



**Training Programme  
for  
KGBV Teachers from the Scheduled Tribe  
Concentrated Districts of the North  
Eastern States on Bridge Course and  
Teacher Training Package**

**Report 2016-17**

**Prof. Mona Yadav**



**Department of Gender Studies**  
**National Council of Educational Research and Training**  
Sri Aurobindo Marg, New Delhi – 110016

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## **Programme Team**

- Dr. Mona Yadav : Programme Coordinator,  
Professor,  
Department of Gender Studies  
NCERT
- Dr. Poonam Agrawal : Professor & Head  
Department of Gender Studies  
NCERT
- Dr. Gouri Srivastava : Professor  
Department of Gender Studies  
NCERT
- Smt. Aruna Rajoria, IAS : Honorary Director of the Programme  
Mission Director, SSA, Assam
- Ms. Sharmila Thakur : State Programme Associate (KGBV)  
State Mission Office, SSA, Assam

## **Administrative Team**

- Sh. Anil Kumar Thakur, APC
- Sh. Ramesh Chandra, UDC
- Ms. Kusum Kumari, Computer Typist
- Ms. Pratibha Tanwar, Computer Typist
- Sh. Pramod Kumar, MTS

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## Introduction

### बोझ

दुनिया वाले क्यों हम से नफरत करते है,  
बेटी को वो क्यों बोझ समझते है  
मैं उन काटों से नफरत करती हं,  
जो रोकते है गरीबों और दुखयारों को  
और जिन से कष्ट होता है लचारों को  
मैं चाहती हूं इनको सुखी बनाना,

इनके लिए जागरूक होना है हमको,  
एक मजबूत हथियार बनाना है हमको  
चलों सब मिलकर खाये कसम  
कष्ट और दुःख झेलेगा कौन,  
चाहे आंधी या तूफान  
जग में करेगें एक दिन अपना नाम

नाम: तहरून निशा  
कक्षा: 6वीं (के जी बी वी बिहार)

The poem written by Class VI girl studying in KGBV Bihar depicts the thoughts of a young girl who has to fight against the social norm of son preference and where girls are considered as burden. Discrimination against girl begins even before birth, which can be seen in terms of declining child sex ratio for the age group 0-6 years. The child sex ratio according to 2011 census figure is 919, which is lower than the child sex ratio of 927 in 2001. There are many factors leading to this elimination of girls. These include sex based selection, neglect and early discriminatory practice. The issue of 'missing' girls also cuts across regions, economic classes, and castes. There is a persistent undervaluation of girls and preference of boys over girls and gender based sex selection is used as a tool to eliminate girls.

Besides this, there are other issues like low retention of girls in schools and sex based violence, which are rampant in the society. These, problems have to be addressed through policy measures that increase the economic, social and political worth of daughters. Issues

such as ensuring equal entitlements for girl/women in terms of property rights, employment and income generation, equal access to nutrition, health, and education have to take center stage of discourse and planning on development. The recent GOI scheme Beti Bachao, Beti Padhao will help in bringing about attitudinal changes among the society towards girls.

These inequalities of gender can be addressed through education as it is viewed as having transformative potential. Education for girls is important for their well-being, social justice, equity and economic growth.

For this education has to reach out to girls from marginalized social group and those residing in the remote and hard to reach areas. It is with this mandate GOI started schemes such as National Programme for the Education of Girls at the Elementary Level (NPEGEL), and the Kasturba Gandhi Balika Vidyalaya (KGBV).

The KGBV scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. Initially it started as a separate scheme, but was merged with the SAA programme from April 2007.

The learning needs of girls in the KGBV are a challenge as most of the girls have had a break in their schooling due to family compulsions or socio-economic circumstances. Many of the girls have either never been enrolled in the past or had dropped out of the schooling cycle at some stage. For this, the teacher needs special training/sensitization to enable them to understand and appreciate the learning needs of girls. Moreover training for teachers is needed for up gradation of content, using interactive teaching methods, continuous and comprehensive evaluation, adolescent issues and integration of ICT in education.

The Department of Gender Studies earlier known as Department of Women Studies work towards the mandate of girls' education and women's empowerment through its various activities. It works towards addressing power relations in a multi-cultural society like India, which has diversities and differences embedded in it.

The gender sensitization of teacher educators and teachers is an important mandate of the department which derived its philosophy from NPE, 1986 wherein there is a mention that education will be used as an agent of basic change in the status of women and the National Education System will play a positive interventionist role in empowering girls and women. The programme of Action (POA) 1992 especially mandated the Department to intensify activities already initiated in the area of developing gender sensitive curriculum, removing sex bias from textbooks and training of trainees/teachers. Consequent to this the initial focus of training was on material development followed by organization of workshops/orientation programs to develop instructional/training materials and to orient key personnel from State/UTs on different aspects of education for women's equality and empowerment (1988-89). A number of key personnel, teacher-educators and principals attended these programmes. In this backdrop, multiple training programmes were organised by the Department with different focus.

Training programmes for the duration of six weeks have been organised on 'Methodology of Women's Education and Development' which was an annual feature of the department. It was initiated in 1989-90 and continued until 2003-04. This programme provided a potential forum for exchange of ideas and experiences in the area of promoting girls' education and overcoming existing bottlenecks in access, enrolment and retention, among stakeholders engaged in this important task. The department successfully conducted thirteen training programmes on Methodology of Women's Education and Development wherein more than 390 educational personnel across India have been trained to work as change agents in their respective workplaces.

For capacity building of teachers and teacher educators on inclusion of schedule caste, schedule tribe and Muslim girls in education a number of training programmes were undertaken. Under these programmes, emphasis was laid on the importance of research for various levels of education system. The department initiated training of teacher educators on action research related to gender issues, in which participants consisted of those educational personnel who had already been trained by the Department on methodology of women's education and development in the last five years. Later the Department

conducted additional training programmes on action research with varied focus, such as – upliftment of scheduled caste (SC) and scheduled tribe (ST) rural girls.

In the area of SC and ST girls' education, the Department has also conducted three training programmes with a focus on their inclusion and retention in the education system and their empowerment through action research. Under the action research training programmes, the participants undertook individual action research projects on issues related to girls' education in their district and presented their findings in the follow up workshop organized by the Department.

For the upliftment of Muslim girls in education and addressing their gender concerns two training programmes were organized by the Department in year 2008-09 and 2012-13 for teacher educators of Institute of Advanced Studies in Education (IASEs) and for teacher educators from DIETs.

A training programme was organized using distance mode i.e. 'EDUSAT- Facilitated Orientation of Practicing School Teachers on Gender Issues in Curricular Areas with reference to NCF-2005. Around 2500 teachers from Kendriya Vidyalayas, Navodaya Vidyalayas, CBSE Schools and State Board Schools participated in the Orientation Programme and interacted with 35 experts present at the CIET studio at New Delhi.

In the year 2009-10 and 2010-11 the department undertook two training programme for its own teachers from Demonstration Multi-purpose Schools (DMS) on Gender Issues in Education. Based on need assessment from the field different training programmes were organized for Jawahar Navodaya Vidyalaya Principals of different States on Gender Issues in Education from 2013-16.

To cater to the training needs of SSA and RMSA gender coordinators from different states of India, the department made a significant effort in organizing training programmes for them on gender issues in education from the year 2010 -2014.

### ***Genesis of the Present Training Programme***

One of the major objectives of the Department is to strengthen the GOI schemes for girls' education. To strengthen the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme of GOI

a national consultation on KGBV was held in August, 2008, at NCERT. The major recommendation of the consultation was that the State textbooks being used in KGBVs in many places do not provide an understanding of necessary concepts especially in the domain of Science, Mathematics, Social Science and Languages (Hindi and English). Many girls find it difficult to relate to their lived realities and experiences. The social context in which girls are placed are often missing in textual materials. Further, books used do not project gender concerns and issues related to equity and equality and social justice in a very substantial manner.

In this regard the Department took up the task of preparing Bridge Course for KGBV girls and teacher training package for KGBV teachers. The Bridge Course for KGBV girls has been prepared in the content areas related to Science, Social Science, Mathematics and Languages. All the materials have been prepared in Hindi and English. The approach followed in all the Bridge Course is child centered and includes multiple activities that can be contextualized to meet the learning needs of the learners. These can be further contextualized according to the learning needs of KGBV girls and used for preparing additional activities, worksheets and project work.

The Teacher Training Package has been prepared in Science, Mathematics, Social Science, Languages and in Arts and Aesthetics. The package prepared is based on NCERT textbooks of classes VI to VIII. It adopts several participatory techniques for encouraging student's participation in all disciplines and in stimulating their interest. The activities mentioned in the Teacher Training Package can also be adopted, adapted and contextualized in meeting the learning needs of the learners.

For the proper usage and dissemination of the bridge courses and teacher training packages prepared, the department decided to train the KGBV teachers. A training programme of Master trainers was organized to field test the materials that were developed for addressing the academic challenges of the scheme in the year 2010. Master trainers in content areas of Science, Social Science, Mathematics, Art and Aesthetics and languages were invited from nine states of India – Andhra Pradesh, Rajasthan, Uttar Pradesh, Uttaranchal, Madhya Pradesh, Chhattisgarh, Jharkhand, Bihar and West Bengal. A total of 43 master trainers participated in this programme. Based on the feedback

received necessary changes were incorporated and the final draft of bridge courses and teacher training packages were prepared.

. Since 2011, the Department has taken up the training programme for KGBV teachers of various States. In 2011-12 KGBV teachers from **West Bengal, Orissa and Chhattisgarh** were trained. In the year 2012-13 KGBV teachers working in KGBVs located in SC dominated districts from three Southern States of **Andhra Pradesh, Tamil Nadu and Karnataka** were trained. In the year 2013-14 KGBV teachers teaching in KGBVs located in ST dominated districts from the State of **Gujarat and Maharashtra** were trained. To strengthen inclusion of all forms, the Department organized training programme for teachers of KGBVs located in Muslim concentrated districts of the States of **Bihar, Himachal Pradesh, Haryana and Rajasthan** in the year 2014-15. In the year 2015-16 KGBV teachers teaching in KGBVs located in SC concentrated districts for the State of **Uttar Pradesh, Uttarakhand and Jharkhand** were trained. The Department had organized a follow-up workshop for KGBV teachers of Chhattisgarh, Odisha and West Bengal in February, 2016. The suggestions provided by the participants during the workshop were considered for the present training programme(2016-17). In the present training programme the department trained **sixty two** KGBV teachers of Languages, Social Science, Mathematics and Science from the Scheduled Tribe (ST) concentrated districts of the North Eastern States – **Assam, Arunachal Pradesh, Mizoram, Meghalaya, Manipur, Nagaland, Sikkim and Tripura.**

The programme was held at Conference Hall, State Mission Office, SSA, Kahilipara, Guwahati. The programme was of seven days duration each held from 15th-21st September, 2016 and 23rd -29th September, 2016. At the end of the training programme, feedback was received from the trainers on the various themes for improvement of future training programmes.

The teachers were trained by a resource group consisting of experts involved in the preparation of training package and bridge course. In addition to DGS faculty, resource persons were drawn from other Department of the NIE, CIET, DIET, UNICEF, Assam, Self Defense trainers from Assam and SSA Assam

### ***Specific Objectives:***

The specific objectives of the programme were to:

- Orient the KGBV teachers on the bridge course prepared for girls and teacher training package on different subjects.
- Enable the teachers to translate and transact different concepts with the help of participatory pedagogical processes.

### **Major Themes**

- Gender Issues in Education
- Right to Education in the Context of Girls' Education in the North Eastern States
- Vocational Education for Empowerment of Girls
- ICT in Teaching Learning of Social Science and Mathematics
- Adolescence Education: Issues and Concerns
- Continuous and Comprehensive Evaluation in Schools (CCE)
- Text books and Gender Reflections in Social Science
- KGBV scheme: The SSA initiative for Girls' Education in the North Eastern States
- Bridge Course in Science: Approach and Suggested Activities
- Teacher Training Package in Science: Approach and Suggested Activities
- Bridge Course in Mathematics: Approach and Suggested Activities
- Teacher Training Package in Mathematics: Approach and Suggested Activities
- Use of Science and Mathematics Kit prepared by NCERT and Vigyan Prasar
- Bridge Course in English : Approach and Suggested Activities
- Teacher Training Package in English: Approach and Suggested Activities
- Bridge Course in Hindi: Approach and Suggested Activities
- Teacher Training Package in Hindi: Approach and Suggested Activities
- Teacher Training Package in Art and Aesthetics: Approach and Suggested Activities
- Teacher Training Package in Social and Political Life: Approach and Suggested Activities
- Bridge Course in History: Approach and Suggested Activities
- Teacher Training Package in History: Approach and Suggested Activities
- Audio-video viewing of films related to Gender Issues
- Self Defense for Girl

## ***Academic Sessions***

### ***Vocational Education for Empowerment of Girls***

***Prof. Poonam Agrawal***

The theme projected as to how India is a young nation, expected to be a major contributor to the world's working age population over the next several decades. At the same time an estimate reveals a global shortage in skilled Human Resource to the tune of 56 million by 2020. Thus India can be the hub for potentially employable, skilled, competitive Human Resource, in which girls need to be equal and active participants. It has been increasingly realized that women have to be empowered for creation and growth of sustainable world economies. Education and Skill development are two important determinants of Empowerment which lead to employment readiness. There were discussions on the reforms in Vocational education and recent developments and announcements which can be useful for the KGBV girls, the skill development courses available after class 8<sup>th</sup> and the prospects of certification. Discussing the Economic Opportunities in the Northeast region of India, the key Thrust Areas for Skill Development were evolved in an interactive fashion with the participants of the training. A survey conducted by the Indian Chamber of Commerce in 2013 was referred and it was explained as to how the number of job seekers will be more than the jobs generated in the North East India, and thus there is a need for developing skills for both local employment and for those who seek to migrate. It was emphasized as to how the KGBV girls can be initiated into skill development to prepare them for availing further opportunities of empowerment and employment readiness.

### ***Gender Issues in Education***

***Prof. Mona Yadav***

The session was initiated with the perception of trainees regarding gender. There were discussions held on the concept of Gender and the various issues related to gender in education. It was discussed that gender should not be considered as just women's issue. It is a people's issue and a human issue. Gender relations are neither natural nor given, they vary from culture to culture. It is a dynamic concept that is socially constructed. Gender

relations are constructed to make unequal relations seem natural and socially acceptable. They determine role and functions related to masculinity and femininity. In cultures that are patriarchal, boys and girls are socialized in a manner that gives preference to boys as compared to girls. Boys are considered the breadwinners and the lineage is traced through the males. Girls on the other hand are to be married off to another family. Therefore, home and earth are considered to be the women's domain and all economic activities, ownership of assets are male's domain. Further, studies on boyhood and girlhood have highlighted that emotional qualities are related to girls and adjectives used to highlight woman are gentle, soft, beautiful, fearful and many more. For boys' the qualities expected are – tough, bold, leadership, protector, breadwinner, and many more. Thus, the expectations of socialization create undue stress on both sexes, making them to constantly conform to these socially accepted qualities.

Discussions were held on how gender inequality operates across all classes, castes and communities. While gender equality has been a key objective of education policy in India but policy initiatives in the context of gender have not had the desired impact in bringing about transformatory changes in the society. In the schooling process, studies have shown that there exists gender bias in teachers, attitudes towards boys and girls. Very often, the hidden curriculum that is visible in teacher's language of address, gestures and eye contact are discriminatory towards girls and this phenomenon perpetuates low self-esteem and lack of self-confidence among girls, especially from the marginalized community.

In the end it was highlighted as to how gender can become a project of possibility if the teachers are gender sensitive. Conscious efforts are needed on the part of teachers to show home management as a joint responsibility; men in caring, nurturing roles and girls shown in all active and positive roles. Further, contributions of women should be reflected in all disciplines in the teaching and learning process. Opportunities for participation of girls within and outside the classroom should be encouraged. Context specific strategies should be evolved by the teachers in consultation with parents to strengthen gender justice, harmony and peace. Constant efforts should be made to make pre-service and in-service teacher training programmes gender inclusive.

## ***Textbooks and Gender Reflection in Social Sciences***

***Prof. Gouri Srivastava***

The session attempted to highlight the salient features of the project under taken by the department related to Gender Analysis of some State textbooks from the view point of gender bias and stereotypes. The methodology followed was mentioned along with a brief overview of findings. In connection with methodology it was mentioned that tools were developed by the department which were utilized in the analysis. The focus was on examining textual material regarding content portrayal, visual depiction and activities and exercises given in each lesson of textbooks. In most of the state textbooks at the elementary stage it was found that gender was addressed by adopting dialogue form of writing, usage of gender inclusive language, designing of activities meant for all children. Further, few books mentioned women and men achievers in different field and portrayed sensitivity towards children with special needs. Teacher and students page focus on creating an inclusive classroom environment with a thrust on engaging students from different socio-economic backgrounds. However it was found that stereotypes continue to exist in many lessons of textbooks where in women were shown in limited roles and professions. In addition there was a need to stress on continuity and change in institutions like family and issues and concerns of transgender children. The session was taken with the help of power point and the details of the findings of different state textbooks were shared with the participants.

## ***Adolescence Education: Issues and Concerns***

***Prof. Saroj Bala Yadav and Dr. Harish Meena***

This theme was dealt by two resource persons in the two training programme of science and mathematics teachers and social science and languages teachers. It discussed about many issues related to the problems of growing up which are faced by children in schools. Adolescence is the stage of transition from childhood to adulthood, in which considerable physical and mental changes take place. The realities of youth in India today is that thirty percent of India's population (243 million individuals) is in the age group of 10 – 19.

There is adverse Sex Ratio (0-6 years) which is 914 females per 1000 males. In the age group of 15-19, 65% females and 53% males are not in school (population council, 2009). The gender role attitudes are still conservative as 53% women and 56% men in the 15-24 age group reported that wife beating was justified under specific circumstances. Both tobacco and alcohol consumption are more prevalent in rural married youth with less/no education and one in every 1000 youth is HIV positive (prevalence of 0.1% in females and 0.09% in males) (NFHS 3). More specifically only 28% of young women and 54% of young men in the age group of 15-24 had comprehensive knowledge about HIV/AIDS. It was emphasized that over 35% of all reported AIDS cases in India occur among young people in the age group of 15-24 years and more than 50% of the new HIV infection occur also among young people (NACO, 2005).

While everyone matures and goes through the changes in adolescence, this does not take place at the same time and in the same way for everyone including psychosocial changes. This difference often becomes the focus of teasing and ridicule among peers, leading to the experience of shame and fear. There are many harmful ineffective products, which claim to increase height and muscle mass very quickly, without any additional input of diet and exercise. Similarly, advertisements for cosmetics over-emphasize physical appearance often leading to feelings of inadequacy and low self-esteem.

School spaces including teachers and parents can play a very powerful role in enabling young people to be comfortable with their changing selves. Teachers can appreciate their unique identity and challenge stereotypes perpetuated by media and the larger society related to ideal physical appearance. Thus, there is a need to give them authentic knowledge, so that they are well equipped to cope with the problems which they confront during the transitional phase. They need guidance and independence as well as opportunities to explore life for themselves. Simultaneously the school spaces can play a very powerful role; they can provide a safe and supportive environment. Discussions were held on the physical development of boys and girls during adolescence. Five case studies on friend and bullying, positive and negative peer influences, attraction and romantic feelings, body image and stereotyping were discussed. Short films were also shown on growing up and discussions were held on them.

***KGBV Scheme: The SSA initiative for Girls' Education in the Context of North Eastern States***

***Ms. Sharmila and Prof. Mona Yadav***

The theme was introduced with presentation of status of girls' education in terms of enrollment and dropout in the North Eastern (NE) States. The initiatives for girls' education in NE States were discussed among which one of the initiative is the scheme of the Kasturba Gandhi Balika Vidyalaya (KGBV) under the national flagship programme of Sarva Siksha Abhiyan (SSA). This scheme was especially designed for promoting the education of girls from the most deprived section of society such as SC, ST, OBC and from the Minority Communities. Government of India launched the KGBV scheme in August 2004 for setting up residential schools at upper primary level for girls. The objectives of the scheme were to reduce the gender gap at elementary education, bridge enrolment gap at elementary level, especially at upper primary level, and ensure access and quality of education to girls of disadvantaged groups of society by setting up residential schools at upper primary level. The criteria of the scheme, components of the scheme, objectives of the scheme, academic steps taken and co-curricular activities were discussed. The recommendations given in the eleventh and twelfth plan period for KGBV were discussed.

The participants were made aware about the activities conducted under this scheme in NE States like vocational training, self defense, co-curricular and recreational activities, stipend, provision of supplementary material, course books, stationary and other educational materials. The impact of the KGBV scheme in the life of girls was discussed. The achievement of KGBVs in Assam, their coverage and measure activities under taken under this scheme were also discussed. The participants from other states discussed about the initiatives taken by their states under this scheme.

## ***Right to Education in the Context of Girl's Education in the North Eastern States***

***Mr. Ravindra Kumar Mishra***

The theme dealt with the Right to Education Act especially in the context of accelerating progress in girls' education. It focused on the Right of Children to free and Compulsory education (RTE) Act 2009 and its impact on education of children in India. This Act serves as a building block to ensure that every child has his or her right to get a quality elementary education. The State, teachers, families and communities have to fulfill this entitlement together.

The RTE Act provides a platform to reach the unreached with specific provisions for disadvantaged groups, such as child laborers, migrant children, children with special needs, or those who have a disadvantage owing to social, cultural, economic, geographical, linguistic, gender or such other factors. It also strives for participatory school management to ensure quality with equity, for example by banning corporal punishment to ensure classrooms free of fear and anxiety as well as providing mother tongue instruction as far as practicable.

Girls from disadvantaged social groups have significantly lower attendance rates than in the general population especially the girls belonging to SC and ST category. School attendance rates drop dramatically at secondary education levels, especially among girls. It is important to provide an enabling environment for girls by providing good resources in terms of infrastructure, instructional materials, teacher recruitment, and training of teachers for using child centered pedagogies and establishing linkages with different levels of schooling.

Relevant and meaningful education can be provided by bringing about curriculum reforms. In terms of gender we need to move beyond learning outcomes to include transformative elements of learning processes.

Engendering quality of education – from a gender and social justice perspective is important as it addresses critical issues of power, diversity and promotes participation.

Discussions were held with the participants on how to address the issue of quality education in the NE States in terms of enrolment, achievement and infrastructure facilities. The role of KGBVs in fulfilling the mandate of RTE was also discussed. The challenges ahead in terms of inclusive access, student driven classrooms, low quality provisions, qualified trained teachers, virtual classrooms, digital division and mental stress were also discussed.

### *Self Defense for Girls*

The session discussed on the need for self-defense training for empowerment of girls. The team highlighted the objectives of the self-defense training, which is to make an effort to reach out to women, to make them confident, to give them practice on self-defense techniques, to sharpen the physical and mental reflexes of women.

The session provided exposure to participants in techniques of self-defense which would help in developing self confidence among girls. It teaches girls how to protect them until help arrives. This also gives them self-confidence to

respond to a crisis in an appropriate way. These techniques will empower them with the knowledge to help lead a safer life, protecting themselves from attacks by eve-teasers and anti-social elements and prevent chain or bag snatching including criminal assault, using everyday items such as a duppata, a pen, a hand bag, a book, a perfume spray etc.

### *Self Defense Team from Assam*



The team demonstrated the self-defense training and provided firsthand experience to the participants regarding the techniques and the participants actively participated in the session.

### ***Bridge Course and Teacher Training Package in English: Approach and Suggested Activities***

***Prof. Kirti Kapur***

The theme was introduced by highlighting the reason for making the material bilingually. It attempts to make learners' introspect that English is around them and that many words they use in their daily life are punctuated in this medium. The theme of the Bridge Course and teacher training package have been evolved after in-depth interactions with teachers and students of different KGBVs. Series of workshops and discussion with practicing teachers led to the finalization of themes to improve the listening, speaking, and writing of the girls. Emphasis was laid that the course book should not be treated as a book but as an exemplar material for concept clarification and better understanding of various contents. The box items in Hindi could be replaced by teachers, according to the need and requirement of learners, situated in diverse context.

The themes in the Bridge Course follow a logical construction. It begins with – Self and the Family, Neighbours, Animals, Food, Transport, Do not give up, Books, Caring for our Environment, Keeping fit and Reading at Leisure. The Bridge Course consists of several suggested activities for making English a medium and as subject enlisting, vivid and clear.

The Teacher training Package attempts to encourage teachers to adopt different participatory and innovative approaches in making the language simple for the learners. It tries to focus on all aspects of language i.e., listening, speaking, reading and writing. Attempt has also been made to impart to the teachers how to teach literary texts such as poetry, prose and method to assess. The entire focus of the teacher-training package is to remove the fear of English as a medium and as a subject. In the sessions emphasis was laid on teaching English through activities related to the daily life of girls.

**Bridge Course and Teacher Training Package in Hindi: Approach and Suggested Activities**

*Dr. Neelkanth*

in Hindi; the following are the suggested activities for the topic 'The Earth and its Motions'. The teacher should first introduce the topic by asking the students some questions like 'What is the shape of the Earth?' 'Why do we have day and night?' 'Why do we have seasons?' etc. The teacher should then explain the concept of the Earth's rotation and its effect on day and night. The teacher should also explain the concept of the Earth's revolution and its effect on seasons. The teacher should then discuss the following activities:

1. The teacher should show a globe to the students and explain the concept of the Earth's rotation and its effect on day and night.
2. The teacher should show a globe to the students and explain the concept of the Earth's revolution and its effect on seasons.
3. The teacher should show a globe to the students and explain the concept of the Earth's tilt and its effect on seasons.
4. The teacher should show a globe to the students and explain the concept of the Earth's axial tilt and its effect on seasons.

**Bridge Course and Teacher Training Package in Geography: Approach and Suggested Activities**

*Dr. Anita Nuna*

In the sessions on the above themes, discussions were held on the approach adopted in the material prepared in transacting the subject. In the context of Bridge Course, the following themes were discussed-Understanding Maps, Globe: Latitude and Longitude, Landforms and Understanding Day and Night and Seasons.

While interacting with the participants, it was stated that activities suggested in the package are not exhaustive they can be adapted, adopted and contextualized, according to the academic needs of the teachers and learners.

The themes of teacher-training package on the Earth in the Solar System, Motions of the Earth, the Earth's Atmosphere and Resources were also discussed. Activities designed in the package were explained to the teachers to enable them to understand that geography is a study of spatial phenomenon. Activities in the teacher training package were explained to help them package understand the unique positions of the Earth in the Solar System, give exposure to understand the different characteristics of planets and formation of day and night.

The themes on natural and human made resources was discussed with an attempt to acquaint the trainers about the importance of natural resources needed for survival of humanity and instill in them the values of preservation and conservation of the natural habitat. Many examples mentioned in both the packages were discussed with the participants. The sessions were conducted in participatory mode.

### ***Use of ICT in teaching learning of Social Science and Languages***

***Dr. Indu Kumar***

The theme dealt with the use of ICT in education to make teaching learning process more interesting and interactive for KGBV girls and teachers as well. There are certain prerequisites for using ICT that is Core ICT infrastructure and Enabling Infrastructure. Core ICT Infrastructure includes Hardware, Network Connectivity and Software; Enabling Infrastructure includes digital resources. The teacher should be able to interact with ICT to connect with the world, connect with each other, creating learning resources, explore possibilities in Education and to reach out to bridge the divide. Interacting with ICT includes connecting input and output devices- printers, scanners, webcam, digital camera, sound recorder, projector, headphone, using storage devices, mounting and dismounting devices, connecting to Internet- modem, data card, Wi-Fi etc. The availability of this core infrastructure and enabling infrastructure and a teacher's willingness to use it

enables a teacher to use ICT in planning, for teaching, infusion of ICT in teaching-learning, evaluation, reporting and also for his or her own professional development. It was discussed that physically challenged, particularly the visually impaired and auditory impaired cannot access information easily, language is another barrier which deny access to information, therefore building digital communities by creating and sharing resources can brake these barriers. The importance of national prepositions of open educational resources (NROER) for teachers was discussed with the participants. The teachers well registered for NROER and encouraged to use to for their teaching learning process.

### ***ICT Pedagogy Integration in Teaching of Mathematics & Science***

***Dr. Angel Ratnabai***

The session started with an interaction with participants on their understanding about Information and Communication Technology (ICT). The session further proceeded with the discussion on the concept of ICT terminologies like ICT, pedagogy and content and their interaction was discussed with examples. Various purposes of using ICT such as planning, creating resources, assessment, communication etc. was presented using a mind map.

Free and Open Source Software (FOSS) that could be used for various purpose was discussed. Few software like Free Mind, Tomboy Notes, Timeline JS, Audacity, Open shot video Editor, Scratch were demonstrated for creating audio, video, graphics and animation based educational resources. Subject specific tools like Geogebra, Stellarium, Kalzium, Avogadro were explored for teaching mathematics and science. Hands on experience was provided for using Mobile Apps like Quiver colouring App, 4D Anatomy etc. for teaching science. The ways in which content, technology and ICT should be integrated and the instructional design Model ADDIE was discussed.

All ICT initiative at National level like e-pathshala, National Repository of Open Educational Resources (NROER), ICT curriculum, MOOCs was discussed. The ways in which the teachers con participate in these initiatives and be benefitted was elaborated. Session ended with addressing the queries of the participants related to integrating of technology in classroom situation.

### ***Bridge Course in History: Approach and Suggested Activities***

***Dr. Indu Kumar***

The sessions on the above theme acquainted the teachers with the approach adopted in the bridge course. In the context of Bridge Course, it was mentioned that it was especially developed to address the educational needs of girls belonging to the marginalized sections of the society. The themes of the Bridge Course were drawn from History textbooks of classes VI to VIII. The guiding philosophy of this material is based on NCF-2005. The themes covered by Bridge Course are – Once upon a time, there were Hunters and Food Gatherers, Early Discoveries and Inventions, The Earliest Cities: Harappan Civilization, People who came and made an Impact and Contributions of some Eminent Men and Women of India. Discussions were held on activities given in bridge course and how these activities help in making our multiple pasts interesting to the learners. The material developed in history is not sacrosanct and contextualization of activities could be done to meet the learning needs of the learners.

It was emphasized that the material prepared weave issues of gender and those relating to social justice. The content should be transacted with available teaching aids and field visits to nearby places, having remains of historical monuments/buildings etc. to encourage students to ponder over the phenomena of continuity and change.

### ***Teacher Training Package in History: Approach and Suggested Activities***

***Dr. Mily Roy Anand***

This theme dealt with the approach and suggested activities given in the teacher training package of History. It was stated that many students view the discipline as a portrayal of series of facts, dates and events centered on kings, queens and all those who formed part of the ruling elite. The present package demystifies this perception. It portrays that the story of our plural pasts encompasses all section of society cutting across caste, class, gender and groups. The transactional strategies in the package make the teaching of history come alive by enabling teachers to draw a constant link between the present and

the past and to identify phenomena of continuity and change. It will help girls to understand that history is a journey across time and space and everything around us had a past. The food we eat the clothes we wear, the folk music we hear, the house we live in and many more, have all had a past. Teaching of history would also seek to instill a sense of curiosity among girls for seeking answers to questions like – How did people invent fire? Can you think of what it is to live in a society where cultivation is unknown? How was paper invented? Answers to such questions and many more can be provided by none other than the knowledge constructed in the teaching and learning of History. Participatory teaching can help in building imagination of girls by taking them into another age where people lived differently.

The training material has inbuilt suggested activities for enabling KGBV teachers to transact the textbooks of classes VI to VIII in a child friendly manner. Variety of suggestive participatory methods can be adopted to make the study of history interesting and motivating for the girls. However, care should be taken to see that approaches are not prescriptive. They largely depend on the theme and the context in which the girls are placed. Some of the suggestive methods that can be adopted are – problem solving, role-play, team teaching, group work, discussions, project work, play way method, library work, radio lessons etc. Few participatory approaches that are already practiced in schools are the use of audiovisual materials, photographs, charts, maps, songs, new paper, coins, filmstrips, globes, community resources and locally available material. Field visit to museums, architectural remains and local

fairs can also be explored. Life skills relating to sensitivity towards gender, society, social issues and environment, conservation and preservation of heritage sites, appreciation of diversity and dignity of manual labour are woven into the various themes of the training material.

It was suggested that other varied local specific approaches can be adopted for making the subject vivid, interesting and clear.

