

# Prarambh - State Institute of Advanced Studies in Teacher Education

An initiative by the State Government of Haryana

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**Humana People to People India**



## A Report on the Initiatives, Experiences and Learnings from a Collaborative Effort

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September 2021



**HUMANA**  
PEOPLE TO PEOPLE INDIA



# Executive Summary

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### About the Report

This report presents the initiatives, experiences and learnings from the collaboration between the Department of School Education, Haryana, and Humana People to People India (HPPI) aimed at training a teacher aligned with the vision expressed by the NCTE Teacher Education Curriculum Framework, 2009.

HPPI has provided quality inputs to the Education subject of the training as well as participated in the general operation of the Institute.

The collaboration was framed in an MOU for four years signed in 2013 and extended for another four years in 2017. The collaboration ended in September 2021, and to capture the experiences, HPPI commissioned M2i Consulting to produce the report. The report was made based on desk review of documentation as well as interviews with the HPPI Team, the Prarambh Faculty and student teachers.

This report presents the journey, the curriculum, the achievements and the experiences of the Prarambh State Institute of Advanced Studies in Teacher Education (SIASTE, referred to as “Prarambh” in this report). The Institute offered a four-year integrated Bachelor of Education (B.Ed.) programme for the first time in the state. For its Education subject, Prarambh partially used an innovative and contemporary teacher training approach of The Doctrine of the Modern Method (DMM) aimed to create a teacher with the attitude and practice to engage students in a learning process, with the teacher as a co-constructor of skills and knowledge.

Prarambh was affiliated to the Maharshi Dayanand University, Rohtak (MDU), and followed the curriculum as developed by the State Council for Educational Research and Training (SCERT) with support from HPPI and later revised by MDU. HPPI provided the framework, methodologies and content for the Education subject (organised as DMM). It was a public-private partnership where HPPI has been a knowledge and an implementation partner.

To change the teaching practices in any education system takes time and effort. HPPI has been committed and instrumental in working with the Government to bring about this change to modernise teacher training in the country, and Prarambh is a step in that direction.

### Issues with Teacher Education in India: The Importance of Prarambh

The issue of poor quality of the teacher training has been highlighted every now and then by government agencies, non-government agencies as well as by the academicians. The latest one being the National Curriculum Framework for Teacher Education (NCFTE, 2009) prepared by the National Council for Teacher Education (NCTE), which is the apex organisation and regulator of teacher education in India.

The NCFTE, 2009, is incisive and comprehensive; it highlights the issues with teacher training and calls upon the urgency of reforming the teacher education in India. The document puts forth some of the most progressive and radical changes in teacher

education that are much needed. The DMM approach of HPPI, used in Prarambh, to a large extent addresses these issues.

### HPPI and Teacher Training

HPPI has been working towards improving teacher education since its inception. HPPI is part of an international federation of Humana People to People, which has been instrumental in developing and propagating progressive teacher education methodologies since the 1970s. Humana's DNS approach originated in Europe, was introduced in some African countries and was adopted in India since 2009 in different teacher training institutes in various states.

### Prarambh: The Beginning

In 2012, the Government of Haryana planned to launch a four-year integrated teacher training course and requested HPPI to develop a programme framework and take part in the set-up. HPPI took this opportunity to propose to the State Government a contemporary and innovative approach to teacher training using the DMM pedagogy system. HPPI's proposal for a framework was accepted, given HPPI's earlier experience with various District Institutes of Education and Training (DIETs). The course curriculum was developed by SCERT with support from HPPI. Later, the course was affiliated to MDU, which made further revisions to the curriculum.

The MOU between HPPI and the Government of Haryana was signed on 25<sup>th</sup> September 2013. On 11<sup>th</sup> December 2013, the first batch of Prarambh started with a six-month certificate course on Computer Information Technology (CIT). The four-year integrated programme finally began in the academic year of 2014. For the first batch of 2014-18, 61 students enrolled; of these 35 were girls and 26 were boys; thus began the journey of Prarambh.

### DMM – The Doctrine of the Modern Method

The curriculum for the four-year course was carefully designed by SCERT with cooperation from HPPI.

While the curriculum for the subject studies followed the existing university framework, the education-related subjects used the DMM pedagogy. The DMM units are content partially aligned with the curriculum and partially aligned with the Anchor Themes, which are made to anchor the students' curricular knowledge in the broader understanding of the school, society and global development.

The DMM pedagogical system gives the students opportunities of learning by making each student independently responsible in relation to her or his own training.

DMM has three main learning categories - **Studies**, **Courses** and **Experiences**. Together, they make up the "DMM Complete" field of training. For defined hours of Studies, Courses or Experiences, the students earn points. At Prarambh, a digital database was developed for the DMM study material in the form of a Digital Library.

### The Course Structure at Prarambh

Prarambh offers a four-year long teacher training programme resulting in a Bachelor of

Education along with the Bachelor's of either Arts or Science degree. The programme is divided into periods of 1 to 4 months. Each period has a definite headline to give considered direction to the studies and activities of that period. The entire four-year programme has a total of 34 periods with 8-9 periods in each year. In addition, the course has Anchor Themes, which run as overarching learning topics.

### Prarambh: Another Kind of School

The Prarambh curriculum has been curated with the purpose of creating teachers who are co-creators of knowledge and facilitators in the students' learning process. The teachers at Prarambh are trained to not just be proficient in the subject knowledge but also to have a broader perspective of wanting to defend, enhance, cultivate and enrich the country and its future. To create such teachers, the Prarambh's teacher training programme has certain distinct characteristics.

At Prarambh, the students are kept at the centre of learning and activities. They are expected to study and be involved in **running and managing the school** and its various affairs.

The students and teachers hold **Common Meetings** where they gather and ask questions and discuss the issues of the day.

At the school, the students are organised into **Core Groups**. Each Core Group has 13 students and a teacher, assigned to guide and support them. Instead of working individually, students work in these Core Groups, which develops an ability of teamwork and leadership among the students.

For exams, under the DMM pedagogy, special periods are allocated for preparations. The students prepare in **Function Groups** (a group of six students) and develop a strategy towards seeing to it that all members of the Function Group are well prepared for the exams.

To enhance the learning horizon, Prarambh has **Anchor Themes**. These themes run as an overarching learning topic for a period. The themes introduce the students to a wide variety of topics going beyond their regular curriculum. They widen their scope of knowledge and provide them to see things in a larger perspective. There are 12 Anchor Themes during the four-year course.

At Prarambh, learning is not just about reading things in the books in a dissociated manner. It is about experiencing, participating, analysing, debating, processing and assimilating. To enable this, the students participate in a variety of **activities** like field trips, action research, debates, workshops, study tours, listening to experts, talent shows, sports and celebrations.

To practice the skills, the course has two **internships** in the fourth year where students go to reputed government and private schools for teaching young students. On their return, they share their learning, and the host schools are also invited to provide feedback. Over the years, the Prarambh students have been receiving encouraging feedback from the host schools on their internship, and some also got job offers.



## Achievements

Prarambh Institute started the B.Ed. programme in 2014. Since then, four batches of students have graduated. The first batch graduated in 2018, and the latest batch graduated in 2021. A total of 209 students had graduated until 2021, of which 143 were girls and 66 were boys. Another approx. 400 students are under training presently.

The enrollment numbers have risen over the years, and the Institute has now been running at full capacity of 100 students in each batch for the last three years. The dropout rate has also declined over the years. Prarambh students have successfully found placement in different public and private schools. However, most students have the aspiration to specialise in the field of education and hence take up postgraduate courses. Many students want to do Ph.D. to be able to become academicians and researchers in specialised domains.

## Coping with Corona

As the course was running smoothly at Prarambh, it was suddenly hit by the Corona crisis and the subsequent lockdown in March 2020. To respond to the Corona situation, the HPPI team, the faculty members of Prarambh and the Institute's administration took immediate steps to prevent loss of students' studies and academic years.

Prarambh started leveraging technology early on from April 2020, when most other institutes were still trying to come to terms with the crisis.

HPPI supported the faculty members in creating videos of their lectures and uploading them to YouTube. HPPI played a critical role in arranging the shooting of videos, arranging logistics, conceptualising the content and executing e-teaching.

While the Institute could not reopen by the time of writing this report, it had not lost a single semester or any important activity such as admissions of new batches, their orientation, studies, examinations and placements due to lockdown.

Taking online classes over video conferencing platforms is now the new normal at the Institute. The teachers and the students are now proficient in e-teaching and in e-learning.

## Experiences and Learning

The DMM methodology and the all-round support provided by the HPPI team has been much appreciated by the faculty members and the students alike. The teachers and the students interviewed for this report not only appreciated the programme's holistic approach to learning, but also the benefits of the four-year integrated programme. Some of the key opinions shared by the students and the teachers about the programme and HPPI's role were:

- The four-year integrated programme was a great attractor for the students, as it saved one full year of the students.
- Since it was an integrated programme, the students had more time to understand the concepts of education and teaching.
- The DMM curriculum was innovative and contemporary. It helped the students to think critically and independently.
- All the activities in the DMM pedagogy such as field visits, Anchor Themes, the

Core Group concept, etc., provided the students the required exposure and enhanced their confidence.

- HPPI's support during the Corona breakout helped the teachers in shifting to online teaching faster and smoothly.
- The HPPI team was involved throughout and helped not just in the delivery of the DMM curriculum but in the overall execution of the programme. They facilitated the students, managed admin issues, technical issues, logistical issues or any other problem in the campus.
- Prarambh Institute was able to develop a sense of responsibility and pride among the students. It inculcated respect in the students for the profession and the sense of responsibility towards the task of shaping the future generation.

The implementation of the programme has helped in identifying practices that have the potential to be built on for future similar initiatives. These are:

- HPPI has digitised the DMM Course content in the form of PDF files. There is a potential to further upgrade this DMM Digital Library to an e-learning course that can be deployed over a mobile device-based learning management system.
- At Prarambh, the students were exposed to a much larger curriculum through DMM, with a lot of practical learning and exposure to a wide range of topics. For this extra effort that is beyond a conventional course, the students can be recognised in the form of a certificate that can help them differentiate themselves professionally compared to other B.Ed. students.
- The HPPI's DMM pedagogy system put a lot of emphasis on experiential learning and student activities and challenge the students to have a holistic understanding to place subject knowledge in a practical context. This is also aligned with NCFTE, 2009, recommendations. This approach can be increasingly adopted by public and private universities offering teacher training courses such as B.Ed. and M.Ed. Currently, emphasis on experiential and practical learning in traditional teacher training courses is small. Government can also encourage universities to adopt such approaches as was followed at Prarambh with support from HPPI.
- HPPI has long experience of working with the State Government's teacher training institutes. It also has experience through the HPP Federation and its DNS approach, which has been internationally applied. There is an opportunity to leverage HPPI's experience in modernising the teacher education system. The public-private partnership as followed at Prarambh can be scaled up. HPPI can also train the existing teacher trainers in public and private universities on its DMM approach.

## Conclusion

HPPI's tenure with Prarambh has ended in September 2021. HPPI deeply appreciates the State Government's initiative to not just start a four-year integrated programme but also to provide opportunity to HPPI to implement an innovative teaching pedagogy. This shows the Government's commitment towards improving the teacher training and willingness to go that extra mile. HPPI is also thankful to SCERT, which was instrumental in the curriculum development, and to MDU to which the course was affiliated.

HPPI also believes that to fit a new pedagogy within the existing university curriculum could be made possible only with support from the university, the college administration, the faculty members and HPPI's committed team. The opinions of the students, their achievements and the feedback of the faculty members, as elaborated in this report, are the living testimonials of the success of the programme and the efforts of HPPI.

Although its tenure with Prarambh has ended, HPPI believes that as the name "Prarambh" suggests, it would just be the beginning of many such institutes in the State. HPPI would want that the DMM pedagogy where the students, their experiences and learning are kept central, is adopted by the Government in other colleges too and is continued at Prarambh (SIASTE, Jhajjar), where it all began.

