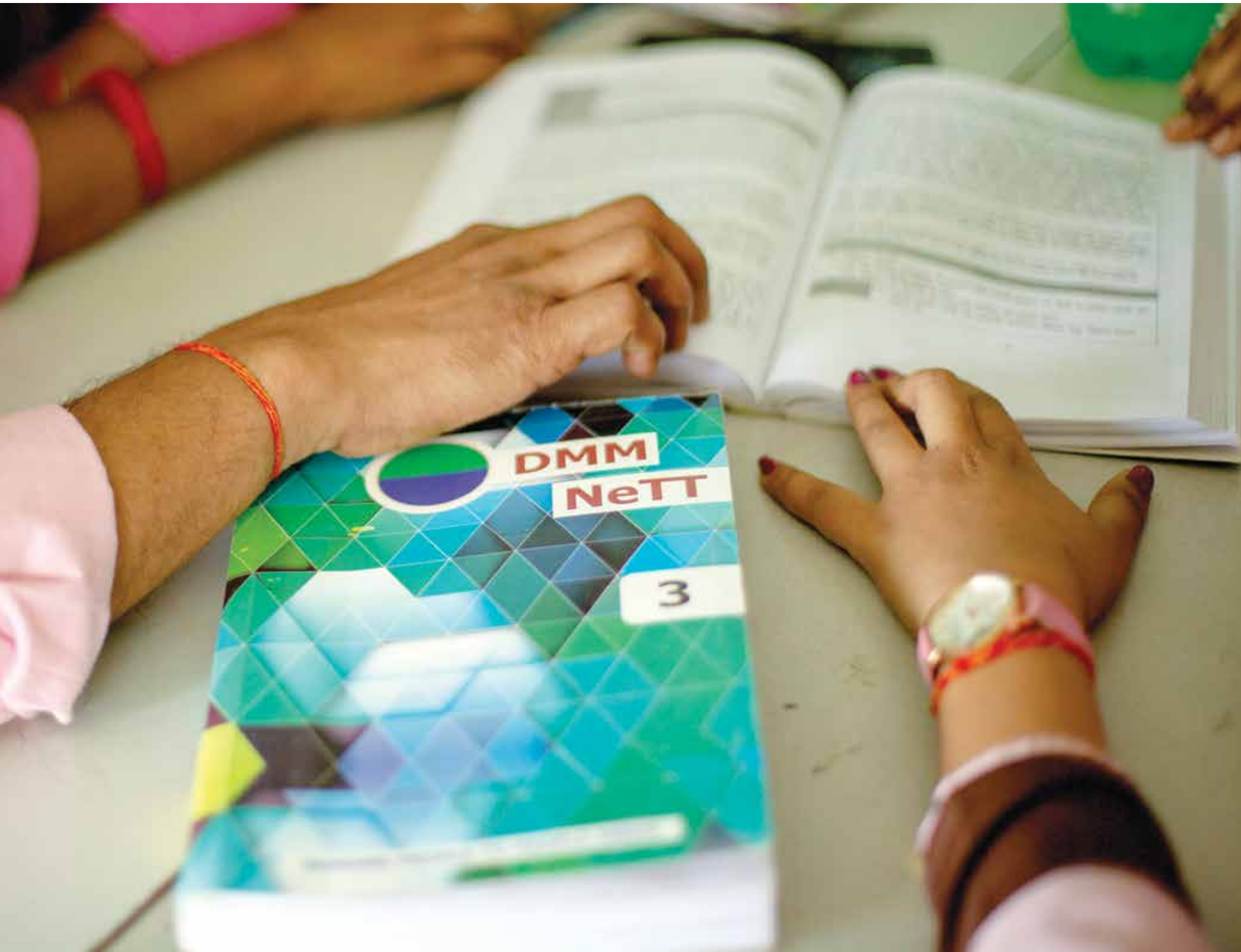
The DMM methodology encourages student-teachers to seek knowledge beyond books, from day-to-day experiences as well as by observing others’ experiences. Every week, the student-teachers start by making a weekly plan and based on their ability to complete the tasks, they get a certain number of points. Student-teachers prepare lesson plans and organise their own time – a practical way to hone some of the major skills needed by a teacher.