## ***Teacher Training Package in Social and Political Life: Approach and Suggested Activities***

***Dr. M.V.S.V. Prasad***

Discussions were held with the participants regarding the concepts in the teacher training package. The session started with the screening of a short video on “Do flowers fly”. After the screening discussions were held on issues like whether the current school system encourage imagination of children, do they go beyond textbooks and how are they being taught and evaluated. It was stated that the package consists of two modules which deal with the subject area of Social and Political Life (earlier known as Civics). Discussions were held on the names of the Members of Parliament (MPs) who are currently representing the parliamentary constituencies of participants. About 60% of the participants mentioned the names of their MPs. This exercise helped in breaking the ice as well as gauging the level of political awareness of the participants. A clipping was shown as to how a scientist admires his social science teacher.

The participants were introduced to three stories of human interest about three remarkable individuals: Rekha Kalindi, Laxmi Lakra and Fatima Bi. They have a lot in common with the life of the students of the KGBVs. Clippings were also shown of the local role models on women like sarpanches and women leader of Meghalaya. The presentation focused on the two modules. The Module 1, ‘Introducing the Democratic Form of Government’ is about constitutional goals of our society as reflected in the Preamble, Fundamental Rights, Directive Principles of State Policy, and Fundamental Duties. The Module 2, ‘Levels of Government’ is about constitutional machinery existing at different levels of government – Union, State, Union Territory, District, Municipality and Panchayat – to achieve these goals. The participants were requested to make use of activities in the modules to explain various social and political issues in their own localities. Understanding the functioning of local government bodies through project-based learning was emphasized. The life and times of leader’s in different walks of life in Meghalaya were also discussed.

## ***Teacher Training Package in Art and Aesthetic: Approach and Suggested Activities***

***Dr. Jyotsana Tiwari***

The theme focused on the need for integration of Art Education in the content of different subjects. By following an integrated approach, students can be helped to appreciate the rich diversity of tangible and in-tangible forms of Indian Art. Art is one area that can develop in children the much-needed aesthetic qualities. Art should not be looked merely as a tool for enhancing the prestige of the school on occasions like Independence Day, Founder's Day, and Annual Day or during an inspection of the school's progress and working etc. Art education should adopt an inclusive approach, and since KGBV is a residential school, it has ample scope for promoting art education among children. The objective of Art Education should enable girls' to experience joy by expressing themselves freely, their ideas and emotions about different aspects of life through different Art forms, learn to appreciate diversities in Art and distinguish them, develop an insight towards sensibility and aesthetic appreciation, integrate the knowledge of Art with daily life through learning with different media and techniques by using creative expression and objects of common use. Efforts should be made to make the learners conscious of rich cultural heritage of their own region as well as that of the nation. They should get acquainted with the life and work of the local artists, develop creative expression through locally available material with the help of community, refine the sense of appreciation of the beauty of nature and the basic elements of art forms and be more creative and conscious about the good and beautiful in their environment, including classroom, schools, home and community through an integrated learning approach.

For encouraging creativity among girls Art can be contextualized for greater appreciation of local specific art forms which would include folk traditions. Local crafts persons could be invited for teaching Arts and Craft to KGBV teachers and students. The participants were asked to write a brief about their local art forms and dances. Discussions were held on the write-up on the local art forms and dances of different North Eastern States.

## ***Bridge Course in Science: Approach and Suggested Activities Programme***

***Prof. Sushma Jaireth***

The session started with a brief introduction and background about the bridge course. It was emphasized that bridge course can be contextualized adapted and adopted as per the need of the KGBV girls. Three basic themes given in the bridge course viz. **Food we eat, Water we need, and My Home** were discussed. The theme on, **‘You can also be a scientist and a technologist’** highlighting the contribution of women in science and technology, was also discussed and the socio-cultural reasons responsible for girls and women lagging behind, their under representation and their under contribution in the important domain of science and technology, were also taken up. Women scientists and achievers are an addition to the bridge course which has been placed at the end to inspire and motivate the girls and to see them as role models.

The bridge course can be used for contextualizing activities, preparation of worksheets and project works which will help enrich classroom learning. The material can be adopted and adapted according to the needs of the KGBV girls. The bridge course will help in addressing the academic challenges of girls of KGBV. Each concept in the bridge course has been dealt through different kind of activities. The activities are suggestive and any alternate activity can also be carried out based on the local specific contexts.

## ***Teacher Training Package in Science (Chemistry, Physics and Biology): Approaches and Suggested Activities***

***Prof. Parashar, Dr. Rachna Garg and Dr. Shimray***

For this theme three sessions were taken by three resource persons covering the concepts related to chemistry, physics and biology. The methodologies of the sessions were participatory which included different approaches and many suggested activities, practical demonstrations, games, discussion and interaction. The sessions on the above theme discussed the approaches and activities given in the teacher training package for Biology, Physics and Chemistry. In the sessions the importance of activity-based teaching at Upper Primary Level was emphasized. It was stated that though most of our schools have no laboratories but our children should not be deprived of the excitement of performing activities.

Keeping these ground realities, the teacher-training package in science has activities, which are simple in nature and of low cost so that they can be easily performed.

The session on **chemistry** covered the concepts in chemistry at upper primary given in the teacher training package. In the session the activity based learning was emphasized. Discussions were held on concepts as acid, salts and metals and nonmetals.

Some of the experiments which were carried out by the resource person were -

- The nature of following changes whether they are reversible or not
  - Disappearance of common salt on dissolving in water
  - Cutting of paper
  - Folding of paper
  - Burning of paper etc.
- How to prepare natural indicators?
- Identification of acids bases and salts using natural indicators.
- Reaction between acid and base to show the process of neutralization
- Show that metal oxides are basic in nature
- Show that non- metal oxides are acidic in nature
- Show that hydrogen gas is evolved by the action of acids on some metals.
- Show that substance should be heated to its ignition temperature to make it burn.

Discussions were held as to how the activities are designed to expose the learners to basic tools and techniques of scientific investigations. The teachers can innovate, modify and improve the activities as per their needs. They may adapt or adopt these activities for facilitating their teaching-learning processes. These activities are useful in helping students to establish a relationship between laboratory skills, problem-solving strategies and group learning skills.

The session on **physics** was purely based on activities and the hands on experiments related to the concepts of physics in the teacher training package. The concepts discussed in the session were on graphical representation of motion, force, pressure and fiction. The materials used for demonstration in the session were completely local specific and are easily available. Many alternatives on material to be procured were suggested by the

resource person to pursue science concepts dealt in the package through different activities. The participants were asked about the doubts and queries they had regarding the concepts on physics at upper primary stage and their doubts and queries were cleared by the resource person with the help of the various activities.

In the session on **biology** discussions were held on the advantages KGBV girls have for enhancing learning of science. The biology at upper primary stage deals with concepts like crop management, forests, diversity, habitats etc. There are lot of open spaces in KGBVs and all located in areas with lot of diversity in terms of different types of plants and animals. Thus concept of diversity can be best taught in KGBVs. The topics on reproductive system and reproductive health are very important and since KGBV is an all-girls school such issues can be dealt with in details with girls. Activities were held an observation of stomata and with the help of it the concepts of photosynthesis, transpiration, water cycle, carbon dioxide intake and release of oxygen were discussed. Discussions were also held on the theme food and its components, growing of crops, their preservation, storage and use of fertilizers. Different life processes like digestive system, respiratory system, circulatory system and excretory system were also discussed.

### ***Bridge Course and Teacher Training Package in Mathematics: Approach and Suggested Activities***

***Prof. A.K. Wazhalwar***

In session on Mathematics, the focus was to clarify the concepts of teachers and to orient them on how to perform some of the activities given in the material. The approaches that could be adopted for transaction of the bridge course for KGBV girls and teacher training package in Mathematics for KGBV teachers were discussed

The approach followed was to address a very important question as to- What are the most important concepts in mathematics that a child in a primary/upper primary stage of KGBV should know, and what should be the process of transaction? To elaborate the approach for transacting the concepts in Mathematics the session began with the discussion/teacher's responses on fundamental questions on how concepts should be clarified and interest of students enhanced. Discussions were held on few key concepts in math's substantiated by

practical examples which teachers and students could do from materials that were locally available to remove the fear among children that mathematics is a difficult subject.

It was elaborated that Mathematics is a creative discipline. When a child solves a problem for the first time, it can stimulate moments of pleasure and wonder which will help in discovery of the more elegant solutions to that problem, or suddenly establish hidden connections. It was emphasized that teachers have to appreciate that to help children learn mathematics, a teacher must have a thorough understanding of what mathematics is because a teacher's reflection upon the subject will determine largely of his or her approach to the subject.

In the discussions on the processes of transaction, some illustrations were shown to differentiate between the inductive and deductive reasoning for some of the concepts. It was emphasized that the aim of mathematics teaching is to develop through this subject particular kinds of thinking skills, which, is assumed, will develop child's general intellectual capacity and enable her to apply the kind of reasoning in a mathematical context in a range of circumstances and problem-solving situations.

In the sessions some activities were conducted which would help teachers to encourage students to learn mathematics through activities as they promote creativity and helps in developing many answers and strategies. Participants were involved in these activities, which were followed, by discussions and conclusions.

### ***Use of Science and Mathematics Kit prepared by Vigyan Prasar***

***Dr. Kapil Tripathi***

In the session the participants were first introduced to the purpose of science and made aware about the functioning of the Vigyan Prasar (VP) and the kits prepared by the organization. Vigyan Prasar is an autonomous organization under Department of Science and Technology, Government of India with the objective to take up large scale science popularization tasks/activities to promote and propagate scientific and rational outlook and to act as a resource cum facility centre for Science and Technology Communication. The

various kits prepared by Vigyan Prasar are Astronomy Kit, Biodiversity Kit, Weather Kit, Earthquake Kit and Chemistry activity Kit.

**Weather Kit** - The weather kit comprises of hands on activities illustrating scientific principles and natural phenomena and processes, which are self-explanatory. The kits has 36 activities and includes Thermometer, graduated cylinder, laser light etc.

**Astronomy kit** – It has 25 activities in it, some of the activities includes in this kit are;

**Star Dial:** The star dial enables you to see the portion of the sky from your location at any time and on any day of the year. Set the time at which you are observing the sky with the date and the month of the year. Indian equivalent names of the stars and constellations are also provided in the star dial.

**Measuring the altitude of stars:** Astrolabe is a device used to measure the altitude and the azimuth of a celestial object. Before the age of telescope, astronomers used it to locate position of the stars and planets. You can make a simple device like astrolabe with the help of this kit. You can also make a model of Venus Transit, realize why do the stars twinkle, make a pinhole camera, observe visible light spectra and can do many more activities. One solar filter and one poster for sky view are also provided in the kit.

**Biodiversity Kit-** There is a wide variety of animal life around us, from beautiful butterflies to ferocious tigers inhabiting the forests with diverse plant world. Besides, animal and plants there are numerous microorganisms, which cannot be seen with naked eyes, this variety of life in all forms – the different plants, animals and microorganisms, the genes they contain and the ecosystem of which they form a part reflects BIOLOGICAL DIVERSITY or BIODIVERSITY. The Kit on Biodiversity contains more than 52 activities, Posters and Magnifying glass.

**Earthquakes Kit** – We cannot prevent earthquakes however, we can significantly mitigate their effects by identifying their hazards, build safer structure and communicate information on earthquake safety among people. Identifying this as a necessity, Vigyan Prasar has brought out an activity kit on Earthquake, with the central message of “Earthquake- we cannot avoid them and let preparedness protect us”. Quite a few

activities like- cutout of interior of the earth, Seismological observatory and how to locate an epicenter are part of the kit. The kit has flipbooks on various types of fault, simple demonstration of seismic waves with slinky, three-dimensional models of Earthquake faults, global mosaic of tectonic plates. Activities to understand the principle of seismograph, colour activity sheet for seismic zones of India; Do's and Don'ts during and after an Earthquake; Mini book on Earthquake related terms and activities to understand resistant structures are the highlights of the kit. Besides being an activity package, the kit is also useful for training programmes on earthquake awareness. A comprehensive book titled "Earthquakes" by Dr. S. Mahanti also accompanies the kit.

Different clippings were shown to the participants on the spirit of observation, creativity and as to how interest and curiosity leads to innovations. Some innovative experiments were also carried out during the session on delay time, which fills more air, science in daily life, what is one newton, electricity and magnetism and demonstration of solar and lunar eclipse.

### ***Learning Science through Science Kits Prepared by NCERT***

***Prof. R. K. Prashar***

*In* the session, the participants were made aware about the different science kits prepared by NCERT. These Kits are essential alternative to the lack of any equipment in most of the schools in India and are supplement to the text books. The attraction of putting together a set of teaching-learning aids/apparatus in portable container along with the manuals has given boost to this development of kit programme. The kits have given following advantages- availability of necessary pieces of apparatus/items at one place, multipurpose use of each piece of apparatus, economy of time in setting up of experiments, portability from one place to another, provision of teacher's innovation and low cost and use of indigenous resources.

The following Science and Mathematics kits were discussed with the participants:-

**Upper Primary Science Kit (UPSK)** -The Upper Primary Science Kit has been developed based on the new science textbooks by NCERT. It offers scope for more than

200 activities as outlines in the kit manual. The kit contains more than 130 scientific and general items, chemical, glassware, etc.

**Secondary Science Kit (SSK)** -This kit has been recently developed with its manual. It provides scope for various learner-centered activities on the chapter of class IX and X science textbooks based on new syllabus. It is a complete portable laboratory. The kit contains more than 130 scientific and general items, chemicals, glassware, etc.

**Senior Secondary Microscale Chemistry Laboratory Kit (SSMCLK)** - The micro scale chemistry laboratory technique not only reduces chemical waste without hazards and pollution, but also provides sufficient time to do number of experiments to clarify a concept. This micro scale chemistry laboratory kit has been designed to replace traditional chemistry laboratory. The entire chemistry practical at XI and XII level can be performed using this kit. One kit is suitable for four students having a rotatable top to hold reagent bottles. It has 43 items. A detailed manual describing the use of items and details of each experiment accompanies it.

**Solid State Model Kit (SSMK)** - The kit enables the students to explore the structure of various simple, giant molecules and a number of crystal structures. It is accompanied by a manual to help the user learn basic concepts of solid state structures.

**Molecular Model Kit (MMK)** - The kit enables the students to explore the structure of simple organic, inorganic molecules and solids by using this molecular model kit.

**Secondary Science Lab Kit (Biology)** -This kit has been developed based on the laboratory manuals of science for class IX and X. This kit consists of more than 40 items. The kits help in carrying out prescribed experiments related to theme *The World of Living* in curriculum of science at secondary stage.

## ***Continuous and Comprehensive Evaluation in Schools (CCE)***

***Dr. Sukhvinder Singh and Mr. Ravindra Kumar Mishra***

The session started with a brain storming on the concept of evaluation. Perceptions of teachers were taken on CCE as to what they feel about it and then discussions were held as to what it is and what it is not.

The session focused on various aspects related to Continuous and Comprehensive Evaluation (CCE) at upper primary stage. The emphasis given to CCE in the National Curriculum Framework (NCF), 2005 and RTE were discussed. The present evaluation system was discussed which generally concentrates on academic aspects only. There is emphasis on regurgitation of facts and covers only a fraction of the course. The immediate feedback mechanism is missing in the present system. Whatever is tested is taught, and it is an examination-centered system. There is constant psychological fear and tension in the mind of the children. The individual is not given importance and it is mainly summative in nature. NCF (2005) lays emphasis on the fact that assessment of memorized facts and textbook-based learning is obsolete. In addition to the learners achievement in specific subject areas that lend themselves to testing easily, assessment would need to encompass attitudes to learning, interest and ability to learn independently. The belief that assessment must lead to finding learning difficulties and then be remediated is often very impractical and not founded on a sound understanding of pedagogic practice. In CCE, keeping samples and notes of the child's work at different stages provides both the teacher and the learner herself with a systematic record of her learning progress. RTE, 2009 in its section 29(1) also states that curriculum and evaluation procedure shall take into consideration the all-round development of the child. It focuses on building up child's knowledge, potential & talent. Emphasis is on making the child free of fear, trauma and anxiety and helping the child to express views freely, especially never enrolled and dropout girls from marginalized groups. This can be done through CCE of child's understanding of knowledge and her ability to apply the same. Continuous refers to regularity in assessment. The 'continuous' aspect of CCE takes care for 'continual' and 'periodically' of evaluation. Comprehensive refers to completeness or all-embracing assessment. The

concepts of science in the classes VI – VIII were discussed. The concept of food was discussed at large as to how questions can be framed on the concept of food and what resources and activities can be used to Judge whether children have understood the concept and internalized it.

### ***Field Visits***

The participants of both the training programmes were taken to Regional Science Centre, Srimanta Sankardev Kalakshetra and Saraighat Bridge. The regional science centre is one of the unit of National Council of Science Museum established in 1994. The purpose of the science centre is to popularize science among the people of these region. The physics section had exhibition on infinity well, curipoint, tornado, pin screen, pendulum, momentum multiplier, acrobatic stick, energy ball etc.

The biology section had exhibits of cells as the unit of life, models of different movements, Nephron – the magic filter, artificial pace maker, versitte voice box, breathing machine, the human body, skelton, photosynthesis process etc.

The chemistry section had exhibits on Periodic table, Acid-base model, PH scale, chemicals the store house of chemistry, space chemistry, Nobel Laureates, Pillars of chemistry, oil refinery etc.

There was a section on aquarium which had different fishes like Piranha fish, Discurfish, Tiger sharp fish, Pako fish, gold fish, Barb fish, Carp fish, chital fish, Parrot fish, Angel fish, African knife fish gourami fish, albino fish, Oscar fish, Arowna fish, feather fish.

Srimanta Sankardev Kalakshetra commonly called kalakshetra is a cultural institution in Guwahati, named after the medieval poet play writer and reformer Srimanta Sankardev. It was established in 1998. It includes a cultural museum, library and various facilities for preserving, demonstrating and performing cultural items, besides a children's park. In addition to being North East India's largest cultural congregations, the kalakshetra is also a major tourist spot in Guwahati.

The kalakshetra is divided into several complexes. The central museum exhibits the article used by different ethnic groups of Assam. The museum also have houses of several

cultural objects of the state. Traditional dance and drama performance are also conducted in the theatre. The kalakshetra also has the artist village which is a replica of a typical village of Assam. Another section of the complex is the Lalit Kala Bhavan. It is used for exhibitions on earth and culture.

The participants were of the view that from the field visits they have gained much knowledge which they would share with their students in the KGBVs and also arrange similar field visits for them.



## ***Evaluation of the Programme***

Feedback on the overall training programme was taken from the participants by administering the evaluation performa. The participants' responses on the various aspects of the training programme are given below:

### **1. How has the present training programme benefited you?**

The participants responded that: –

- They have learnt how to go beyond textbooks and how to use mobile phone for teaching learning process.
- They have come to know about many resource that are available which can make teaching and learning process more easy like the use of kits by Vigyan Prasar, ICT etc.
- The activities provided to them were simple and interesting especially related to mathematics and biology which can be easily performed in KGBVs.
- The training has provided them with different approaches to teach science and mathematics. It has enhanced knowledge related to their subject. They have learnt the use of science and mathematics kits in the teaching learning process.
- It was a wonderful experience by knowing a variety of the teaching techniques which will help them to make their teaching methodology according to the needs of the class.
- It has taught them how to be passionate about their work and how to interact with students having difficulties in studying and what basic steps can be taken to teach so that girls can understand the subject easily.
- It has given them better understanding of the subject and provided motivation and confidence. It has provided them with a platform to interact with participants of other states and learn from their experiences.
- It has been an awesome experience where they have benefited in knowledge and in understanding how to deal with the children. They have learnt self-defence and how to address adolescent issues.

- They have learnt about different topics which were very important for them as KGBV teachers like continuous and comprehensive evaluation (CCE) and right to education. They have got lot of ideas, information and many materials which can be read refer to.
- It will help in understanding their students and learn how to teach the subjects in the most simple way and with the new approaches to teach the subject especially with the help of bridge courses.
- They have learnt skills of assessment which will be used in KGBVs by encouraging girls to participate in different kind of activities like writing about their own cultures.

## **2. What are your plans for further utilization of the programme?**

The participants responded that they will :-

- Use the skills and techniques provided to them during training programme to improve the quality of teaching. Based on the material provided to them during training they will use different methods of teaching and relate them with real life experiences. Prepare more teaching material, open Vigyan Prasar Club, install the software on mobile, try to present in 3D, use the Science Kits, etc.
- Conduct science activities which they have learnt without proper laboratory which will benefit the students. We will try to get as much as possible resources from the internet, other website and other means to improve the quality teaching learning process.
- Definitely use every possible method that has been taught in training to make the subject interesting as well as easy for the students and will also share these ideas and techniques with our other colleagues.
- Plan to prepare contextualized bridge courses for the concerned subject and also look forward to suggest and help other colleagues to make their bridge courses so that the girls can learn better.

- Act as master trainers in their own state to orient other KGBV teachers on bridge courses and teacher training package. They will conduct such kind of training programme in our areas so that everyone gets benefited from it.
- Arrange field visit to nearby areas for making students aware about their environment. Excursions are important for rural children as they do not have facilities of museum thus field visits will be arranged for them.
- Sensitize the parents regarding gender and motivate them to educate their girls till higher education.
- Take up vocational training in the school so that student is able to learn skill for income generation and become self-reliant.

**3. Does the content of the present Teacher Training Package and Bridge Course meet your training needs in terms of the content up-gradation and pedagogical skills? (please specify only for your subject)**

- All the participants were of the view that the content of teacher training package and bridge courses helped in up-gradation of content and pedagogical skills. Bridge courses are very important to provide basic knowledge for girls who are dropout and teacher training package provides different ways to teach a concept.

**4. Which topics according to you may be added to teacher training package and bridge course to meet your academic needs for teaching of KGBV girls? (please specify only for your subject).**

- Most of the participants were of the view that they do not require any additional topics, however few suggested same topics which are given below:-

**Bride Course :-**

- The English bridge course should concentrate on the development of the reading and writing skills of the students.

### Teacher Training Package:-

- There should be a separate teacher training package on vocational education, value education and computer education
- There should be more practical activities on the topics of light and electricity, mensuration, linear equation and comparing qualities, and on use of microscope.
- The language training package should include basics of letter and essay writing. More techniques on teaching about the spelling, alphabet and handwriting should be provided. Topics on vocabulary and poetry teaching should be added.
- Topic on environment education should be included in science package as it is an important issue.

**5. What are your observations regarding the approach followed in the teacher training package and bridge course for your subject area? (please specify only for your subject)**

- The approach followed in teacher training package and bridge courses of different subject is useful. The bridge course dealt with different topics which provided basic knowledge for KGBV girls that they can understand easily.
- The approach provided in English bridge course will help the deprived students to develop their skills in English learning. It will give them the confidence in learning the language in a better way.

**6. (a) Was the organization of the programme satisfactory? If not, what were the shortcomings?**

- The participants of the programme were of the view that the overall programme was interesting and very helpful for them. They learnt many things like the use of science kit, and ICT in teaching process. The programme was joyful as the representative from different KGBV shared their point of views. The programme was very inspiring and encouraging and it should be conducted for all the schools of the state. They gained knowledge about various topics of gender inequality, adolescence education, KGBV scheme, teaching process of science & mathematics etc.

- They were provided with lot of knowledge and activities. They became aware about bridge courses and strategies to teach dropout girls. It provided them an opportunity to understand the concepts from a gender perspective.

**(b) What are your suggestions for overcoming the shortcomings?**

- According to the participants there were no short timings of the programme

**7. What are your suggestions about the overall programme?**

The suggestions given by the participants were :-

- The packages should also include ICT education and use of computer by students
- The training centre should have proper electricity and toilet facilities as there were no proper toilet facilities.
- The information about the programme should have been given to them one week in advance and not just one day before so that they could prepare properly.
- No teaching kits were used during geography session which would have helped in understanding the concepts better
- For the sessions there should be use of more activities and video clips.
- Similar programs should be conducted at district level and the programme should be for ten days
- The programme should be conducted on a continuous basis twice in a year. If not twice at least once in a year and opportunities should be provided to all the teachers working in the KGBVs of their state.
- There should be only three sessions in a day and timing should be from 9.30 a.m. to 4 p.m.

## **Issues Related to KGBVs of North Eastern States as Presented by Participants**

### **Meghalaya**

- The KGBV Tikrikilla, West Garo hills, Meghalaya is located in remote areas which is away from local hospital. If any student falls sick especially during night it is difficult to arrange a vehicle and provide medical help. There should be provisions of same transport system in case of emergency there is no internet and wi-fi connection in the school. The school does not have permanent fencing which poses problem related to security of girls.
- The full time teachers cannot stay twenty hours in the school as there is no proper accommodation for them. The KGBVs should have different textbook for the girls because they are educationally backward and slow learners. It is hard for them to follow the textbook of state board syllabus. In the KGBVs there is no fund provided for field trips for students.
- Teaching learning materials like audio visual and ITC provisions are required. There are personal smart phones and internet facilities but if provided with projector we can use our personal phones for teaching learning process. There is no provision of television in the KGBV if provided it can be used for teaching.
- For co-curricular activities and vocational training, materials are not enough in the KGBVs as a result all the girls cannot take part in the activities like there is provision of only three sewing machines, and three computers. For sports activities there should be basketball and volley ball courts and equipment's. There should be provisions for library and science laboratory.

- The KGBV in Selsella Meghalaya is located in a flood prone area, so it is difficult for them to take class in rainy season. If possible the ground should be elevated so that during floods it is not affected.
- In the KGBV there is only one room for teacher quarter. There should be more rooms constructed for accommodating teachers and other staff.
- The KGBV does not have water pipe connection, there is only one well in the compound but it does not provide enough water and is also not fit for drinking. The girls have to fetch water from areas across the road which is not safe for the girls. There should be proper water pipes and storage tanks. There should be provision of water filter in the KGBV.
- The dormitories are small, congested and uncomfortable for girls.
- Shoes and bags are not provided to girls in KGBV Meghalaya
- There is no proper dining hall in the school. The kitchen is so small that students have to eat in the classroom. If there is provision of one big hall, girls can eat comfortably.
- There are no musical instruments in the school. The KGBVs should be provided with musical instruments so that girls can learn music.
- During the training we have been asked to do innovations in our respective schools, and to prepare a presentation. If we are provided with one laptop or handycam or digital camera in the school it will be helpful for us to record our school activities easily. Every time we are asked to prepare presentation or do activities then we have to take photos in our own mobile phones.

- In our KGBV there is no teacher for Hindi, so it is very difficult to teach girls Hindi subject in a proper way.
- It is very difficult for us to go with fifty students to our main district town whenever some programme is conducted. If possible we should have a provision of one vehicle and one driver or an alternative arrangement

### **Sikkim**

- Students don't get proper medical facilities nor do they get daily needs like soaps etc. It should be provided as being provided in other States.
- Major problem faced by us is that we have not got salary for past six months.
- For new students, those who are now in class VI, VII, VIII individual Bank Account has not yet been opened. The old students who are in class IX and X have their bank accounts
- The head of the school should not be from the regular government setup as the head shows less interest in the upliftment of the school as well as of the teachers.

### **Arunachal Pradesh**

- In the KGBVs in Arunachal Pradesh there are no proper medical facilities. All KGBV school should be provided with ambulance or a trained nurse as done in the KGBV of Karnataka State. Training should be provided to all KGBV teachers in child psychology for understanding the problems of girls.

## Name of Resource Persons

S.No.	NCERT Faculty	Other Experts
1.	Prof. Saroj Yadav, Dean, Academic, NCERT	Dr. Ravindra Kumar Mishra, UNICEF, ASSAM
2.	Prof. Poonam Agrawal, Head, DGS	Dr. Kapil Tripathi, Scientist 'E', Vigyan Prasar
3.	Prof. A.K. Wazalwar, Head, DEK	Ms. Sharmila, SSA, Assam
4.	Prof. Jyotsana Tiwari, Head, DEAA	Self Defense Team of Assam
5.	Prof. Parashar, Head, DEK	
6.	Prof. Gouri Srivastava, DGS	
7.	Prof. Sushma Jaireth, Retd. NCERT	
8.	Prof. Mily Roy Anand, DESS	
9.	Prof. Kirti Kapur, DOL	
10.	Prof. Anita Nuna, DCS	
11.	Prof. Mona Yadav, DGS	
12.	Dr. Rachna Garg, DESM	
13.	Dr. Shimray, DESM	
14.	Dr. Sukhvinder Singh, ESD	
15.	Dr. Indu Kumar, CIET	
16.	Dr. Neelkanth, DOL	
17.	Dr. M.V.S.V. Prasad, DESS	
18.	Dr. Angel Ratnabai, CIET	

**Training Programme for KGBV Teachers of Science and Mathematics  
from the Scheduled Tribe (ST) concentrated districts of the North Eastern  
States on Bridge Course and Teacher Training Package**

**(15<sup>th</sup> to 21<sup>st</sup> September, 2016)**

**Programme Schedule**

**15<sup>th</sup> September, Thursday, 2016**

<b>Time</b>	<b>Themes</b>	<b>Resource Persons</b>
9:30 A.M. – 10:00 A.M.	Registration	
10:00 A.M. – 11:00A.M.	Inaugural Session  -Welcome Note & Inaugural Address  -About the Programme	Prof. Poonam Agrawal Head, DGS  Prof. Mona Yadav, DGS
11:00 A.M – 11:30A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Vocational Education for Empowerment of Girls	Prof. Poonam Agrawal, Head, DGS
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Adolescence Education: Issues and Concerns	Prof. Saroj Yadav Dean, Academic, NCERT
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	KGBV scheme: The SSA initiative for Girls' Education in the context of North Eastern States	Ms. Sharmila, SSA, Assam and Prof. Mona Yadav, DGS

**16<sup>th</sup> September, Friday, 2016**

<b>Time</b>	<b>Themes</b>	<b>Resource Persons</b>
9:30 A.M. – 11:00 A.M.	Bridge Course in Mathematics: Approach and Suggested Activities	Prof. A.K. Wazalwar Head, DESM
11:00 A.M. – 11:30 A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Teacher Training Package in Science (Chemistry): Approach and Suggested Activities	Prof. Parashar Head, DEK

1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Teacher Training Package in Mathematics: Approach and Suggested Activities	Prof. A.K. Wazalwar Head, DESM
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Learning Science through Science Kits	Prof. Parashar Head, DEK

**17<sup>th</sup> September, Saturday, 2016**

Time	Themes	Resource Persons
9:30 A.M. – 11:00 A.M.	Teacher Training Package in Science (Physics): Approach and Suggested Activities	Dr. Rachna Garg DESM
11:00A.M. – 11:30 A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Teacher Training Package in Science (Physics): Approach and Suggested Activities	Dr. Rachna Garg DESM
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Gender Issues in Education	Prof. Mona Yadav
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Bridge Course in Science: Approach and Suggested Activities	Prof. Sushma Jaireth

**18<sup>th</sup> September, Sunday, 2016, Field visit to Science Museum**

**19<sup>th</sup> September, Monday, 2016**

Time	Themes	Resource Persons
9:30 A.M.– 11:00 A.M.	Use of Science and Mathematics Kit prepared by Vigyan Prasar	Dr. Kapil Tripathi Scientist 'E' Vigyan Prasar
11:00 A.M.–11:30A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Use of Science and Mathematics Kit prepared by Vigyan Prasar	Dr. Kapil Tripathi Scientist 'E' Vigyan Prasar
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Use of ICT in Teaching and Learning of Science and Mathematics	Dr. Angel Ratnabai, CIET, NCERT

3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Use of ICT in Teaching and Learning of Science and Mathematics	Dr. Angel Ratnabai, CIET, NCERT

**20<sup>th</sup> September, Tuesday, 2016**

<b>Time</b>	<b>Themes</b>	<b>Resource Persons</b>
9:30 A.M. – 11:00 A.M.	Teacher Training Package in Biology: Approach and Suggested Activities	Dr. Shimray DESM
11:00 A.M. – 11:30 A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Teacher Training Package in Biology: Approach and Suggested Activities	Dr. Shimray DESM
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Self Defense of Girls	Self Defense Team from Assam
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Self Defense of Girls	Self Defense Team from Assam

**21<sup>st</sup> September, Wednesday, 2016**

<b>Time</b>	<b>Themes</b>	<b>Resource Persons</b>
9:30 A.M.–11:00 A.M.	Right to Education in the Context of Girls' Education of North-Eastern States	Mr. Ravindra Kumar Mishra UNICEF, Assam
11:00 A.M.–11:30 A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Continuous and Comprehensive Evaluation in Schools (CCE)	Dr. Sukhvinder Singh ESD
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Audio-video viewing of films related to Gender Issues	Prof. Mona Yadav DGS
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Valedictory	