## Abbreviations

B.Ed.	Bachelor of Education
B.P.Ed.	Bachelor of Physical Education
C.P.Ed.	Certificate in Physical Education
CEE	Common Entrance Exam
CIT	Computer Information Technology
CTE	Colleges of Teacher Education
DIET	District Institute of Education and Training
DMM	The Doctrine of the Modern Method
HPPI	Humana People to People India
IASE	Institutes of Advanced Studies in Education
ICT	Information and Communication Technology
IGNOU	Indira Gandhi National Open University
M.Ed.	Master of Education
M.P.Ed.	Master in Physical Education
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
NCTE	National Council for Teacher Education
Ph.D.	Doctor of Philosophy
Prarambh	Prarambh School for Teacher Education
RIEs	Regional Training Institutes
RTE	Right to Education
SCERT	State Council for Educational Research and Training
SIASTE	State Institute of Advanced Studies in Teacher Education
UEE	Universalisation of Elementary Education

## About HPPI

Humana People to People India (HPPI) is a development organisation registered as a not-for-profit company under section 25 of the Companies Act, 1956, working since 1998. HPPI has its Head Office in New Delhi. HPPI is a non-political, non-religious organisation working for the holistic development of the underprivileged and marginalised people in rural and urban India.

HPPI works on poverty alleviation, education, life skills, livelihoods, health, sanitation, empowerment of women and environment protection. By June 2021, HPPI had implemented more than 160 projects all over the country in partnership with different international and national private and public partners.

HPPI's partners include government agencies, private corporations, CSR Foundations and international funding agencies.

HPPI is a member of The Federation for Associations Connected to the International Humana People to People Movement. The Federation comprises 29 independent national associations working in 45 countries on five continents reaching out to 12 million people yearly.

### HPPI Domains

- Education • Livelihoods • Environment
- Health and Sanitation • Financial Inclusion

### The Humana People to People Federation

The Humana People to People Federation is a network of 29 non-profit associations engaged in international solidarity, co-operation and development. Growing out of a progressive education movement in the 1970s, Humana People to People is committed to tackling some of the world's major humanitarian, social and environmental challenges.

The Federation for Associations Connected to the International Humana People to People Movement was formally established in 1996. Its goal is to achieve an increased positive impact on the global development through strengthening the cooperation among the members.

The 29 independent member associations are located across Africa, Asia, Europe, North America and South America. The activities of Humana People to People are aligned with the UN 2030 Agenda.

## Context and Background

### *The Idea of Prarambh*

Since its inception, HPPI has been working towards innovating and improving teacher training. HPPI believes that well-trained teachers adept in modern education methods can help in building a strong foundation among the children they teach.

Teachers need not just the subject knowledge but also the holistic understanding of the context to place the knowledge in the right perspective.

Teachers also need to be excellent communicators to be able to connect to the young minds and effectively be co-creators of knowledge. At the same time, they should be able to keep the whole experience interesting and exciting for the children.

This is easier said than done. It requires teachers to be trained in a different manner with an approach that can imbibe subject skills, provide exposure to larger issues, generate ability to think and reason independently, understand child psychology and communicate effectively.

These issues have also been comprehensively highlighted in the National Curriculum Framework, 2005, and the National Curriculum Framework for Teacher Education (NCFTE, 2009). NCFTE, 2009, has brought out several shortcomings with the teacher training and has called for its radical and urgent reforms. The recently announced National Education Policy, 2020, is now a significant progressive step forward in that direction.

HPPI, in its own ways, has been working towards these by collaborating with various state governments and implementing modern teacher training methods in District Institutes of Education and Training (DIETs) for the last 12 years.

In 2012, when the Government of Haryana expressed interest in having a four-year integrated programme for teacher training, HPPI immediately responded to this call. HPPI conceptualised and proposed a training programme embedded in its Doctrine of the Modern Method (DMM) pedagogy system for teacher education. DMM is a significantly different approach to training teachers with a lot of focus on developing independent thinking, social interactions and student activities.

Later, however, as the curriculum was designed by SCERT, with support by HPPI, many of the modern elements could not be accommodated due to existing pedagogical norms. Later, as the course was affiliated to MD University, the University further altered the features to fit the existing university teaching system.

Nevertheless, even with these changes, HPPI could provide a framework to the B.Ed. curriculum by way of DMM and additional learning resources through the Anchor Themes. HPPI's team,

# Need for Reforms in Teacher Education

## *Why Prarambh?*

too, as much as they could, organised and engaged the students in experiential learning activities.

With the curriculum in place, the Government of Haryana provided the go-ahead in 2013, and thus began the journey of “**Prarambh School for Teacher Education**” (Prarambh) in Jhajjar District of Haryana. Prarambh School was later in 2019 named the “**State Institute of Advanced Studies in Teacher Education**” (SIASTE), Jhajjar. In this report the Institute is referred to as “Prarambh”.

To appreciate the importance of the whole initiative of Prarambh and the need for change in teacher education, one must first understand the issues ailing the teacher education in India.

The constraints in teacher education and the urgency of reforms have been amply highlighted in the National Curriculum Framework for Teacher Education, 2009, developed by the National Council for Teacher Education (NCTE). Hence, we begin by understanding the teacher training framework, issues and recommendations as proposed in NCFTE, 2009, to fully understand the importance of Prarambh and its different pedagogical approach.

### **The National Council for Teacher Education (NCTE)**

Since 1973, NCTE has advised the Central and the State Governments on all matters pertaining to teacher education. However, the body did not have any statutory standing and had no regulatory authority to be able to enforce the quality and the standard of teacher education.

To address this issue, the NCTE was given a statutory status through the National Council for Teacher Education Act, 1993, in August 1995. Since then, NCTE is the apex body to plan and coordinate the development of the teacher education system throughout the country. It has to regulate and maintain norms and create and enforce standards in the teacher education system.

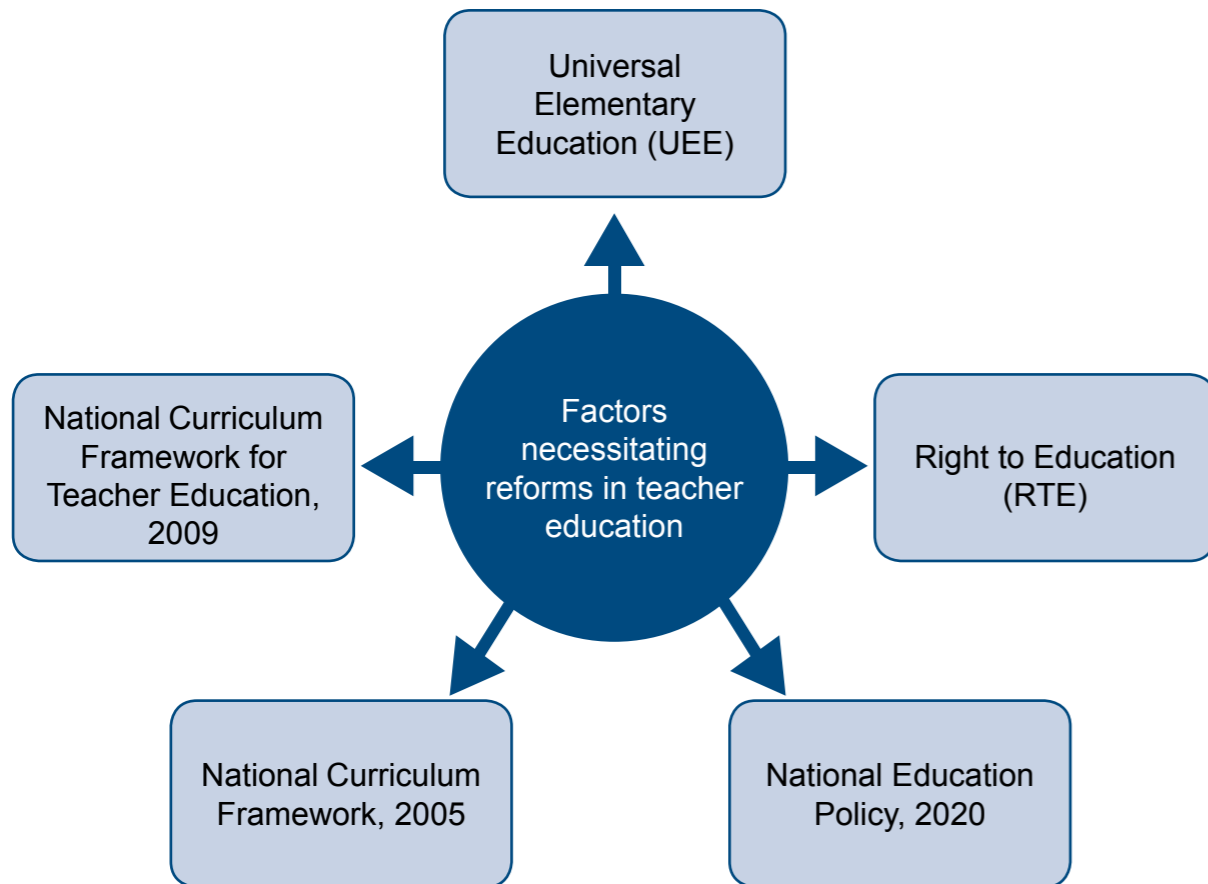
### **Demand for Teachers**

The importance of reforms in education has become more acute due to the Universalisation of Elementary Education (UEE) and the Right of Children to Free and Compulsory Education Act, 2009.

The right to elementary education now being a fundamental right of children enshrined in the Constitution has increased the demand for qualified and trained elementary and secondary school teachers manifold.

In 2005, the National Curriculum Framework (NCF) was released, which put various demands and expectations on the teachers. NCF required the teacher to be a facilitator of children’s learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-creator of knowledge and not merely a provider of knowledge and skills.





### Teacher Education in India

For training teachers in India there are several courses offered through on-campus and distance modes for pre-primary, elementary and secondary teacher education.

Bachelor of Education (B.Ed.) and Masters in Education (M.Ed) are the main courses for teacher education that can be pursued after 3 years of graduation. Several colleges and universities offer these courses.

Certificate in Physical Education (C.P.Ed.), Bachelor of Physical Education (B.P.Ed.) and Master of Physical Education (M.P.Ed.) are the other courses for becoming teachers of physical training.

The Government has also established dedicated deemed universities and colleges for teacher training, offering B.Ed., M.Ed. and integrated courses. These are the Institutes of Advanced Studies in Education (IASes) and Colleges of Teacher Education (CTEs).

For regular upgrading of skills and training of in-service teachers, the Government has set up District Institutes of Education and Training (DIETs) in all districts. However, some of the key constraints in many of these institutes is the non-availability of qualified faculty and an inadequate infrastructure.

### Issues with Teacher Education in India<sup>1</sup>

With the economy opening and with the availability of a variety of career options, school teaching has unfortunately not been a preferred career option among the

<sup>1</sup> Source: NCFTE, 2009; [https://ncte.gov.in/website/PDF/NCFTE\\_2009.pdf](https://ncte.gov.in/website/PDF/NCFTE_2009.pdf)

students. Further, the public investment in teacher education has not been adequate, resulting in large-scale recruitment of unqualified and under-qualified persons in the formal school system.

According to the NCF, para-teachers pose a far more serious challenge to the quality of free and compulsory education to all children. NCFTE, 2009, says that “an attitude of resignation towards initial teacher education and piecemeal in-service training courses have led to further degradation of the status of schoolteachers and diluted the identity of the teacher as a professional.”

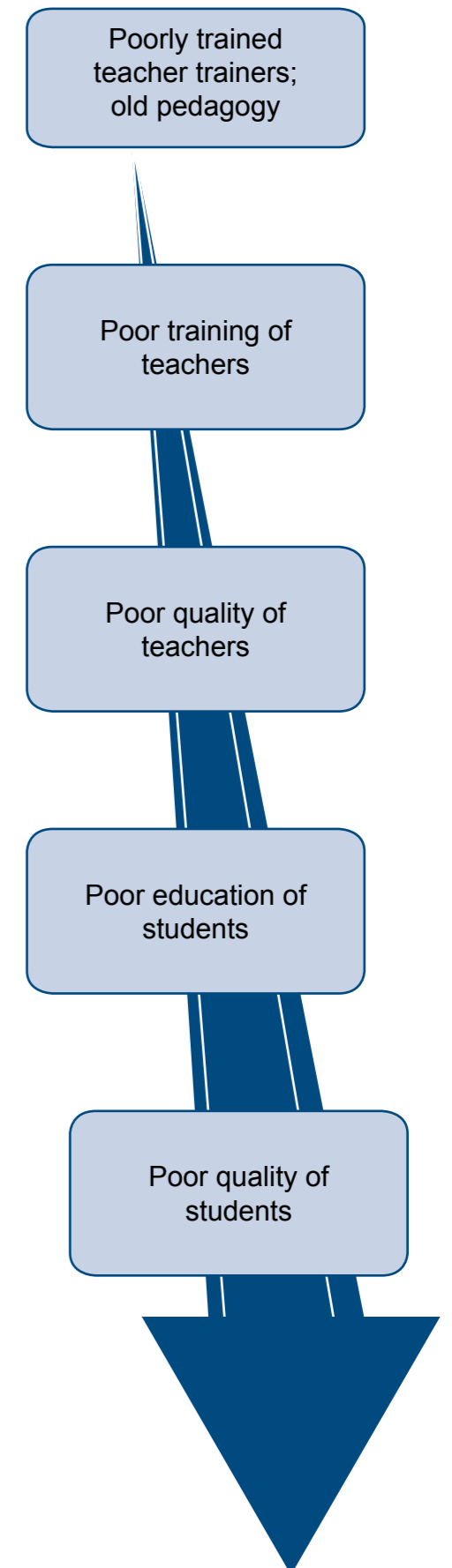
A major area of weakness, according to NCFTE, 2009, in the existing teacher education programmes is the quality and experience of those who have the responsibility of training young entrants to the profession of teaching.