The two-year teacher training programme includes theoretical as well as practical education for the student-teachers. Using the DMM, the student-teachers study and solve tasks individually (Study Tasks), get inspired by class instructions from their teachers (Courses), and learn from a broad variety of practical activities (Experiences) as a valid part of their education. During the training, student-teachers are engaged in activities beyond the curriculum such as cleaning actions, celebrations of national days together, meeting primary school children’s parents, exposure visits, sports events, Special Pedagogical Sessions (SPS), tree plantation drives and teaching practice in primary schools, among others.

The DMM pedagogy focuses on the overall development of the student-teachers and not just their teaching skills. The student-teachers, while getting professionally trained to become quality teachers, are also equipped with skills to make them responsible citizens of the community.

The DMM study tasks and courses also encourage the student-teachers to share their new-found knowledge by communicating it to others. The effectiveness of the various teaching tools and teaching methods that the student-teachers use during teaching practice also encourage other primary school teachers to adopt some of the methods, further contributing to our ultimate goal of improving the quality of the primary education system in India.





Student-teachers make lesson plans based on the DMM curriculum books (left) while the NeTT book (right) contains various examples and acts as a guide for teachers as well as students to understand the vision, philosophy, subject content and methodology of the NeTT Programme.



DOCTRINE OF THE  
MODERN METHOD



**Glimpses of a NeTT classroom**

Left to right:

- A student-teacher with the DNS India book
- A student-teacher using the DMM online version at GETTI Ferozpur Namak, Haryana
- A NeTT student-teacher explaining the study tasks under the DMM at DIET Bastar, Chhattisgarh
  - A student-teacher reading from the DNS India book







The DMM methodology is also digitised and is available online for the students to access. In this way student-teachers get a chance to use computers and learn another important skill of the 21<sup>st</sup> century, which allows them to access knowledge beyond the curriculum.



**Learning is fun**

Students in Khandwa,  
Madhya Pradesh, enjoying  
group-based learning.











**The NeTT Programme in Haryana**

One of the first batches of the NeTT Programme in Haryana at the GETTI in Morni Hills.





**Practice makes perfect**

- Left to right:
- A NeTT student-teacher from DIET Korea, Chhattisgarh, in a school during his teaching practice as part of the NeTT Programme
  - A NeTT student-teacher from DIET Ujjain, Madhya Pradesh helping a student draw during her teaching practice









“

I was in Class 5 when I taught my mother how to write her name and signature. She never went to school but whatever little I taught her helps her even today. As a teacher, I teach my students things that will always help them. They should understand a concept clearly rather than just hear me read aloud from a textbook. I would rather show them a real mango tree than just read out from a book that it bears fruit after five years!”

**Kamli Kumari with her students in class**

**Teaching experience: 5 years**

**A NeTT Programme graduate, Batch of 2017-19 from DIET Vaishali, Bihar**





“

If I tell a student to draw a *gola* (circle in Hindi), they will draw one because they relate to this word they use in their everyday life. But if I read from a textbook and say, "draw a *vrit*" (circle in Sanskrit), they will not understand what the word even means because they do not relate to it. This exactly applies to all forms of teaching. It needs to be relatable for the children. We focus on outcome-based learning and HPPI with DIET Nalanda is achieving exactly that since its collaboration four years ago. The student-teachers learn to create different teaching-learning materials that engage the students and make them want to learn what is new and exciting in the lesson."

**Dr. Rashmi Prabha, Principal, DIET Nalanda, Bihar**



“

When I teach kids, I first talk to them about things in their surroundings and then connect it to the topic in their course. We cannot burden them with big words. For example, to explain angles to them, I show them walls and benches and show the angles there. Then it becomes easy for them to understand.”

**Rajni Bhandari**

Teaching experience: 7 years

A NeTT Programme graduate,  
Batch of 2016-18 from  
DIET Dewas, Madhya Pradesh







Students often give presentations in groups and work on their strengths and weaknesses. Teachers graduated under the NeTT Programme encourage peer-to-peer learning as it helps children gain confidence, develop trust and build their interpersonal skills.



Teaching-Learning Materials (TLMs) help teachers and students explore concepts in detail. Whether they are learning about the human body or they are learning geography, the use of TLMs encourage the students to question the why's and how's behind a concept.