**Training Programme for KGBV Teachers of Social Science and Languages  
from the Scheduled Tribe (ST) concentrated districts of the North Eastern  
States on Bridge Course and Teacher Training Package**

**(23<sup>rd</sup> to 29<sup>th</sup> September, 2016)**

**Programme Schedule**

**23<sup>rd</sup> September, Friday, 2016**

<b>Time</b>	<b>Themes</b>	<b>Resource Persons</b>
9:30 A.M. – 10:00 A.M.	Registration	
10:00 A.M. – 11:00A.M.	Inaugural Session -Welcome Note & Inaugural Address -About the Programme	Prof. Mona Yadav, DGS
11:00 A.M – 11:30A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Adolescence Education: Issues and Concerns	Prof. Saroj Yadav Dean Academic, NCERT
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Continuous and Comprehensive Evaluation in School (CCE)	Mr. Ravindra Kumar Mishra, ESD
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Right to Education in the context of Girl's Education in the North Eastern States	Mr. Ravindra Kumar Mishra, ESD UNICEF, Assam

**24<sup>th</sup> September, Saturday, 2016**

<b>Time</b>	<b>Themes</b>	<b>Resource Persons</b>
9:30 A.M. – 11:00 A.M.	Bridge Course in Hindi: Approach and Suggested Activities	Dr. Neelkanth, DOL
11:00 A.M. – 11:30 A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Teacher Training Package in Hindi: Approach and Suggested Activities	Dr. Neelkanth, DOL
1:00 P.M. – 2:00 P.M.	Lunch	

2:00 P.M. – 3:30 P.M.	Teacher Training Package in Social and Political Life: Approach and Suggested Activities	Dr. M.V.S.V. Prasad DESS
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Teacher Training Package in Social and Political Life: Approach and Suggested Activities	Dr. M.V.S.V. Prasad DESS

**25<sup>th</sup> September, Sunday, 2016, Field visit**

**26<sup>th</sup> September, Monday, 2016**

Time	Themes	Resource Persons
9:30 A.M. – 11:00 A.M.	Bridge Course in English: Approach and Suggested Activities	Prof. Kirti Kapur DOL
11:00A.M. – 11:30 A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Teacher Training Package in English: Approach and Suggested Activities	Prof. Kirti Kapur DOL
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Self Defense for Girls	Self Defense Team of Assam
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Self Defense for Girls	Self Defense Team of Assam

**27<sup>th</sup> September, Tuesday, 2016**

Time	Themes	Resource Persons
9:30 A.M.– 11:00 A.M.	Bridge Course in Geography : Approach and Suggested Activities	Prof. Anita Nuna DGS
11:00 A.M.–11:30A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Teacher Training Package in Geography: Approach and Suggested Activities	Prof. Anita Nuna DGS
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Textbooks and Gender Reflection in Social Sciences	Prof. Gouri Srivastava, DGS
3:30 P.M. – 4:00 P.M.	Tea	

4:00 P.M. – 5:30 P.M.	KGBV scheme : The SSA initiative for Girls' Education in the North Eastern States	Ms. Sharmila Thakur SSA, Assam and Prof. Mona Yadav, DGS
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**28<sup>th</sup> September, Wednesday, 2016**

Time	Themes	Resource Persons
9:30 A.M. – 11:00 A.M.	Teacher Training Package in Art and Aesthetics: Approach and Suggested Activities	Prof. Jyotsana Tiwari DEAA
11:00 A.M. – 11:30 A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Teacher Training Package in Art and Aesthetics: Approach and Suggested Activities	Prof. Jyotsana Tiwari DEAA
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Use of ICT in teaching learning of Social Science and Languages	Dr. Indu Kumar CIET
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Use of ICT in teaching learning of Social Science and Languages	Dr. Indu Kumar CIET

**29<sup>st</sup> September, Thursday, 2016**

Time	Themes	Resource Persons
9:30 A.M.–11:00 A.M.	Bridge Course in History: Approach and Suggested Activities	Dr. Indu Kumar CIET
11:00 A.M.–11:30 A.M.	Tea	
11:30 A.M. – 1:00 P.M.	Teacher Training Package in History: Approach and Suggested Activities	Prof. Mily Roy Anand DESS
1:00 P.M. – 2:00 P.M.	Lunch	
2:00 P.M. – 3:30 P.M.	Vocational Education for Empowerment of Girls	Prof. Poonam Agrawal Head, DGS
3:30 P.M. – 4:00 P.M.	Tea	
4:00 P.M. – 5:30 P.M.	Valedictory	Prof. Poonam Agrawal Head, DGS  Prof. Mona Yadav, DGS

**Training Programme for KGBV Teachers from the Schedule Tribe (ST)  
concentrated Districts of the North Eastern States on Bridge Course and  
Teacher Training Package (Science & Mathematics)**

**15<sup>th</sup> to 21<sup>th</sup> September, 2016**

S.N.	Name	Address	Residential Add.	E- mail/Phone No.
1.	Ms. Lalita Majumdar	KGBV, Tamulpur, Post- Tamulpur, Dist. – Baksa (BIAD), Assam – 781367	Vill. Bhakatpara, Post- Tamulpur, Dist. – Baksa (BIAD), Assam – 781367	Mob. 8011523880
2.	Ms. Anju Devi	KGBV, Nagrijuli, Block Tamulpur- 781367, Baksa	Vill. Motigaon, P.O. Siddhinathpur, Pin – 781368, Dist. – Baksa, Tamulpur, Assam	Mob. 9707760232 <a href="mailto:anjudevi1991march@gmail.com">anjudevi1991march@gmail.com</a>
3.	Nimer Pama Rabha	KGBV, Bhemgaon, Dist. Udalguri, State – Assam	Vill. – Chanbari, Post – Puranitangla, Dist. – Udalguri, Assam	Mob. 9613362919
4.	Ms. Anuradha Rabha	KGBV, Gossaigaon – 783370 Kokrajhar, Assam	Vill. – Pakhihaga – II, Post – Debitala, Dist. – Kokrajhar, Pin-783370	Mob. 8876944482
5.	Pinte Lumdik	KGBV, Godak, Lower Subansini, Distt., C/o , Post – Raga, Lower Subansini, Distt. – Arunachal Pradesh, Pin - 791120	Lipin Lumdik, C/o, BDOCD, Block, Raga, PO/P.S. – Raga Lower Subansini, Distt. – Arunachal Pradesh, Pin - 791120	Mob. 08259997356
6.	Mr. Mijum Basar	KGBV, Suphiang Anjaww, Arunachal Pradesh, C/o Headmistress KGBV, Suphiang, Distt. – Anjaw, Arunachal Pradesh	Vill.-Suphiang, Distt. – Anjaw, Arunachal Pradesh	Mob. 9436835596
7.	Mr. Kakir Saring	C/o DDSE, Anjaw, Hawaii, KGBV Hawaii, Post – Hawaii, P.S. – Khupa, Distt. Arunachal Pradesh	Post- Hawaii, P.S. Khupa, Distt. – Anjaw, Arunachal Pradesh	Mob. 9402994292 <a href="mailto:kakirsarin64@gmail.com">kakirsarin64@gmail.com</a>

8.	Shri Uma Shankar Singh	C/o Headmaster, KGBV, Palin, KRA-DAADI – Distt. – Arunachal Pradesh, P.S. – Sangram, Post – Palin-791118	C/o – Headmaster, KGBV, Palin, Post – Palin, P.S. – Sangram, Distt. – Kra- Daadi, Arunachal Pradesh	Mob. 9402229007
9.	Ms. Tarumai Doley	KGBV, Sissiborgaon, Vill-Akajan, PO-Silapathar, Distt. – Dhemaji, Assam, Pin-787059	Vill- Akajan, PO-Silapathar, Distt. – Dhemaji, Assam, Pin-787059	Mob. 8876788026
10.	Ms. Promita Boma	KGBV, Lakhimpur, Vill.- Napam, Lilabari, Assam, Pin - 787051	C/o Sri Binod Moma Vill.&Post – Panigaon, Distt. – Lakhimpur, Assam	Mob. 8752985334 <a href="mailto:promitaboma9@gmail.com">promitaboma9@gmail.com</a>
11.	Jenifer Rokre C. Marak	Society (WEDS), Aawathava West Garo Hills, Meghalaya-794001	Dakopare, Tura West Garo Hills, Meghalaya-794101	Mob. 8794723102, 9774501619 <a href="mailto:jeniferok52@gmail.com">jeniferok52@gmail.com</a>
12.	Smt. Navaneeta Hajong	KGBV School Zikzak Meghalaya, Distt. – South-West Garo Hills, Meghalaya - 794115	Vill. – Rakhaldubi, Zikzak, Dist. – South-West Garo Hills, Meghalaya, Pin - 794115	Mob. 7308108297
14.	Sri Mintu Gogio	C/o Headmistress KGBV, Changlang, (Amchong), Distt. – Changlang, Po. Ps. Changlang, Arunachal Pradesh-792120	Vill-Lawkuth, P.O./PS-Dhakhakhana, Distt. – Lakhimpur, Assam	Mob. 9402689625 <a href="mailto:zintugogoi.2012@gmail.com">zintugogoi.2012@gmail.com</a>
15.	Oinam Ukindro Singh	KGBV, Chayang Tajo Itanagar, Arunachal Pradesh	KGBV, Chayang Tajo, East Kameng, Distt. – Arunachal Pradesh	Mob.-09436837695
16.	Pravin Tamang	KGBV, Labing (Labing), Gerethang, West Sikkim, Sikkim	KGBV, Labing Gerethang, Yuksam Tashiding, West Sikkim, Sikkim	Mob. 9735596216 <a href="mailto:praitamang7@gmail.com">praitamang7@gmail.com</a>

17.	Siksita Dewan	KGBV, Labing (Labing), Gerethang, West Sikkim, Sikkim	KGBV, Labing Gerethang, Yuksam Tashiding, West Sikkim, Sikkim	Mob. 9775426464 <a href="mailto:sikshu@gmail.com">sikshu@gmail.com</a>
18.	Nanny, G. Momin	KGBV, Songsak, William Nagar, East Garo Hills, Meghalaya	KGBV, Songsak, William Nagar, East Garo Hills, Meghalaya	Mob. 09856803108 & 09863355843
19.	Bonghoi Roseline Phom	Atok Multi purpose Welfare Society Yongnyah Village, Longleng, Distt	Atok Multi purpose Welfare Society Yongnyah Village, Longleng, Distt	Mob. 8974474288 <a href="mailto:phomnyuliyahoo.com">phomnyuliyahoo.com</a>
20.	Mrs. M. Christina Chinglian Kim	KGBV, EKOU-Nulam, Post – Saikul, Senapati, District, Manipur	Vill. Thangkanph AI, Saikul, Senapati, District, Manipur	Mob. 8732068876 <a href="mailto:christinakinzou@gmail.com">christinakinzou@gmail.com</a>
21.	Mrs. Debika Teronpi	Socheng Block, Kheroni, Karbi Anglong, Assam	Dikareng Kheroni, Socheng Block Karbi, Anglong, Assam	Mob. 9613958900
22.	Ms. Rita Tamang	Arunachal Pradesh, C/o Headmistress KGBV School Dambak, Lower Dibang Valley, Distt., Aruanachal Pradesh	Dambak, Lower Dibang Valley, Distt., Aruanachal Pradesh	Mob. 9954957453
23.	Ms. Habita Khattiya Deori	KGBV School, Koloriang, P.O./P.S. Koloriang, Distt. – Kurung Kumey, Arunachal Pradesh	KGBV School, Koloriang, P.O./P.S. Koloriang, Distt. – Kurung Kumey, Arunachal Pradesh	Mob. – 9531191842
24.	Elsie Lalthatuuri Nampui	KGBV, New Sangbar, Vill. – New Sangbar, Distt. – Dima Hasao, Po/P.S- Umrangso, Assam	Vill. – New Sangbar, Distt. – Dima Hasao, Po/P.S- Umrangso, Assam	Mob. – 7399275295 <a href="mailto:elnampui@gmail.com">elnampui@gmail.com</a>
25.	S.Ngipyao	KGBV, Naginimora, Mon District Naginimora, Nagaland	Mon Town, Naginimora Area, Nagaland,	Mob. 9862938026
26.	Yeihngam	KGBV, Phomching, Mon District, Nagaland	Mon Town, Naginimora Area, Nagaland,	Mob. 8132870503

<b>27.</b>	Thongki	KGBV, Noklak, Tuensang, District – Nagaland, Pincode - 798626	KGBV, Noklak, Tuensang, District – Nagaland, Pincode - 798626	Mob. 9862265050
<b>28.</b>	Nengneikim	Ekou Mulam, Saikui, Hill Town, Senapati All Trict Manipur - 795128	Donggum, Saikul, Senapti, Dist. - Manipur -	Mob. 8974465674
<b>29.</b>	Ajanta Terangpi	KGBV, Post – Shildharampur, P.O. Dokmoka, Koshi Anglong, Assam	KGBV, Post – Shildharampur, P.O. Dokmoka, Koshi Anglong, Assam	Mob. 9531010419
<b>30.</b>	Renika Gongpipi	KGBV, Bakalia, PO/PS-Bakalia, Dist. – Karbi Anglong, Assam	Rongkhlan, Dipur, P.O/P.S Dirpur, Dist. – Karbi Anglong, Assam	Mob. 9854783951

**Training Programme for KGBV Teachers from the Schedule Tribe (ST)  
Concentrated Districts of the North Eastern States on Bridge Course and Teacher  
Training Package (Languages and Social Science)**

**23<sup>th</sup> to 29<sup>th</sup> September, 2016**

<b>S.N.</b>	<b>Name</b>	<b>Address</b>	<b>Residential Add.</b>	<b>E- mail/Phone No.</b>
1.	Rupali Hazarika	Ammi Block Uleexuneli, Karbi Analog, Assam	Mridul Borah, Post – Baskkalia, Vill. – Sikari Pokher No. 1, 782482 Assam	Mob. 9957846436
2.	Presitha R. Sangma	KGBV Selsello Nokabre, West Garo Hills, Tura, Meghalaya - 794105	KGBV Selsello Nokabre, West Garo Hills, Tura, Meghalaya - 794105	Mob. 9863649051
3.	Anita G. Momin	KGBV Tikrikilla, Bogadol West Garo Hills, Meghalaya Pincode - 794109	KGBV Tikrikilla, Bogadol West Garo Hills, Meghalaya Pincode – 794109	Mob. 8119974944
4.	Ms. Gibimol Mathew	KGBV Baghmara South Garo Hills, Meghalaya Pincode-794102	Gibimol Mathew KGBV Baghmara South Garo Hills Meghalaya	Mob. 9436731021 gibimolmathew@ gmail.com
5.	Magdaline D. Sangma	KGBV Zikzak, South West Garo Hills, Meghalaya	Magdaline D Sangma Bolsal Achik Sura, Post – Chandmary, West Garo Hills Meghalaya-794002	Mob. 8731997192
6.	Alexa D Sangma	KGBV Samanda V/Sananda, Post- Williamnagar East Garo Hills, Meghalaya	Nokgil Awe Williamnagar Post – Williamnagar East Garo Hills, Meghalaya Pincode-794111	Mob. 9436176970/ 8575686411
7.	Rajlakshmi Basumatary	KGBV Patgaon, Kokrajhar, Vill.- Labrabali, Post – Patgaon, Dist. – Kokrajhar, Assam	Vill. Puthimari, Post – Puthmari, Dist. – Kokrajhar, Assam	Mob. 9401231464
8.	Mrs. Sumeswari Daimari	KGBV Borobazar, Chirang, Post – Borobazar, Dist. – Chirang, Via – Bijni, Pincode - 783393	KGBV, Borobazar Post Borobazar, Via – Chirang, Dist. – Chirang, Pincode - 783393	Mob. 8471877277, 8486689715

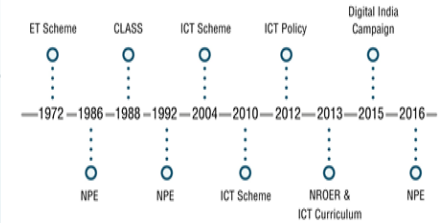
9.	Ms. Nibedita Gogoi	KGBV Murkong Selek Block Dist. – Dhemaji, Post – Chimon, Chapori	Vill. – Sissi Chnkhamsting Gaon, Post – Sissiborgaon, Dist. – Dhemaji, Pin 787110	Mob. 8876039446
10.	Ujjalata Reang (Debbarma)	KGBV (Hostel), Dist. – North Tripura, Post – Kachari Chamma	Vill. – Uria Chamma, Post – Kachari Chamma, P.S. – Damchamma (North), Dist. - North	Mob. 8974230757
11.	Mimi Gangte	Ekou Mulam, Saikul, Town-Senapati, Dist. – Manipur, Pincod-795118	Koirengei Rongmei Vill. – Opposite Manipur Public School, Manipur	Mob. 9862557474
12.	Sangat Chopel Bhutia	Tashiding, Post- Sinek Bazar, West Sikkim, Distt. – Gyalshing, Pincod-737111	Tashiding, Post-Sinek Bazar West Sikkim, Distt. – Gyalshing, Sikkim	Mob. 9733017839
13.	Tashi Jhamu Bhutia	KGBV Labing, Distt. – Geyzing, Sikkim, Pincod-737111	KGBV Labing, Distt. – Geyzing, Sikkim, Pincod-737111	Mob. 8348551218
14.	Themshao Khiamn	KGBV Thonokniu Town Tuensang, Distt. – Nagaland-798612	KGBV Thonokniu Town Tuensang, Distt. – Nagaland-798612	Mob. 9612428264
15.	T. Yankika Yim Chunger	Shamator Town, Tuensang, Distt. – Nagaland, Pincod - 798612	KGBV Girls Hostel, Shamator Town, Nagaland	Mob. 8014589170/ 9862251382
16.	Arati Johari	KGBV, Diyunbra Block, Dist. – Dima Hasao, Pincod - 782448	Diyungbra Block, Distt. – Dima Hasao, Post – Diyunbra, Pincod - 782448	Mob. 7896523311
17.	Thingjaneng Chongoi	Ekou Mulam, Saikul Town Dist. – Senapati, Manipur, Pincod - 795118	H. Khopibang Village, Distt. – Senapati, Manipur, Post – Pangngei , BPO Khongbar, Pincod - 795114	Mob. 7085433897
18.	Kimi	KGBV Hostel, Vill. & Post – Patichari, Dist. Karbook Gomati, Tripura	Vill. & Post – Patichari, Dist. Karbook Gomati, Tripura	Mob. 8414055639
19.	Binali Hamu	Longnit Lumbajang Block KGBV, Post – Manja, Dis	Vill. – Amulapatty, Ward No. – 7, Post – Diplu, Dist. – Karbi Anglong, Assam	Mob. 9859573404
20.	Mrs. Bonti Boruah	KGBV Lilabari, Lakhimpur, Assam, Pincod - 787001	KGBV, Vill. Na-Pam, Lalabri, Post – Lilabari, Distt. – Lakhimpur, Assam, Pincod-787001	Mob. 9613476291

21.	Barnali Deka	KGBV Rowta, Distt. – Vdalguri, Pincode - 784508	Vill. – Nizdala, Post – Meskapurkhuri, PS- Kalaigaon, Dist. – Udalguri, Pincode - 784521	Mob. 9854423284
22.	Jarulata Basumatary	KGBV, Behrgaon, Dist. – Udalguri, Pincode - 784522	Vill. – Majarchuba, Post – Khairabari, Distt.- Udalguri	Mob. – 9859868437
23.	Stella Taging	KGBV Mariyang, Dist. – Upper Siang, Arunachal Pradesh	Vill. – Ralung, Post – Ruksin, Dist. – East Siang, Arunachal Pradesh	Mob. – 9402686113
24.	Sange Thriley Lama	KGBV Sagalee Distt. – Papum Pare, Pincode - 791111	KGBV Sagalee Distt. – Papum Pare Pincode - 791111	Mob. – 940246449
25.	Ms. Annu Moyong	KGBV, C/o Project Coordinator, Residential School for Girls, Siang and East Siang District, Arunachal Pradesh	C/o, Olem Moyong Near JNC Campus, Distt. – East Siang, Arunachal Pradesh	Mob. 9402283462
26.	Ms. Shashi Kala Gupta	Keshav Gumin, Lokam Building, Banskota, Pasighat, Distt. East Siang, Arunachal Pradesh-791102	C/o-R.P. Gupta D.C. Office, Pasighat East Siang, Arunachal Pradesh	Mob. – 8132891070/ 9863467337
27.	Ms. Chasam Sawin	KGB Barap, Lozu Circle, Jirap District, Arunachal Pradesh, Pincode - 792130	KGB Barap, Lozu Circle, Jirap District, Arunachal Pradesh, Pincode - 792130	Mob. 09402625800
28.	Ms. Jumbom Rise	Vill. – Sijum Dapo-Rijo Upper Subansiri, Arunachal Pradesh	Vill. – Pargi PO/PS-Basar Distt. – West Siang, Arunachal Pradesh	Mob. 9402726980
29.	Chou Nanda Manlai	KGBV Namsai, Vill. – Kasik, Distt. – Namsai, Arunachal Pradesh	Fire Brigade Colony Namsai, Post – Namsai, Distt. – Namsai, Arunachal Pradesh, Pincode- 792103	Mob. 8413925488
30.	Afruz Begam Barbhuiya	KGBV, Sultime Charra, South Hailakandi, Assam	Vill.- Rajyeeswarpur-III, Post- Amala, P.S. Lala, Dist. –Hailakandi, Assam - 788164	Mob. 7399821014
31.	Basapi Jerangpi	KGBV Amri Block, Ulukunchi Karbi Anglong, Assam	D/o Shri Longsing Jerang, Vill. – Rongtharue W/No. – 8, Dipu Karbi Anglong, Assam	Mob. 9435636904
32.	Shreyasi Basumatary	KGBV Gossaigaon Distt. – Kokrajhar,	Vill. & Post – Gossaigaon Distt. – Kokrajhar, BTC, Assam	Mob. 9678853002
33.	Pinki Devi Ramchiary	Vill. – Charangbari, Post – Jamulpur, Distt. – Baksa, Assam	Vill. – Uttarpara, Post – Baganpara, Distt. – Baksa, Assam	Mob. 9435420296

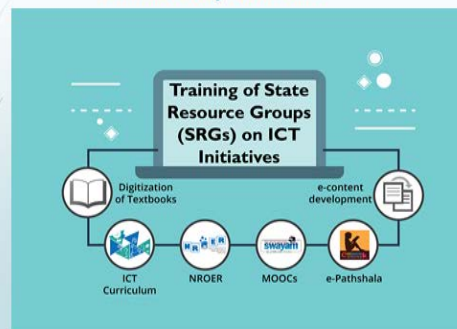
## ICT in Education: Support Initiatives by Government of India

**Dr. Indu Kumar**  
Associate Professor,  
Department of ICT and Training  
Central Institute of Educational Technology, NCERT,

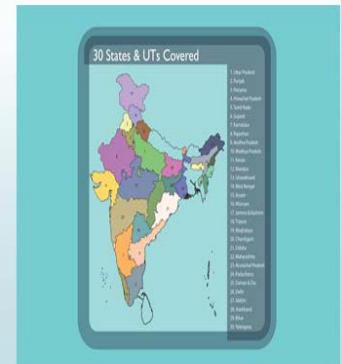
## ICTs in Education: a Retrospect



## ICT Support Initiatives by GOI/CIET



## 30 States/UTs Trained



## ICT in Education Curriculum

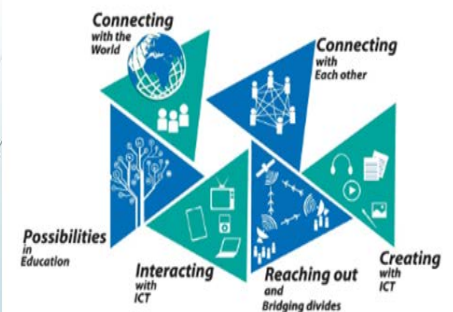
**Teacher**

- Educational possibilities of technology .
- Critical user of ICT

**Student**

- Creativity , problem solving
- An introduction to the world of ICT

## The Learning Strands



## National Repository of Open Educational Resources



## Aims of NROER

- Digitization of the content.
- Development of e-content in multiple languages .
- Bridging divides
- Building Partnerships
- Widespread dissemination of e-content.
- Teaching and Learning through MOOCs
- Nurturing networks and interest groups
- Development of digital resources as per the National policy on open standards.



209405 Unique visitors  
30 3229 Visits  
10973402 Hits  
5426351 Pages viewed  
733.78 GB Bandwidth  
21300 registered users



1978 concepts  
Grades 6-12  
Science, Mathematics, Social sciences and Art Education



More than 22000 e-resources, and growing



22110 teachers and growing!

## NROER Interface



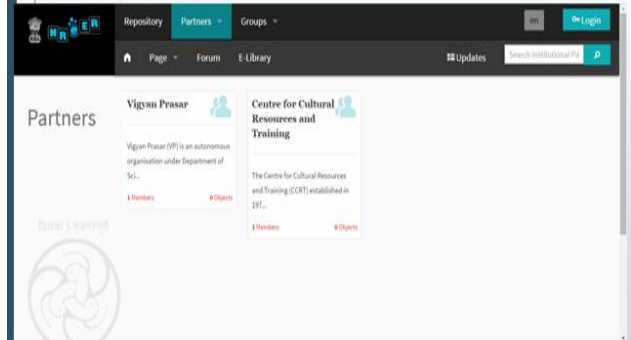
## Resources on NROER



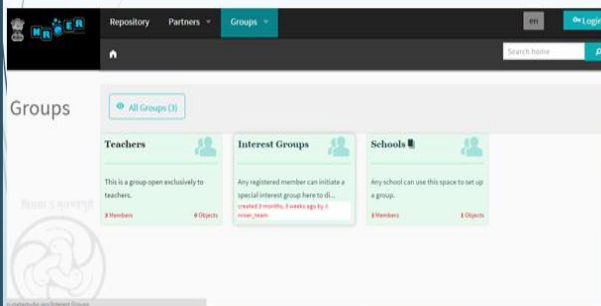
## NROER New Interface



## Partners on NROER



## Groups on NROER



## Licensing of OER

**Free Access:** Any educational resources that are available for use by educators and students, without an accompanying need to pay royalties or license fees.

**Open Access:** Educational resources that carry licenses that allow the right to copy, edit, share or build upon resources

**Creative commons licensing Framework** (six copyright licenses)  
CC-BY **CC-BY-SA**, CC-BY-ND, CC-BY-NC, CC-BY-NC-SA,  
CC-BY-NC-ND

**Four Rs Framework:** Reuse, Revise, Remix, Redistribute

## Review Process on NROER

### Level-1

- In-house review
- Third party review
- Approved content on NROER

### Level-2

Comment and rating on NROER

nroer.gov.in

Write to us at  
nroer.ciet@gmail.com



# E Pathshala

विद्यया ऽ मृतमश्नुते

Reaching the Diverse Clientele Groups is a Challenge  
 Imparting a Comparable Quality of Education is our motto  
 Expansion of ICTs have provided plenty of opportunities  
 Bridging the digital divide is our goal  
 NCERT has Designed & launched e-pathshala: a platform for showcasing & dissemination e-resources for its stakeholders:

- Students
- Teachers
- Educators
- Parents



Screenshot of the E Pathshala website showing the header with the NCERT logo and the text 'राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् National Council of Educational Research and Training'. The main banner features the 'eपाठशाला K learning on the go' logo and a 'DOWNLOAD the app today' button. The footer indicates '50,93,362 visitors' and '2013 (Developed By CIE, NCERT | Hosted By NIC)'. The URL is 'epathshala.nic.in'.

## E Pathshala Mobile App



The image shows the logo for the E Pathshala mobile app, which includes the NCERT logo, the text 'eपाठशाला K learning on the go', and an illustration of a desk with books, a clock, and a lamp.

## E Pathshala Mobile App



A screenshot of the mobile app interface showing a grid of language options: ENGLISH, हिंदी, తెలుగు, اردو, ગુજરાતી, తెలుగు, বাংলা, मराठी, ଓଡ଼ିଆ, ਪੰਜਾਬੀ, தமிழ், বাংলা, ગુજરાતી, తెలుగు, and العربية.

## E Pathshala Mobile App



A screenshot of the mobile app showing a grid of user selection options: STUDENTS, TEACHERS, PARENTS, and EDUCATORS, each with a corresponding icon.

## Updates on epathshala

- The portal has 58,23,708 visitors.
- The app has a rating of 4.4 out of 5 on Google play store,
- 3 out of 5 on Apple Store,
- and 4.5 out of 5 on Windows Store.
- In all 3,05,142 users have downloaded the app from Google Play Store,
- 21,117 from Apple Store
- and 7,694 from Windows Store.

## Updates on e pathshala

- 1,95,437 Total Youtube views.
- Total no of Audio on Youtube = 1313,
- Total no of Video on Youtube = 803
- Total no of ePub = 581
- Total no of Flipbook = 498
- States/UTs Core Teams trained on epathshala and Digitization of textbooks
- States are in the process of digitization of textbooks



# E Pathshala



विद्यया ऽ मृतमश्नुते

## Future Plans:

- Bringing all the state board/SCERT books together
- E-Resources in other languages
- Training resources and supplementary materials

एन सी ई आर टी  
NCERT

## MOOCS and e content development

- For Swayam Portal;
- 620 new E Contents developed (April – June)

## INDIA: 1.21 bn. Population



28 States  
07 UTs  
-1.49 million schools  
-8.5 million teachers  
-48 School Boards  
-24.85.68.702 children in school

96,007 Secondary Schools under ICT@Schools Scheme



# E-Pathshala



विद्यया ऽ मृतमश्नुते

## Thanks for your attention:

For comments, suggestions, queries contact/mail to the: [epathshala@nic.in](mailto:epathshala@nic.in)  
[epathshala@gov.in](mailto:epathshala@gov.in)

एन सी ई आर टी  
NCERT

## BIOLOGY

Chong Shimray  
cshimray@gmail.com

## Advantages of KGBV

- There is no stress on students or teachers to score as in urban schools. Because of this, teachers can innovate and use different teaching-learning strategies to enhance learning.
- Biology is about living organisms – human beings, plants and animals. Hence the best way to learn biology is on-site/taking children out of classrooms. KGBV have sufficient space to do that.
- Students have much knowledge about many of the concepts they have to study in the upper primary stage. For example, crop management, forests, diversity, habitats, etc. Teachers can tap on such experiences of the students.
- There is a lot of open space in most KGBVs. Such spaces can be used to grow few plants/vegetables. This will be a part of learning for the students. The harvested vegetables can be used in the kitchens in the hostels or can even be contributed to some needy people. This will not only improve learning, it will also be organic, safe, healthy and also instill value in the students about concern for others which is hard to find now.
- Topics such as reproductive system and reproductive health are very important yet these are not taught in most of the co-ed schools since teachers do not feel comfortable. Since KGBV is an all-girls school such issue will not arise. Students will benefit a lot learning about such topics.

## Important points

- It is important to focus on the picture related to the concepts that are taught. Following are some examples.
  - Observation of stomata without connecting it with photosynthesis, transpiration, water cycle, carbon dioxide intake and release of oxygen.
  - Knowing how oxygen reach our lungs and how carbon dioxide is released is not sufficient unless we also connect it with the impact of air pollution, respiratory diseases, smoke in kitchens, etc.
  - Connect forest chapter with deforestation, soil erosion, landslides, forest produces, people living in and near forests and their livelihood, selfish and vested interest of individuals and companies to destroy forests, danger of clearing of forest to grow other cash giving trees, habitats of plants and animals, etc.
  - Activities should not be done only for the sake of doing the activity. For example, when doing transpiration activity where polythene bags are tied on the branches of plants, it is important to involve the students while setting up the activity. It is also important to make students share their observations and the role of the teacher will be to facilitate their learning in the process.