NCFTE, 2009, has highlighted the urgency of reforming the teacher education in the country. NCFTE calls for greater convergence between the professional preparation and continuing the professional development of teachers at all stages of schooling in terms of level, duration and structure.

NCFTE recommends that considering the complexity and significance of teaching, the entire enterprise of teacher education should be raised to university level, and that the duration and rigour of the programmes should be enhanced.

NCFTE further recommends that the current models of teacher education at all levels of school education be gradually replaced by models of teacher education that integrate general education with professional development along with an intensive internship within schools. A more detailed description of the shortcomings in teacher training and the recommendations made by NCFTE are provided in the Annexure.

It is against this backdrop that the initiative of Prarambh with its DMM curriculum becomes very important. The Prarambh School and its curriculum addresses many of the issues highlighted by NCFTE.





# Prarambh: The Beginning

*The Journey Begins*

With the backdrop of the constraints in the current teacher training methods and the recommendations of NCFTE, 2009, the Government of Haryana planned to launch a four-year integrated teacher training programme.

In November 2012, the State Government gave approval to set up a state-level School for Teacher Education, which would provide the four-year course integrating the bachelor's degree in the subject stream (Science or Arts) with the B.Ed. degree.

In a normal course, the two-year B.Ed. degree can be pursued only after completing 3 years of graduation, thus taking 5 years for a student to complete the entire teacher education. However, in the proposed integrated programme, it could be done in four years, saving the students one full year.

Given HPPI's experience in teacher training in various DIETs across multiple states including Haryana, HPPI was selected to roll out the programme in conjunction with the State Government.

The MOU between HPPI and the Department of School Education, Government of Haryana, was signed on 25<sup>th</sup> September 2013. The programme was aptly christened as "Prarambh" or The Beginning. Prarambh School for Teacher Education was initially affiliated to the Central University of Haryana, Narnaul, and the school was set up in Jhajjar District.

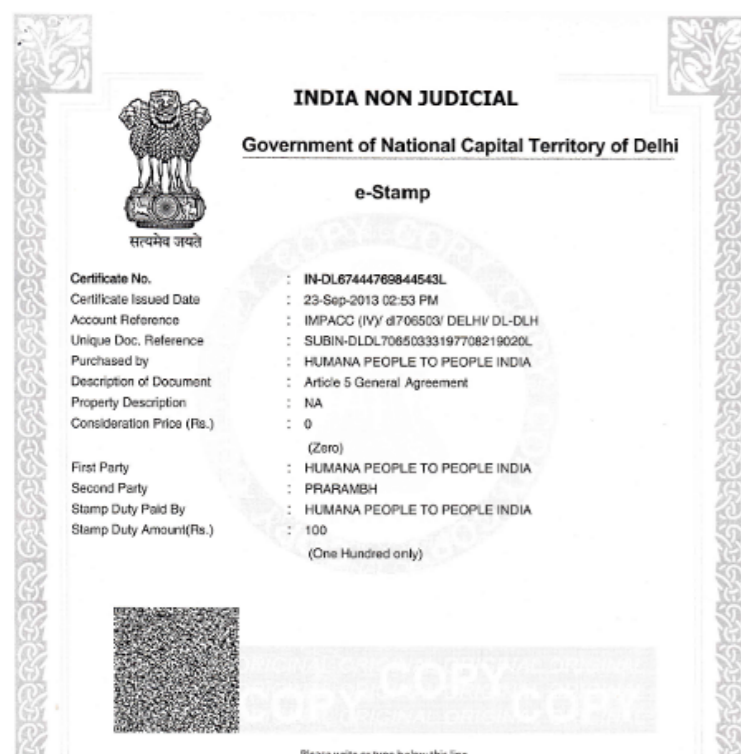
Although this course was initially granted affiliation by the Central University, due to some technical issues, the affiliation was later taken in 2015 by the MD University, Rohtak.

Prarambh was the State's first approved 4-year innovative course for Teacher Education. The four-year integrated B.Ed. programme covers the academic content from degree to postgraduate level. The school aimed to bridge the gap between theory and practical classes right from the early days of the teaching experience of the students. The State Government and HPPI worked together on various aspects of the curriculum development and in establishing the physical infrastructure to ensure the smooth launch of the programme.

"The purpose of PRARAMBH School for Teacher Education in Jhajjar is to spearhead the movement for qualitative improvement in teacher education in the State. The school is envisaged as a centre of excellence with a mandate to bring about a paradigm shift in the way teachers are initially prepared and subsequently guided for their continuing professional development. It is also envisaged that in due course of time the school will become a pacesetter institution and a viable model for future expansion of teacher education in the State."

Ms Surina Rajan, IAS

Quoted from the Student Handbook & Prospectus 2013-17



## Designing the Curriculum and the Launch

As the programme was affiliated to MDU, the curriculum on the subject knowledge and the student evaluation had to follow the University's guidelines and standards.

HPPI discussed and worked intensively with SCERT and university experts to agree on the curriculum. A curriculum that does not dilute the university's core framework and standards but at the same time blends the DMM pedagogy of HPPI for training teachers in a holistic manner.

With a lot of efforts jointly made by SCERT, HPPI and the University, finally a curriculum and teaching methodology was agreed, and a course was designed.

It was agreed that the academic subjects would be taught by the Government-appointed or -deputed teachers as per the University's curriculum, while the education's training-related subjects, following the DMM methodology, would be taught by HPPI trainers.

To begin the programme, the State Government provided the required infrastructure for the school buildings, hostel, computer facilities and the library. The State Government also allocated a budget to cover the cost of the HPPI team placed at Prarambh. Under the agreement, HPPI had to raise its own resources for covering the cost of the programme development and technical support.

In 2013, the State Government allocated an existing government school, 'Model School Jhajjar' at Silani Kesho in Jhajjar District, for starting the "Prarambh School for Teacher Education". For the hostel facility, the existing hostel of a polytechnic called "Nehru College Jhajjar" was also approved for usage by the students of Prarambh. An own independent campus and hostel facility in the coming years were also committed to the Institute.

# The Teaching Approach

Tracing the Roots

## The Programme Book

For the students, HPPI developed a comprehensive Programme Book, giving extensive details about the programme. The book explained the programme philosophy, its structure, curriculum, pedagogy and its unique features. This was to give students an understanding of the programme and what to expect during the course. HPPI also developed the prospectus for the programme in cooperation with the Department of School Education.

## The Programme Begins

Prarambh School for Teacher Education received recognition from the National Council of Teacher Education for the commencement of the programme from the academic year 2014-15. The students were selected through NCERT's Common Entrance Exam (CEE) for selection in Regional Training Institutes (RIEs). Prarambh was also added as one of the training institutions under CEE.

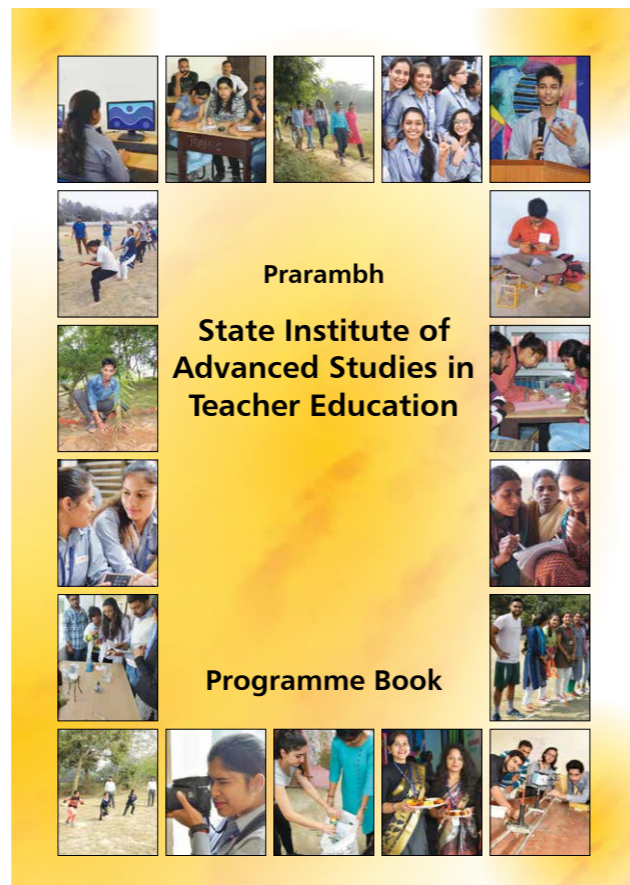
On 11<sup>th</sup> December 2013, the first batch of Prarambh started with a Havan ceremony in which faculty members and HPPI staff along with parents of the selected students participated.

The Finance Commissioner and Principal Secretary, Department of School Education, Haryana, conveyed her good wishes on the occasion. Other dignitaries to attend the launch included the Director of SCERT, District Level Education Officers, the Director of Model School Jhajjar, the CEO of Humana People to People and HPPI team members.

Soon after the launch, in January 2014, Prarambh School was visited by the Vice-Chancellor of the Central University Haryana<sup>2</sup>, who interacted with the students and the faculty during his visit.

Since the students had joined in December 2013, which was in the middle of the academic year, the programme could not be immediately started. To utilise the time of the recruited students productively, the students were meanwhile enrolled in a six-month certificate course on Computer Information Technology, affiliated with the Indira Gandhi National Open University (IGNOU). 38 students undertook the certificate programme.

The four-year integrated programme finally began from the academic year of 2014. For the first batch of 2014-18, 61 students enrolled; of these 35 were girls and 26 were boys; thus began the journey of Prarambh.



The curriculum for the four-year course was designed by SCERT with support from HPPI. While the curriculum for the subject studies followed the existing university framework, the education-related pedagogy was organised as DMM. The whole approach of teaching under DMM is built on what has been 50 years of high-quality and innovative teacher training by DNS colleges in Europe, Africa and, since 2009, in India itself.

The history of the DMM pedagogy followed at Prarambh can be traced back to the DNS movement, which started way back in the 1970s in Europe.

**DNS** stands for “Det Nødvendige Seminarium”, which is Danish for “The Necessary Teacher Training College”. The DNS teacher training programme with its content, elements, structures and organisation has its roots in a collective group of people who since the 1970s have worked with training children and adults. They worked towards creating a new school form and constituting ways in which human beings can organise and stick together to influence and improve the world and better the human conditions.

## Journey of DNS A framework with deep roots

Europe

Africa

India

At that time, primary and secondary school teachers in Denmark and in other European countries had difficulties in living up to the demands of their job. While they were teaching the same things that they themselves had learned in school using the same traditional methods, conditions in the society were changing economically, socially and culturally.

A new teacher training programme was needed, one that could equip teachers with the knowledge and skills needed to live up to the demands of teaching children and youth in a rapidly changing and ever more globalised world.

DNS emerged as a new kind of teacher training programme to cater to the training requirements of the teachers in the new rapidly evolving world. The DNS approach would train the

<sup>2</sup> Prarambh School was initially affiliated to Central University, but later affiliation was taken from MD University, Rohtak, in 2015 due to certain technical issues.



# The Programme Structure of Prarambh

teachers through a continuous dialectical process between theoretical studies and practical experiences from real life.

Under this methodology, the students would be actively involved in all the processes of decision-making, planning and carrying out their own training within the frames of the DNS programme. DNS aimed to develop leadership skills, planning skills, practical skills, social skills, problem-solving skills and the ability to get things done, functioning in a group and being active in a participatory democracy.