“

When teachers incorporate activities and games into their teaching, it helps them identify unique skills in each student. Teachers get to know what they are good at – be it painting, crafts or debate, and then it becomes a part of the teacher’s duties to throw light on the child’s talents and encourage them in that direction.

Based on the baseline tests we conduct in April each year, we have seen positive outcomes of the teaching methods adopted by the teachers who had studied under the NeTT Programme from the DIETs.”

**Amita Kumari, Principal, VMS Raghunathpur, Imadpur, Vaishali, Bihar**









Left to right:

- A height-measuring scale manually drawn in a classroom
- A teacher with an example of a TLM
- A private school in Madhya Pradesh where classes are divided by a sheet of plywood
- A TLM prepared by a teacher explaining different kinds of soil





“

I was lucky to have a good Maths teacher who made sure my basics and foundation of concepts were clear. Children are scared of Mathematics as a subject because they are not taught properly. I use activities and teach my students in groups so that the students remain attentive. After completing my Diploma in Elementary Education (D.El.Ed.) under the NeTT Programme, I see a difference in the way I teach, and the teachers around me have also started implementing my methods since they see the impact on the students. My best skill as a teacher is my friendliness. My students are not scared to ask me for help, as many times they need to clear their doubts.”

**Vishal Kumar**  
Teaching experience: 7 years

**A NeTT Programme graduate,  
Batch of 2017-19 from  
DIET Nalanda, Bihar**





## GROUP LEARNING



One of the most important aspects of group learning is that students learn and encourage each other while developing skills such as team building and communication.





“

We should always encourage a child's curiosity. Once a student in my class asked me what a hydraulic system is. I organised a class workshop and together with the students made a model hydraulic system and gave them a first-hand experience of how it functions, and the students understood the topic thoroughly.”

**Gajendra Bhausar with the model hydraulic system**  
Teaching experience: 2 years

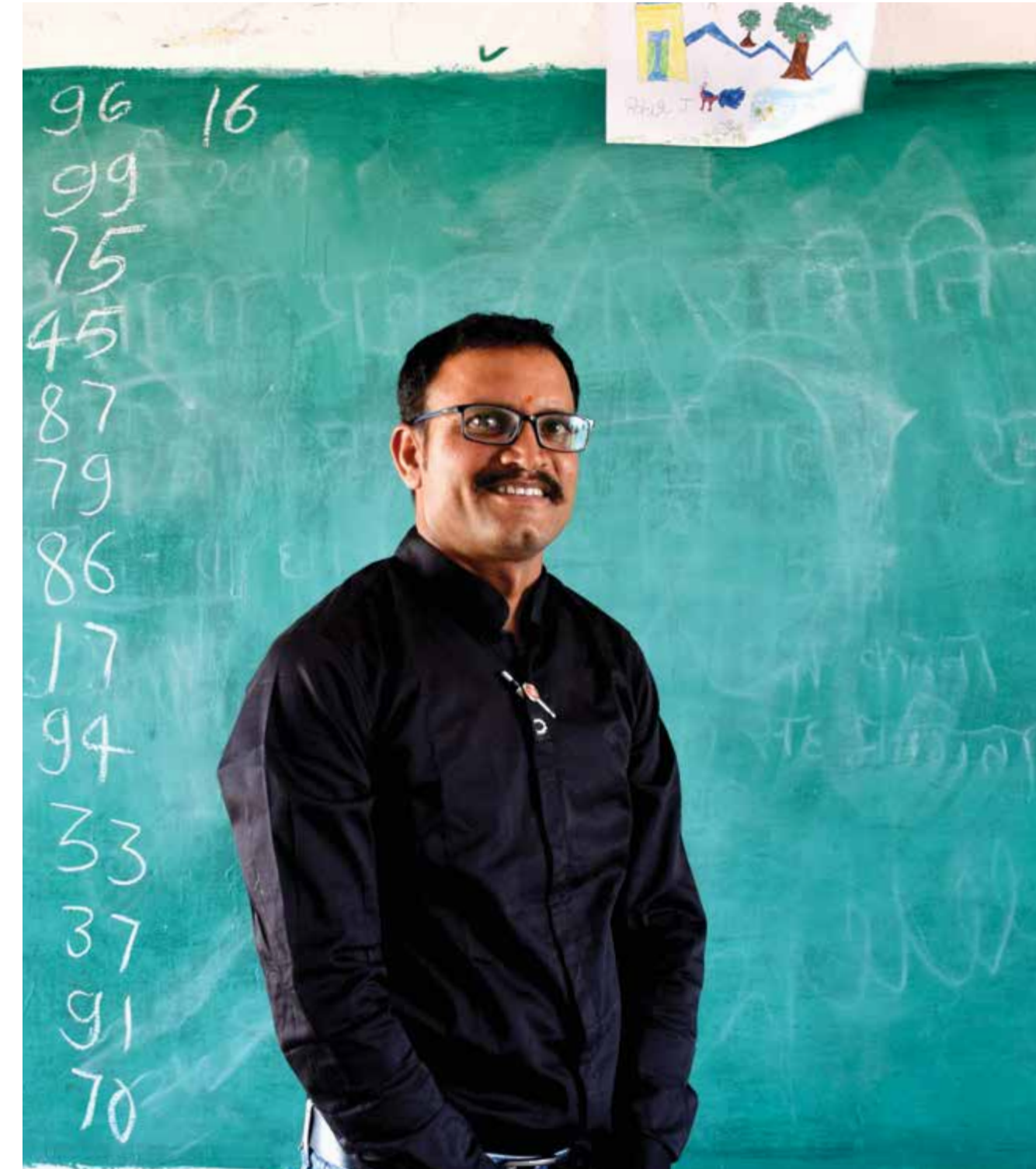
A NeTT Programme graduate,  
Batch of 2016-18 from  
DIET Dewas, Madhya Pradesh