## FOOD

Topics to be covered under the theme food

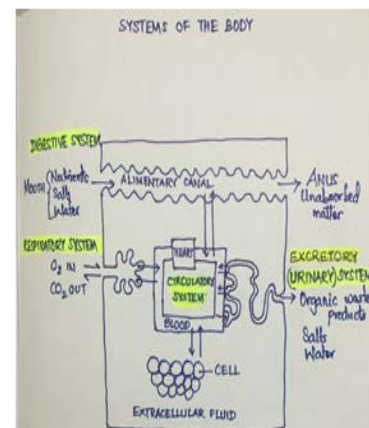
- Why do we take food?
  - To keep our body systems functioning
- What are the components of food?
  - Carbohydrates, proteins, fats (basic components)
  - Minerals, vitamins, water
- What food should be taken/eaten and when?
  - Glucose/sugar (carbohydrate) when we need instant energy

## Contd.:

- How is food produced?
  - Who produces?
  - What are the steps in crop production?
  - How to improve crop production?
  - Judicious use of fertilizers, pesticides, water
  - Hybrid varieties, Genetically modified organisms
- How to preserve food?
  - Grains, pulses, vegetables, etc.
  - Prepared food
- What happens when we eat contaminated food?
  - Health issues, Diseases due to harmful microorganisms
- What causes food contamination?
  - Houseflies, cockroaches, rats, etc.
- How to prevent and treat?
  - Proper storage, using lid, cold storage, etc
  - In case of diarrhea or vomiting, drink Oral Dehydration Solution (ORS) i.e., Salt-Sugar solution frequently

## LIFE PROCESSES

- Digestive system
- Respiratory system
- Circulatory system
- Excretory system



Exchanges of matter occur between the external environment and the circulatory systems via the digestive system, respiratory system, and the urinary system.

## REPRODUCTIVE SYSTEM & REPRODUCTIVE HEALTH

- Reproductive organs
- Reproductive cells – eggs (ovum) & sperms
- Fertilization – internal & external
- Embedding in the uterus
- Reproductive health
- Puberty and development of different body parts
- Hygiene
- Taboos & superstitions

## OUR ENVIRONMENT

- Weather, climate & adaptations to habitats
  - Aquatic
  - Terrestrial
  - Desert
  - Polar
  - Tropical
- Use of videos to show different habitats and plants and animals found

### Contd.:

- Forest
  - Importance, deforestation, people, wildlife
  - Man-animal conflict
- Water
  - Scarcity, conservation
  - Social issues associated with water (women end up suffering)
- Waste & Pollution
  - What causes?
  - Traditional/cultural practices contribute such as idols emerged in water bodies, use of crackers during festivals, burning of agricultural land
  - Excess use of resources due to increase purchase in commodities

“If so much of water is lost in transpiration by trees, then the ground water should also be depleting.”

- Transpiration by trees/plants will never deplete ground water because the same trees/plants are responsible for recharge of ground water. This is because trees/plants retain water that falls as rainwater first by stopping the run-off of rainwater by virtue of their branches which reduces rain to fall directly on the ground and most importantly by virtue of their root system which not only hold the soil together but at the same time prevent water run-off.
- If there were no trees, or if their number was drastically reduced, then water run-off will increase, there will be no recharge of ground water. In such situation, most of the water will enter the river system (in the process water flow will increase and result in landslides, floods, etc.) which will finally drain into seas and oceans. This will impact the overall availability of freshwater but the amount of water available on the planet will still be the same.

## CONTINUOUS AND COMPREHENSIVE EVALUATION IN SCHOOLS



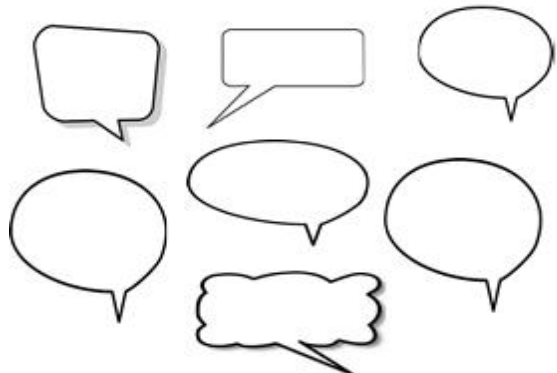
(TRAINING PROGRAMME FOR KQCBV TEACHERS OF NEREGION)

SEPTEMBER 15-21, 2016

DR. SUKHVINDER  
EDUCATIONAL SURVEY DIVISION  
NCERT



WHAT ALL IDEAS COMES TO YOUR MIND?





## PURPOSE OF THIS SESSION

**Not:** simply to implement the strategies for CCE

**But:** to suggest how to do assessment by taking examples so that you can opportunities to

**DISCUSS,**

**REFLECT**

**AND SHARE YOUR PROBLEMS.**

You have a chance to have peer discussion and to share your Vidyalya practices related to CCE.  
(Clear understanding of Purpose of CCE, Reporting, Prescriptive Formats)

### CONTOURS OF THIS SESSION



## CONCEPTS

**Measurement:** Collection or gathering of data

**Assessment:** Purpose is to judge the quality of performance of children while learning is going on. Assessing the Process. (**Process oriented**)  
Constructivist Approach: How children learn?

**Assessment for Learning**

**Evaluation:** Focus on actual level attained after a certain period of teaching learning with no interest in why and how that level was attained. **Product oriented**

**Assessment of learning**

## EVALUATION

*“Evaluation is systematic collection and interpretation of evidence leading as a part of process to a judgement of value with a view to action”*

*Key Elements*

- 1. Systematic Collection Of Evidence*
- 2. Its Interpretation*
- 3. Judgement Of Value*
- 4. With A View To Action (Conclusion Oriented/Decision Oriented)*



## CONTINUOUS COMPREHENSIVE EVALUATION in Schools at Upper Primary Stage

## DEVELOPMENTS

**RTE ACT 2009**, implemented since April 2010. The Act requires that CCE be implemented for each child till the completion of elementary schooling. (CCE is mandatory under RTE Act). It has to be implemented in true spirit.

**ROLE OF TEACHERS:** Immense/ School Based Assessment through CCE

**RTE:** Prohibits public examination up to CLASS VIII. Promotes NO detention policy. (NDP-Must not lead to Absence of Teaching- Learning process).

## WHAT TEACHERS PERCEIVE ABOUT CCE?

- CCE is record keeping.
- Loss of Time meant for actual teaching learning.
- Sole responsibility of teachers.
- Marking system is better.

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## WHY CCE? AGREE/DISAGREE/CAN'T SAY

- Improves Child's learning. ( )
- Helping children in their holistic development ( )
- Helping teachers to identify child's strengths and learning gaps. ( )
- Provide timely feedback ( )
- Helping teachers to review/modify teaching learning process to suit children's needs ( )
- Reflecting Children's progress based on identified criteria in a simple manner ( )
- Reporting the learning progress to different stakeholders especially guardians to enable them help children in a positive manner for further improvement in their learning ( )
- It compares the performance of child with her/his previous performance, instead of comparing her with her peers. ( )

## WHAT CCE IS AND WHAT IT IS NOT?

- Continuous Assessment is not .....
- ❖ weekly or monthly test (frequent test)
  - ❖ Add on activity
  - ❖ Paper pencil tests
  - ❖ For giving marks/grades only
  - ❖ Does not require the use of structure tests which are given to all the children at the same time. (one size fits all).
  - ❖ They may not even know when they are assessed.
- Comprehensive Assessment is not.....
- ❖ Assessment of child's cognitive and socio-emotional aspects in a segregated manner
  - ❖ Cumulative assessment of curricular areas
- Evaluation is not simply record keeping exercise.

<p><b>CCE IS NOT.....</b></p> <p>Simply an external activity to be performed separately after the completion of a topic/lesson</p>	<p><b>CCE IS.....</b></p> <ul style="list-style-type: none"> <li>❖ Integral to teaching learning process</li> <li>❖ Getting a sense of holistic development of a child's learning progress</li> <li>❖ Providing space for mutual learning, scaffolding timely feedback.</li> <li>❖ Done by various ways: sharing experiences, discussions, asking questions, oral, written work, peer interaction, class work /homework, experiments.</li> <li>❖ Assessing child's progress in the context of her/previous progress.</li> <li>❖ For improving child's learning (assessment for learning)</li> <li>❖ Evidence based and keeping track of child's profile using portfolios</li> <li>❖ Contextualizing teaching learning process</li> <li>❖ Requires substantial evidences covering varied aspects of child's learning</li> <li>❖ For reporting child's progress in all the areas of development.</li> </ul>
<p><b>NOTEWORTHY ELEMENTS OF CONTINUOUS ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Not a separate activity/ need not break flow of the class</li> <li>• assessment is teacher strategy used by the teacher for better learning among students.</li> <li>• not a one time activity which can be done over some hours or some days.</li> <li>• focus on learning and not on rote memory</li> <li>• learning indicators cannot be given to the teacher who is distant from the learning situation</li> <li>• assessing children without making them fearful about the test.</li> <li>• Non threatening situation students are not fearful of constant judgement.</li> <li>• teacher respect children and their voices. ( appropriate conditions are created for learning)</li> </ul>	<p><b>ESSENTIAL STEPS FOR CCE IMPLEMENTATION IN THE CLASSROOM</b></p> <p><b>Step I: Identifying Expected Learning</b></p> <ul style="list-style-type: none"> <li>❖ focusing on and understanding children's learning as a continuous process;</li> <li>❖ Providing a reference point to understand the progress of every child in a simple way; and understanding /her need for further learning</li> </ul> <p><b>Step II: Providing Opportunities for Further Learning</b></p> <ul style="list-style-type: none"> <li>❖ Connecting existing knowledge with new knowledge and providing new experiences</li> <li>❖ Scope of spiral learning</li> <li>❖ Need to follow various ways of learning ( Group, Peer, individual and self learning etc.)</li> </ul>
<p style="text-align: right;">contd....</p> <p><b>Step III: Timely feedback and Review the Teaching- Learning Strategies</b></p> <ul style="list-style-type: none"> <li>❖ Contextualizing teaching learning opportunities</li> <li>❖ Identify gaps and strengths among children</li> <li>❖ Provide timely feedback to help children overcome their gaps in learning</li> <li>❖ Teachers review can modify their teaching – learning as per need of students</li> <li>❖ For teachers own record not for formal reporting</li> <li>❖ Focus on improving child's learning</li> </ul>	<p style="text-align: right;">contd....</p> <p><b>Step IV: Recording of Information ( Two kinds)</b></p> <p><b>Kind -I</b></p> <ul style="list-style-type: none"> <li>❖ Teacher's own record in her diary for reflecting on learning progress</li> <li>❖ Recording appropriate observations for child's profile</li> <li>❖ Both qualitative and quantitative in nature</li> </ul> <p><b>Kind- II</b></p> <ul style="list-style-type: none"> <li>❖ Data on assessment on learning</li> <li>❖ Data needs to be recorded in simple formats</li> <li>❖ Keep samples in portfolios</li> <li>❖ Use this data for reporting</li> </ul>  

contd....

### Step V- Reporting Process: Mapping the Progress

- ❖ Sharing on Quarterly Basis
- ❖ Assessing the levels in each subject area within which the child's learning and performance lies, for example
- Learning Level I:** Even with support the child's performance has not reached the expected level.
- Learning Level II:** Child needs support from elders to reach the expected level.
- Learning Level III:** Child's performance as per expected level.
- ❖ Sharing with the child on regular basis.
- ❖ Sharing with parents in monthly/quarterly meetings.

## GIVING COMMENTS ( COMMENT ONLY MARKING)

- Grading or giving marks is not recommended in continuous assessment.
- Suggestive comments should be given.

*\*you need to check your data once again.  
\*You have given very lengthy description of your project work. It will be good if you can put only brief and important points.  
\* Your conclusion is correct but you have not shown how have you arrived at.  
\*Your use of language is very good. Please keep it up.  
\*Your diagram is detailed and neat. Keep it up.*

## GRADING AT THE END OF PERIOD OF LEARNING

Academic achievement of the child can be graded on a five point scale of A+, A, B, C, and D.

These could roughly correspond to:

**D:** The child's basic understanding of targeted knowledge/concepts is weak and she needs to be given extra time and help to improve her learning.

**C:** The child has acquired basic understanding of targeted knowledge/concepts, but still needs to put in more work.

**B:** The child has achieved a reasonable understanding of targeted knowledge/concepts.

**A:** The student has achieved a very good understanding of targeted knowledge/concepts.

**A+:** The child has shown extra interest, talent or creativity in some topics covered during this period.

CONT.....

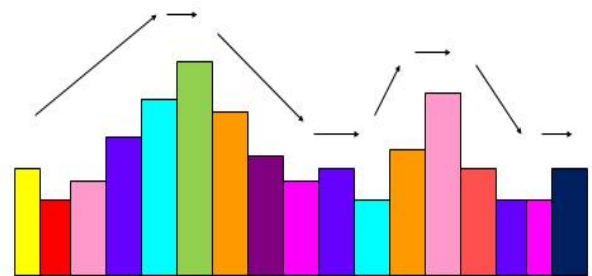
In the period for which we are doing evaluation, we must recognise the effort put in by the child, especially in comparison to his/her own efforts in the past. So a 3-point grading scale can be given to rate the effort to learn, for example as shown below:

- I. Extraordinary effort:** Extraordinary effort put in by the student in the period of evaluation
- II. Normal effort:** Normal effort put in by the student in the period of evaluation
- III. More effort needed:** The child needs to be motivated to put in more effort

## RESOURCES:

- NCERT: CCE Exemplar Package for Primary Stage
- NCERT : Exemplar Package CCE Social Sciences Upper Primary Stage
- NCERT : Exemplar Package CCE Sciences Upper Primary Stage

## CONTINUOUS AND COMPREHENSIVE EVALUATION



Ravindra Kumar Mishra  
State Consultant – Teacher Education  
UNICEF Assam

## What is CCE?

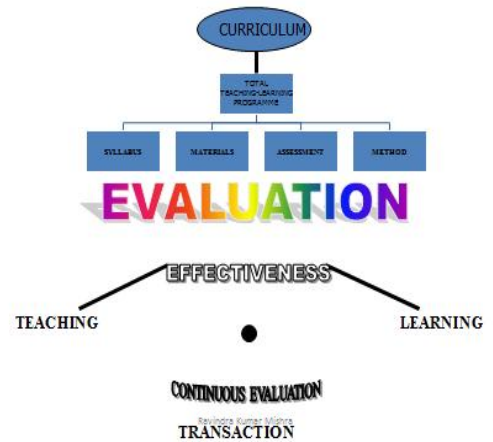
- CCE refers Continuous & Comprehensive Evaluation, a system of school based assessment that covers all the aspects of a student's development. It was designed to reduce the student stress related to board exams, and to introduce a uniform and comprehensive pattern for student evaluation across the country.
- It emphasizes on two broad objectives:
  - (a) Continuity in Evaluation and
  - (b) Assessment of broad based learning.

Clearly, it attempts to shift emphasis from 'testing' to 'holistic learning' with an aim of creating young adults, possessing appropriate skills and desirable qualities in addition to academic excellence.

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## PLACE OF EVALUATION IN THE CURRICULUM



Ravindra Kumar Mishra

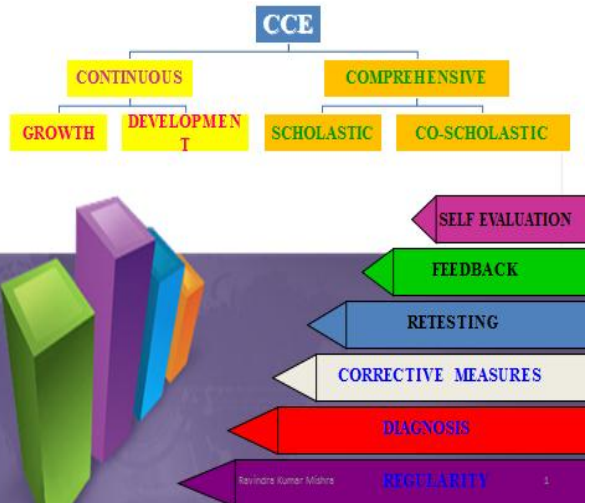
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## PLACE OF ASSESSMENT IN THE CURRICULUM



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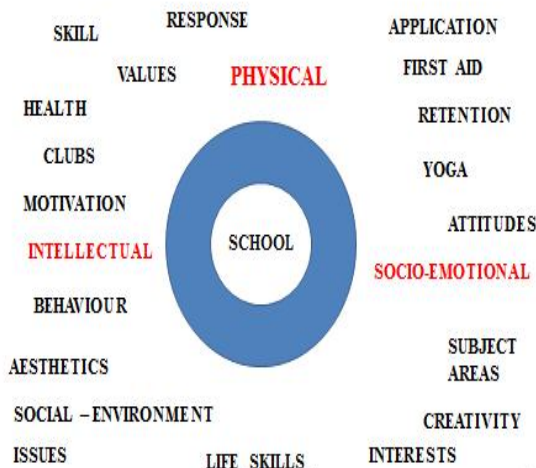
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## WHAT SHOULD BE ASSESSED?



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## Objectives of CCE

- Encourage development of cognitive skills and de-emphasize rote learning
- Make the entire education process a student-centric activity
- Help develop cognitive, psychomotor and interpersonal skills
- Make holistic evaluation an integral part of entire education process
- Improve student's accomplishments through regular diagnostics and remedial instructions
- Use evaluation to control quality and maintain desired performance
- Take decisions about the learner, learning process and learning environment by determining social utility, desirability & effectiveness of the programme

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<p><b>How CCE addresses the Shortcomings of the Traditional Education System?</b></p> <table border="1"> <tr> <td data-bbox="293 254 407 394"> <p>Shortcomings of Traditional System</p> </td> <td data-bbox="423 254 634 394"> <p>1. Focuses only on the end term examination and evaluates only Scholastic aspects of education</p> </td> <td data-bbox="651 254 854 394"> <p>2. Declares results of the students as "pass" or "fail" on the basis of their marks leading to undesirable competition among students</p> </td> </tr> <tr> <td data-bbox="293 401 407 674"> <p>Solutions Provided by CCE</p> </td> <td data-bbox="423 401 634 674"> <p>Focuses equally on both scholastic and co-scholastic areas of development of the students, thus taking into account the holistic development of the students Evaluates students continuously at regular time intervals on small portions of content which helps teachers in employing a variety of remedial measures of teaching based on learning needs and student potential</p> </td> <td data-bbox="651 401 854 674"> <p>Shifts the focus of the education community from marks to grades thereby reducing pressure, of getting "good marks", on students from their parents and teachers Prevents cut-throat competition among the students</p> </td> </tr> </table> <p style="text-align: center;"><small>Ravindra Kumar Mishra 1</small></p>	<p>Shortcomings of Traditional System</p>	<p>1. Focuses only on the end term examination and evaluates only Scholastic aspects of education</p>	<p>2. Declares results of the students as "pass" or "fail" on the basis of their marks leading to undesirable competition among students</p>	<p>Solutions Provided by CCE</p>	<p>Focuses equally on both scholastic and co-scholastic areas of development of the students, thus taking into account the holistic development of the students Evaluates students continuously at regular time intervals on small portions of content which helps teachers in employing a variety of remedial measures of teaching based on learning needs and student potential</p>	<p>Shifts the focus of the education community from marks to grades thereby reducing pressure, of getting "good marks", on students from their parents and teachers Prevents cut-throat competition among the students</p>	<h2 style="text-align: center;">Comprehensive Evaluation</h2> <table border="1" style="width: 100%;"> <tr> <td data-bbox="938 275 1166 331" style="background-color: #28a745; color: white; text-align: center;">Scholastic Evaluation</td> <td data-bbox="1198 275 1490 331" style="background-color: #28a745; color: white; text-align: center;">Co- Scholastic Evaluation</td> </tr> <tr> <td data-bbox="938 338 1166 422" style="background-color: #1a3d4d; color: white;">Scholastic aspects include subject specific areas</td> <td data-bbox="1198 338 1490 422" style="background-color: #1a3d4d; color: white;">Co-Scholastic aspects include Life Skills, Co-Curricular Activities, Attitudes and Values</td> </tr> </table> <p style="text-align: center;"><i>The 'comprehensive' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil's growth.</i></p> <p style="text-align: center;"><small>Ravindra Kumar Mishra 1</small></p>	Scholastic Evaluation	Co- Scholastic Evaluation	Scholastic aspects include subject specific areas	Co-Scholastic aspects include Life Skills, Co-Curricular Activities, Attitudes and Values
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<h2 style="text-align: center;">Comprehensive Evaluation</h2> <ol style="list-style-type: none"> <li>Scholastic Evaluation</li> <li>Co- Scholastic Evaluation</li> </ol> <ul style="list-style-type: none"> <li>The 'comprehensive' component of CCE takes care of assessment of all round development of the child's personality.</li> <li>It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil's growth.</li> </ul> <p style="text-align: center;"><small>Ravindra Kumar Mishra 1</small></p>	<h2 style="text-align: center;">Evaluation of Scholastic Areas</h2> <ul style="list-style-type: none"> <li>Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically.</li> <li>There are 2 types of Assessments, in an academic year, to test the Scholastic areas : <b>Formative Assessment (FA)</b> and <b>Summative Assessment (SA)</b></li> <li><b>Formative Assessment FA</b> is carried out as a part of the instruction methodology and provides continuous feedback to both the teachers and the learners. It comprises of Class work, Homework, Oral questions, Quizzes, Projects, and Assignments/Tests etc.</li> <li>Main features of Formative Assessment: <ul style="list-style-type: none"> <li>Is diagnostic and remedial</li> <li>Makes the provision for effective feedback</li> <li>Provides a platform for the active involvement of students in their own learning process</li> <li>Enables teachers to adjust teaching to take account of the results of the assessment and to incorporate varied learning styles in deciding what and how to teach</li> <li>Recognizes the influence of the assessment on the motivation and self-esteem of students</li> <li>Offers an opportunity to the students to improve their performance post the feedback is given</li> </ul> </li> </ul> <p style="text-align: center;"><small>Ravindra Kumar Mishra 1</small></p>										
<h2 style="text-align: center;">Evaluation of Scholastic Areas</h2> <h3 style="color: #1a3d4d;">Summative Assessment</h3> <p>Summative assessment is carried out at the end of a term. It measures how much a student has learnt from the course and is usually a graded test i.e. Examination.</p> <p>SA might not be able to yield a valid measure of the growth and development of the child. It might only certify the level of achievement only at a given point of time.</p> <p>Therefore, Continuous and Comprehensive Evaluation is designed to measure continuous assessment in the form of Formative Assessment , along with the Summative Assessment.</p> <p style="text-align: center;"><small>Ravindra Kumar Mishra 1</small></p>	<h2 style="text-align: center;">Evaluation of Co-Scholastic Areas</h2> <ul style="list-style-type: none"> <li>Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria.</li> <li>Assessment of Co-scholastic areas is done at the end of the year on a 5 point grading scale.</li> </ul> <h3 style="color: #1a3d4d;">Co-Scholastic areas of evaluation include</h3> <ul style="list-style-type: none"> <li>Life Skills i.e. Thinking, Social &amp; Emotional Skills</li> <li>Attitude &amp; Values i.e. towards Teachers, School-mates, School Programmes , Environment and the Value System</li> <li>Co-curricular Activities which are further divided into <ul style="list-style-type: none"> <li>Activities - Literary &amp; Creative Skills, Scientific Skills, Visual &amp; Performing Arts, Leadership &amp; Organization Skills and other Co-curricular activities,</li> <li>Health and Physical Education, that includes areas like Sports, NCC, Gardening etc.</li> </ul> </li> <li>The role and importance of Co-scholastic areas of evaluation has been further emphasized by an up-gradation policy that allows students to upgrade their Scholastic grades depending on performance in co-scholastic areas.</li> </ul> <p style="text-align: center;"><small>Ravindra Kumar Mishra 1</small></p>										

## Challenges Faced While Implementing CCE

- **Inadequate Training to Teachers Calibration Issues faced by Students**
- CCE implemented in a hurry, thus teachers are still very much on the starting block in terms of comprehension and adoption of CCE
- The success of CCE is largely hinged on the adoption of the model by the teachers
- So far, our teachers have been conditioned to the traditional system of evaluation
- They are yet to understand, apply and realize the value of the CCE
- Due to hasty implementation of CCE students are facing increased stress and pressure in the form of project work or **CCE does not Exist all**
- Implementation ambiguity at teacher's level has resulted into an overdose of project work for students, resulting in lesser time for self study

Rayvindra Kumar Mishra

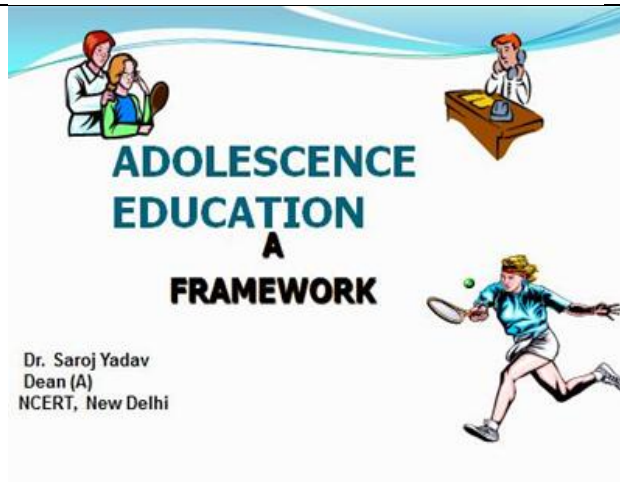
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## The Proposed Solutions

- ❖ The ideal platform for data and information should
  - Be completely web based and should provide minimal entry & maximum automation
  - Be flexible and give teachers & schools the freedom to define their own indicators of evaluation
  - Have provisions for electronic distribution of report cards
- ❖ Provide parents the option to get an online interface to keep track of their ward's performance from time to time.
- ❖ Personal attention for the students by the teachers, which is important for the success of CCE, is not possible in many schools as the student-teacher ratio is widely skewed, ranging from 40 to >100, thus resulting in 'efficiency and effectiveness' related issues; Reworking the 'student teacher ratio' is important
- ❖ Rather than 'horizontal' expansion of teacher's span, a possibility of 'vertical' consolidation should be looked into
- ❖ **All teachers directly involved in CCE be trained and equipped with the required skills and knowledge**
- ❖ **It is an evolving methodology which implies teachers need to be continually educated to ensure that they are equipped with necessary knowledge and skills**

Rayvindra Kumar Mishra

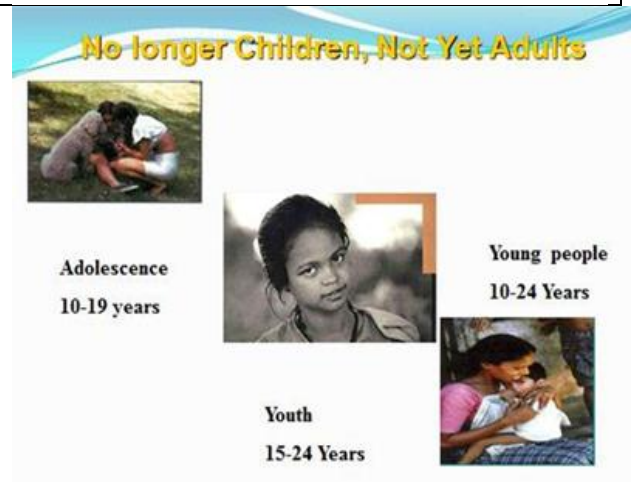
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**ADOLESCENCE  
EDUCATION  
A  
FRAMEWORK**

Dr. Saroj Yadav  
Dean (A)  
NCERT, New Delhi

## No longer Children, Not Yet Adults



**Adolescence**  
10-19 years

**Young people**  
10-24 Years

**Youth**  
15-24 Years

## Characteristics of Adolescence

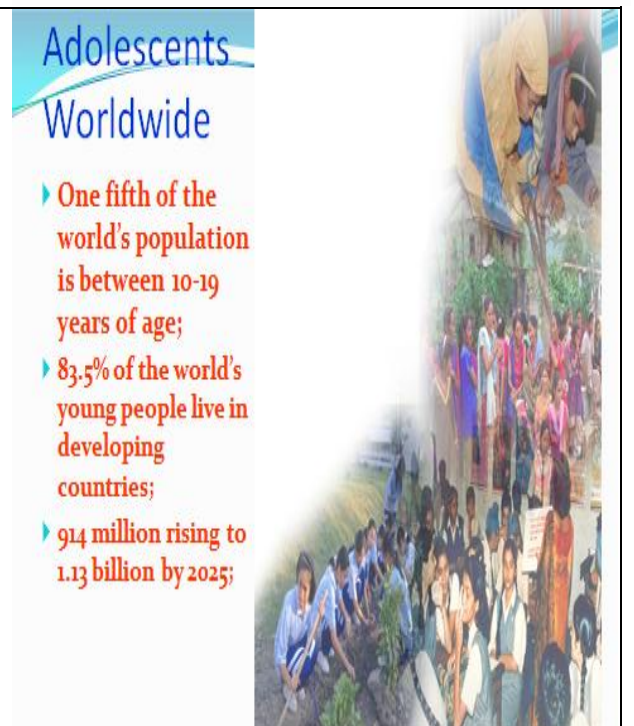
**Early Adolescence (age 9 to 13 years):** Develop Physically, Socially and emotionally

**Mid Adolescence (age 14 to 15 years):**

**Late Adolescence (age 16-19 years):** Intense need to be a member of the group acceptance of self

## Adolescents Worldwide

- ▶ **One fifth of the world's population is between 10-19 years of age;**
- ▶ **83.5% of the world's young people live in developing countries;**
- ▶ **914 million rising to 1.13 billion by 2025;**



## The Realities of Youth in India Today

- Thirty percent of India's population (243 million individuals) is in the age group of 10-19
- Adverse Sex Ratio (0-6 years): 914 females per 1000 males. Sex Ratio is 940.
- There are 78.75 million girl children in the age group 0-6 years, 95.55 million in the age-group 11-18 years and 234.58 million in the age-group 0-19 years.
- Gender role attitudes still conservative; 53% women and 56% men in the 15-24 age-group reported that wife beating was justified under specific circumstances.
- In Assam total crimes against Women reported were 19,139 where as in India were 3,37,922 in 2014
- Both tobacco and alcohol consumption more prevalent in rural married youth with less/no education

## The Realities of Youth in India Today

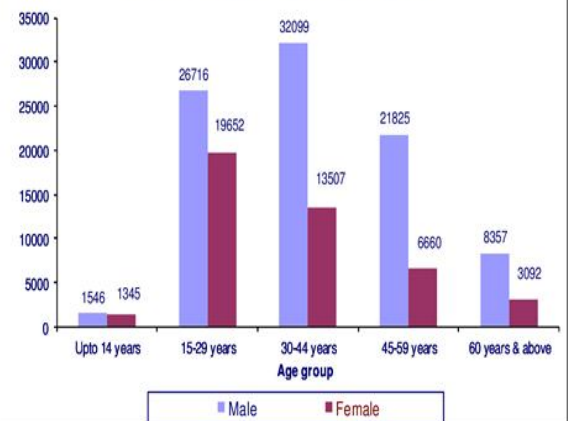
- 15.7 million world wide infected are women
- Worldwide, 2.1 million people became newly infected with HIV in 2015,
- One in every 1000 youth in India is HIV positive (prevalence in 2015, adult HIV prevalence is estimated at 0.30% among males and at 0.22% among females in 2015
- Only 28% of young women and 54% of young men in the age group of 15-24 had comprehensive knowledge about HIV/AIDS.
- Over 35% of all reported AIDS cases in India occur among young people in the age group of 15-24 years and more than 50% of the new HIV infections occur also among young people (NACO).

## The Indian Scenario?

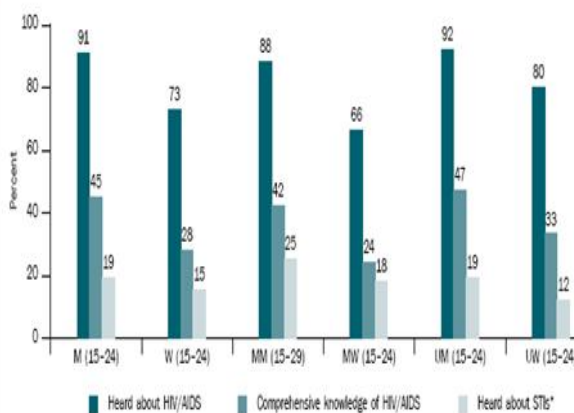
- India - youth & adolescents constitute 45% of nearly 1200 million population
- 1-3% population suffers from Severe Mental Disorders (Schizophrenia, Bipolar, Drug Abuse & Alcohol).
- 5-15% population suffers from Depression, Anxiety, Psychosomatic and Stress Related Disorders.



Suicide Victims by Sex & Age-Group during 2013



Percentage of youth by awareness of HIV/AIDS, comprehensive knowledge about HIV/AIDS and awareness of STIs



## SUBSTANCE ABUSE & ADOLESCENTS

- Estimated number of
  - Drug abuser - 3 million
  - Drug dependence - 0.5 million to 0.6 million.
- North-Eastern states especially affected.
- Most drug users in the age group of 16 to 35 years.
- Drug abuse rate is low in early adolescence and high during late adolescence.