The DNS training method gave high weightage to practical learning, travelling extensively and interacting socially with different types of people.

The DNS teacher training approach started gaining momentum and spread from Europe to Africa. In 1998, the DNS Movement in Africa comprised 9 teacher training colleges, 5 in Mozambique and 4 in Angola. From 1999 and onwards, the DNS movement expanded steadily to Malawi, Zambia, Congo and Guinea Bissau as well.

Currently, DNS in Africa comprises 33 teacher training colleges in all. These DNS Africa colleges graduate around 3,000 teachers for rural primary schools every year.

## DNS in India – The Necessary Teacher Training Programme, NeTT

In August 2009, under an agreement with the State Council for Educational Research and Training (SCERT) of Chhattisgarh, HPPI embarked on the task of implementing NeTT in India. A two-year teacher training programme within the framework of the Bastar DIET was started.

The agreement was later expanded to include the DIETs of Jashpur and Korea as well. Since September 2011, the NeTT Programme was successfully expanded and is presently running in 15 teacher training institutes in the states of Haryana, Madhya Pradesh, Uttar Pradesh, Bihar and Jharkhand, in agreements with the SCERTs of these states.

The DMM pedagogy used at Prarambh uses the same approach that originated from DNS and evolved and improved over several decades. It is a well tried and tested approach across different continents and in multiple social, cultural and economic settings.

Prarambh is a four-year long teacher training programme resulting in a Bachelor of Education along with a Bachelor's of either Arts or Science degree. It is an integrated programme, as Education studies and the subject studies are integrated to create a synergy that enhances proficiency in the subjects and their transaction.

The students study the curriculum with a challenging framework set up in specific time frames dealing with unique themes. Each year of the four-year programme has a title, encompassing the main content and special significance of that particular year.

The programme is divided into periods of 1 to 4 months. Each period has a definite headline to give considered direction to the studies and activities of that period. The entire four-year programme has a total of 34 periods.

There are elements like lots of experiences and investigations outside the school, lots of teaching practice, fun and teamwork.

## Year-Wise Structure of the Programme

### Year 1

The first year's title is "**Right Now and Next in India**". The first year is divided into 9 periods dealing with different topics. Within the periods there are Project Weeks and Theme Weeks. The first year is dedicated to two main areas:

- The knowledge and understanding of children as small human beings.
- The knowledge and understanding of the forces that play out on the national scene, in the near past, at present and in the future.

In this year, apart from studying the bachelor stream's curriculum and passing two semester exams, the students are expected to do a lot of reading, writing, talking with children and grown-ups, analysing knowledge gained through self-study and own practice and bringing this new knowledge to fellow students and other interested people.

FIRST YEAR: RIGHT NOW AND NEXT IN INDIA					
PERIOD	MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4
1	1	ANOTHER KIND OF SCHOOL			
2	2	KNOWING YOUR SPECIALIZATION			Project Week
3	3	CHILDREN ARE SMALL HUMAN BEINGS			Theme Week
4	4	CONQUERING THE EXAM SUBJECTS			
5	5	PASSING THE EXAMS			
6	6	INDIA, OUR COUNTRY			
	7				
	8	Theme Week			
7	9	MASTERING THE EXAM SUBJECTS			
8	10	PASSING THE EXAMS			
9	11	WHEN HUMANS CALL, TEACHERS ANSWER			

## Year 2

The second year is titled “**The Year of Teacher Personalities**”. The second year is divided into 9 periods.

The year is dedicated to discussing and defining the role and work as well as ethics, values and attitudes of ‘Another Kind of Teacher’. This includes the study of pedagogical thoughts and educational systems in their societal context. The students also learn about big issues that affect India and the world and debate what possible stand teachers could or should take to these issues.

A part of this year is dedicated to teaching and making the students reflect on the issues of environment and climate change, and what roles teachers can play as planet protectors.

SECOND YEAR: THE YEAR OF TEACHER PERSONALITIES					
PERIOD	MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4
10	1	ANOTHER KIND OF TEACHER			
11	2	IT'S SHOW TIME			Project Week
12	3	TEACHER ETHICS AND VALUES			Theme Week
13	4	PREPARING ALL EXAM SUBJECTS			
14	5	PASSING THE EXAMS			
15	6	BIG ISSUES OF OUR TIME			Project Week
	7				
16	9	GETTING READY FOR EXAMS			
17	10	PASSING THE EXAMS			
18	11	THE TEACHER AS PLANET PROTECTOR			

## Year 3

The third year has the title “**The Teacher and School in the 21<sup>st</sup> Century**”. The year is divided into 8 periods.

This year challenges the students on their understanding of their future work as teachers and broadens their outlook.

The students visit schools and meet other teachers to discover the challenges facing them and the educational system of India in the 21<sup>st</sup> century. They will act as community activists and study and debate the concrete meaning of “School Leadership”.

By the end of the third year, the students pass the final exams of their chosen bachelor's degrees.

THIRD YEAR: THE TEACHER AND SCHOOL IN THE 21 <sup>ST</sup> CENTURY						
PERIOD	MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4	
19	1	THE TEACHER AND SCHOOL IN THE 21 <sup>ST</sup> CENTURY			Project Week	
	2					Theme Week
	3					
20	4	GETTING ON TOP OF THE EXAM SUBJECTS				
21	5	PASSING THE EXAMS				
22	6	THE TEACHER AS COMMUNITY ACTIVIST				
23	7	THE TEACHER AS PART OF THE SCHOOL LEADERSHIP			Project Week	
	8				Theme Week	
24	9	PREPARING ALL EXAM SUBJECTS				
25	10	PASSING THE EXAMS				
26	11	INDIA NOW AND INDIA NEXT (TRAVEL)				

## Year 4

The fourth year, “**The Year of Teaching Practice and Teacher Excellence**”, has 8 periods.

This year is aimed to see the young students getting prepared for their future work as teachers through a comprehensive teaching practice in nearby middle and junior secondary schools through two internships.

The teaching practice takes place in constant dialectics with the bachelor studies and the common pedagogical discussions at the Prarambh Institute and at times with the professionals and experts who are invited. By the end of the fourth year, the students graduate out of Prarambh as “Another Kind of Teacher” and embark on their individual professional journeys.

FOURTH YEAR: THE YEAR OF TEACHING PRACTICE AND TEACHER EXCELLENCE					
PERIOD	MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4
27	1	FOCUS ON TEACHING, LEARNING AND THE SCHOOL			Theme Week
	2				
28	3	PRACTICING THE PROFESSION IN GRADES 6-8			
29	4	GETTING READY FOR EXAMS			
30	5	PASSING THE EXAMS			
31	6	THE TEACHER EXCELLING IN PEDAGOGY			Theme Week
	7				
32	8	PRACTICING THE PROFESSION IN GRADES 9-10			
33	9	MASTERING THE EXAM SUBJECTS			
34	10	PASSING THE EXAMS			



# Another Kind of School

Understanding the DMM Pedagogy

The Prarambh Institute is "Another Kind of School", designed with the purpose in sight to educate "Another Kind of Teacher". The teachers at Prarambh are trained to not just be proficient in the subject knowledge but also have a broader perspective of wanting to defend, enhance, cultivate and enrich the country and its future.

In the primary interviews done with the students, they expressed that through the DMM methodology, they developed a sense of responsibility to not only give back to the community but also to think beyond themselves. They realised that as teachers they had the tremendous responsibility to shape the lives of the future generation, and thus, that of the society and the country.

## The DMM Pedagogy: The DMM System of Learning and Teaching

The DMM followed at Prarambh is a pedagogical system that gives the students opportunities of learning by making each student independently responsible in relation to his or her own training.

DMM has three main learning categories: **Studies, Courses and Experiences**. Together, they make up the "DMM Complete" field of training.

**Studies** take up half of the time, **Courses** take up one quarter of the time, and **Experiences** take up another quarter of the time.

Throughout the training, the students earn points. Each period of the programme has a defined number of points that the student will complete, and these are meticulously tracked.

For each defined hour of Studies, Courses or Experiences, the student earns one point. Thus, a study task defined to take two hours will earn the student two points, regardless of how long it took him/her to complete the task. The students thus learn to plan their time and be productive while studying.

Once a week, the students make a status report of how many points he/she has reached during the week as well as a plan for how many points he/she will be reaching in the coming week. The results and plans are discussed and qualified in the groups.

*Tracking Our Progress Chart*

Period Headline: ANOTHER KIND OF TEACHER		Function Group:					
DMM Field.	DMM POINTS	NAMES					
		ANSHIKA SAXENA	BIBHUSITA SAHOO	MUSKANI BHARDWAJ	PRYADARSHINI	MONIKA DEVI	SAGHTI BHARDWAJ
1 PEDAGOGY PRINCIPLES BY HEART							
2 100 PEDAGOGICAL QUESTIONS							
3 AIM OF LIFE AND SOCIETY							
4 DYNAMICS OF IDENTITY FORMATION							
5 VALUES OF LIFE							
6 DIRECTION OF LIFE							
7 ATTITUDE TOWARDS SELF							
8 ATTITUDE TOWARDS DIVERSITY							
9 MENTAL HEALTH AND PEACE							
10 CASE STUDY ON CONFLICT RESOLUTION							
11 COLLECTIVE EFFORT FOR HARMONY							

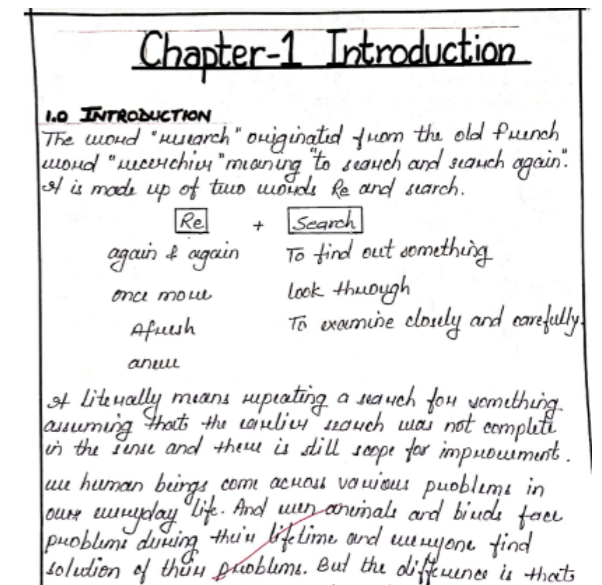
## Studies

Each subject of the training is divided into sections, which are further divided into Study Tasks.

The students plan which Study Tasks they will complete within the frames of each period of the programme and the corresponding curriculum.

A Study Task normally takes 2-4 hours, but it may also take much longer depending on the content of the Study Task and the methods by which it is solved.

Study Tasks are like written assignments, and a format and structure is suggested to help the students.



## Courses

A Course is a constructed presentation on any topic. The Courses are hosted by the teachers. Through the Courses, the teachers decide what they consider relevant for the students to learn, be it part of the subject field of the period or any other topic of relevance. There are two sizes of Courses within DMM, Small Courses and Big Courses.

## Experiences

Experiences are a major element of the teachings, on par with Studies and Courses under the DMM approach.

There are two kinds of Experiences: Common Experiences, which are planned by the team or Function Group (a group of six students), and Own Experiences, which are planned by each student himself/herself.

Under this, the students are encouraged to understand the importance of experiences, to reflect on them and to share them to propagate and enrich learning.

The students learn to process their experiences and to extract lessons from them. This helps to build their wisdom and teaches them to sharpen their senses.





# Shaping the Students

## Personality and Values Development at Prarambh

“I feel our schooling was very different. We were sensitised to issues by seeing them first-hand. We students then used to debate and discuss to understand different aspects of our observations. I really felt it was another kind of school, and I was becoming another kind of teacher.”