Students love to learn, and they  
are more attentive when they  
are interacting, having fun and  
learning in a holistic manner.







“

My aim is to give my students a solid foundation of learning in their initial years of education. It is not always that they want to study from the books. I have to keep them attentive and at the same time provide holistic education. So I teach them things they can relate to in their day-to-day life. Every day we share a new story that teaches something relevant to the present times.”

**Ajay Dodiya uses stories and activities to teach his students**  
Teaching experience: 2 years

A NeTT Programme graduate,  
Batch of 2013-15 from  
DIET Ujjain, Madhya Pradesh



Students actively participating  
in a class session using TLMs in  
Ujjain, Madhya Pradesh.





“

I teach Science, English and Hindi, and across these subjects I have seen that children learn better when taught through activities. When I was a student-teacher at DIET Vaishali, we studied many topics through experiences and activities, and what I learned then, I still remember till date.

With my students, I try to teach them the same way. I take them out, collect things from our surroundings, and it helps them connect to what the book says and increases the retention levels of what they learn.”

**Barsha Kumari teaches using real-world experiences and surroundings**  
Teaching experience: 4 years

A NeTT Programme graduate,  
Batch of 2017-19 from  
DIET Vaishali, Bihar





**मिलजुलकर  
कदम बढ़ाये,  
खाण्डवा बी.बी.को  
स्वच्छ बनाये..**  
•स्वच्छ सर्वेक्षण-2018•  
ग्राम पंचायत खाण्डवा बी.बी.

स्वच्छ भारत अभियान ज.पं. बड़नगर जि.उज्जैन

भारत विद्यार्थी आयोग  
National Commission for School Education

शिक्षा का अधिकार  
सर्व शिक्षा अभियान  
सब पढ़ें सब बढ़ें

NO SMOKING  
शिक्षा का अधिकार  
सर्व शिक्षा अभियान  
सब पढ़ें सब बढ़ें

शिक्षा का अधिकार  
सर्व शिक्षा अभियान  
सब पढ़ें सब बढ़ें

॥ ज्ञाने ज्ञानमि नो वृत्ते







“

My father and grandfather were both teachers and I grew up with a passion to teach. I was already teaching when I went to study under the NeTT Programme and I could see how my way of teaching improved. No matter what obstacles I face, there is always a way to create a TLM that would help me teach better. My students enjoy my classes and for them Science and Maths have become fun subjects to learn. I also think they really like my smile!”