### Needs and Concerns of Adolescents

- Need authentic knowledge that helps them understand the process of growing up in particular reference to their reproductive and sexual health needs.
- Need to be well equipped to cope with the problems which they confront during the transitional phase.
- Need guidance and independence simultaneously, education as well as opportunities to explore life for themselves in order to attain a level of maturity required to make responsible and informed decisions

### What do Adolescents Require?

- Education in Process of Growing up, Substance Abuse and HIV and AIDS;
- Life Skills for self protection: (Risky behavior: Substance abuse, early sexual debut, conflict resolution, violence);
- Safe and Supportive Environment;
- Better communication with adults and society at large.
- Adolescent Friendly Health Services (AFHS) – easily accessible and "barrier free";



## MAJOR COMPONENTS OF AE

### PROCESS OF GROWING UP

- Physical Development
- Psychological Development: Sex drive, Body Image
- Social Development: Changing relations -- Parents, Peer group, Opposite sex, Gender Roles
- Adolescent Girls: Specific Issues - Concepts of gender and sexuality, Irrationality of roles, and stereotypes related to gender and sexuality, Myths related to gender and sexuality

## Understanding Adolescence

Activity: Clarifying myths and misconceptions (related to adolescents)

### Activity : Clarifying myths and misconceptions

The facilitator should emphasize that:

Statements	Answers
1. Adolescence is a phase filled with problems and fears	INCORRECT - Adolescence is a phase in everyone's life. Individuals in the age group of 10-19 are known as adolescents. Adolescents may have a lot of questions about changes that they are experiencing in their bodies and the new roles and responsibilities that their environment expects them to fulfill but it is also an age full of positive and joyful experiences. Adolescents have unlimited energy, vitality and idealism as well as a strong urge to experiment and create a better world
2. Girls are dirty when they are menstruating	INCORRECT - Menstruation is a completely normal phenomenon and signifies that a girl is becoming a woman and can become pregnant. It is contradictory that periods are considered dirty because having menstrual periods is symbolic of a woman's ability to reproduce which is universally respected

Contd...

3. Adolescents are irresponsible and should not be trusted	INCORRECT - Adolescents have their own experiences and points of view that should be respected and taken into account. It is important to trust adolescents and their sense of responsibility
4. Young people who are informed and prepared for the changes during adolescence will get distracted and not focus on their studies	INCORRECT- Age appropriate information will lead to fewer fears and confusions in the young people and build their confidence to respond to real-life situations in positive and responsible ways

## Module 4

### Activity 7: Clarifying myths and misconceptions (related to adolescents)

The facilitator should emphasize that:

5. It is not possible for adolescents to get along with their parents	INCORRECT- One of the most striking characteristics of adolescence is the strong sense of selfhood. However, this strong sense of self may not necessarily be in conflict with others. Adolescents have their own views and feelings about various issues that may not always be in agreement with their parents. Parents may find it difficult to accept these adult-like characteristics of their children where they ask questions, reason and sometimes argue rather than obeying without asking any questions. Both adolescents and their parents must respect one another, listen to each other's opinions and put forth their views and feelings clearly. This will help in retaining/re-establishing harmony in parent-adolescent relationships
6. A girl cannot get pregnant at her first menstruation	INCORRECT - A girl can become pregnant before her periods start because she releases an egg before her first period

## Contd...

7. Experiencing physical attraction is a part of growing up	CORRECT. Physical attraction is a part of growing up. It is natural and normal
8. A girl should not engage in physical activity during menstruation	INCORRECT - Menstruation is completely normal and not an illness. Girls can do anything that they normally do during periods. There is no reason to restrict any of the activities that girls normally do as long as they are comfortable. Everyone should remember that periods do not get in the way of working, having fun and enjoying life! Some girls and women may get pain and cramps during periods. Taking exercise and continuing regular activities can be helpful. However, if the pain is very severe a qualified doctor should be consulted

9. During adolescence, girls' bodies mature earlier than boys of their own age	CORRECT
10. Women are responsible for determining the sex of the baby	INCORRECT – The determination of the sex of the baby is dependent on the male sperm and not on the female ovum. It is important to note that neither the male nor the female can control the combination of sex chromosomes that determine the sex of the baby. Nature determines the sex of the baby and women should not be held responsible for it. <i>Please refer to the attached fact sheet at the end of this module for more information on this.</i>

## TO CONCLUDE

- Everyone matures and goes through the changes at their own speed
- Some of the changes in our lives are predictable. For example, growth and maturation
- Some people mature early, others mature later.
- All changes related to adolescence do not take place at the same time.
- It is also possible that physical changes may take place early, but psycho-social changes take place later in the same individual.
- Often, adolescents feel inadequate because they look different from their peers.
- There are a lot of myths and beliefs attached to the growing up process, which need to be discussed

## Activity : Changes during adolescence

Adolescence is marked by changes that are not only physical but also psychological, social and emotional

The changes that occur during adolescence are under the control of chemical substances known as hormones. In the boys, the hormone testosterone is released and in the girls, the hormone oestrogen is released at the onset of puberty. The production of these hormones is under the control of an endocrine gland known as the pituitary gland

These changes prepare adolescents for adult roles and responsibilities

Reinforce that none of the changes in our body are dirty or bad

## Being comfortable with changes during adolescence

- Girls and women with good nutrition status should be able to make up for the blood loss that occurs during menstruation.
- However, if a female is already malnourished or has excessive bleeding during her periods, she may need iron supplements in her diet to protect herself from harmful effects of iron deficiency
- Sometimes, either due to sports, functions or travel, some women try to delay or hasten their periods through self-medication. This should be avoided as it may harm their body and its natural rhythm.
- If medication is needed to delay or hasten periods, a qualified doctor should be consulted

### Activity : Peer Relationships, Friendship, Peer Influences and Attraction

- Case Study 1: Friendship and Bullying
- Case Study 2: Positive and Negative Peer Influences
- Case study 3: Attraction and Romantic Feelings
- Case study 4: Attraction and Romantic Feelings

### Differences in the process of maturation during adolescence and their effect on body image

- There are a lot of harmful or ineffective products which claim to increase height and muscle mass very quickly, without any additional input of diet and exercise.
- Adolescents are drawn towards these products because they feel that these will enable them to hasten the growing up process. Need to discuss ill effects of using such products
- Similarly, advertisements for cosmetics over-emphasize physical appearance often leading to feelings of inadequacy and low self-esteem.

Contd...

- There are a lot of prejudices and harmful stereotypes attached to the growing up process, which need to be discussed and countered
- Adolescents' anxiety and confusion is further compounded by adults, who might be themselves holding on to negative ideas and stereotypes.
- Adult including teachers and parents should realize that it is important to inform and prepare young people for the rapid pace of physical, emotional and psychological changes of adolescence
- School spaces can play a very powerful role in changing selves, appreciate their unique identity and challenge stereotypes perpetuated by media and the larger society related to ideal physical appearance

### Emotional changes

- Moods swing , Fear of rejection, Uncertainty, inadequacy in new situations
- Adolescence need clear limits
- Opportunities for development of skills - decision making, leadership, etc.
- Risk free environment
- Provide opportunities to use there imagination and to explore personal interest.
- Adolescence have a present as opposed to future orientation. Unaware of consequences of risk taking behavior.

### Emphasize the following:

- It is normal to feel both positive and negative emotions (happiness, satisfaction, sadness, anger, frustration etc.)
- High expectations from ourselves and further reinforced by people around us make us stressed, feel angry or frustrated
- It is necessary to express these emotions
- It is important to recognize that stress and anger are emotions that can be tackled, controlled and decreased
- Oftentimes, we may not necessarily be in control of what caused the situation, but we can control our overall response to any situation
- It is possible to learn positive ways of responding to stress and anger

### Adolescent -Parent relationship:Caught between two worlds

- Want To Be Independent But Economically Dependent
- Difference Of Opinion On Religion, Politics, Use Of Alcohol/Drugs
- Dress, Hair Style, Choice Of Friends, Way Of Talking
- Attraction Towards Opposite Sex
- Adult think that they are supporting them, children do not always

## REASONS

- Lack of knowledge of adolescent's interest and guidance
- Parent- adolescents at different developmental stages
- Parental attitude and behaviour with adolescents
- Parental unrealistic expectations
- Parent themselves as wrong model

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## WHAT NEEDS

- Parent should take interest and provide guidance
- Listening, understanding and talking to adolescents
- Love, acceptance and trust
- Autonomy
- Discipline
- Happy home environment

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## DEEP INVOLVEMENT WITH PEERS

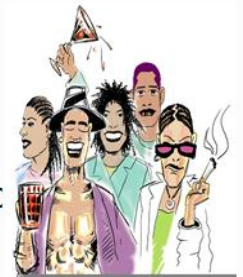
- DRESS
- SOCIAL ACTIVITIES
- USE OF DRUG/ALCOHOL
- VOCATIONAL ASPIRATION
- INTERESTS IN STUDIES
- PROCESS OF GROWING-UP
- GENDER ROLE ORIENTATION



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## -PEER INFLUENCE IS BECAUSE OF

- INTELLIGENCE
- AFFLUENCE
- PHYSICAL APPEARANCE



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## SEX DRIVE AMONG ADOLESCENTS

- ATTRACTION TOWARDS OPPOSITE SEX
- NO DIFFERENCE BETWEEN LOVE AND INFATUATION
- NATURAL PART OF THE PROCESS OF GROWING UP
- SEX DRIVE NEED TO BE UNDERSTOOD AND CONTROLLED

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## Module 4

### **Nutritional needs of adolescents**

Being a stage of rapid growth and development, adolescents need a carefully planned diet to so that they remain healthy

Balanced diet means inclusion of proteins, carbohydrates, fats, vitamins in requisite proportions

Every region has locally available nutritious food items. These should be identified and consumed as part of our daily meals. For example, the millet Ragi is a very rich source of calcium and is easily available across many parts of India

### Communicating Effectively

- Everyone likes to be accepted by people who are important to them.
- Some of us may think that if we agree with everything that our parents, friends and teachers say, we will be liked by them but this may not always be true.
- A true friend will never pressurize us into doing something that we do not believe in.
- If we strongly believe in something and stand up for it, people are more likely to like and respect us in the long run.
- There is nothing wrong as long as we are willing to hear the other person's viewpoint and express our own views clearly.
- Effective communication is a two-way process. One third is understood through words and two thirds through body language
- Communication is categorized - passive, aggressive and assertive

### WHAT IS HIV/AIDS

AIDS STANDS FOR

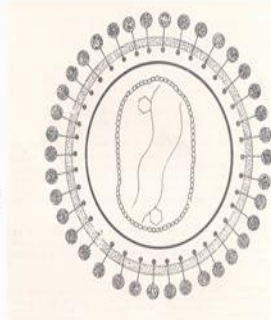
- \*A - ACQUIRED
- \*I - IMMUNE
- \*D - DEFICIENCY
- \*S - SYNDROME

### WHAT IS HIV

-AIDS IS A CONDITION CAUSED BY A VIRUS CALLED HIV

- HIV STANDS FOR

- \*H - HUMAN
- \*I - IMMUNODEFICIENCY
- \*V - VIRUS



### HOW HIV IS TRANSMITTED

- (I) THROUGH SEX
- (II) INFECTED MOTHER TO NEW BORN CHILD
- (III) BLOOD

#### EFFICIENCY RATE OF TRANSMISSION

TYPE OF TOTAL # EXPOSURE	EFFICIENCY	% OF
	PER SINGLE EXPOSURE	OF HIV INFECTED
BLOOD	90%	3%-5%
MOTHER TO CHILD	15%-45%	0.1%
SHARING NEEDLES	0.5%-1.0%	5%-10%
SEXUAL INTERCOURSE	0.1%- 1%	80%-90%

### HIV/AIDS: PREVENTION AND CONTROL

1. RESPONSIBLE SEXUAL BEHAVIOUR
  - ✓ ABSTINENCE FROM SEX
  - ✓ STRENGTHENING THE TRADITIONAL VALUE SYSTEM
  - ✓ STICKING TO ONE UNINFECTED LIFE PARTNER
  - ✓ NO PRE-MARITAL AND EXTRA-MARITAL SEXUAL RELATION
  - ✓ USE OF CONDOMS

### STEPS FOR PEOPLE WITH HIV

- SEEK EARLY MEDICAL CARE
- EAT A VARIED BALANCED DIET, REGULAR EXERCISE
- HAVE ENOUGH SLEEP AND REST RELAX AND ENJOY LEISURE TIME
- PRACTISE GOOD HGIENE
- MAINTAIN MORALE AND A POSITIVE SELF IMAGE
- AVOID FURTHER HIV INFECTION THROUGH UNPROTECTED SEX
- AVOID SMOKING AND OTHER INFECTION
- AVOID OVERTIREDNESS



## MAJOR COMPONENTS OF AE

### III. SUBSTANCE/DRUG ABUSE

- Drug Abuse: Types, Factors for Drug Abuse; Drug Dependence
- Consequences of Drug Abuse:
  - Personal, Social
- Prevention/Cure: Medical De-addiction Rehabilitation, Personal and Social Responsibilities

## GATEWAY DRUG

CIGARETTES

BEER AND WINE

INHALANTS

## Scale of Drug Use

- Stage 0 Non-use
- Stage 1 Experimental use (Learning the Mood Swing; Seen in tobacco, marijuana, alcohol)
- Stage 2 Recreational use (social environment-seeking the mood swing; seen with: Marijuana, methamphetamine, inhalants)
- Stage 3 Interference with with school performance and developmental tasks (Preoccupation with the mood swings: LSD Cocaine)
- Stage 4 Compulsive use of addiction (use drugs to feel normal; use anything available)

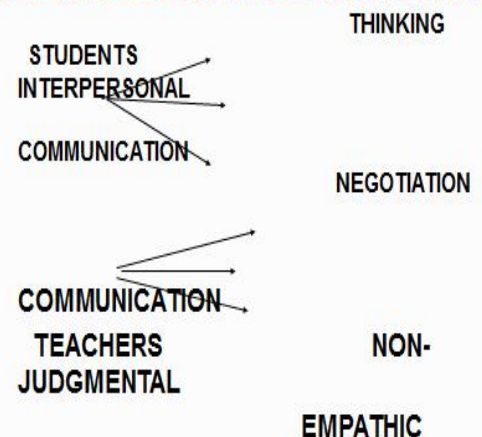
The screening questions can be addressed as follows:

1. Ask the child about his concerns/worries
2. Ask about his school performance and any recent change.
3. Have they noticed any personality change i.e. tense, nervous, disinterested or depressed in themselves.
4. Have they undergone some emotional trauma prior to the use.
5. How they see themselves - worthless with low self-esteem or they may show anger, hostility, distrust.
6. Thoughts of self hurting.
7. Their attitude towards these substances.
8. They may appear sophisticated and innocent esp if they
9. Have had counseling.

## MAJOR COMPONENTS OF AE

- Adolescent Friendly Health Services:
  - < Information & Counselling
  - < Health & Reproductive Health Services in Hospitals and PHCs
- Life Skills Development:
  - < Critical Thinking
  - < Interpersonal Communication
  - < Negotiation

## LIFE SKILLS IN ARSH CONTEXT



## ACTIVITIES IN AE

1. Question Box
2. Role Play
3. Value Clarification
4. Group Discussion
5. Debate
6. Case Studies
7. Quiz Contest
8. Teacher Counseling
9. Peer Facilitator

## OTHER ACTIVITIES

- Essay Writing
- Poster Contest
- One Act Play
- Street Play
- Jamboree
- Students' Seminar
- *Spel* POPDEEDS

How a son or a daughter thinks of his/her Father at different ages...



At 4 years...



'My Dad's Great!'

At 6 years...

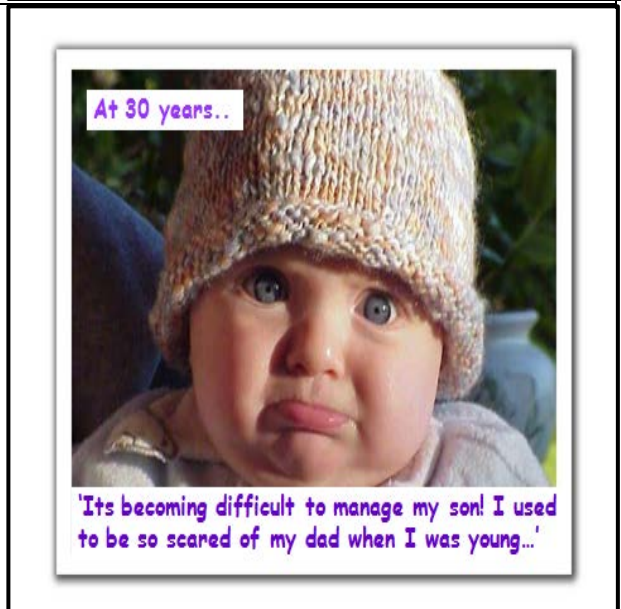
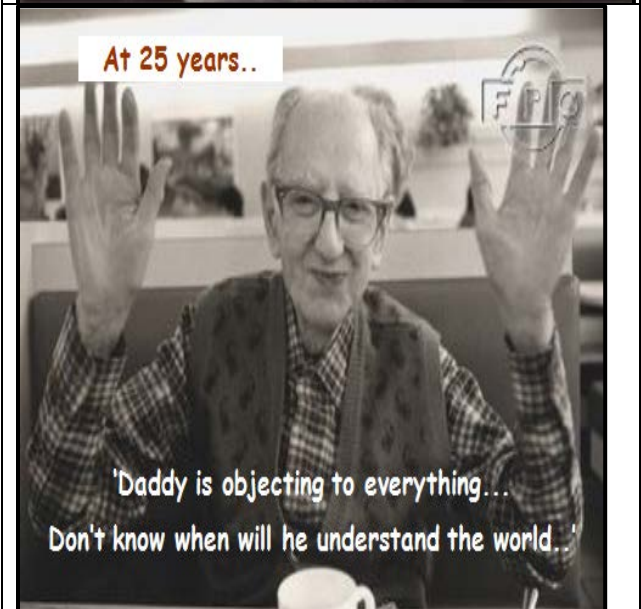
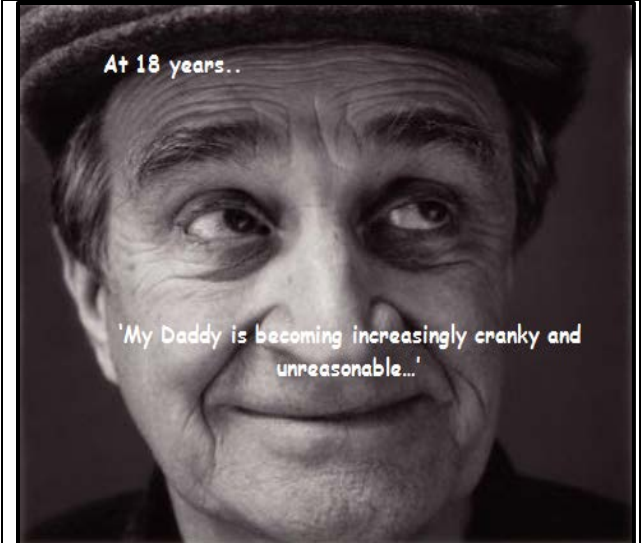
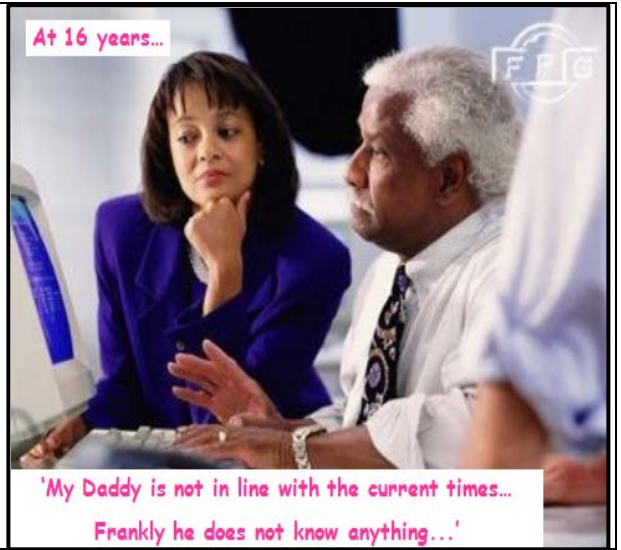
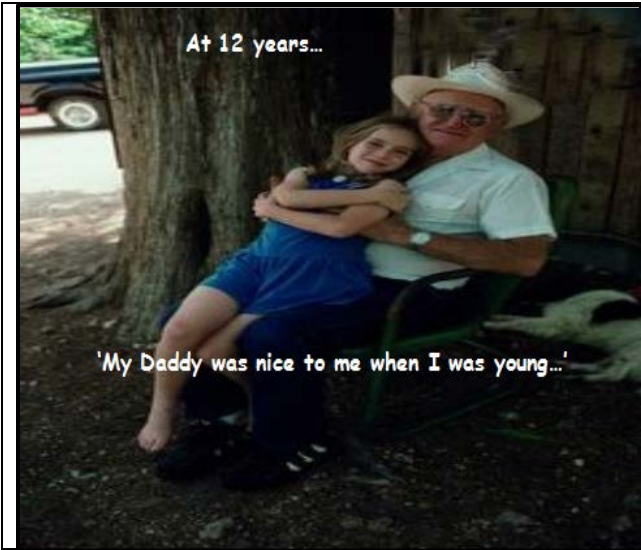


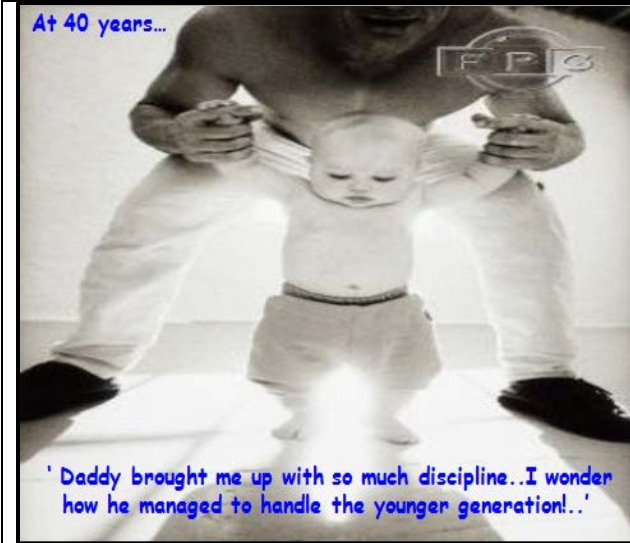
'My Daddy knows everything...'

At 10 years...



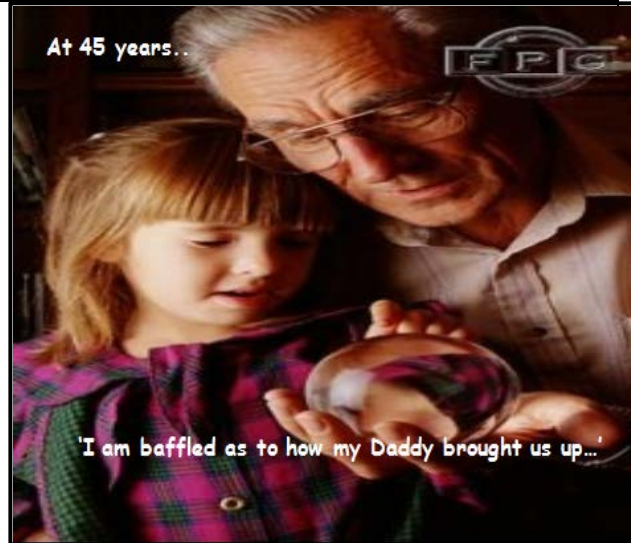
'My Daddy is good but he is short tempered... He also knows little than my friend's daddy...'





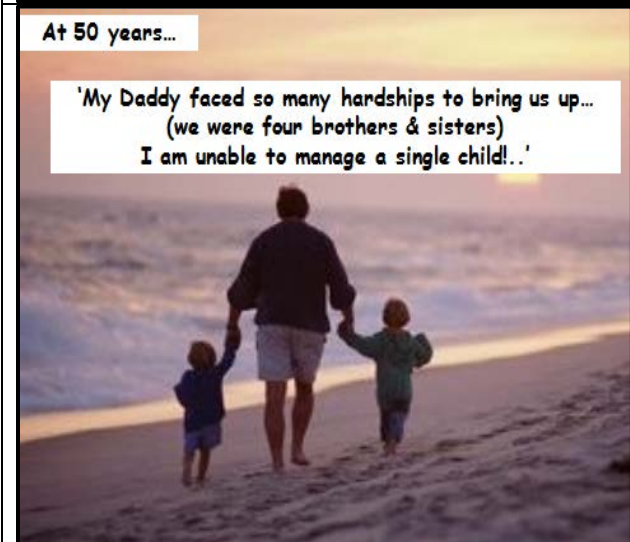
At 40 years...

'Daddy brought me up with so much discipline..I wonder how he managed to handle the younger generation!..'



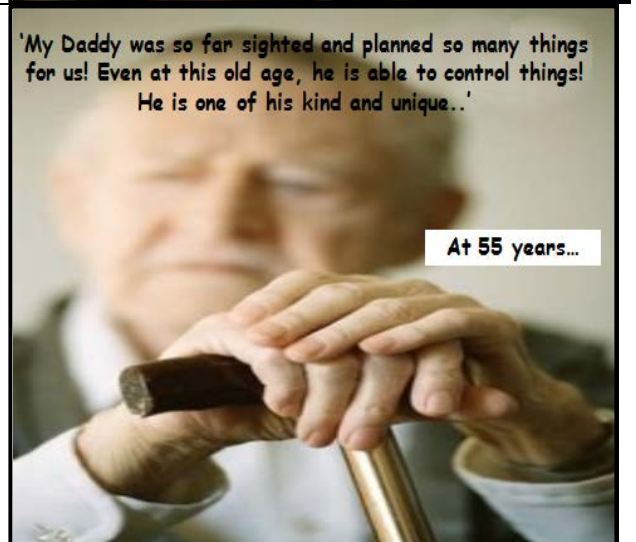
At 45 years...

'I am baffled as to how my Daddy brought us up...'



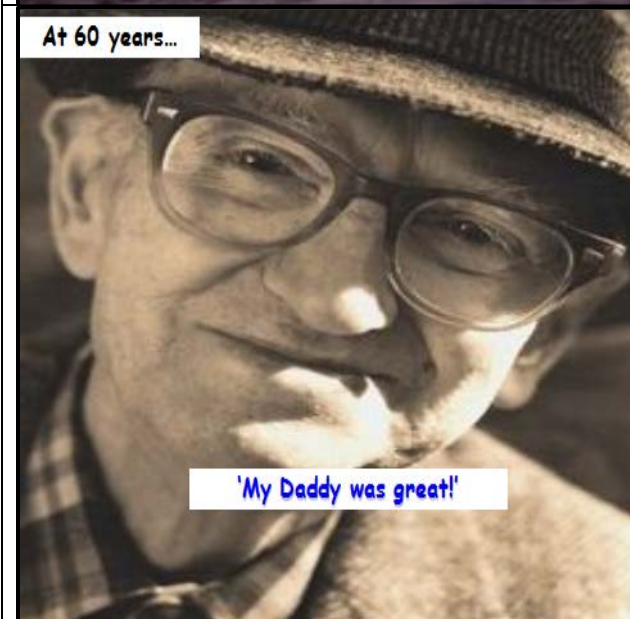
At 50 years...

'My Daddy faced so many hardships to bring us up...  
(we were four brothers & sisters)  
I am unable to manage a single child!..'



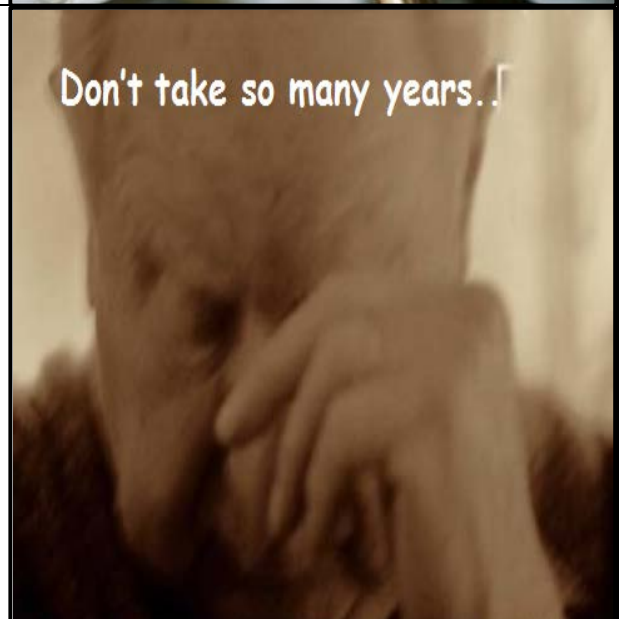
'My Daddy was so far sighted and planned so many things for us! Even at this old age, he is able to control things! He is one of his kind and unique..'

At 55 years...



At 60 years...

'My Daddy was great!'



Don't take so many years..!



## VOCATIONAL EDUCATION FOR EMPOWERMENT OF GIRLS

By

Prof. Poonam Agrawal  
Head, Department of Gender Studies  
NCERT  
profdrpoonam@gmail.com

- It has been increasingly realized that women have to be empowered for creation and growth of sustainable world economies as well as for making world a better place to live in.

- In the Indian scenario, the focus of policy planning has shifted from women welfare just after independence, to development, to now the empowerment.
- seen no more just as a moral issue but as an investment.

### EDUCATION AND SKILL DEVELOPMENT ARE TWO IMPORTANT DETERMINANTS OF EMPOWERMENT

'Appropriately' educated and skilled Human Resource (HR)



instrumental in accruing other assets  
such as

- a sound, sustained economy;
- social development and cohesion;
- international leadership

- NPE, 1986 reiterates "This will be an act of faith and social engineering .Education will be used as an agent of basic change in the status of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision makers and administrators..."

## India's achievements in gender equity are mixed

- ▣ On the one hand, India is commendably high in political empowerment of women, the legislation and social engineering also received official encouragement, yet the pace is slow in health, education and poverty reduction.
- ▣ As regards women's employment, the crucial factors are employment readiness and employment opportunities.

## New Scheme

Revised scheme of Vocationalisation of Higher Secondary Education, (MHRD):

has greater provisions for partnerships and involvement of industry

## Reforms in New Scheme of VE

### Objectives

- Enhance employability of youth through competency based modular vocational courses
- Maintain competitiveness of youth through provisions of multi-entry multi-exit learning opportunities
- Provide vertical mobility/ interchangeability in qualifications

## The National Skill Qualification Framework (NSQF)

Proposes various qualifications, right from secondary level to Ph.D. level, interweaving academic education, vocational education and skill training, to be linked for vertical mobility.

## NSQF Design

Level	General Education Qualifications	TVET qualifications
10	Doctorates	NCC 8
9	Masters	NCC 7
8	Post Graduate Certificates, Post Graduate Diplomas and Bachelor Degrees (Honours)	NCC 6
7	Bachelor Degrees and Graduate Diplomas	NCC 5
6	Graduate Certificates/Advanced Diplomas	NCC 4
5	Diplomas	NCC 3
4	Class XII (General Academic/ Vocational Education)	NCC 2
3	Class XI (General Academic/ Vocational Education)	National Competence Certificate 1 (NCC 1)
2	Class X	NCWP-2
1	Class IX	National Certificate for Work Preparation 1

## Main Provisions under Framework

- ▣ Framework would be market driven.
- ▣ Courses would be modular.
- ▣ Each module will lead to certificate of attainment.
- ▣ Provision of recognition of prior learning.
- ▣ Flexibility in delivery mode and training design.
- ▣ Diversity in range of courses and training options.