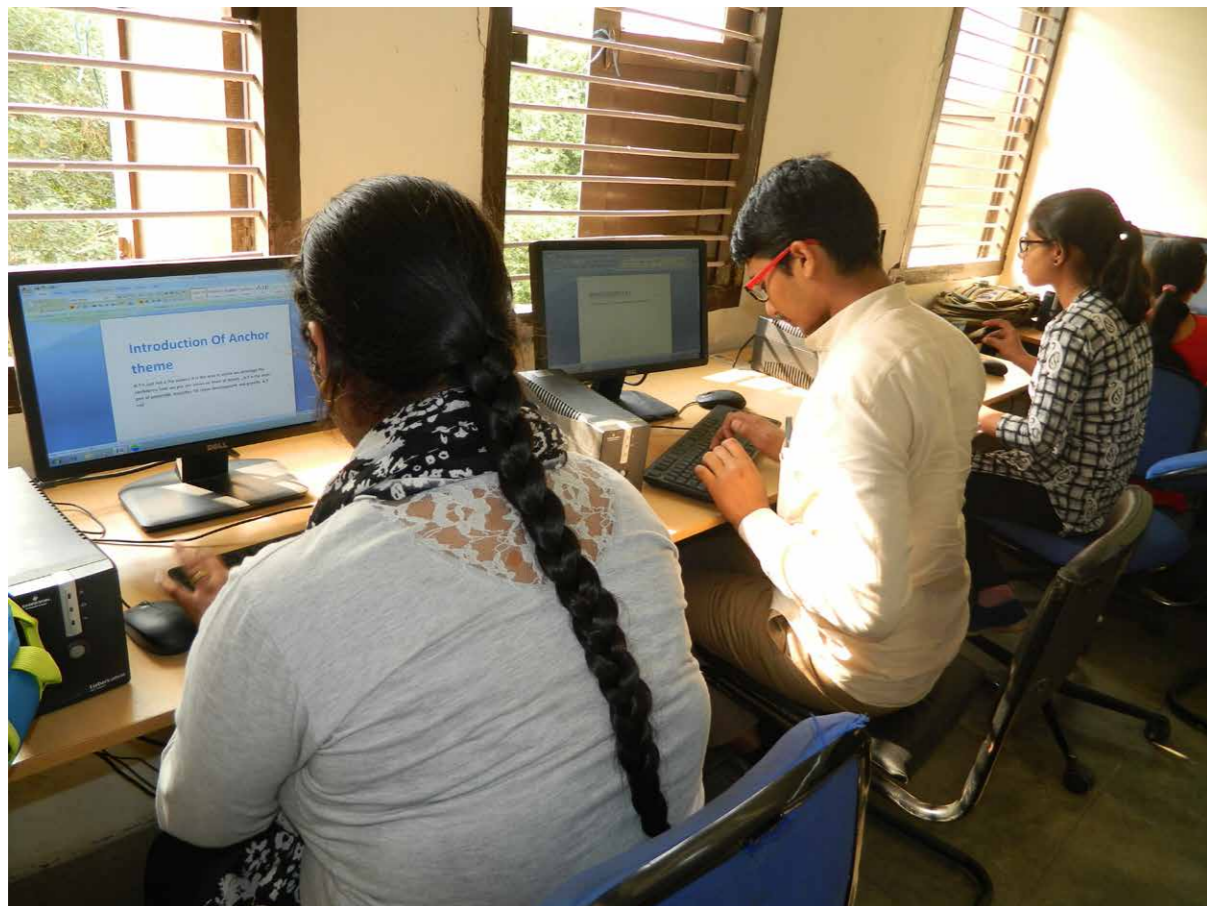
Ms Archana Kiran, batch of 2016-20

So far, we have discussed about the vision that Prarambh had for the students, the course structure and the DMM pedagogy system. Now we discuss how it was translated into action to have an impact on the students, resulting in the development of their personalities and values among them.

### The DMM Digital Library

At Prarambh School, a digital database was developed for the DMM. The DMM system made the learning process more effective and changed the distribution and type of work that is normally allocated to the teacher and to the student. It improved the student's ability and potential to learn and work, both independently and collectively.

The DMM digital system gave each student access to a computer connected to the school's Digital Library. The students could access all the content of the three learning categories of Studies, Courses and Experiences through the computers. DMM was installed in all the computers, and the database was developed especially for the B.Ed. subjects and for the Anchor Themes.



“Students get experience, an idea of a working environment, and they get a confidence boost when they go out. We have watched them become much more refined by the fourth year after all the activities they were exposed to.”

*Dr Sheetal, Assistant Professor in Chemistry*

### Running the School

At Prarambh, the students are kept at the centre of learning and activities. Each event or activity is planned, managed and executed by the students themselves.

All teachers and students at the school are together responsible for running the learning and teaching in exciting and consuming ways. The students are made responsible for the day-to-day affairs of the school regarding its upkeep and management.



“We students organised all the programmes, be it decorations, anchoring any functions or choreographing dance performances. All this really helped us gain confidence.”

*Ms Himanshi, batch of 2016-20*

Be it celebrating a national or international day, organising an event or preparing for a sporting event, the students are engaged in all activities. This helps them to learn about planning, working in a team, discussing an idea, finding the best solutions and executing the solutions.



## The Common Meeting

Prarambh is governed by Common Meetings. The Common Meeting unites everyone around questions and issues of the day. The students discuss structures and tasks, and using this forum, the whole school can hear the issues. They can comment on, qualify, discuss and take decisions about all its areas. It helps in collectively improving on the methods of teaching and learning.

“When I enrolled for the course, I used to feel under-confident to tell anyone that I am doing teacher training. Society has a perception that those who do not get selected in other places take to teaching. But as I undertook the course and understood the importance of teachers in a society, I now feel not just confident but also proud to say that I am going to be a teacher.”

*Ms Tushita, batch of 2019-23*



## The Core Groups: Developing Team Spirit

One of the values that Prarambh inculcates among the students is teamwork. A team can work best if it has the feeling of trust, of being there for each other and relying on each other. When a team comes together for a common cause, it can make change happen.

The fundamental organisational unit at Prarambh School is the Core Group, consisting of 13 students and one teacher. The Core Groups are responsible for the implementation of the programme and are instrumental in running the school in all its practical and organisational matters.

At Prarambh, students do activities in these heterogeneous groups with common tasks. They win together and lose together. They are happy together and disappointed together, binding the future teachers as a unit with a common mission, which is to be good teachers and shape the future generations the best they can.

## Productivity in All Aspects

Prarambh, with all the tasks, assignments, activities and timelines, constantly challenges the students to be productive. To produce outputs of quality with efficiency. It inculcates competitiveness, respect for efficiency and puts a premium on time.

## The Anchor Themes

They are one of the unique features of the DMM pedagogy. The Anchor Themes run as an overarching learning topic for a period. The entire four-year course has 12 Anchor Themes. Anchor Themes are subject matter not grouped in traditional subjects, but they swarm all over, in all the studies and programme activities during the four years. They are a mix of contemporary topics to expand the horizon of knowledge among the future teachers. A section later in the report discusses Anchor Themes in more detail.



## Internship

At Prarambh, students participate in the internship programme in their final year, where they are required to exhibit their practical knowledge and lessons imparted to them during their time at the Institute.

The internship programme helps the students build necessary leadership skills, hone their problem-solving abilities and experience the working environment.

The programme consists of two internships, one in the seventh semester of the Institute and another in the eighth, each lasting for 5 weeks. Prior to internship, the students attend the pre-internship programme organised by the professors, where they get micro-teaching lessons for one week.

The students are familiarised with their tasks through the orientation conducted. This is followed by the assignment of the nearby schools, where they take on classes in the capacity of a teacher. They are assigned to both government and private schools and given accommodation if the location is far. Top schools such as Sehwag International School as well as popular local schools like Kendriya Vidyalaya and Bal Bharti repeatedly recruit student interns from Prarambh.





“We did the internship and applied various teaching learning methods. I used a practical application to explain the concept of speed, distance and time as well as sound that my class of students could observe. We got good feedback from the schools.”

**Mr Manjeet, batch of 2016-20**

The students have been observed to actively participate in the internship programme with enthusiasm and have received good feedback from the host schools. Venturing out to the schools, learning how to communicate with students, and being treated as educators give the students deep practical insights into the real world of teaching, allowing them to think and learn how to apply themselves.

Following the internship programme, a formal feedback session is organised where the students make presentations of their experiences and the activities they conducted. The host schools are also invited to give feedback on the students’ performances as teachers.

The students have received excellent feedback from the schools, and some have even received part-time employment offers.

“The schools we went to for internships provided a very welcoming environment to us, and we also organised a lot of programmes at their schools. In the government schools, the teachers told us that their students were more excited about learning after we came into the school to do our internships.”

**Ms Shilpa, batch of 2016-20**

### Activities

At Prarambh, the students are kept constantly engaged in several different activities and are provided exposure to real-life situations. The idea is to help the students not just hear the theory in the classroom but to witness, feel and participate in real-life situations.

Activities give the students an opportunity to observe the world and then to discuss and debate to process it and to assimilate the learning.

Prarambh also provides opportunities to listen to experts and visit other institutes to get the diversity of views. It enables students to understand that the world is not unidimensional but holds a multitude of opinions and viewpoints, each with its own merits.



“It is definitely different from other institutes, there are a lot of outdoor activities and fieldwork as well as trips. The students get that kind of exposure. They participate in inter-college competitions as well and always come back with prizes.”

**Mr Satpal, Assistant Professor in Botany**

“All the extracurriculars we did at Prarambh not only helped in personality development but also with academics. Unless you understand the environment around you, the social issues and how to interact with people, you can’t be a good teacher, and the activities we did helped a lot with that. That’s why this programme is one of a kind; it is rare to get such exposure beyond bookish knowledge in other institutions.”

**Ms Aarti, batch of 2016-20**

The students regularly engage in activities such as:

- **Group Discussions and Debates**

The students discuss and debate on varied topics such as NCF, 2005, NCFTE, 2009, and RTE, 2009, the problems of brain drain and corporal punishment in the Indian education system, etc.

- **Workshops**

The Institute regularly organises workshops on different topics. External speakers are invited, and the students get to hear the experts and latest opinions on different issues such as gender discrimination.



“The people from Humana were very supportive and enthusiastic about guiding us, having discussions with us and in organising various events.”

**Ms Smita, batch of 2016-20**



- **Campus Talent Show**

At the Institute, talent shows are organised in the campus, in which the students showcase their interests in poetry, folk songs, dance, oratory skills and jokes. Such activities give the students a chance to express themselves and to be able to present it in front of others.



- **Field Visits**

At Prarambh, the students go on field visits to understand and make observations on the society. This gives the students an idea not just of theoretical knowledge but to see and feel the reality around them and learn from it. This embeds the learning and experiences in the students as they are an active part of the learning and not dissociated with it.



- **Sports Programmes**

After regular classes, the students participate in various sporting activities such as badminton, volleyball, cricket, etc. Sports days are organised where the students compete. Sports keeps the students physically active, and it builds the spirit of healthy competition.



- **Evening Programmes**

Once every week, after dinner, the students organise common activities like a movie session or discussions on any personal or common problems, discussions on their study plans, maintenance of hostel cleanliness, greenery and upkeep, hygiene, etc. The students also conduct English-speaking activities during these sessions.



“We used to have many activities, we used to cook together, clean together, conduct tree plantations, go for educational tours, organise plays, skits and other such functions, have group discussions with both students and teachers where we talked about changes that can be made in the world.”

*Ms Shilpa, batch of 2014-18*

“I remember we once visited a village, and I met Panches and Sarpanches of any village for the first time. We interacted with them and with the girls in the village. For me the thing that I had only read about so far suddenly became real as I could actually see and feel the issue of gender bias and what efforts were being made by the Government to enroll girls in schools”

*Ms Priya, batch of 2015-19*

- **Guest Visits**

External experts are regularly invited to the campus to interact with the students. This boosts the confidence of the students, and they feel part of the larger ecosystem. The campus is visited by Vice-Chancellors of different universities and other experts.





- **Study Tours**

The students go on study tours to other institutions, where they get an opportunity to meet other students from other fields; the students see their campus and interact with their teachers. The students went to the National School of Drama, to IGNOU Study Centre at Karnal, RIE Ajmer and other such institutions.



- **Events and Celebrations**

The students plan, organise and celebrate various national and international days such as Republic Day, Independence Day, Mother's Day, Women's Day, etc.

- **Parent-Teacher Meetings**

Parents are valuable stakeholders in the progress of every educational institution. At Prarambh parent-teacher meetings are organised to provide feedback to parents on their children's progress and to hear their thoughts, expectations, concerns and suggestions.



# Anchor Themes

*Nudging the Minds*

Anchor Themes are an essential part of the DMM pedagogy. These are subject matters not grouped in traditional subjects, but they are spread out all over in all the studies and programme activities during the four years. There are 12 Anchor Themes for the four-year programme at Prarambh.

In each period, any one of these Anchor Themes is translated into teaching and learning processes.

The 12 Anchor Themes during the four-year course are presented below.