**Ashmita Ashu**  
Teaching experience: 5 years

**A NeTT Programme graduate,  
Batch of 2017-19 from  
DIET Nalanda, Bihar**







“

It is in a child's nature to be naughty and distracted. But it is a teacher's job to be the friend in this case and not somebody who is feared. The student-teachers who are trained to become teachers in our DIET under the NeTT Programme get an education that prepares them to reduce the gap between teachers and students. They make lesson plans, draw graffiti and along the way, track their own progress. When teachers involve students in the classroom either through group discussions or activities, they look forward to the classes as they get a chance to express their opinions.

**Dr. Gopa Mukherjee, Principal, DIET Vaishali, Bihar**





Left to right:

- A NeTT class in session at DIET Nalanda, Bihar
- Students filling a 'Tracking Our Progress' card based on the lessons they have finished
- A period plan prepared by students
- A 'Tracking Our Progress' card



CLEANING DRIVES



Students cleaning out their campus to plant saplings and flowers and set up a garden.





Cleaning actions are an important part of the NeTT Programme where students clean their classrooms and college campus.



Student-teachers clean and paint their campuses and maintain cleanliness and hygiene during the two years of the NeTT Programme. Student-teachers pass on these learnings to their students and teach them the importance of cleanliness in schools.





PLANTATION DRIVES



Practicing green actions  
and spreading awareness in  
the community are crucial  
elements of the  
NeTT Programme.





Apart from their learning outcomes, students become confident and smart when they take part in group discussions.



SPECIAL  
PEDAGOGICAL  
SESSIONS



The Programme also includes Special Pedagogical Sessions (SPS), which last a whole day and take place at the institute or in the teaching practice schools at regular intervals. Each SPS treats specific themes and issues, so that the series of SPS should be seen as a significant component of the theoretical training of the student-teachers, contributing to their understanding of the teaching profession.



Student-teachers participating in debate sessions and drama performances on social issues as part of the Special Pedagogical Sessions (SPS).





Sports events and competitions allow the student-teachers to socialise and meet with students from other DIETs.







Physical activities keep the student-teachers fit, active and energetic.





**Learning as we travel**

The main aim of the national travel is to promote learning about the world in many ways, including by travelling and meeting new people.

Seen here is the Batch of 2014-16 from DIET Ujjain, Madhya Pradesh, on their national travel to Gujarat.





“

The most enriching and memorable time for me at DIET Nalanda would be studying in groups, which helped us a lot. We also went to Patna during an educational tour with our teachers where we got to learn a lot. We saw things, asked questions, and that experience helped us a lot.

As a teacher today, I try to implement the same ways of teaching that helped me understand my lessons better. I take my students to science museums and let them explore the concepts and experiments they see as just drawings in their books.”

**Amita Sinha**  
Teaching experience: 5 years

**A NeTT Programme graduate,  
Batch of 2017-19 from  
DIET Nalanda, Bihar**





**Out-of-classroom learning**

Student-teachers travel in their Core Groups and Function Groups and get an enriched experience from the people they meet and the places they visit during educational excursions and exposure visits.

Seen here is the Batch of 2016-18 from DIET Nalanda visiting the Bihar Museum in Patna, Bihar.





Left to right:

- Ms. Snehlata Ahlawat, Director, State Council of Educational Research and Training (SCERT), Haryana visiting the HPPI office in New Delhi, 2018
- Ms. Surina Rajan, Principal Secretary, Department of School Education, Haryana with students during the launch of the NeTT Programme in GETTI, Morni Hills, Haryana, 2011
- Mr. Anil Swarup, Secretary, School Education & Literacy, Ministry of Human Resource Development during his visit to the HPPI office in New Delhi, 2018





Left to right:

- Mr. Shailesh Chourasia, Additional Secretary, School Education, Govt of Jharkhand with Mr. Snorre Westgaard, CEO-HPPI and Mr. B.R Sinha, National Partnerships Coordinator signing the Memorandum of Understanding (MoU) for implementation of the NeTT Programme in the DIETs of Jharkhand, 2018
- Mr. Sanjay Sinha, Director, SCERT, Uttar Pradesh and Mr. Ajay Kumar Singh, Joint Director, SCERT, Uttar Pradesh signing the MoU with HPPI to implement the NeTT Programme in DIETs of Uttar Pradesh, 2013
- Dr. Rishi Goel, Director, Parambh State Institute of Advanced Studies in Teacher Education, Jhajjar, Haryana visiting HPPI head office in New Delhi, 2019