<h3 style="text-align: center;">Creation of New Management Structure</h3> <p>XI FYP proposed a comprehensive National Skill Development Mission: led to creation of a three tier institutional structure in 2008</p> <ul style="list-style-type: none"> <li>▫ National Council on Skill Development (NCSD) chaired by the Prime Minister</li> <li>▫ National Skill Development Coordination Board (NSDCB) chaired by the Deputy Chairperson, Planning Commission</li> <li>▫ National Skill Development Corporation (NSDC)</li> </ul>	<h3 style="text-align: center;">Determination of standards</h3> <p>National Policy on Skill Development envisaged <b>creation of Sector Skill Councils (SSCs)</b>, through the NSDC, for performing a wide range of <b>functions</b>, the most important of which are <b>determination of competency standards and qualifications, and accreditation</b></p>
<h3 style="text-align: center;">Sector Skill Councils</h3> <ul style="list-style-type: none"> <li>▫ Till 2015, there were <b>.31 Sector Skill Councils</b></li> <li>▫ <b>Agriculture</b>, Apparels, Automotive, Aviation &amp; AeroSpace, Beauty &amp; Wellness, BFSI, Capital Goods, <b>Construction</b>, Electronics &amp; Hardware, <b>Food Processing</b>, Gems &amp; Jewellery, <b>Handicrafts</b>, Healthcare, <b>Infrastructure Equipment</b>, Iron &amp; Steel, <b>IT-ITeS</b>, Leather, Life Sciences, Logistics, Media, Mining, <b>Oil &amp; Gas</b>, <b>Plumbing</b>, <b>Power</b>, <b>Retail</b>, <b>Rubber</b>, Security, <b>Sports</b>, Telecom, Textiles &amp; Handlooms, <b>Tourism &amp; Hospitality</b></li> </ul>	<h3 style="text-align: center;">List of ITI courses available after 8th</h3> <p><b>Engineering</b></p> <ul style="list-style-type: none"> <li>▫ Mechanic Refrigeration and Air Conditioner</li> <li>▫ Wireman, Pattern Maker, Mechanic Agriculture, Welder (Gas &amp; Electric), Carpenter, Plumber</li> </ul> <p><b>Non Engineering</b></p> <ul style="list-style-type: none"> <li>▫ Cutting &amp; Sewing, Embroidery &amp; Needle Worker, Weaving of Fancy Fabric</li> </ul>
<h3 style="text-align: center;">What is latest...</h3> <p>Ministry of Skill Development and Entrepreneurship –</p> <ul style="list-style-type: none"> <li>▫ Launching – Skill India Mission</li> <li>▫ Unveiling new National Policy for Skill Development and Entrepreneurship</li> <li>▫ Rolling out Pradhan Mantri Kaushal Vikas Yojana</li> </ul>	<h3 style="text-align: center;">What is latest...</h3> <ul style="list-style-type: none"> <li>▫ In order to provide job-oriented courses and make the students' independent after their 8th and 10th class, the present Govt has decided that those students who would pursue their ITI diploma after these classes must be considered on par with 10th and 12th class students.</li> <li>▫</li> </ul>

## India: A Young Nation

Approximately a quarter of the world's population (24%) resides in South Asia, a large percentage of which is in the productive age and youth and resides in India.

Projections by the United Nations reveal that South Asia will contribute to the majority of growth in the world's working age population over the next several decades. India being the major contributor.

At the same time an estimate reveals a global shortage in skilled HR to the tune of 56 million by 2020.

Thus we can be the hub for potentially employable and skilled, competitive HR

## Economic Opportunities in the Northeast region of India

- ▣ diverse topography / agro-climatic conditions which offer immense potential for agriculture, horticulture and forestry.
- ▣ agriculture sector, provides livelihood to 70% of the region's population
- ▣ a forest cover of more than 66%.
- ▣ Scope for infrastructure deve., improvement in Tech.

## Major Agricultural Produce

- ▣ Rubber & bamboo, esp. In Tripura, Mizoram Assam
- ▣ Fruits, vegetables and other horticulture products, flowers
- ▣ Spices such as chillies, gingers, mustard seeds, turmeric,
- ▣ Medicinal and herbal plants
- ▣ dairy products, poultry, fishery. There is huge demand for dried fish in the region

## Key Thrust Areas for Skill Development

- ▣ Training in Processing of Agriculture, food, horticulture products
- ▣ Sericulture
- ▣ use of modern tools and implements in Agriculture etc.
- ▣ set up storage, distribution and marketing infrastructure
- ▣ preserving the ecology , preserve the biomass
- ▣ Training in Infrastructure related jobs: construction, electrician, plumber, technicians
- ▣ Technicians in generation, transmission and distribution of electricity
- ▣ enrich traditional skills in handloom and handicrafts with modern technology
- ▣ preserving and economically exploiting the cultural heritage

## Key Thrust Areas for Skill Development

- ▣ enrich traditional skills in handloom and handicrafts with modern technology
- ▣ preserving and economically exploiting the cultural heritage
- ▣ Tourism and hospitality sector
- ▣ Good English language skills
- ▣ soft skills

STRATEGIES FOR  
TEACHING  
OR  
STRATEGIES FOR  
LEARNING ?

Prof. Kirti Kapur

## English Language Teaching in India

- ▶ Grammar translation method
- ▶ Structural approach
- ▶ Direct method (monolingual)
- ▶ Communicative approach

## What are we looking for?

- ▶ Communicative competence
- ▶ Acquisition of a basic or fundamental competence in language

## Input-rich theoretical methodologies

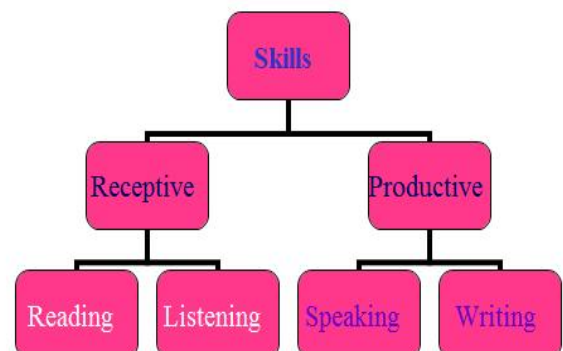
- ▶ Whole language approach
- ▶ Natural approach
- ▶ Task based approach
- ▶ Thematic approach

## Input-rich theoretical methodologies

- ▶ These approaches aim at exposure to the language in meaning focussed situations so as to trigger the formation of a language system by the mind.

## Designing a lesson plan

- ▶ Pre-reading
- ▶ While reading
- ▶ Post reading



- ✓ Vocabulary in context
- ✓ Grammar in context

What are the strategies?

- ▶ Constructivism
- ▶ Multilingualism
- ▶ Learner centered approach

- ✓ Story telling as a methodology
- ✓ Role Play
- ✓ Class Libraries
- ✓ Learner chosen texts
- ✓ Other print materials
- ✓ Audio-Video inputs
- ✓ Reading Cards
- ✓ Big Books
- ✓ Talking Books

*Let's take the story*

*Three Little Pigs*

Moving from L1 to L2



Straw House



## Bamboo House



## Brick House



## Let's recapitulate

- ▶ Vocabulary
- ▶ Grammar
- ▶ Listening
- ▶ Speaking
- ▶ Reading
- ▶ Writing

Welcome!

Around the (Social) World in 180 Minutes!

Dr. M.V.S.V. Prasad  
*Asst. Professor of Political Science*  
Department of Education in Social Sciences (DESS)  
National Council of Educational Research & Training (NCERT)  
Presentation at the Training Programme for KGBV Teachers of the North East  
Assam SSA, Kahulipara, Guwahati, 24 September 2016 (Saturday)

## Tashi Delek, Teachers!



## Do flowers fly? (5-minute video)

- ❖ Does the current school system encourage or discourage imagination of children?
- ❖ How are the children learning?
- ❖ How are they being taught and evaluated?
- ❖ How can they go beyond the textbook / school?
- ❖ Direct observation and experience make learning more meaningful for children.

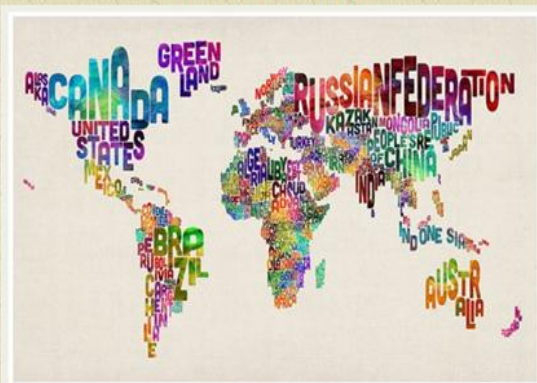
3

## Sau saal pehle!

- मेरे दरजे में आओगे, तो दौंतों पसीना आ जायगा, अब अलजबरा और जामेट्री के लोहे चने चबाने पड़ेगे और इंगलिस्तान का इतिहास पढ़ना पड़ेगा। बादशाहों के नाम याद रखना आसान नहीं। आठ-आठ हेनरी ही गुज़रे हैं। कौन-सा कांड किस हेनरी के समय में हुआ, क्या यह याद कर लेना आसान समझते हो? हेनरी सातवें की जगह हेनरी आठवाँ लिखा और सब नंबर गायब! सफाचट। सिफर भी ना मिलेगा, सिफर भी!
- हो किस खयाल में। दरजनों तो जेम्स हुए हैं, दरजनों विलियम, कोडियाँ चार्ल्स! दिमाग चक्कर खाने लगता है। आँधी रोगी हो जाता है। इन अभागों को नाम भी न जुड़ते थे। एक ही नाम के पीछे दौयम, सोयम, चहारुम, पंजुम लगाते चले गये। मुझसे पूछते, तो दस लाख नाम बता देता और जामेट्री तो बस खुदा की पनाह!
- अ ब ज की जगह अ ज ब लिख दिया और सारे नंबर कट गये। कोई इन निंदेयी मुमतहिनों से नहीं पछता कि आखिर अ ब ज और अ ज ब में क्या फर्क है, और व्यर्थ की बात के लिए क्यों छात्रों का खून करते हो। दाल-भात-रोटी खाई या भात-दाल-रोटी खाई, इसमें क्या रखा है, मगर इन परीक्षकों को क्या परवाह।
- वह तो वही देखते हैं जो पुस्तक में लिखा है। चाहते हैं कि लड़के अक्षर-अक्षर रट डालें। और इसी रटन्त का नाम शिक्षा रख छोड़ा है।

4

Let noble thoughts come to us  
from all sides!



## A Scientist admires his SS Teacher!

The lesson, "The Making of a Scientist" in *Footprints without Feet*, the NCERT Supplementary Reader in English for Class X narrates the life of an eminent scientist, **Richard Ebright**.

While studying in high school, he used to admire Richard Weiherer, his **social studies** teacher and adviser to the Debating and Model United Nations clubs.

Ebright: "Mr. Weiherer was the perfect person for me then. He opened my mind to new ideas."

6





## 2 Modules

### Module 1: Introducing the Democratic Form of Government (constitutional goals of our society)

- Preamble
- Fundamental Rights
- Directive Principles of State Policy
- Fundamental Duties

### Module 2: Levels of Government (with special reference to Local Government) (constitutional machinery at different levels of government to achieve goals)

- Union
- States
- Union Territories
- Panchayats & Municipalities (since 1992 – 73rd and 74th Amendments)

## Social and Political Life – I, II, III



Class VI *Social and Political Life-I*  
Theme: Diversity and Interdependence

- ❖ 1 Understanding Diversity
- ❖ 2 Diversity and Discrimination
- ❖ 3 What is Government?
- ❖ 4 Key Elements of a Democratic Government
- ❖ 5 Panchayati Raj
- ❖ 6 Rural Administration
- ❖ 7 Urban Administration
- ❖ 8 Rural Livelihoods
- ❖ 9 Urban Livelihoods

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Class VI *Social and Political Life-I*  
Theme: Diversity and Interdependence

- ❖ Unit I Diversity in Arunachal
  - Tawang and Kameng Districts: Monpa, Mijis, Akas, Khovaa, Sherdukepens, Bangnis
  - Papum Pare and Subansiri Districts: Apatanis, Nyishis, Tagins, Hills Miris
  - Siang Districts: Adis, Galos, Mambas, Khambas
  - Lohit and Dibang Valley Districts: Mishmis, Khampis, Singhpohs
  - Tirap and Changlang Districts: Noctes, Wanchos, Tangas
- ❖ Unit II Government
- ❖ Unit III Local Government in Arunachal  
(e.g. Municipal Councils of Itanagar and Pasighat)  
District Administration in Arunachal  
(e.g. District Tawang in Arunachal West)  
(e.g. District Changlang in Arunachal East)
- ❖ Unit IV Rural and Urban Livelihoods in Arunachal

Class VII *Social and Political Life-II*  
Theme: Democracy and Equality

- ❖ 1 On Equality
- ❖ 2 Role of the Government in Health
- ❖ 3 How the State Government Works
- ❖ 4 Growing up as Boys and Girls
- ❖ 5 Women Change the World
- ❖ 6 Understanding Media
- ❖ 7 Understanding Advertising
- ❖ 8 Markets around Us
- ❖ 9 A Shirt in the Market
- ❖ 10 Struggles for Equality

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Class VII *Social and Political Life-II*  
Women Change the World



Class VIII *Social and Political Life-III*  
Theme: Rule of Law and Social Justice

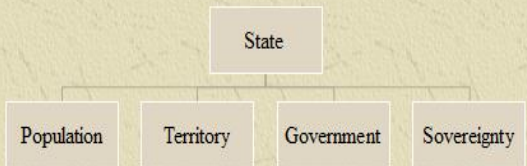
- ❖ 1 The Indian Constitution
- ❖ 2 Understanding Secularism
- ❖ 3 Why Do We Need a Parliament?
- ❖ 4 Understanding Laws
- ❖ 5 Judiciary
- ❖ 6 Understanding Our Criminal Justice System
- ❖ 7 Understanding Marginalisation
- ❖ 8 Confronting Marginalisation
- ❖ 9 Public Facilities
- ❖ 10 Law and Social Justice

20

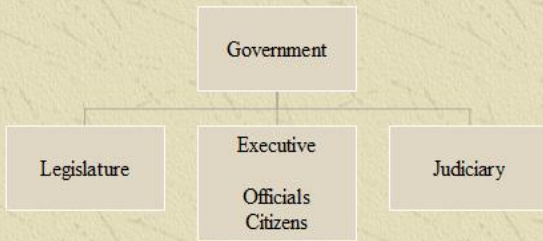




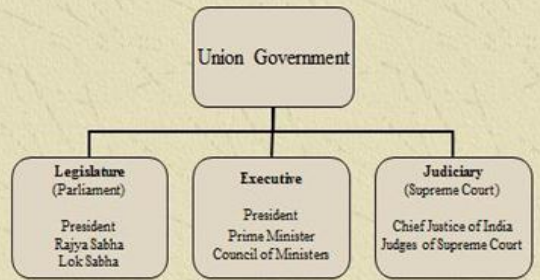
## Elements of State



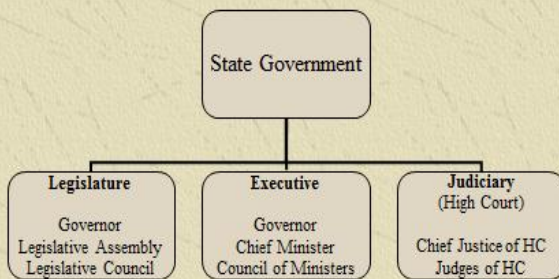
## Organs of Government



## Union Government



## State Government



**WE, THE PEOPLE OF INDIA**  
 Let us read the Preamble of our Constitution very carefully and understand the meaning of each of its key words.  
 The Preamble of the Constitution reads like a poem on democracy. It contains the philosophy on which the entire Constitution has been built. It provides a standard to examine and evaluate any law and action of government, to find out whether it is good or bad. It is the soul of the Indian Constitution.

**WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN, SOCIALIST SECULAR, DEMOCRATIC REPUBLIC and to secure to all its citizens:**  
**JUSTICE** social, economic and political;  
**LIBERTY** of thought, expression, belief, faith and worship;  
**EQUALITY** of status and of opportunity; and to promote among them all **FRATERNITY** assuring the dignity of the individual and the unity and integrity of the Nation;

**IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

**WE, THE PEOPLE OF INDIA**  
 The constitution has been drawn up and enacted by the people through their representatives, and all handed down to them by a King or any outside power.

**SOVEREIGN**  
 People have supreme right to make decisions on internal as well as external matters. No external power can dictate the government of India.

**SOCIALIST**  
 Wealth is generated socially and should be shared equally by society. Government should regulate the ownership of land and industry to reduce socio-economic inequalities.

**SECULAR**  
 Citizens have complete freedom to follow any religion. But there is no official religion. Government treats all religions equally and practices with equal respect.

**DEMOCRATIC**  
 A form of government where people enjoy equal political rights, elect their rulers and hold them accountable. The government is run according to some basic rules.

**REPUBLIC**  
 The head of the state is an elected person and not a hereditary position.

**JUSTICE**  
 Citizens cannot be discriminated on the grounds of caste, religion and gender. Social inequalities have to be reduced. Government should work for the welfare of all, especially of the disadvantaged group.

**LIBERTY**  
 There are no unreasonable restrictions on the citizens as to what they think, how they wish to express their thoughts and the way they wish to follow up their thoughts in action.

**EQUALITY**  
 All are equal before the law. The traditional social inequalities have to be ended. The government should ensure equal opportunity for all.

**FRATERNITY**  
 All of us should believe as if we are members of the same family. No one should treat a fellow citizen as inferior.

CHAPTER 1



**On Equality**

India is a democracy. In the Class VI book, we looked at the key elements of a democratic government. These include people's participation, the resolution of conflict, and equality and justice. Equality is a key feature of democracy and influences all aspects of its functioning. In this chapter you will read more about equality - what it is, why it is important in a democracy, and whether or not everyone is equal in India. Let's begin by looking at Kamta's story.



**Equal right to vote**

The story always begins with Kamta standing in line to cast her vote. Look again at the various people who are standing in line with her. Kamta recognizes her neighbor Ashok, Jain and Chitra. Lal, her neighbor in a democratic country. In India, all adults irrespective of what religion they belong to, how much education they have had, what caste they are, or whether they are rich or poor are allowed to vote. This, as you have already read in the Class VI book, is called **universal adult franchise** and is an essential aspect of all democracies. The idea of universal adult franchise is based on the idea of equality because it states that every adult in a country, irrespective of their wealth and the communities they belong to, has one vote. Kamta is excited to vote and happy that she is equal to all of the others because each of them has one vote.

But as her day goes on, Kamta becomes less certain about what this equality really means.

What is it that makes Kamta nervous? Let's take a look at a day in her life. She lives in a slum and has a drain behind her house. Her daughter is sick but she cannot take her child off from school because she needs to receive money from her employer to take her child to the doctor. Her job as a domestic help there has not, and finally she ends her day by again standing in a long line. This time, in front of the government hospital, to collect the one in five morning because most of the people standing in it are poor.

Do you think Kamta has enough reason to doubt whether she really is equal? List three reasons from the story above that might make her feel this way.

**Democracy and Education**

- Education for democracy has to begin at school in a practical way.
- Democratic curriculum = democratic pedagogy = democratic school = democratic society
- Democratic curriculum, autocratic pedagogy?
- Development of democratic citizenship is a 'work-in-progress'.
- President of Mongolia, Mr. Tsakhiya Elbegdorj: "Just like as baby's diaper must be changed every morning, freedom must be taken care of every day."

**Right to vote (RTV)**



**Celebrating the World's Largest Democracy**

**NATIONAL VOTERS' DAY**  
25th January, 2014

**Ways to enrol:**

- All persons born on or before 01-01-1996 (i.e. those who have attained 18 years on or before 01-01-2014) are eligible to enrol their names in the electoral roll.
- Fill Form No. 1 available at [www.eciindia.nic.in](http://www.eciindia.nic.in) and upload your passport size photograph along with your age proof.
- You can visit your nearest Voter Centre or Jeevan Centre for free registration.

**Please Note**

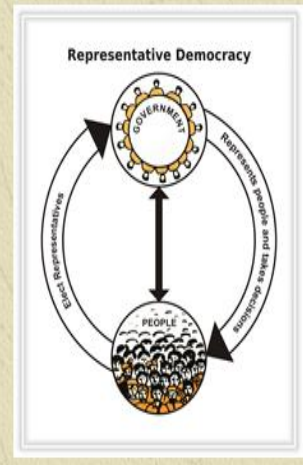
- Simply having Voter ID Card (EPIC) does not guarantee your right to vote, you need to have your name in the Electoral Roll (Voter List).
- To check your name in the Voter List: • Log on to [www.eciindia.nic.in](http://www.eciindia.nic.in) or • SMS message: EPIC <SPACE> Voter ID Card No. to 811122002 or • Call on Helpline No. 1950

Contact Nearest Level Office for assistance on enrolment EPIC, Voter ID Card

**CHIEF ELECTORAL OFFICER, DELHI**  
[www.eciindia.nic.in](http://www.eciindia.nic.in)  
Helpline No. 1950

**PROUD TO BE A VOTER - READY TO VOTE**

**Representatives of the People**



## History & Political Science

- ❖ History without Political Science has no fruit,
- ❖ Political Science without History has no root.  
(Sir John Seeley, Cambridge University)
- ❖ History is past politics
- ❖ Politics is present history

## Legacy of French Revolution



*Liberté • Égalité • Fraternité*  
**RÉPUBLIQUE FRANÇAISE**

## The Constitution of India Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a '[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

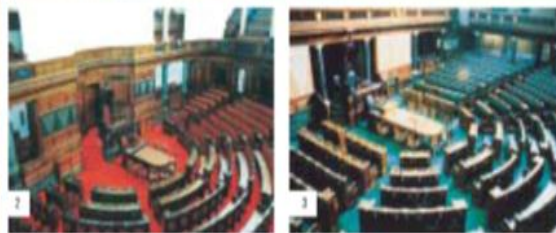
EQUALITY of status and of opportunity; and to promote among them all FRATERNITY assuring the dignity of the individual and the '[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1 Subs. by the Constitution (42nd Amendment) Act, 1976, s. 2, for "SOVEREIGN DEMOCRATIC REPUBLIC" (w.e.f. 3-1-1977).

2 Subs. by s. 2, *ibid.*, for "unity of the Nation" (w.e.f. 3-1-1977).

India is a sovereign, socialist, secular, democratic republic. Explain.



1. The Parliament of India (Cansad) is the supreme law-making institution. It has two Houses, the Rajya Sabha and the Lok Sabha.  
2. Rajya Sabha (Council of States), with a total strength of 245 members, is chaired by the Vice-President of India.  
3. Lok Sabha (House of the People), with a total membership of 545, is presided over by the Speaker.

## Education for Democracy and Human Rights

- ❖ Fundamental Rights
- ❖ Directive Principles of State Policy
- ❖ Civil and Political rights
- ❖ Economic, Social and Cultural rights: Right to Education, Food, Water
- ❖ Rights of SCs / Dalits (SC / ST Act)
- ❖ Rights of STs / Adivasis (Forest Rights Act)
- ❖ Rights of Minorities (Religious / Linguistic)
- ❖ Rights of Women
- ❖ Rights of Children
- ❖ Rights of the Disabled

## Rosa Parks



## Parliament Question & Answer

Lok Sabha

Unstarred Question No. 844 Answered on 16.07.2014  
Kasturba Gandhi Balika Vidyalayas

844. Shri Ramsinh Patalyabhai Rathwa (MP from Chhota Udaipur (ST), Gujarat)  
Shri Chandrakant Bhausaheb Khair (MP from Aurangabad, Maharashtra)

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:-

- whether the Government proposes to open Kasturba Gandhi Balika Vidyalayas (KGBVs) in the country to promote primary education among girls and if so, the details thereof;
- whether a few States are showing indifference towards opening of such Vidyalayas and if so, the details of such States;
- the action being taken by the Government in this regard;
- the details of amount allocated to various States for this purpose during the last three years and the current year, State-wise;
- whether the approved KGBVs have started functioning; and
- if so, the details thereof, State/UT-wise and location-wise?

## Parliament Question & Answer

Lok Sabha

Unstarred Question No 2041 Answered on 10.03.2010  
Separate Time Zone for North Eastern States

2041. Shri R. Thamaraiselvan

Will the Minister of SCIENCE AND TECHNOLOGY be pleased to state:-

- whether there has been a demand for a separate time zone for the seven North Eastern States;
- if so, the details thereof and the reasons there for; and
- the reaction of Government thereto?

**Answer**

Minister of State (Independent Charge) of the Ministry of Science and Technology (Prithviraj Chavan)

(a) No, Sir.

(b) Question does not arise.

(c) In the year 2002, the Department of Science and Technology had constituted a high level Committee to explore the feasibility of having two separate time zones given the longitudinal difference between the extreme regions of the country. The Committee in its recommendation observed that having separate time zones may not provide any major advantage to the states but may pose difficulties in view of differential timings to be framed for airlines, railways, communication services etc. They recommended a more effective solution of advancing the work timing in these states which can be implemented through administrative actions.

## Parliament Question & Answer

Answer

Minister of Human Resource Development (Smt. Smriti Zubin Irani)

- (a) to (f): 3602 Kasturba Gandhi Balika Vidyalayas (KGBVs) are operational in the country to promote education at upper primary level for girls from disadvantaged groups belonging predominantly to the Scheduled Caste, Scheduled Tribe, Other Backward Classes and Minorities. 7 KGBVs in Bihar, Haryana and Punjab remain to be operationalised due to non-availability of land and local disputes. The Central Government has been constantly following up with these States for resolving the local issues.
- State/UT-wise details of the KGBVs sanctioned, girls enrolled along with the amount allocated to the States for this purpose during the last three years and current year are at Annexure.

## Parliament Question & Answer

Answer

Minister of Human Resource Development (Smt. Smriti Zubin Irani)

- (a) to (f): 3602 Kasturba Gandhi Balika Vidyalayas (KGBVs) are operational in the country to promote education at upper primary level for girls from disadvantaged groups belonging predominantly to the Scheduled Caste, Scheduled Tribe, Other Backward Classes and Minorities. 7 KGBVs in Bihar, Haryana and Punjab remain to be operationalised due to non-availability of land and local disputes. The Central Government has been constantly following up with these States for resolving the local issues.
- State/UT-wise details of the KGBVs sanctioned, girls enrolled along with the amount allocated to the States for this purpose during the last three years and current year are at Annexure.

### A day in Lok Sabha

7 December 2004, was an ordinary day in the life of the fourteenth Lok Sabha. Let us take a look at what happened in the course of that day, identify the role and powers of the parliament on the basis of the proceedings for the day as given below. You can also enact this day in your classroom.

- |  |  |
|--|--|
| <p><b>11:00</b> Various ministries gave written answers to about 280 questions that were asked by members. These included:</p> <ul style="list-style-type: none"> <li>What is the government's policy on talking to militant groups in Kashmir?</li> <li>What are the figures of atrocities against Scheduled Tribes, including those inflicted by the police?</li> <li>What is the government doing about overpricing of medicines by big companies?</li> </ul> | <p><b>12:14</b> Several members highlighted some issues, including:</p> <ul style="list-style-type: none"> <li>The indifference of the Central Bureau of Investigation (CBI) in registering cases against some leaders in the Tehelka case.</li> <li>Need to include Rajasthani as an official language in the Constitution.</li> <li>Need to renew the insurance policies of farmers and agricultural workers of Andhra Pradesh.</li> </ul> |
| <p><b>12:00</b> A large number of official documents were presented and were available for discussion. These included:</p> <ul style="list-style-type: none"> <li>Recruitment rules for the Indo-Tibetan Border Police Force.</li> <li>Annual Report of the Indian Institute of Technology, Kharagpur.</li> <li>Report and accounts of Rashtriya Ispat Nigam Limited, Visakhapatnam.</li> </ul>  | <p><b>2:26</b> Two bills proposed by the government were considered and passed. These were:</p> <ul style="list-style-type: none"> <li>The Securities Laws (Amendment) Bill</li> <li>The Enhancement of Security Interest and Recovery of Debt Laws (Amendment) Bill</li> </ul>  |
| <p><b>12:02</b> The Minister of Development of North Eastern Region made a statement regarding revitalisation of the North Eastern Council.</p> <p>The Minister of State for Railways presented a statement showing the grant needed by the</p>  | <p><b>4:00</b> Finally, there was a long discussion regarding the foreign policy of the government and the need to continue an independent foreign policy in the context of the situation in Iraq.</p> <p><b>7:17</b> Discussion concluded. House adjourned for next day.</p>  |

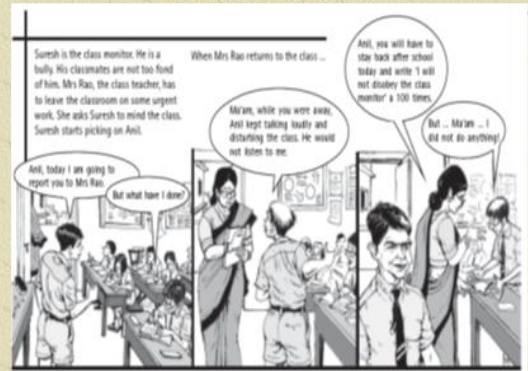
WORKING OF INSTITUTIONS

85

### List of the Ministries/Departments: Activity

- Look at the long list of the 51 Ministries and 2 Departments of the Government of India which function at the national level. Most of the news that we find in the national media is related to the functioning and functionaries of these Ministries/Departments. Numerous organisations functioning under these Ministries/Departments are located all over India.
- Ask children to do the following:
  - Prepare a short list of the Top Ten Ministries/Departments that they consider to be the most important ones in this list. Ask them to justify their selection.
  - Find out the central government organisations located in your district and the reasons for establishing them.
  - Find out the programmes/projects undertaken by the following Ministries in your locality: Ministry of Drinking Water and Sanitation, Ministry of Health & Family Welfare, Ministry of Human Resource Development, Ministry of Rural Development, Ministry of Women & Child Development
  - Read newspapers for a week and note down the coverage given to the matters of different ministries in the media. Prepare a report and discuss it in the classroom.
  - Find out the Departments of the government of your State. What are the similarities and differences in the matters being dealt with by the ministers at the national level and the State level?
  - Find out the programmes/projects undertaken by the Member of Parliament Local Area Development Scheme (MPLADS) funds in your Parliamentary constituency.

### (Ab)use of Authority (Storyboard, Class 8, p.7)



### Role-play by Teacher-Participants Orientation Programme (RIE, Ajmer)



### US\$



### Foreign currencies



### Indian



## Life and times of leaders in different walks of life (Meghalaya)

- ❖ U Tirot Sing (July 17)
- ❖ Pa-Togan Nengminza Sangma (December 12)
- ❖ SoSo Tham (December 18)
- ❖ U Kiang Nangbah (December 30)
- ❖ David Scott
- ❖ Gopinath Bardoloi
- ❖ G.G. Swell
- ❖ Purno Agitok Sangma
- ❖ Vincent H. Pala
- ❖ James Michael Lyngdoh, 2003 Magsaysay Awardee, GS

## Local Government

### Rural Local Bodies

❖ District / Zilla Panchayats	633
❖ Block Panchayats	6,094
❖ Village / Gram Panchayats	2,32,855
❖ Total	2,39,582

## Local Government

### Urban Local Bodies

❖ Municipal Corporations	109
❖ Municipalities	1,432
❖ Town / Nagar Panchayats	2,182
❖ Total	3,723

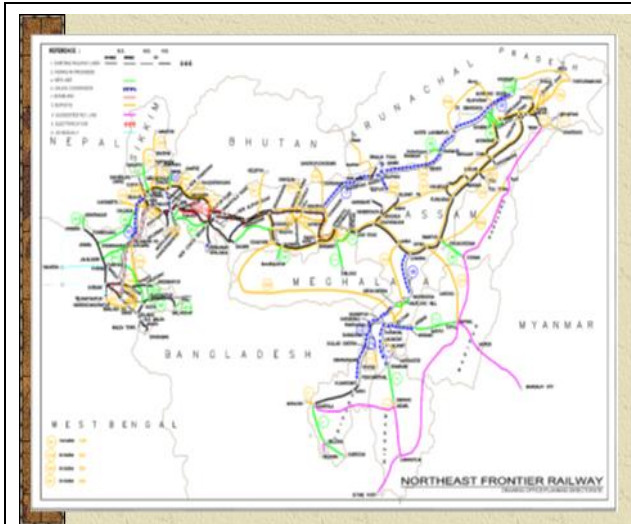


## Multiple Perspectives about Curriculum, Pedagogy and Assessment

- |                       |                         |
|-----------------------|-------------------------|
| • Macro               | • Micro                 |
| • Bird's eye view     | • Worm's eye view       |
| • Broad               | • Narrow                |
| • General             | • Specific              |
| • Flexible            | • Rigid                 |
| • Global              | • Local                 |
| • United Nations (UN) | • North Eastern Council |
| • More complex?       | • Less complex?         |

## Focus on

- Focus on the whole world... Or just on your nation (India).
- Focus on the whole nation... Or just on your region (North East Region)
- Focus on the whole region... Or just on your State (Nagaland).
- Focus on the whole State... Or just on your district (Tuensang).
- Focus on the whole district... Or just on your locality (Thonoknyu).