### 1 The Teacher and School in the 21<sup>st</sup> Century

In connection with the subjects like Contemporary India and The Future of India, the students investigate the educational systems in different states of India. The students look into their traditions and future perspectives, both through theoretical studies and through their own investigations. The students also learn about the ideas of Indian leaders.

### 2 Pedagogy of Another Kind of School

This theme enables the students to reflect on how the Prarambh School is Another Kind of School. The pedagogy of the School is multi-dimensional. It follows the DMM pedagogy and challenges the students to think independently.

### 3 The Science of the Doctrine of the Modern Method of Teaching and Learning

At Prarambh School, the science of DMM was used. This theme helps the students to understand the DMM pedagogy, its philosophy, its objectives and its methodology of teaching. The students learn how to teach in general and to cover various kinds of themes.

### 4 Contemporary India

This is an Anchor Theme with an enormous span. This theme helps the students to cover the political, economic, social and cultural issues of contemporary India. This Anchor Theme builds a foundation for critical thinking and an open, critical and questioning outlook regarding all the issues concerning the society.

### 5 The Future of India

The reason for including this Anchor Theme is Futurism. The subject is included to make

NO.	ANCHOR THEMES	HOURS
1	THE TEACHER AND SCHOOL IN THE 21 <sup>ST</sup> CENTURY	140
2	PEDAGOGY OF ANOTHER KIND OF SCHOOL	110
3	THE SCIENCE OF THE DOCTRINE OF THE MODERN METHOD OF TEACHING AND LEARNING	80
4	CONTEMPORARY INDIA	110
5	THE FUTURE OF INDIA	20
6	THE WORLD OF ARTS	30
7	WHEN HUMANS CALL, TEACHERS ANSWER	120
8	BIG ISSUES OF OUR TIME	160
9	MASTERING THE MATERIAL WORLD	120
10	MASTERING LANGUAGES	80
11	PRACTICING YOUR PROFESSION	210
12	OPEN FUTURE	40
<b>TOTAL HOURS</b>		<b>1220</b>

the students ready for the emerging challenges and new possibilities in the rapidly changing times.

### 6 The World of Arts

This Anchor Theme encompasses a diverse range of human activities, creations and modes of expression within music and dance, handicrafts, painting, sculpture, literature and architecture. The students learn about art from different states, different cultures and different times.

### 7 When Humans Call, Teachers Answer

This theme sensitises the students on the responsibility they hold towards the society. India needs teachers who want to listen and respond to the calls of their fellow men and women. The theme highlights the teacher's responsibility towards the society and the community in which they will work and live.

### 8 Big Issues of Our Time

This Anchor Theme enables the students to see themselves as part of humanity living together on our common planet, the Earth. The theme helps the students reflect on the big issues for mankind in our time, and how we should position ourselves to these issues. As a human being and as a modern teacher one should be knowledgeable about these issues and be immersed and engaged in them.



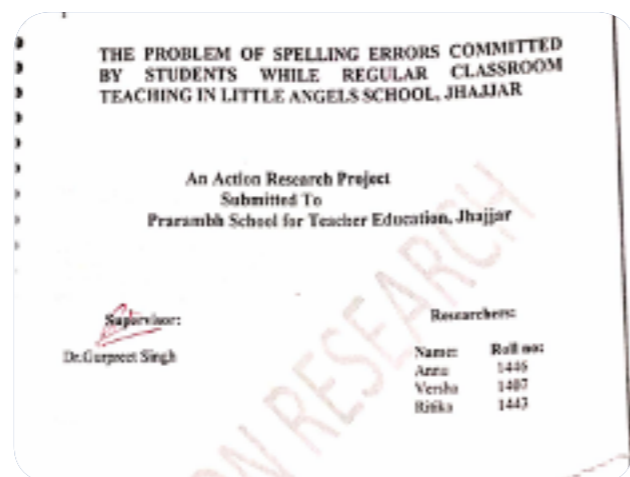
### 9 Mastering the Material World

The material world consists of all the factual things and matters around us that we may touch or see or in other ways register as actually being there such as physical objects, the weather, the plants, machines, etc.

This theme enables the students to learn how to live our daily life and to be a teacher of children and to influence and improve the material conditions around us. Knowledge about the material world is the foundation for the students' understanding of the economic, political, social and cultural conditions of the society. Teachers must understand how things work, how they are interconnected, what they consist of, how they are constructed, and how things have evolved and developed over time.

### 10 Mastering Languages

Communication is one of the key elements of teaching, and language is



a critical means of communication. Hence, for teachers it is imperative to understand and be articulate in language.

The theme helps the students to be fluent and rich in their own mother tongue and also in the English language.

### 11 Practicing Your Profession

As part of the training at Prarambh School, the students are provided periods for practicing the profession of a teacher. Through this theme, the students train on concrete skills of teaching and gain experience by practicing. Through the theme, the students not only become skilled as communicators and teachers, but they also become truly accomplished with much to offer to their students.

### 12 Open Future

Open Future is a concept of the future that there is no such thing as a beaten track along which to walk into our common future. Through this Anchor Theme, the students get encouraged to envision and discuss their own possibilities in life.



# Evaluation Time

## Preparing for the Exams

The evaluation of students at Prarambh is done as per the university's guidelines. The DMM curriculum allocates specific periods for preparation for the examinations.

One important characteristic of the exam preparation periods at Prarambh is that the students as well as the teachers work together, and the students support each other in the Function Groups with the aim that every student is well prepared to excel.

During the four years, the students appear for exams 8 times at Prarambh School. Thus, for preparation, the period numbers 4 and 5, 7 and 8, 13 and 14, 16 and 17, 20 and 21, 24 and 25, 29 and 30, and 33 and 34 have been allocated specifically for exam preparation and going for exam.

The students are provided the exact exam schedule, length and content of each exam period, as well as the dates of the individual exams. The preparation involves encouraging the students to plan the studies for their exams in the Function Groups.

To prepare, the students have to take stock of the study status in the Function Group, subject by subject. Then the Function Groups make their own plans for the preparations according to the situation in each group.

For everyone in the Function Group to be well prepared for the exams, the students discuss the best methods for how to go over the curriculum, study any remaining parts and catch up on areas or subjects where they need to improve.

The plan contains many different methods such as self-studies, working two-and-two or in the whole Function Group, intensive courses by the teachers, discussions, presentations, Q&A sessions, the use of status cross-lists, trial exams, etc.

Throughout each exam preparation period, the students prepare and read up the curriculum of the previous months of the training and then go into the period of the actual exams. Most days, the students meet in the morning in the Function Group to make sure that everybody is on a productive track, becoming more and more prepared for the exams, ticking off the topics on the status cross-list as they go.

The demand is put on each student in the Function group to deliver his/her best to pass the exams, and the teachers are there to assist them wherever needed.

# Tackling the Corona Crisis

## Coping with the Digital Way

As the course in Prarambh was progressing with full effectiveness, in March 2020, the effects of the sudden lockdown rippled across India. All offices, schools, shops, working places and places of social gathering were forced to shut down. This was in response to the rising cases of Corona that had started gripping the world. Prarambh Institute also had to shut down, and the students went home for their studies and safety.

As the crisis deepened, the students' safety became central. With every passing day, reopening of schools appeared more and more unlikely. It started becoming clear that the traditional methods of teaching may no longer be possible, and at the same time the students were losing precious time.

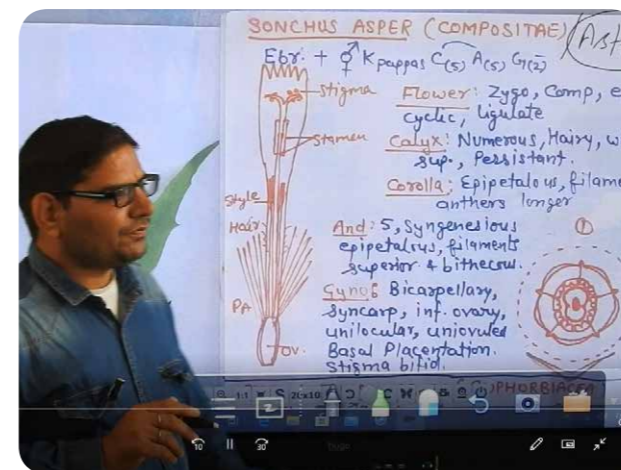
To respond to this situation, the HPPI team, the faculty of Prarambh and the Institute's administration got together to brainstorm and discuss the options to salvage the academic year of the students.

It was decided to leverage technology and to immediately have education content online for the students to access. At that time, the now popular online video conferencing platforms were not available. However, Prarambh was originally designed to have a digital infrastructure, and this helped the Institute in the crisis.

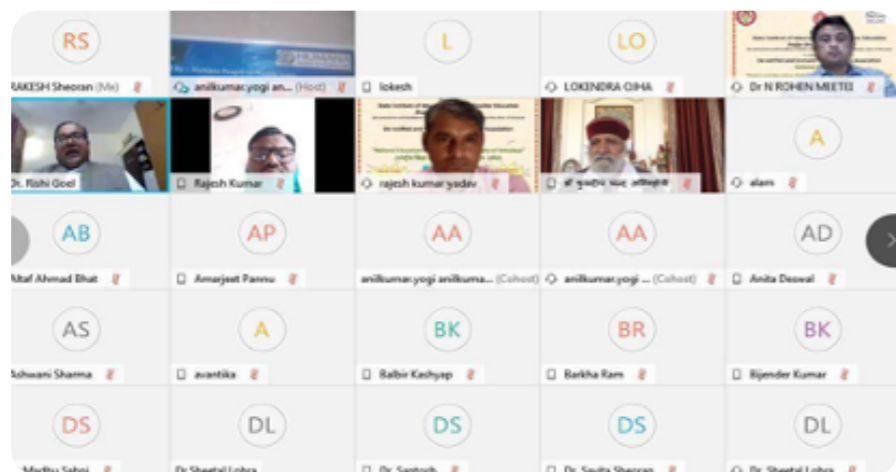
Having digital boards, a digital library, access to computers and access to the Internet proved critical for Prarambh, as the faculty adopted e-teaching as early as by April 2020.

The teachers took to making videos of their lectures and uploaded them to the YouTube platform. HPPI played a critical role in arranging the shooting of videos, arranging logistics, conceptualising the content and in execution of the e-teaching. The HPPI team helped the teachers to record their lectures and to start a YouTube channel for airing the lectures. The students accessed these videos from their home locations and thus could continue studying.

With the Corona pandemic continuing and work from home (WFH) becoming more of a norm than the exception, e-learning and video meeting platforms







such as Zoom and Google Meet became available. Prarambh adopted these platforms and thus began the online and interactive teaching of the students.

The lectures were taken as per schedule over Zoom, and the students logged in from their home locations. HPPI helped in organising the Zoom sessions and in preparing the faculty in digital teaching. Classes were held in lecture format, and with the passing time, both the teachers and the students became accustomed and proficient to this new form of teaching and learning.

“No institute took initiatives towards online learning the way ours did, not even private institutes.”

**Mr Satpal, Assistant Professor in Botany**

Many faculty members recounted their experiences of how they recorded and edited videos and adjusted camera angles, and the critical role of HPPI in making the transition to e-teaching. Almost all faculty members referred to HPPI’s important role in making the transition to online a smooth process. The faculty stated that without HPPI the whole transition to online would have been more difficult, filled with glitches, and would have taken much longer.

### PRARAMBH HOLDS ONLINE ORIENTATION

**Jhajjar:** Prarambh, a state institute of advanced studies in teacher education, organised online orientation for its newly enrolled students. Institute Director Rishi Goel called upon the students to work hard and make their future bright and to ensure their contribution in the betterment of the society. Savita Yadav spoke about cultural and co-curricular activities of the institute while Assistant Professor Rakesh Sheoran spoke about the journey of the institute and expectations from the students and teachers.

**The Tribune** Fri, 13 November 2020  
<https://epaper.tribune>

However, an integral part of the college curriculum that the students were losing out on were the various activities. To address this, there were many activities conducted online for the students such as poetry competitions, quizzes, etc. Even orientation for the new batch was done online.

The students remarked that the professors were extremely helpful in the online mode, that they made all the efforts to make the classes interactive.

Mr Satpal, Assistant Professor in Botany, shared a story, explaining how to conduct classes with practical application, that he went to a sugarcane field himself. To show the diseased parts of the sugarcane, he demonstrated it through a webcam so that all his students could see it first-hand.

In this way, most teachers tried to make classes as interesting as possible to compensate for the loss of other activities.