Left to right:

- Mr. Nand Kumar, Principal Secretary, SCERT Chhattisgarh during his visit to DIET Bastar, Chhattisgarh and learning about the NeTT programme from HPPI staff, 2010
- Certificate of Appreciation, Quality Contribution to Teachers' Training Programme by Shri Bhupinder Singh Hooda, Honourable Chief Minister of Haryana, Honourable Education Minister, Haryana and Principal Secretary, Department of School Education, Government of Haryana, 2014





In 2018, Prarambh students from 2<sup>nd</sup> and 3<sup>rd</sup> year created a big theatre play in three parts – about Children’s Rights, LGBT Rights, and Women’s Empowerment. It was performed at the Prarambh Institute, and later at district level and elsewhere.

## The Way Forward

The children in school today, the next generation, are essential for our common future. It is of immense importance that they get the relevant tools to act, and therefore the task is to educate many teachers who are capable of educating the children to be good stewards of tomorrow.

With a view to educate such quality teachers, who possess subject knowledge along with pedagogical skills, the Government of Haryana signed an MoU with HPPI on 25<sup>th</sup> of September 2013, to implement a four-year teacher training programme in Jhajjar District of Haryana.

### **Prarambh State Institute of Advanced Studies in Teacher Education**

Several educationalists have advocated that the four-year integrated teacher training will be the way forward in India.

The four-year integrated teacher training programme at Prarambh State Institute of Advanced Studies in Teacher Education provides an all-round training, through which the students would earn an integrated dual Bachelor’s Degree of Education and of Arts or Science.

At Prarambh, the students are offered an integrated programme of excellence in pedagogical disciplines (B.Ed.) and at the same time studying for a Bachelor’s Degree of Arts or Science.

The main methodology is the DMM (the Doctrine of the Modern Method), which aims at making learning a creative process, in which the students become the navigators of their own studies and learn *how* to learn as an ongoing process throughout life in a changing society.

A special feature of the Programme are the Anchor Themes, which support the subjects of the curriculum. They are for example: ‘Big Issues of Our Time’, ‘Contemporary India’, ‘Mastering the Material World’ or ‘The World of Arts’. The Anchor Themes are broad and contain theoretical subject matter as well as practical activities, and they make the future teachers see the subject matter in a bigger perspective and keep in mind how it can be applied in real life with real human beings.

During the four years’ programme, the students, coming from all over India, develop useful social competencies through group work, common meetings and common planning, sports, lots of social activities, interacting with the community outside the campus, living together in hostels, etc.

In collaboration with the state governments, HPPI has created quality teachers since the start of the NeTT Programme in 2009 and the Prarambh Institute in 2013, and we look forward to further collaborate under the auspices of an integrated four-year teacher education to find *‘the way forward’* together.





Prambh students learn inside the campus as well as outside. Academic subjects go hand in hand with experiences from investigations in the community, scientific experiments, sports and cultural activities - all leading to a holistic development of a quality teacher.



Handwritten text on a yellow poster on the left wall.

Handwritten text on a yellow poster at the top center, featuring a small portrait of a man.



Handwritten text on a pink poster on the top right wall.



Multiplication Chart (Gandhi Jayanti)

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100



रानी

बृहस्पति

शारंगोदर

शुभ

शुभ

शुभ

शुभ

3780

शुभ







12,038 quality teachers and counting...

#TeachersOfTomorrow









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## About Humana People to People India

Humana People to People India is a development organisation registered as a not-for-profit company under section 25 of the Companies Act, 1956 as of 21<sup>st</sup> May, 1998. It is a non-political, non-religious organisation working for the holistic development of the under-privileged and marginalised people in rural and urban India through social development and poverty alleviation interventions by coordinated, strategic approaches focusing on education, life skills, improved livelihoods, health and sanitation, the empowerment of women and environment protection.