## National Curriculum Framework, 2005

“In a pluralistic society like ours, it is important that all regions and social groups be able to relate to the textbooks. Relevant **local content** should be part of the teaching-learning process, ideally transacted through activities drawing on **local resources.**”(p. 50)

### Teaching-Learning about, through, and for Democracy

- ❑ Group activities/projects during schooling foster habits of teamwork
- ❑ Cooperative learning = Cooperative working
- ❑ Meaningful pedagogy requires localisation of content about democracy & human rights issues.
- ❑ Students can be enabled to learn by doing, through active, participatory experiences in the school, neighbourhood and beyond.
- ❑ “The best school of democracy and the best guarantee for its success is the practice of local self-government.” – James Bryce (1838 – 1922)
- ❑ What about democracy & human rights in our backyard?

60

### Institutions of Local Governance (Meghalaya)

- ❑ Tradition of community-based organizations
- ❑ Customary laws and practices
- ❑ Khasi Hills: Syiemsships, Dorbars and Rangbah Shnong
- ❑ Jaintia Hills: Dolois
- ❑ Garo Hills: Nokmas
- ❑ Institutions of local governance are reinforced by village-level representative bodies

### Understanding Local Government Bodies through Project-based Learning

You can form groups of five children in the classroom and allot some of the issues mentioned in the 11<sup>th</sup> or 12<sup>th</sup> Schedules (given on the following pages) to each group for doing projects.

They can find out about the role of their own local bodies (LBs) regarding these matters in their own localities.

#### Engage:

- ❑ Ask children the following questions about issues such as the condition of sanitation and roads in their localities. Who collects garbage from your locality?
- ❑ Who lays roads in your locality?
- ❑ Who is responsible for these works? Who makes decisions on these issues?
- ❑ By way of doing this, you can arouse curiosity among them in these topics.

### Understanding Local Government Bodies

#### Explore:

- Form groups to work on select issues, emerging out of the discussion.
- Let children observe the neighbourhood of their homes and school; enquire their family members and neighbours;
- Let them also find out their representatives in their LBs and their social, economic, and political background.

#### Explain:

- Let children build their own understanding from these experiences. Let them explain to their classmates what they have learned so far.
- Describe and explain the structure and functions of the LBs and the changes brought out by the 73<sup>rd</sup> and 74<sup>th</sup> Amendments of the Constitution in 1992.
- Introduce here certain key political concepts such as power, authority, legitimacy, justice, equality, decentralisation, participation, transparency, accountability, and so on.

## Understanding Local Government Bodies

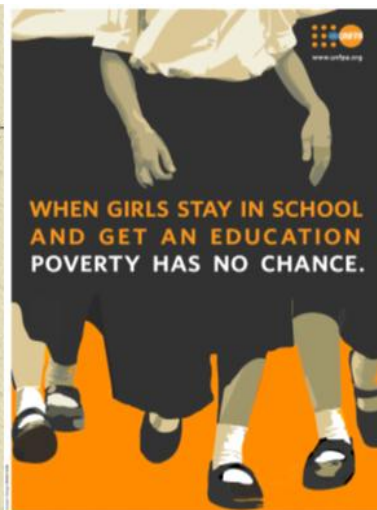
### Extend:

- Let children apply their understanding about the functioning of their LBs to explore further its role in other issues.
- Elaborate on relationships among LBs on the one hand and the district administration, the State government and the Union government on the other hand.

### Evaluate:

- Ask each group to prepare a report on the issues mentioned in the 11<sup>th</sup> or 12<sup>th</sup> Schedules and make a presentation in the classroom.
- The issues may relate to health and sanitation, public distribution system, markets and so on.

Signboard at the India – Pakistan Border  
(Attari–Wagah)



## Making Social Sciences Lively

- Bring the social science lessons to life
- Using multiple teaching-learning resources e.g. maps, newspapers, photos, movies, documentaries
- Fieldwork projects about the history, functions, functionaries, funds, functioning of the Guwahati Municipal Corporation and other local bodies
- Exploring the world around us!

## Media as a resource



## Let's go to sites of learning!



## Sites in and around Guwahati

(Assam State Assembly & Secretariat, High Court)  
Brahmaputra River and Saraighat Bridge  
Assam State Museum & Cottage Industry Museum  
Planetarium  
Sankaradev Kalakshetra Museum

## Archives: Paths to Our Pasts



## Institutions of Governance



## Sites of Commerce



## Interesting Exhibits



### Naga coins:

"Some of the Naga kings issued arrow-shaped coins, about 8 inches long and known as "Jabily" coins, which were used among the Ao tribes only, and were in circulation from time immemorial to the advent of the British rulers. Apart from its pecuniary value, it also seems to have possessed religious significance."

Source: Dept. of Archaeology and State Museum (1976), *Archaeological Heritage of Assam*, Guwahati, p. 11.

## Saraighat Bridge: Historic



## Building bridges during the flow!



## No Men Are Foreign

Remember, no men are strange, no countries foreign  
Beneath all uniforms, a single body breathes  
Like ours; the land our brothers walk upon  
Is earth like this, in which we all shall lie.

They, too, aware of sun and air and water,  
Are fed by peaceful harvests, by war's long winter starv'd.  
Their hands are ours, and in their lines we read  
A labour not different from our own.

Remember they have eyes like ours that wake  
Or sleep, and strength that can be won  
By love. In every land is common life  
That all can recognise and understand.

## A Journey to explore India!



## Kahlil Gibran (1883-1931)

Lebanese-American Poet

Your children are not your children.  
They are the sons and daughters of Life's longing for itself.  
They come through you but not from you,  
And though they are with you yet they belong not to you.

You may give them your love but not your thoughts,  
For they have their own thoughts.  
You may house their bodies but not their souls,  
For their souls dwell in the house of tomorrow, which you cannot visit,  
not even in your dreams.  
You may strive to be like them, but seek not to make them like you.  
For life goes not backward nor taries with yesterday.

## Right to Education in the Context of Girls' Education in the North Eastern States

Ravindra Kumar Mishra  
State Consultant, UNICEF,  
ASSAM

## NORTH EAST INDIA

### GIRLS EDUCATION



## Girls Education

- *"In our society today too, the rule of society is more powerful than the rule of law, one reason being that the rule of law has been formed and practiced fairly recently, as compared to the rule of society which has been formed & practiced for centuries. The rule of society is unjust and produces discrimination. This discrimination is manifested in many areas of life and in many ways, both direct and subtle."*
- "Investing in opportunities for women and girls has strong multiplier effect across all Millennium Development Goals (MDGs)." . -UNDP (2007)

## OUR SOCIETY

Our society rests on caste, patriarchy, religion and class. This has intruded in the tribal society too and one now sees the similar discrimination in that society. This gives rise to:

- Inequality
- Discrimination
- Violence
- Exclusion

## Factors Responsible

### Internal factors

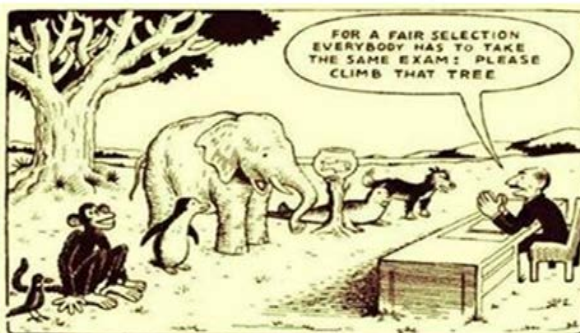
- Poverty and socio economic backwardness
- Community backwardness in education / Poverty
- Patriarchy
- Caste hierarchy
- Migrant nature of community

### External Factors

- Political constraints leading to communalization of politics
- Policies / lack of special focus / vision till recent times
- Myths about community reflecting in policy making
- Identity politics
- Insecurity for community and for women
- Education for empowerment
- Aspirations to reflect: Hunar and Himmat
- Media and advertisements

## Right to Education

- **The Constitution (86<sup>th</sup> Amendment) Act, 2002**
- Adds a new Fundamental Right ("Right to Education") by inserting Article 21A: "The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine."
- **Equity**, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.



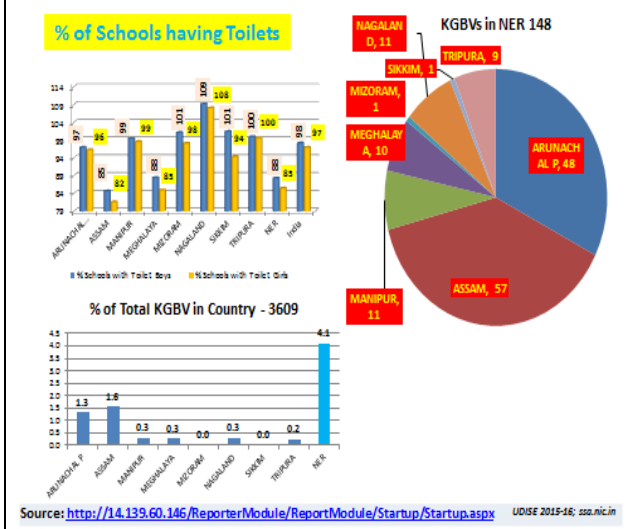
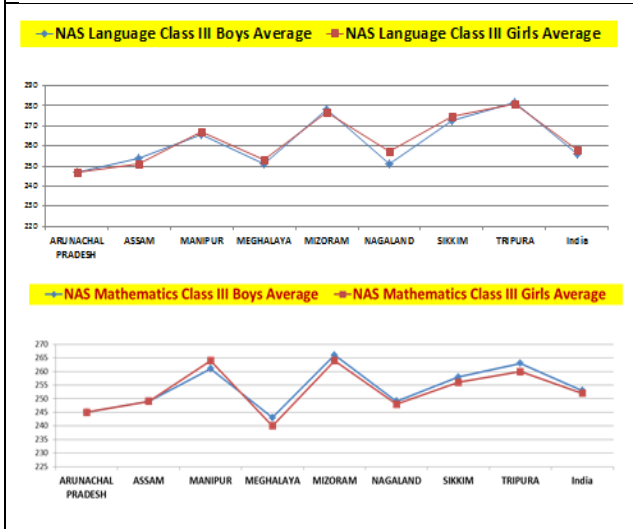
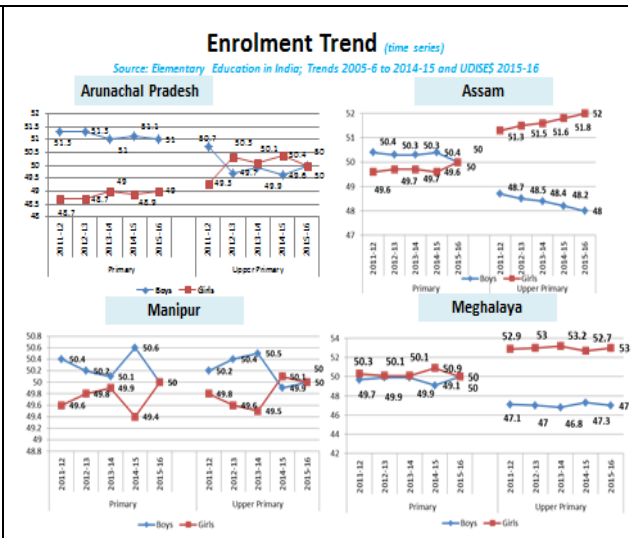
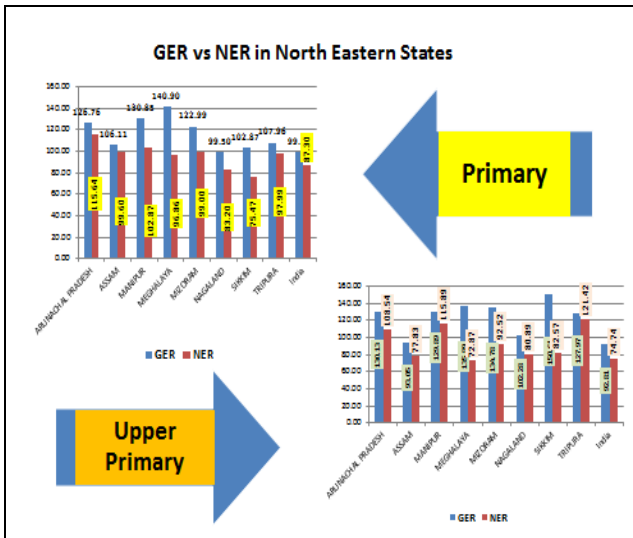
## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

- Albert Einstein

## Today

- Broadening Choices
- Educational reforms underway
- Parents Community takes a more in depth look at education issues
- Videos in School and Home work
- Gaming on increase
- Open Education Resources and ODL
- MOOC
- Social Media
- Blog/ Social Bookmarking/webinars



### KGBV schools

The scheme was applicable since inception in **Educationally Backward Blocks (EBBs)** where the rural female literacy is below the national average (46.13%: Census 2001) and gender gap in literacy is more than the national average (21.59%: Census 2001). Among these blocks, schools may be set up in areas with:

- concentration of tribal population, with low female literacy and/or a large number of girls out of school;
- concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls out of school;
- areas with low female literacy;
- areas with a large number of small, scattered habitations that do not qualify for a school

KGBV schools are residential schools,

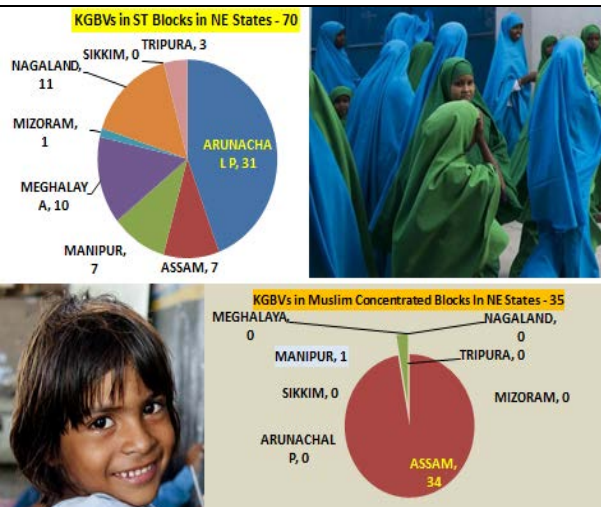
Source: <http://14.139.60.146/ReporterModule/ReportModule/Startup/Startup.aspx> UDISE 2015-16; 202.nic.in

## KGBV schools

### 2 Evaluation Study on Kasturba Gandhi Balika Vidyalayas(KGBVs)

- performance of girls has been better than normal schools as they did not have extra household work bothering them or taking their time.
- These girls further brought in more girls to KGBVs.
- The better performance of girls in KGBVs also proved that girls did not go to school because there was lack of safety, dignity and conducive environment.
- In good environment where they felt safe and their dignity respected, they enjoyed studying and performed well.

Source: MHRD Report



## Challenges Ahead

- Inclusive access
- Student Driven Classroom
- Low Quality Output / Low Learning Outcomes
- Quality of Provisions
- Learning “How to Learn”
- **Qualified and Trained Teacher with Passion of Teaching**
- Networking of Teachers and Institutions
- Virtual Classrooms
- Digital division
- Mental Stress

Ravindra Kumar Mishra

1

## Suggestions

- Flexible approach and solutions to local barriers to education
- Think our own roles in promoting gender equality in education.
- Share efforts which work and have outcomes, which are clear and visible.
- A study on functioning of KGBVs in NER
- Our education system need to strengthen unjust system through its curriculum & pedagogy.
- Teacher training modules aiming at reduction of dropouts and their implementation as a part of the curriculum
- Investigate the curriculum and syllabus and make creative changes.
- Establishing play groups, small creative workshops attached to the schools
- Inclusion of Last mile girl.
- Constructive Role of Media and Advertisements



Thank You!!!

Questions/comments?

[Ravindra Kumar Mishra](#)

[rkmunicefghy@gmail.com](mailto:rkmunicefghy@gmail.com)

+91 8473052472/ 8004910616

## Activity Based Science Learning

(Effective linkages for Science communication, Skill and Innovation)



Kapil K Tripathi  
Scientist E  
Vigyan Prasar

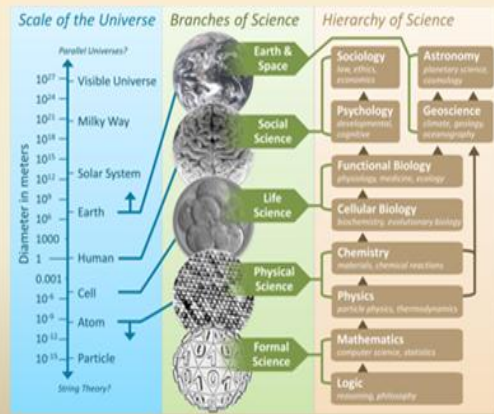
(Department of Science and Technology)  
A-50, Institutional Area, Sector-62, Noida (UP)  
[kapiltripathi@gmail.com](mailto:kapiltripathi@gmail.com)



## Purpose of Science

- The purpose of science is to understand the nature where we live and continuously we have to give more than what we take from the earth and above all science is intended to improve the quality of life.
- Science is linked to technology through application-----Technology is linked to economy and environment----- which promote prosperity of the society.
- Advantage: Science is very pure in its aims and science does not know any borders.
- Disadvantage: in division of people who use it and those who know science and those who not.

## WHY SCIENCE?

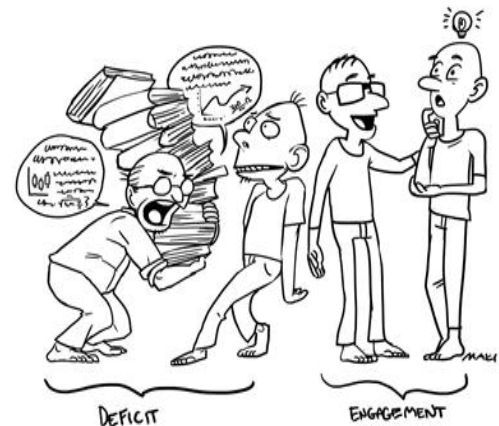


## Science Communication

Many names but objectives are same.....

- Science Communication
- Science Popularisation
- Public Engagement of Science
- Dissemination of Science

Person who are doing the above are called Scientist, Science Communicators, Science Journalists, Science Activists etc.



## Division of Human society with their degree of involvement in Science

- **Knowledge Groups:** Scientists, Teachers, Researchers, Students.
- **Concerned Groups:** Policy Makers, Activists, and Disseminators etc.
- **Grassroots Groups:** Farmers, Labours, Patients, Citizen etc.

(Each of these sets engages in some form of science communication, individually as well as collectively.)

## Good and Bad Tastes....

- Total Solar Eclipse 1995,1999,2009
- Bhopal Gas Tragedy
- Drinking milk by Lord Ganesha
- Moon Mission :Chandrayan I
- Large Hadron Collider (LHC Experiment)
- Dropsy case
- Stem cell research
- GM Crops
- Climate Change
- Global Warming
- Astronomy vs. Astrology
- Pollution/Environment
- Food Adulteration



## Science Communication Why communicate Science?

- Many people find scientific ideas difficult to understand - or simply don't see why they are important. For this reason, science communication is becoming a bigger and bigger area.
- The loss of expertise and authority of scientist.
- A change in the nature of knowledge production.
- Improved Communications and source of information.
- The democratic deficit.



## Motivations for science Communication

### • Institutional and Strategic Motivations

- Utilitarian
- Economic
- Culture
- Democratic



### • Individual Motivations

- Skill development, Career Enhancement, Enhancing research quality, High personal and institutional profile, influenced and networking opportunities, inspiring new generation etc.

## Cone of Learning (Edgar Dale)

After 2 weeks  
we tend to remember...

10% of what we read

20% of what we hear

30% of what we see

50% of what we  
hear and see

70% of what  
we say

90% of  
what we  
say and  
do



Edgar Dale, *Audio-Visual Methods in Teaching* (10th Ed.), Holt, Rinehart, and Winston (1969).

## Many Names but Purpose is Same

- Hands-On Activities
- Activity Based Learning
- Experiential Learning
- Learning by Doing

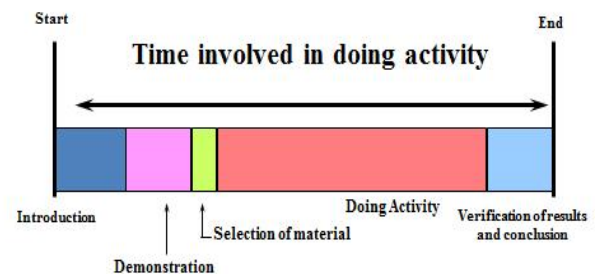


## Activity Based Learning

- Hands on
- Minds on
- Emotions on



## Process of doing Activity



## Activity based resource materials

Interactive CD ROM  
Video Clips  
Films  
Animation  
Simulation  
Lectures  
Real Experiments  
Discussion  
Electronic Models  
Games  
Multimedia Quiz



## Activity Based Kits

- Activities : 25-30
- Languages : Simple, Interesting, Easy to understand.
- Suitable for teachers and students.
- These are based on Knowledge, Understanding and Application.



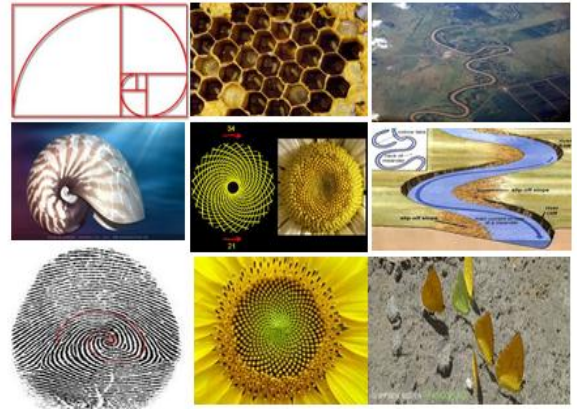
## Practice of Scientific Methods

- Spirit to observe
- Hypothesizing
- Predicting New Results
- Experiment for verifying the prediction
- Discover/new knowledge/Modification

- Curiosity
- Interest
- Imagination
- Logic



## Spirit to Observe



## Experiments



## Curiosity & Interest leads to Innovation .....



## WHAT IS INNOVATION ? .....



## Policies for Science, Technology and Innovation

- Science is global and scholarship driven Science policy could aim to gain globally competitive positions
- Technology is contextual and market driven Technology policy could aim for access to globally competitive technologies through various market mechanisms
- Innovation is competitive driven Innovation policy needs to balance among differing priorities for nations under development



## What is creativity

According to social psychologist Teresa Amabile, there are three basic ingredients to creativity:

- **Domain skills** - Domain skills are developed as one becomes an expert in a field. To be a creative mechanical engineer, one must first master the fundamentals of the discipline.
- **Creative thinking skills** - Creative thinking skills include seeking novelty and diversity, being independent, being persistent, and having high standards.
- **Intrinsic motivation** - Intrinsic motivation implies that the reasons for doing things come from within - from passion and pleasure, not as a result of external demands, pressures, or rewards.
  - Everyday Creativity: Principles for Innovative Design. Dr. Larry G. Richards



## Innovation



## Imaginations



## Current Scenario .....

- Currently spending less than 1% of GDP ) Can we compete with world leaders?
- Good Infrastructure for Higher Education (Second largest in the world)
- "India needs to increase its spending on Research and Development (R & D) to 2% of its Gross Domestic Product (GDP), if the country wants to promote innovation, ( Arun Firodia, chairman of Kinetic Group of Companies) (Indian Science Congress )



## Is it an Innovation?



## New Policy.....

- STI 2013 policy has proposed path of aspiration for science. Ethics of STI policy should flow from need for equity in excellence and contribute a balanced economic growth of India



## Some Innovative Experiments

- Delay Time
- Science in daily life
- Who fills more air?
- What is one Newton ?
- Electricity and Magnetism
- Construct simple motor
- Class room demonstration of solar and lunar eclipse
- Eddy current
- Diffraction Pattern
- S and P waves during earth quake
- Newtonian Demonstrations
- Earthquake resistant building
- Construction of Solar Still

## Popularisation Of Science

The problem of popularisation scientific knowledge, that to say, its dissemination among non specialists has to day become a very important and very delicate problem: Very important because it is essential that public opinion at all the levels should be able to understand the scope of scientific process. Very delicate because scientific knowledge is becoming more extensive and more complex each day. So that it is very difficult to make it comprehensive for general public without an unfortunate distortion of some of its aspects.

–Prof Louis De Broglie



## Bridge course in science: Approach and Suggested Activities

Professor Sushma Jaireth  
Former Faculty, Department of Gender Studies  
NCERT, New Delhi

Thank You .....

## Introduction and Background

- ❖ The Bridge Course - a pioneering initiative by NCERT in addressing the academic needs of drop out girls who have revisited formal schools after a gap of months/years.
- ❖ This course has been prepared keeping the learners contexts in mind.
- ❖ The pedagogical approaches woven in Bridge Course of Science use simple language with multiple participatory activities which can be contextualized as per the requirements of different KGBVs.

Contd.-----

- ❖ The Bridge Course can be used for contextualizing activities, preparation of worksheets, projects work etc., which would enrich the pedagogical approaches.
- ❖ This material can be adopted and adapted according to the needs of KGBV girls.
- ❖ Additionality will add to a growing approach and an evolving process to this material .
- ❖ The importance of the present Bridge Course in addressing the academic challenges of girls of KGBV scheme was rightly envisioned

Contd.---

- ❖ There is a scope to explore and creativity in the classroom.
- ❖ The flexibility in the approach and suggested activities taking the help of work sheets, teacher demonstration, anecdotes, reciting poems, crossword puzzles, experimenting, hands on skills, oral traditions and reading material across are the highlights of the Bridge Course.
- ❖ key concepts across the primary and upper primary textbooks are based on NCF-2005 and primary and upper primary textbooks of NCERT
- ❖ Each concept has been dealt through a different kind of activity without bringing any definition and content for rote learning.

Contd.---

- ❖ The concept or the idea has been floated through activities for the learners to understand, analyze and apply in their context.
- ❖ It is hoped that this material to be used as the bridge between primary and upper primary stage, will fulfil the objective.
- ❖ The activities are suggestive. Any alternate activity can also be carried out based on the local specific contexts.
- ❖ Each activity has the scope of creating similar other local specific activities not making it necessary to stick to the materials given in this course book.
- ❖ Its scope will get enhanced if this creates a space for more such activities.

Contd.---

- ❖ The Bridge Course developed in different subjects is gender inclusive. It highlights the contribution of women in different walks of life.
- ❖ This suggestive material is an humble effort in keeping the plurality and different contexts of KGBV girls in mind.
- ❖ The pedagogical approaches woven in Bridge Course attempts to address the multilevel and diverse needs of KGBVs located in different socio-cultural contexts.

## Contents

- ▶ FOREWORD
- ▶ PREFACE
- ▶ DEVELOPMENT COMMITTEE
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- ▶ CONTENTS
- ▶ INTRODUCTION
- ▶ **UNIT 1 : FOOD WE EAT**
- ▶ **UNIT 2 : WATER WE NEED**
- ▶ **UNIT 3 : MY HOME**
- ▶ **YOU CAN ALSO BE A SCIENTIST AND A TECHNOLOGIST**

**Kalpana Chawla (1961-2003)**



- First Indian Woman Astronaut
- Joined NASA for Space shuttling after completing PhD in Aerospace Engineering in 1988
- Joined Johnson Space Centre in Texas in 1995
- Became Pioneer Space Woman

**Kiran Mazumdar Shaw**



- Honored with Padmashree award in 1989 and Padmabhushan award in 2005
- A Biotechnologist who became an Eminent Woman Entrepreneur
- Chairperson and Managing Director of Biocon India Ltd.

**Archana Sharma**



- J.C. Bose award in 1974
- S.S. Bhatnagar Award in 1975
- Fellow of INSA in 1977
- Padma Bhushan in 1984
- Specialization: Genetics; Chromosomes; Genetic Toxicology

**Indira Nath**



- S.S. Bhatnagar Award in 1983
- Fellow of INSA in 1992
- Specialization: Immunology; Pathology; Infectious Diseases Leprosy

**Marie Curie (1867-1934)**



- The first and the only woman to receive the Nobel Prize twice in science (Physics and Chemistry)
- Discovered highly radioactive elements, Radium and Polonium



Girls gather for morning assembly



Girls playing and enjoying togetherness

## KGBV Bridge Course in Science

- Before National Policy on Education (NPE) 1986 - the slogan was education for equal opportunity
- NPE 1986 - a historical and landmark policy brought it to the level of education for women's equality and empowerment
- National Curriculum Framework (NCF) 2005 – the focus has been that the critical function of education for equality is to enable all learners to claim their rights & as well as contribute to society & polity

- **But rights & choices cannot be exercised until central human capabilities are fulfilled**
- **All learners from different social backgrounds especially for girls– education must empower them to live a life of dignity and integrity**
- **Disadvantages of unequal civilisation must be overcome to develop their capabilities and all the faculties of becoming equal citizens**

- To achieve Universalization of Education (UEE) —girls must be literate till class 8<sup>th</sup> i.e. Elementary level
- Sarva Shiksha Abhiyan (SSA) – a national flagship programme for UEE- recognised to make special efforts for girls from disadvantaged groups & to bridge gender disparities
- So Kasturba Gandhi Vidyalayas (KGBVs) got instituted by Ministry of Human Resource Development (MHRD), Government of India (GOI)
- KGBV- a promising and an innovative initiative scheme was introduced in 2004 & was merged with SSA in 2007

- 11-12 August 2008 - national consultation at NCERT recommended the development of bridge course for girls and teacher training package for KGBV teachers based on NCF 2005 guidelines
- Material in various subjects based on NCERT textbooks at elementary level was to be prepared

- Bridge course is a pioneering initiative by NCERT in addressing the needs of drop out girls who have revisited formal education after a gap of two or more years
- Course was prepared keeping the learners contexts in mind
- Different Pedagogical approaches were woven in bridge courses of various subjects

- Simple language with multiple participatory activities as per the context of different KGBVs was the focus for all materials
- You don't have to limit yourself to just the bridge course—it's the beginning of exploring further—it is to be used for formulating activities, anecdotes, worksheets, projects etc.
- It's an evolving process likely to contribute to the learning skills to prepare girls to enter upper primary level of KGBVs

- Highlights of KGBVs – flexibility, many teaching learning approaches in all courses
- The bridge course in science is woven around three themes- food , water, shelter
- Content is child centered providing lot of space to explore and discourage rote learning
- Learning by experience, observations, hands on skills, questioning and by doing are the basis of the learning for girl children

- Women Scientists achievers is an addition to the bridge course especially of science which has been placed at the end of the for girls to see role models, get inspired and motivated.

**KGBV scheme: The SSA initiative for Girls' Education in the context of North Eastern States**  
**Ms.Sharmila Thakur**

Thank you

**Statistical Data**

Year:2014-15 (as per U-DISE Flash Statistics)

Sl No.	State	% of Girls enrollment in Lower Primary (class I to V)	% of Girls enrollment in Upper Primary (class VI to VIII)
1	Arunachal Pradesh	48.94	50.39
2	Assam	49.60	51.76
3	Manipur	49.38	50.8
4	Meghalaya	49.94	52.72
5	Mizoram	48.17	48.25
6	Nagaland	48.79	49.43
7	Sikkim	47.27	51.30
8	Tripura	48.95	49.28

**Basic Educational statistics of Assam**

Year:2015-16

Literacy Rate in Assam (Source: Census 2011)

2001		Gap	2011		Gap
% Literacy			% Literacy		
Male	Female		Male	Female	
71.28	54.61	16.67	77.85	66.27	11.58

As per the census 2011, literacy Rate in the State is 72.19%.