“We students faced no issues in studying during the pandemic thanks to the efforts put in by our faculty and HPPI. We take classes on Zoom, and now we are habituated to taking online classes. But I still keenly look forward to the opening of the Institute, as we are missing on the activities and the exposure.”

**Ms Tushita, batch of 2019-23**

Corona could not even hinder the examinations. They were conducted as per the university guidelines and protocols; the students had to appear in online exams with the camera on and the microphones unmuted to ensure a fair evaluation. Internships for students in their fourth year were also conducted online.

While the Institute had not reopened for students by the time of writing this report, the Institute did not lose a semester or any important activity such as admission of the new batch, studies, examinations or placements.

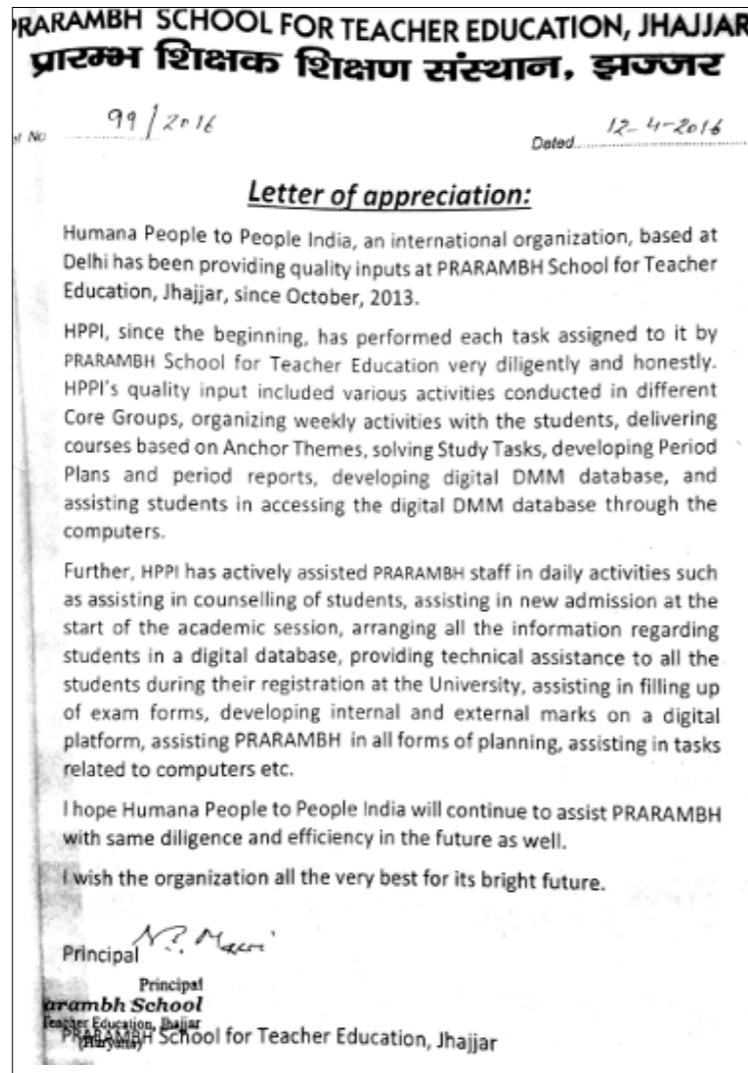
While the Institute continues online, the students do miss the physical interactions, study tours, field visits and various other activities that they had gotten used to and which they now only fondly remembered. The first and second-year students have not even had the opportunity to have any of this and have only heard about them from their seniors. In September 2021, when this report was written, the students were eagerly anticipating and awaiting the reopening; they could not wait to get back to the campus.

# Achievements to Be Proud of

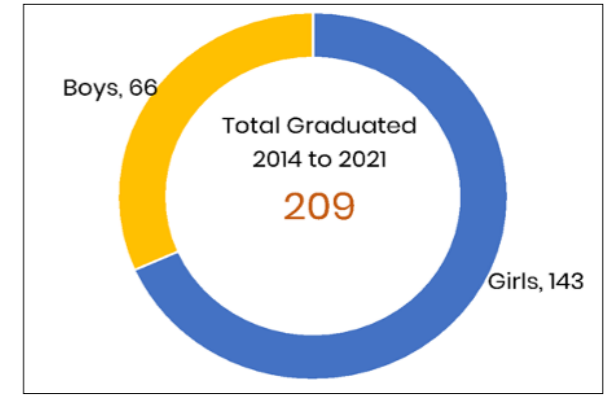
HPPI feels privileged to be part of the important journey of Prarambh. In the last 9 years, HPPI not only implemented the DMM pedagogy but could also see its results as the students of batch after batch reflected confidence and independent thinking.

The efforts of HPPI have been appreciated by the Institute, the faculty, the higher administration and most importantly by the students. This has been one of the biggest achievements of the programme and paves a way for the future of such integrated teacher training programmes in the State, where DMM can be integrated.

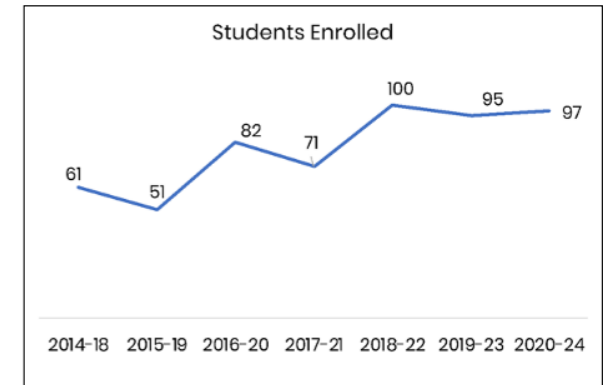
Prarambh Institute started the four-year integrated programme in 2014. Since then, four batches of students have graduated. The first batch graduated in 2018, and the latest batch graduated in 2021. A total of 209 students had graduated until 2021, of which 143 were girls and 66 were boys. Another approx. 400 students are under training presently.



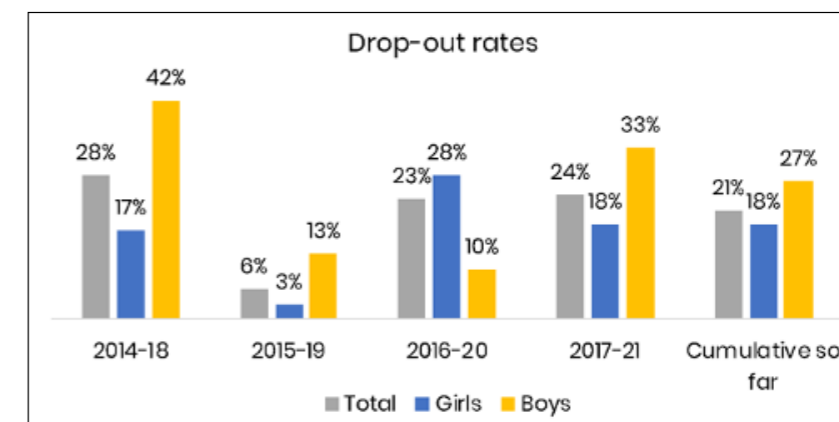
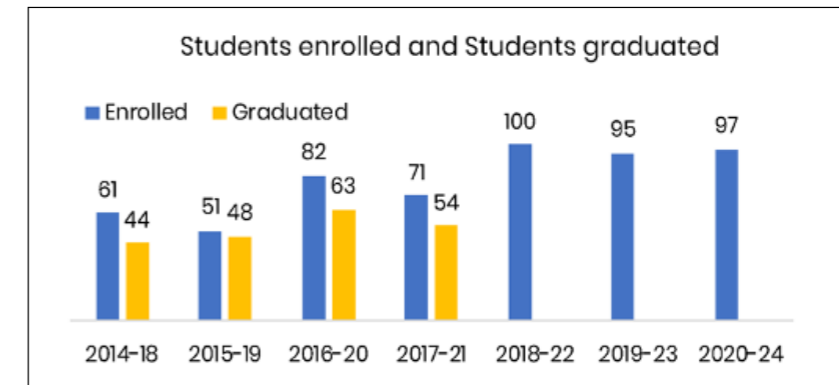
The Prarambh journey shows how the Institute evolved and could create a name for itself in a short span. In the first year of the school (2014), 61 students enrolled. The enrollment numbers increased over the years as Prarambh gained popularity. The Institute has now been operating at its full capacity of 100 students per batch for the last 3 years.



The dropout rate has also declined over the years. This is especially impressive as the programme was adversely impacted due to the Corona crisis. The Prarambh curriculum is designed to have a lot of physical activities and community interactions, and these elements of the programme were impacted.



Notwithstanding these impacts, the students continued with the programme, and a lot of activities were done online. While the drop-out rate in the first batch was 28%, it has been much lower since then. The cumulative drop-out rate across four batches is 21%. The drop-out rate among girls is much lower at 18%, while for boys it is 27%.



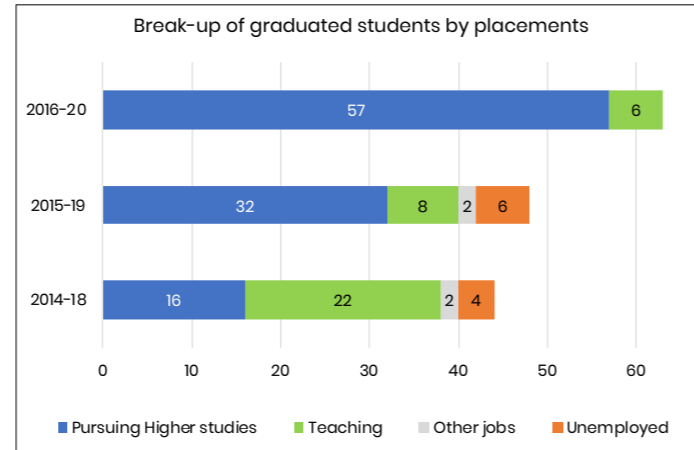


# As we Conclude

## Experiences & Learning

### Placements

Prarambh students have been successful in getting placed in different schools. Most students have the aspirations to specialise in the field and hence take up postgraduate courses. Many students have qualified for the CTET and STET exams for teacher selection. Many students want to pursue Ph.D. to become academicians in reputed universities. The students who have graduated mention that they want to specialise in education, and therefore they are going for higher studies in the field of education. The table below shows the distribution of students across their engagements as of August 2021.



Batches	Jobs	Higher studies	Unemployed
2016-20 (N=63)	10%	90%	0%
2015-19 (N=48)	20%	67%	13%
2014-18 (N=44)	55%	36%	9%
<b>Total (N=155)</b>	<b>26%</b>	<b>68%</b>	<b>6%</b>

“I thank you for this interview as it will help me relive my golden period at Prarambh. I am currently pursuing Masters in Journalism & Mass Communication from Central University, Bhatinda, Punjab. For the future, I want to go into research in Journalism and probably do a Ph.D. Although I was selected in CTET, I decided to pursue higher studies.”

**Ms Archana Kiran, batch 2016-20**

### Experiences

HPPI’s engagement with Prarambh ended in September 2021. A journey of 9 years finally came to its conclusion.

They say the proof of the pudding is in the eating. At Prarambh, the ultimate outcome of all the efforts is the quality of the students it has produced. The testimonials of the students, their performance in the real world and their achievements demonstrate that Prarambh with its DMM pedagogy has been successful in achieving what it set out to do. The students from humble backgrounds are now teachers, academicians and researchers in advanced fields. They have the aspirations, the confidence to achieve them and the willingness to give back to society.



The unique teachings of the programme were much appreciated by the faculty members and the students alike.

### The Students

The interaction with the past and the present students of Prarambh shows the impact the school and its pedagogy has had on the students. The key highlights of the course that most students pointed out during their study were:

- It was a four-year integrated course; it helped the students save one full year.
- The faculty and the HPPI team were very supportive. The faculty always engaged with the students and gave them a chance to express themselves.

2. Experience shared by Simran, B.A B.Ed, 2<sup>nd</sup> Year



मैं सिमरन हरियाणा के जीन्द जिले कि निवासी हूँ जो प्रारम्भ स्कूल फॉर टीचर एजुकेशन, झज्जर के बी.ए.बी.एड, द्वितीय वर्ष की छात्रा हूँ। यह हरियाणा राज्य के झज्जर जिले में नेहरू कॉलेज के सामने मॉडल स्कूल में स्थित है।

मैं यहाँ पर वर्ष 2013 में आई थी। यह मेरे जीवन का सबसे बड़ा दिन था। क्योंकि मैं अपने लक्ष्य को प्राप्त करने के लिए पहला कदम रख रही थी। मेरी इस कॉलेज से कुछ आशाएँ थी उन आशाओं के साथ मैं प्रारम्भ स्कूल फॉर टीचर एजुकेशन, झज्जर में दाखिला करवाया। मैं इससे पहले टेकनिक में विश्वास नहीं रखती थी और नहीं किसी प्रकार कि मनोरंजक गतिविधियों में भाग लेती थी। यहाँ आने से पहले कम्प्यूटर विषय कि केवल सामान्य जानकारी थी लेकिन अब कम्प्यूटर विषय में अधिकतर जानकारी प्राप्त कि है जैसे ई-मेल करना, वर्ड ग्रुप वर्किंग, डाउनलोड करना, विषय से संबंधित सामग्री इन्टरनेट के माध्यम से पढ़ना आदि।

मेरे लिए सबसे नयी और अलग थी डी.एम.एम। यह ह्युमाना पीपल टु पीपल इन्डिया (एच.पी.पी.आई.) के द्वारा उपलब्ध करवाया गया था। मेरे विचार से यदि मैं कुछ गृहण कर पाई हूँ तो वो डी.एम.एम. से क्योंकि यह बढ़ते भारत की सफलता का पहला कदम है। डी.एम.एम. से मैंने किताबी कीड़े की आदत छोड़ी है और नई तकनीकी डीजिटल ज्ञान प्राप्त किया जोकि इसकी बहुत जरूरत थी। यदि यह नहीं होता तो शायद मैं भविष्य में एक शिक्षिका के रूप में अपने विद्यार्थियों को तकनीकी ज्ञान के बारे में जानकारी प्रदान नहीं करा पाती। वर्ष 2013 में जो सिमरन सिर्फ किताबों के बारे में जानती थी वही सिमरन आज 2015 में अपने आप में काफी बदलाव देख रही है। इसका श्रेय मैं सिर्फ एच.पी.पी.आई. को देती हूँ क्योंकि उन्होंने मुझे इतना कुछ सिखाया और सफलता कि ओर अग्रसर किया। अब मुझे नहीं लगता की मैं कभी भविष्य में किसी मोड़ पर घबरा सकती हूँ। इन सबके लिए मैं एच.पी.पी.आई और प्रारम्भ का धन्यवाद करती हूँ।

*Simran*

- The students and the learning were always kept central during the entire course.
- It was not just subject teaching but the holistic development that most students found very useful and unique.
- The course developed a sense of responsibility and pride among the students for the profession of teaching. The students realised the enormity of the responsibility they had as teachers in shaping the future generation.
- Almost all students agreed that the various activities – field visits, cultural events, sports, competitions, etc. – helped them gain confidence and encouraged them to participate and internalise the learning. It helped them to learn not by rote learning but by understanding and processing.
- Field visits in the local communities developed a sense of responsibility and an urgency to give back to the community, to think about the needs of those beyond oneself. The students also gained first-hand experience as they navigated through internships in their final year, where they could apply their learnings in practice.

## Students Speak

“Everything we did under the DMM methodology changed the way we think about life, it makes us think beyond ourselves.”

*Mr Manjeet, batch of 2016-20*

“People often have the perception that if you are teaching then anyone can do it, but the DMM methodology of HPPI and the course at Prarambh made me understand the seriousness of the job. It made me realise the immense responsibility I have as a teacher, that I am shaping the society through teaching the future generation.”

*Ms Priya, batch of 2015-19*

“I feel I would be a more sensitised teacher than the ones who taught me. I have been taught to keep the students and their learning at the centre. In the old days, our teachers used to scold or even humiliate students in front of the whole class, without realising how traumatic this could be for that student. I would never do that as I now understand the students’ sensitivities.”

*Ms Archana Kiran, batch of 2016-20*

“When we enter college, we are like kids with not much confidence, and by the time we graduate from Prarambh, it’s like we are different people. My own confidence also increased because of the college, and it wouldn’t have been the same way in any other institute.”

*Ms Shilpa, batch of 2014-18*

## The Faculty

The faculty members at Prarambh felt that HPPI’s association with the Institute had added significant value to the curriculum and to the Institute in general. The faculty members found the DMM pedagogy contemporary, innovative and futuristic.

Faculty members also expressed that they understood and appreciated that within the university’s existing curriculum and methods, it was challenging for HPPI to customise and fit a new pedagogy. Nevertheless, the HPPI team’s relentless efforts and constant engagement with not just the students but also with the other faculty members enabled the faculty members to do their jobs effectively.



The key points highlighted about the course and HPPI's contribution by various faculty members were:

- The four-year programme gives the students more time to understand the concepts of education and teaching, compared to a two-year B.Ed. programme. Thus, the students graduating from Prarambh are better equipped with the subject knowledge and practical experience.
- The DMM curriculum is innovative and has led to the students' overall development. DMM develops the ability to think critically and independently among the students.
- All the extra curriculums in the DMM pedagogy such as field visits, Anchor Themes and the Core Group concept provide the students with the exposure one needs to develop as a rounded and responsible education professional.
- HPPI's support during the Corona breakout helped the teachers in shifting to online teaching faster and smoothly.
- The HPPI team was involved throughout and helped not just in the delivery of their DMM curriculum but in the overall execution of the programme, the facilitation of the students, the handling of admin issues, technical issues, logistical issues or any other problems on campus.

### Faculty Members Speak

"HPPI played an important role in the creation of the curriculum, it was a very well-planned curriculum and was definitely innovative. The Anchor Themes were contemporary and designed with the objective of creating a good teacher and a good citizen."

*Dr Gurpreet Singh, Assistant Professor in History*

"As in mathematics we need to practice a lot, otherwise we forget a concept; the same is the case with this institute. Since it is a four-year programme where the students get ample time to learn and practice, they are more likely to come out as better teachers."

*Ms Reena, Assistant Professor in Mathematics*

"The HPPI team contributed so much. In the start when the online classes were not so streamlined, they were always there for support. They never complained about putting in extra hours, especially during the online exams, never expected any extra remuneration for overtime. They were always there when we needed them."

*Ms Reena, Assistant Professor in Mathematics*

"I have earlier assessed HPPI's programme in DIETs as part of the SCERT team, I have analysed the DMM pedagogy in detail, in fact, I have also provided some feedback on it. I find the entire pedagogy very progressive; it is very well designed. HPPI also puts in a lot of effort from their side; I feel they could have been supported more."

*Dr Pragat Singh, Assistant Professor in Sociology*

### Learning

HPPI's engagement with Prarambh has ended, but it has successfully demonstrated the benefits of public-private partnership in education. Any education system, and more so one as elaborate and old as India's, would take time to change. HPPI is happy to be part of the process of this change, which is slowly but surely happening.

NCFTE, 2009, and the recent National Education Policy, 2020, have necessitated and accelerated the process of this change. Prarambh Institute was a step forward towards this where the State Government's initiative led to MDU and HPPI coming together to blend the university curriculum into the DMM framework. The HPPI team not just provided the education framework but also implemented and participated in educating the students in a government institution.

Some of the takeaways from this partnership between the State Government and HPPI that can help further such initiatives in the future are discussed below.

### Potential to Upgrade the DMM Digital Library to an E-Learning Platform

The DMM content material is currently available in PDF files ensuring digital access to the course content to the students. However, there is a potential to upgrade it into a digital learning experience that can be delivered through a learning management system (LMS) platform. This can turn the course into an e-course with assignments and quizzes integrated into it.

### Recognition and Certification of Students for DMM Studies

In the current framework, while the students undergo the DMM pedagogy over and above their regular B.Ed. curriculum, they are not evaluated or provided any certification for it. If the students can be provided some recognition or certificate for having undergone the DMM curriculum, it can help them to differentiate themselves in their professional lives.

### Need for Greater Emphasis on and Integration of Experiential Learning in Teacher Training Programmes

HPPI's DMM pedagogy system emphasises a lot on experiential learning, student activities and challenging the students to get a holistic understanding of placing subject knowledge in a practical context.

This approach has also been emphasised by NCFTE, 2009. Currently, the traditional

teacher training programmes do not emphasise this aspect as much as they should.

Therefore, the teacher training programmes offered by universities should try and adopt DMM or a similar approach where teaching subject knowledge is integrated with experiential learning and its application in real life. Apart from the subject knowledge, the students should be provided exposure through different means (debates, field visits, study tours, interactions with subject experts, etc.) to be able to put knowledge in a real-life context.

### **HPPI's Role in Modernising Teaching Practices**

HPPI has a long experience of working with state governments' teacher training institutes. It also has decades of experience through the HPP Federation and its DNS approach, which has been internationally applied. There is therefore an opportunity to leverage HPPI's experience in modernising the teacher education system.

HPPI can engage with public and private universities and integrate its DMM approach with the traditional teaching methodologies and help them modernise by increasing the weightage of practical learning within the current training programmes.

“After HPPI is gone, there will be a void. I don't think mainstream teachers will have time to be able to do those activities that HPPI used to do. There will definitely be a void.”

*Dr Sheetal, Assistant Professor in Chemistry*

HPPI can have similar public-private partnership models in other institutions and can also train the trainers in its DMM approach to enable existing teacher trainers to adopt modern teaching methodologies as emphasised by NCFTE, 2009, and the National Education Policy, 2020.

### **Conclusion**

Prarambh has been an important initiative of the State Government to start a four-year integrated programme. The State Government and NCTE have shown their commitment towards improving the teacher training by approving this innovative 4-year course.

Prarambh also represents an excellent example of a public-private partnership model in education, wherein HPPI was a knowledge and implementation partner. The course was affiliated to MDU, Rohtak, and followed its curriculum, but HPPI provided the framework, methodologies and content organised as DMM.

HPPI understands that to change the teaching practices in an elaborate education system takes time and effort, and HPPI is glad that it has been part of this effort through its team providing hands-on examples and experiences in this government institution.

It is also felt in HPPI that to fit a new pedagogy within the existing university curriculum was challenging, but nevertheless it could be done with support from SCERT, the University, the college administration, the faculty members and HPPI's committed team. The opinions of the students, their achievements and the feedback of the faculty members are the living testimonials of the success of the programme and the efforts of HPPI.

Although its tenure with Prarambh will end, HPPI believes that as the name “Prarambh” suggests, it would just be the beginning of many other such colleges in the State of Haryana. HPPI would want that the DMM pedagogy – where the students, their experiences and learning are kept central – is adopted by the Government in other colleges and is continued at Prarambh Institute.



The whole initiative of Prarambh with the DMM pedagogy is considerably important from the perspective of the issues highlighted in teacher training by NCFTE and the recommendations provided therein. The DMM pedagogy is aligned with the NCFTE guidelines and addresses many of the issues raised there and follows most of the recommendations.

Below are the key issues and the recommendations made by NCFTE, 2009.

### Issues with the Current Teacher Training

- Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teachers.
- Existing programmes do not recognise the centrality of language in the curriculum, and teacher trainers have poor language skills.
- The teacher education programmes provide little scope for the student teachers to reflect on their experiences.
- Disciplinary knowledge is viewed as independent of professional training in pedagogy.
- Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
- It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by the student teachers.
- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- Theory courses have no clear link with practical work and ground realities.
- The evaluation system followed in the teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness.
- Apart from conceptual and pedagogical aspects, the existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating these aspects.

### Key Recommendations by NCFTE, 2009

Considering the above constraints, NCFTE, 2009, has called for a teacher education curriculum to provide appropriate and critical

opportunities for the student teachers to:

- Observe and engage with children, communicate with and relate to children.
- Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
- Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.
- Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

In the contemporary context, NCFTE recommends the teacher training to have the following attributes:

- **Inclusive Education**  
Including those in the margins, either with learning difficulties because of physical or mental disabilities or because of their social position.
- **Perspectives for Equitable and Sustainable Development**  
To develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, the perspectives that develop values for peace, respect the rights of all, and respect and value work.
- **The Role of Community Knowledge in Education**  
It is important for the development of concepts in children as well as the application of school knowledge in real life that formal school knowledge is linked with community knowledge. This increases the relevance of education as well as the quality of learning.
- **ICT in Schools and E-Learning**  
With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand that it be included in school education. Teacher education needs to orient and sensitise the teacher to distinguish between critically useful, developmentally appropriate and detrimental use of ICT.







# HUMANA

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