### GER and NER for Girls:

Year	GER		NER	
	Primary	Upper Primary	Primary	Upper Primary
2014-2015	98.64%	98.38%	92.49%	86.10%
2015-2016	107.28%	83.73%	100.74%	69.69%

### % girls to total enrolment and GPI in enrolment:

Indicator	School Category	2014-15	2015-16
% Girls to total enrolment	Primary	49.60	49.64
	Upper Primary	51.76	51.74
Gender Parity Index (GPI)	Primary	0.984	0.86
	Upper Primary	1.073	1.072

### Transition Rate for Girls (2015-16):

Class	ALL	SC	ST	Muslim
LP to UP	86.4	85.6	89.5	84.5

### Retention Rate:

Year	Primary level			Upper Primary			Elementary		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
2014-15	70.8	74.4	72.6%	93.6%	95.7%	94.7%	89.2%	94.4%	91.8%
2015-16	66.5	71.0	68.7%	85.3%	87.4%	86.4%	82.2%	86.4%	84.3%

### Dropout Rate for Girls:

Year	Primary	Upper Primary
2014-2015	6.7	6.6
2015-2016	15.7	12.0

### Sarva Siksha initiatives for girls education in NE States

- SSA launched the following intervention for girls :
  - Kasturba Gandhi Balika Vidyalaya (KGBV)
  - Non Residential Special Training Center's (NRSTC) and Residential Special Training Centre's (RSTC)
  - Intervention for Girls Education
  - Separate toilet for girls
  - CWSN Under IED component of SSA, during the financial year 2013-14 different activities have been conducted where all the field level functionaries played a vital role, to create public awareness, to provide physical and academic support in school and home base situation and provide remedial teaching programme, aids and appliances and etc.
  - Seasonal Hostel** : Seasonal hostel is operationalised only in Dhubri and Kokrajhar districts for a period of six months by SSA, Assam for children whose parents migrate to far flung places in a particular season in search of work. During this period, children are kept in Seasonal Hostels so that their school education is continued. This is a special measure to prevent drop out among these category of children. The children of such migrated families are accommodated in the hostel from where they go to attend the formal schools.

### Kasturba Gandhi Balika Vidyalaya (KGBV)-NE States

Sl No.	State	Total no. Of KGBVs Opened till 2015-16
1	Arunachal Pradesh	48
2	Assam	57
3	Manipur	11
4	Meghalaya	10
5	Mizoram	1
6	Nagaland	11
7	Sikkim	1
8	Tripura	9

### ACTIVITIES conducted in KGBV in NE States

- Vocational Training in KGBVs
- Martial Art (self defence) training for the Children
- Co curricular and Recreational activities
- Stipend for the Children
- Supplementary materials, course books, stationary and other educational materials
- Training of teachers.
- The introduction of the KGBV schools has undoubtedly been a very positive experience for the girls. The school environment has brought about a sea change in the lives of the enrolled girls. The girls are satisfied and there is a change in their personality. They have developed healthy habits, social and communication skills. They are focused to continue schooling.

### KGBVs in Assam

- Total number of KGBVs operationalised in Assam till the year 2015-16 : 57
- Coverage of Children: 3000
- Total no. of Districts covered: 24 Type of KGBVs
- Type of KGBV: Model-I: 3 KGBVs with seat capacity of 100 children and Model-II: 54 KGBVs with a seat capacity 50.
- Caste wise Coverage of Children in KGBVs at a glance**
- Scheduled Caste (SC): 193 (6.4%)
- Schedule Tribe (ST): 1003 (33.4%)
- Other Backward Class (OBC): 613 (20.4%)
- Minority (Muslim): 1091 (36.5%)
- Others: 100 (3.3%)
- Type of Children Enrolled in KGBV**
- Orphan Child: 41 (1.4%)
- Single Parent Child: 318 (10.6%)
- Other: 2641 (88%)
- CWSN: 43

***KGBV continued.....***

**▶ Achievement**

- ▶ Total **3273** Students passed out class VIII since inception and were admitted to class IX th in secondary schools.
- ▶ New children admitted in KGBVs against the vacant seats after mainstreaming.
- ▶ Total **1316** KGBV pass out children appeared in HSLC exam from 2013 to 2016 out of which 1065 children passed the exam (80.9%).
- ▶ **863** children passed out class VIII from 52 no of KGBVs in January, 2016 and were admitted to nearest secondary schools.
- ▶ **519** appeared class Xth exam in 2016 out of which **440** passed the exam (84.8 %). 62 secured 1<sup>st</sup> div and 40 students secured letter marks in various subjects.

***KGBV continued.....***

- ▶ **Apart from education, all the children of KGBVs were given the following training:**
- ▶ **Specific Skill Training for the children in KGBV**
- ▶ Stitching and Tailoring
- ▶ Knitting
- ▶ Weaving
- ▶ Embroidery
- ▶ Doll making & Flower making etc.
- ▶ **Martial Art (self defence) training for the Children**
- ▶ **Life Skill Education class compulsory on weekly basis.**
- ▶ **Health Hygiene education including Menstrual Hygiene Management (MHM) to all the learners of KGBVs.**
- ▶ **Co-curricular, Recreational activities (Art, Music, poetry etc)**
- ▶ **Computer Education**

***KGBV continued.....***

**Major activities**

- ▶ Individual Bank account opened for all the children of KGBV.
- ▶ Stipend @ Rs. 100/- per month provided to all the Children of KGBV.
- ▶ 43 number of CWSN girls were admitted in KGBVs for the year 2016-17 with all necessary support to CWSN children and teachers.
- ▶ Health screening of KGBV children
- ▶ Convergence with departments like NHM, PHED, local police station etc is done in order to ensure good health, security and other facilities to the children of KGBV.
- ▶ Supply of uniform, educational materials, stationary, TLM to KGBV

- ▶ Teachers of KGBVs are trained in areas like Life Skill Education and Gender related issues, Health and Hygiene of Adolescent Girls and Child Rights, academic transaction, Accounts and Management, sports education etc.
- ▶ Computer Aided Learning (CAL) practised in all the KGBVs
- ▶ Monitoring of all the KGBVs by SSA functionaries at the State, District and Block level apart from regular monitoring at KGBV level.
- ▶ Evaluation of Learners
- ▶ Exposure visit to children to enhance learning.

***KGBV continued.....***

**Civil Work of KGBV**

**Status of construction of permanent building of KGBV**

KGBV Operationalised	Fund sanctioned for permanent building	Construction Completed	Construction under Progress
57	57	53	4

**Non Residential Special Training Center's (NRSTC) and Residential Special Training Centre's (RSTC)**

- ▶ One of the major areas of intervention under SSA is education of out-of-school children. With a view to bringing the out of school children to the fold of Elementary Education, an intervention is being implemented which is popularly known as 'Special Training'. Special Training is provided through residential and non-residential mode.
- ▶ Enrolment of out school children in Age appropriate Classes and providing Special training through and RSTC mode as per their age & requirement.
- ▶ (NRSTC): NRST(7-14 year age group both in urban and rural areas)
- ▶ RSTC :This intervention is for out of school children of 11-14 year age group. Free accommodation, food etc. along with all other necessary supports are provided to children (22 no. girls and 74 boys)

### ➤ Intervention for Girls Education in SSA, Assam

#### ACTIVITIES

- Martial Art (Self defense Training) and Yoga Training
- Workshop on Child Marriage, Unscientific belief and Superstition
- Workshop on Traditional Folk Culture in Block Level
- Teachers Sensitization programme on Gender
- Workshop, Seminar /debate on issues of adolescent Girls, Hygiene & sanitation etc
- District Level convention for Girls (Kishori Mela)

### ➤ Intervention for Girls Education

#### ➤ Programme for education of girls in disadvantaged areas of the districts:

##### □ Martial Art (Self defense Training)

Self defense Training for Girls is not only to teach self-defense techniques but also aid in the development of assertiveness a key ingredient in self confidence, positive attitude, greater fitness and discipline among girl children.

Year	2009-10	2010-11	2011-12	2012-13	2015-16	Total
Coverage	12807	13815	14696	12800	14000	68118

##### □ Motivational Programme against Child Marriage and Unscientific belief

During the year 2010-11 to 2012-13, this activity was undertaken in minority, tea garden and SC/ST areas. 20-30 spots in each district were identified to conduct the programme of Street Drama, open meeting etc to create awareness about ill effects of child marriage. Fundamental rights of children, Right to Education, to eliminate child marriage practice in the society and also to eliminate various unscientific belief/superstitions prevalent in the society

Year	Total no. of districts covered	Total locations covered
2010-11	23	416
2011-12	26	432
2012-13	26	432

##### □ Teacher Sensitisations Programme on gender issue

This 2 day programme was conducted to mobilise the teachers towards the need of girls education, Identification thrust areas and constrains for girls education, how to make a school good place for girls, role of teachers on girls Education, how to handle issues related to adolescent period of girls etc.

Year	Total no. of districts covered	Total no of teachers trained
2010-11	23	2300
2011-12	26	2600
Total		4900

##### □ District Level convention for Girls (Kishori Mela)

In all 26 Districts the District level convention organized in the month of February/March, for the year 2009-10, 2010-11, 2011-12 and 2012-13. A day long District level Convention for Girls was held in all the 26 Districts in the month of February 2013. In the convention, achievement of the girl children in academic, co-curricular and other field were appreciated and awarded.

##### □ Exposure Visit for Children

Provision for Exposure Visit for Children (within the District and out side the District) kept for the children of upper primary age group

### Issues Impacting Girls Education in Assam

- Poverty
- Early Marriage
- House hold duties like house hold chores and care of siblings
- Lack of proper transportation
- Conservatism, superstitious belief, socio cultural beliefs
- Trafficking
- Lack of trained teachers and motivators
- Lack of girl friendly school environment and quality education.
- Parental involvement and community participation
- Violence against girls at home.

### Socio Cultural Practices in State affecting the Status of Girls/Women

- Puberty related Practices
- Witch Craft
- Customary Law
- Conservatism, superstitious belief, socio cultural beliefs
- Early Marriage

### Some Photographs of KGBV



### HISTORY BRIDGE COURSE FOR KGBV

**Dr. INDU KUMAR**

### OBJECTIVES

- To enable the girls to take stock of the journey of Human Development and Civilization
- To help them understand :
- How historians come to know about this journey of development and civilization
- How the modern world emerged over long centuries of development

## OBJECTIVES

- How societies have evolved and how people contributed in the evolution of society
- That history is not about political events, it is about everything that happened in the society
- How our pasts have shaped the present
- To give girls a glimpse of India's multiple past

## The Chapters

1. Introduction
2. Ones Upon a Time There were Hunters and Food Gatherers
3. Early Discoveries and Inventions
4. The Earliest Cities- Harappan Civilization
5. People Who Came and Made an Impact
6. Contributions of Some Eminent Men and Women of India

The Introductory chapter fulfills the objective that history is not about political events, it is about everything that happened in the society

इतिहास वो नहीं कहानी  
जिसमें केवल राजा रानी  
उनका जीवन, उनका राज  
उनकी सेना, उनके काज ॥

जीत किसी की, किसी की हार  
थ, घोड़े, हाथी, तलवार  
मंत्रियों और मुलाजिमों से  
सजा हुआ राज दरबार ॥

महलों का और युद्धों का ही,  
नहीं है ब्यौरा इसमें आज।  
आम लोगों की भी इसमें,  
गूँज रही है अब आवाज़ ॥

आम लोग तब क्या करते थे,  
कैसे करते मुजर-बसर।  
युद्धों और हार-जीतों का,  
उनपर पड़ता था क्या  
असर ॥

महिलाएँ तब क्या करती  
थीं,  
और बच्चे क्या करते थे।  
इतिहास के सब कालों में,  
वो सब भी तो बसते थे ॥

सबका जीवन, सबकी शैली,  
लोक कला और  
तीज-त्यौहार।  
इतिहास में आज सभी है,  
नहीं खास कोई, ना है  
आम ॥

CHAPTER-2 fulfills the objectives of

1.enabling the girls to take stock of the journey of Human Development and Civilization

2.how the modern world emerged over long centuries of development

3.how historians come to know about this journey of development and civilization

बात है यह बड़ी पुरानी,  
यह है सच्ची एक  
कहानी,  
जंगल में रहते थे  
मानव,  
और पीते थे नदी का  
पानी।

कंद-मूल-फल खा लेते,  
और किया करते  
शिकार।

दूर-दूर तक घूमा करते,  
पाने को अपना आहार।।

ना थी सड़कें, ना थी गाड़ी,  
ना होती थी खेती-बाड़ी।  
ना थे शहर ना थे गाँव,  
ना थी रेलें, ना थी ट्रॉम।।

नहीं हुआ करते थे तब घर,  
और ना होते थे औजार।  
अधेरी गुफाओं में सोते थे,  
पत्थर थे उनके हथियार।।

कभी-कभी जब फुरसत मिलती,  
बैठ के वो सोचा करते,  
नदी कहीं से लाती है जल,  
पेड़ों पर कैसे लगते फल।।

कैसे उग जाता है पौधा?  
रात को क्या सूरज भी सोता?  
क्यों जंगल में लगती आग?  
देख जिसे सब जाते भाग।

अपने कुछ प्रश्नों का उराने,  
खुद कैसे पाया जवाब।  
इसे जानने को अब तुमको,  
पढ़ना होगा अगला पाठ।।

### CHAPTER- 3 fulfills the objectives of

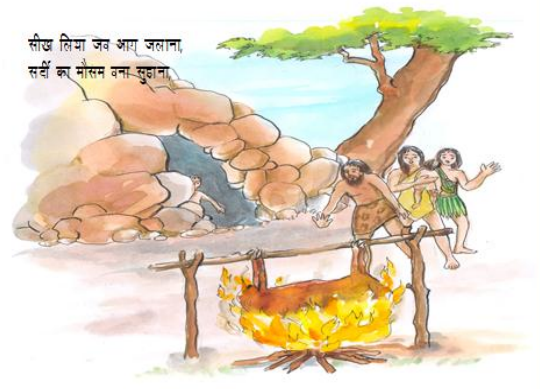
1. how the modern world emerged over long centuries of development
2. How our pasts have shaped the present
3. How societies have evolved and how people contributed in the evolution of society



टकराया पत्थर से पत्थर  
तब उससे निकली चिंगारी,  
पास ही था फाँों का ढेर  
आग सुलगते लगी न देर।



सीख लिया जब आग जलाना,  
सर्वी का मौसम बना सुकाना।



उनकी गुफा हो गई बेरान,  
खाने लगे पका कर खाना।



पहिया

एक दिन उसने बलान पर,  
केस एक लुढ़काता लटव,  
गोल-गोल लुढ़का कागार पर  
पहिये नीके घेरे बनात पर।



दख उसे कुछ उसने सोचा  
किया चिचर, तिर खुजलाया,  
मैं तो उसको ब्रे-ब्रे थकता,  
पर गह तो गूढ ही नीचे सागा।

बोये कुँहे गर मैं लुढ़काऊँ,  
रख इन पर भारी सनात  
फल में खान मेरा हो जाए,  
मेहनत से भी मैं बच जाऊँ।



किर उसने कूउ और भी आँका  
दुकवाँ मैं लटव को काट,  
एक धुरी से दो को बोधा।  
धीरे-धीरे किया सुधार,  
चूँ हो गया पहिया तैयार।



खेती

अन्न इकटठा करके इक दिन,  
रही थीं वो सब उसकी बीना।  
कुछ दाने रह गये जमीन पर



पहले अन्न से अंकुर फूटे,  
फिर बन गए वो पौधे,  
बच्चों ने तब उनको देखा,  
और फिर माँ को भी दिखाया।



माँ की कुछ-कुछ समझ में आया  
गिलहरी और विड़ियों से उसने  
पहरा देकर उन्हें बचाया।



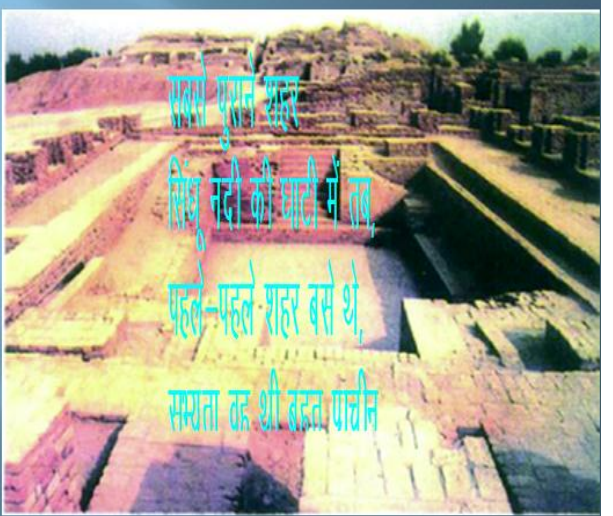
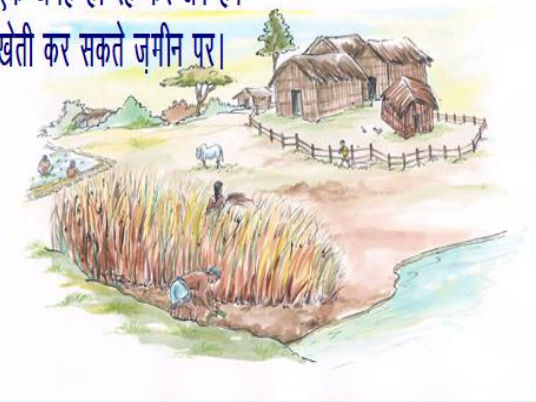
एक दिन सब रह गए चकित,  
जब देखी लहराती खेती,  
अन्न गिरा था जो ज़मीन पर,  
भरी बानियाँ थी उससे ही।



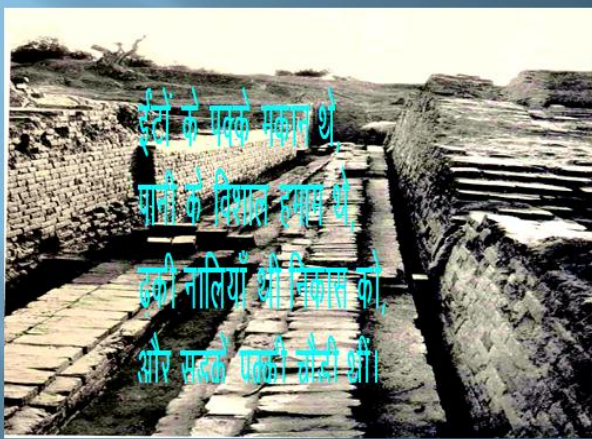
देख फसल तब उन्होंने सोचा,  
अब जीवम कुछ अच्छा होगा,  
नहीं घुमना पड़ेगा हमको,  
अब भोजन की खोज में दर-दर।



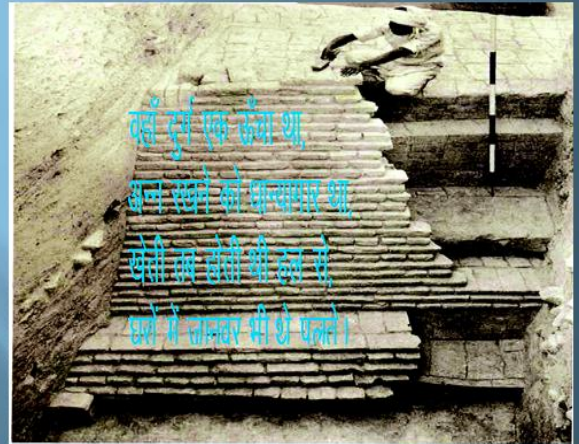
एक जगह ही रह कर अब हम  
खेती कर सकते ज़मीन पर।



सबसे पुराने शहर  
सिंधु नदी की घाटी में तब,  
पहले-पहले शहर बसे थे,  
सभ्यता तब थी बहुत पचीस



इन्हीं के पक्के पक्काव थे  
 पानी के विपन्न इलाक़ों में  
 इसी नालियाँ थीं बिजास को,  
 और सबको पकड़ी जोड़ी थीं।



वहाँ दुर्ग एक ऊँचा था,  
 इन खदों को बाँधना था  
 ऐसी तब होती थी हज़ से,  
 छतों में जानवर भी थे पकड़े।

### CHAPTER-5 fulfills the objectives of

- ▣ How societies have evolved and how people contributed in the evolution of society
- ▣ That history is not about political events, it is about everything that happened in the society
- ▣ How our pasts have shaped the present
- ▣ To give girls a glimpse of India's multiple past



कुछ लेने इन आए थे तो,  
 कुछ करने आया,  
 विविधता भरी सभ्यता का,  
 फिर यही नई अजबता।

कुछ लेने इन आए थे तो,  
 कुछ करने आया,  
 विविधता भरी सभ्यता का,  
 फिर यही नई अजबता।

### CHAPTER-6 fulfills the objectives of

- How societies have evolved and how people contributed in the evolution of society
- That history is not about political events, it is about everything that happened in the society
- How our pasts have shaped the present
- To give girls a glimpse of India's multiple past

साएँ जो बदलाव

जगेंज यहाँ पर आएँ तो थे  
करने को व्यापार

शासन कमजोर देख उन्होंने  
उठा लिए हथियार,



कच्चा माल यहाँ का लूटा  
निर्मित माल यहाँ फिर बेचा  
उद्योग नष्ट यहाँ का कर के  
फेलाया अपना व्यापार।



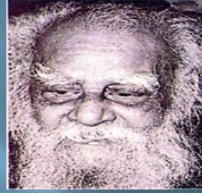
पर यह बात जब तक चलता,  
भारत देश कभी तो लगता,  
भारत देश जगाने को  
और अन्धकार भित्तों को



यहाँ से मार भगाने को,  
साँते भारत के मानस को  
अब झकझोर जगाने को,  
अनेक नर नारियाँ ने

"नवलोगा वक्त  
न ही उल्लास  
फिर आएगी  
तेरी मूख, गरीबी, अशिक्षा

रुकेगा उनका दमन  
छू पाओगे तुम भी  
सफलताओं के ऊँचे आकाश  
जागो उठो और  
करो प्रयास।"



क्या सब कुछ जाता बीत?  
रुहरे बीता युव बने अतीत  
पर क्या सब कुछ जाता बीत?

कुछ बीता धूमिल हो जाता,  
लेकिन कुछ फिर भी रह जाता,  
समय का बरतन कभी ना रीता,  
बीना गत थी यंग-यंग जीना।

बीता युव कुछ बदल-बदल कर,  
सब हमारे जो ना बीता,  
तो पहिया भी आव न होता,

और न होते खेत, यकान  
ना ही होती आग जो मानव ने  
खोजी थी उस अतीत में

ज्ञान जो खोजा या मानवों ने,  
और जोहर अदरोगों ने,  
रह जाते हैं साध हमारे,

करना सीखें इससे प्रीत।  
रुहते बीता युव बने अतीत,  
पर क्या सब कुछ जाता बीत?

## Teacher Training Package in History for KGBV Teachers of ST Concentrated Areas of North East

Prof. Mily Roy Anand

## Guiding Principles of NCF-2005 and Position Paper on Social Sciences

- An epistemological shift' in the study of Social Sciences
- Indian History should not be taught in isolation but in relation to the world
- All sections of society should be able to relate to the textbooks- pluralistic character of our society
- Relevant local content should be part of the teaching-learning process
- Focus on a conceptual understanding rather (than) lining up facts
- Students should be encouraged to go beyond the textbook to further reading and observation

## Challenging Task of Social Sciences

- Integral part of the school curriculum in all stages of school education
- Encompasses disciplines such as History, Geography, Political Science, Economics and Sociology
- Explores human behaviour in relation to communities, cultures, institutions, societies and by environment.
- Builds strong foundation to prepare students for their role as informed and effective citizens.

## Creating an Analytical Mind

- Not enough to create awareness on fundamental concepts
- Develop a critical understanding of variety of issues: democracy and autocracy, poverty, marginalization, caste and class, gender and patriarchy, stereotypes and prejudice
- Reflect on socio-political realities rather than on mere retention of information.
- Role of the teacher- transact the content in a manner which makes students to think critically and also learn to confront multiple dilemmas.
- Encourage discussion on issues that are linked to their lived realities.

## Critically Analyse Role of Women in Historical Processes-Discussion

Her songs openly challenged the norms of the upper castes in a male dominated society. They became popular with masses in Gujarat and Rajasthan. Why?

Encourage students to question socially constructed norms and prejudices in contemporary times- Discussion



Mirabai

## Do we have examples of women who played an important role in historical processes in North East? What was their contribution?

During the Quit India Movement, Kanakalata Barua joined the *Mrityu Bahini*, a death squad consisting of youth from Sohpur, Assam. She joined a procession to hoist the national flag at the local police station. Undeterred by police firing, the flag she was carrying was taken over by Mukunda Kakoti. Both laid down their lives and Kanakalata was only 17 years of age.



Kanakalata Barua

## Analysing Travellers Accounts



Xuanzang

### Xuanzang's Description of Nalanda University

"The teachers are men of the highest ability and talent. They follow the teachings of the Buddha in all sincerity. ... Discussions are held throughout the day, ... Learned men from different cities come here to settle their doubts... The gatekeeper asks new entrants difficult questions... Seven or eight out of every ten are not able to answer."

- Do you think the common man had access to university?
- What other sources should historians rely on to get information about Nalanda?

## Creating an Integrated and Inclusive Learning Environment

- Teachers must be sensitive to the learning needs of all categories of students.
- Textbooks and classroom management must be free of any bias and stereotyping of communities/classes/gender
- Girls and other students from marginalized groups often feel alienated in their own learning environment
- A number of factors - inability to identify with content, bias/ stereotyping in textbooks, representation of women in passive roles and of men in progressive roles, selective distribution of roles and responsibilities and allocation of activities by teachers, etc.

## Some Suggestions In Creating An Enabling Environment

- Teachers themselves must leave their own baggage of prejudices/biases behind
- Teachers must be sensitive to the learning needs of all categories of students.
- Adjust the curriculum and teaching -learning methodologies accordingly
- Mosaic of different abilities in classroom- marginalized groups, physically challenged
- Multiple Resources-Tactile, Braille, Radio, Audio Books, Explaining visuals, Role Play, Group Discussions, Debate, Flow Charts, Mind Mapping
- Include participation of different categories of society in socio-economic processes in curriculum transaction-*People as Resource, Democracy, Tribals and Dikus*

## The AHOMS of Assam (Tribes, Nomads and Settled Communities –Class 7)



The Kareng Ghar was one of the grandest of Ahom buildings. Presumed to be the royal household of the Ahom Kings, and is located in a region today known as the Gargaon

The Ahoms were a tribal community who established a kingdom in the region of present day Assam. They settled in north-eastern Assam and set up a stable government. Expanded their territories by defeating the local rulers and also fought against the Mughals. We know about their genealogy, their culture and administration through their chronicles called *Buranjis*. The style of administration they followed is known as Paik system which was based on forced labour.

The Ahoms, unlike their contemporaries in the rest of India, possessed a sense of history and recorded everything in records called the *Buranjis*. The earliest *Buranjis* were written in the Tai-Ahom language.

## Contextualization of Content

- Unfamiliar pedagogies and curriculum content lead to feelings of alienation .
- Relevant and appropriate local content must be an integral part of learning processes.
- Contextualization of content and innovative teaching-learning material will enable students to relate to their textbooks.
- Students must relate their own knowledge and experiences in relation to the concepts represented in the textbooks.
- Sharing of knowledge and lived experiences in the classroom will enhance students' participation.

## Understanding Tribal Societies



Tribal people were engaged in agriculture, herding and hunting-gathering. They largely depended on natural resources. Some tribes settled down in an area permanently, while others led a nomadic lifestyle and moved from one place to another. Settled agriculturalists remained few in number. There were also people following other professions who travelled from place to place, selling their goods or entertaining people with songs and folk tales.



In the North-west, the Baluchi tribe was powerful. In Punjab, the Khokhars and the Chakkars were the main tribes. In the western parts were the Bhils and the Kolis. In Central India, the Gonds controlled large territories. Towards the east, the Cheros, Mundas, Santhals, Khasis, Nagas and Ahoms were the main tribal groups. The Todas, Koragas, Maravars, Badagas and Vetars were the main tribes in the south.

## We know very little about the tribal societies and groups of medieval period. Why?



Tribal people did not keep written records. They preserved their customs and traditions orally. These were passed from one generation to the next by word of mouth only. They did not easily let outsiders into their areas of habitation. The tribal people generally lived in remote areas such as dense forests, hills, mountains, and deserts, which were extremely difficult to reach. As a result, outsiders hardly had any contact with them. It was due to their isolation that the tribals were able to evolve and preserve their distinct culture.

## Activity for Students

- Identify the tribal communities in your state.
- What is the language spoken by them?
- In your KGBV how many girls are from tribal communities? Which tribes do they belong to?
- Discuss with your peers and write a note on the customary practices of tribal communities?
- What are the predominant economic activities of your area?

## Adopting a Participatory Approach – Making the Textbook Come Alive

- Shift from mere imparting of information to involvement in debate and discussion
- Adopt a participatory approach which allows the learners to think independently.
- Encourage learners to express their experiences and perspectives on socio-political realities.
- Role of the teacher is to provide a safe space for students to express themselves.
- Students learn well when they interact and participate.
- Allocate equal roles for group work, role-play, project work, debates and discussions, etc.
- Some instructional strategies to ensure participation are: discussion, brainstorming, teaching, group work, using primary source, individual work, debate, field visit, role play, use of audio-visual aids, use of oral traditions, etc.

## Example - 1 Interpreting a Primary Source

A Cart On Wheels From The Harappan Civilization



Encourage students to try and locate clues in the picture

1. What does the toy look like?
2. Uses - A mode of transport to carry goods?
3. Knowledge of the wheel ?
4. Material used - Terracotta, Wood, Stone, etc.
5. Harappan society had a concept of childhood.
6. People cared enough for their children to make toys.
7. Impact of invention of wheel in our lives today?
8. Have we seen a similar cart in and around our neighbourhood? What does this imply?

## Developing a Sense of History



## From Events to Processes

- History more than presentation of factual information - dates places and personalities - results in memorization of facts.
- Earlier the focus was more on political events rather than on socio-economic processes.
- History is not merely a study of the past but also sheds light on the present and future.
- What we see we experience today did not happen overnight - evolved because of a long process of change, transition, and continuity.
- History is about tracking these changes- how and why they are taking place, and how the present world in which we live has evolved.
- In order to make students comprehend what was, we must first make them understand where we are. Therefore it is important to capture their curiosity.

## Example 1- Tracing Continuity and Change

Gold coin of **Kanishka I**, with a depiction of the Buddha



Contemporary Indian Coins

- What information can we decipher from coins?
- Draw a comparison between the two sets of coins.
- Imagine there is no currency how will you carry out commercial transactions?

## Notion of Time and Historical Periods

- The concept of time is central to the understanding of History.
- Notion of time does not always have to be dated in terms of a particular month or even a year.
- In the case of political events specific dates become important but in social and economic developments broader time periods assume significance.
- Time also reflects changes in social, cultural and economic organization, and in the transformation of ideas and beliefs.
- We cannot fix precise dates to socio-cultural and economic and developments - Decline of Harappan civilization, National Movement.

## Activity 1- Identify Whether Event of Development

S.No	Name	Event/Development
1.	Salt March by Gandhiji	
2.	Bhakti Movement	
3.	Jallianwala Bagh Massacre	
4.	Harappan Civilization	
5.	Rise of Mahajanapadas	
6.	National Movement	
7.	Battle of Haldighati	
8.	Revolt of 1857	
9.	Birth of Buddha	
10.	Decline of Mughal Empire	

## Activity 2 - For Teachers

- List some significant developments from the pages of Indian history which according to you continue to hamper progress and development even today.
- Read a biography of Mahatma Gandhi or Pandita Ramabai or any other personality. Is it possible to categorise their lives into significant phases?
- Identify important technological advancements of the "ancient" and "medieval" periods, which continued even in the "modern period". Eg. the use of the wheel, the plough, irrigation techniques etc.
- List a few social and cultural developments in the ancient and medieval times that continue to have an impact on modern India.

## The Past from Multiple Perspectives

- The Past has been different for different sections of people.
- Familiarize students that the past is not only about the ruler but also about the ruled.
- Experiences of peasants, artisans, women, merchants, traders must also form an integral part of discussion.
- Appreciate the contributions of different sections of people towards events/processes.
- What are our sources of information about 'Rulers' and the 'Ruled'?

## Unsung Heroines of Independence Movement



India's struggle for independence saw a significant participation of women, unfortunately several of them have remained invisible-unknown and unsung. The few who made it into history textbooks came from elite/middle class backgrounds.

## Did you Know?

Pritilata Wadadar



Joined the attack on the Pahartali European Club

Rani Gadiliniu



Joined the National Movement to Drive British from Manipur

Abadi Bano Begum



A significant Muslim Leader of the National Movement

Matangani Hazra



Took part in Non-Cooperation in Midnapore and broke the salt Act

Bina Das



She attempted to assassinate the Bengal Governor **Stanley Jackson** in Calcutta

Basanti Devi



First Indian woman to be arrested during Non-Cooperation Movement for selling Khadi

## Did The Common People Leave Records Of Their Experiences?

A song from an indigo-producing village

In moments of struggle people often sing songs to inspire each other and to build a sense of collective unity. Such songs give us a glimpse of their feelings. During the indigo rebellion, many such songs could be heard in the villages of lower Bengal. Here is one such song.

The song, written by the peasant of Midnapore, was in a dialect.

The bones of Kalkata have rotted down / to see the green light. This time the sun will set / they will no longer be beaten to silence.

They will no longer give up their life / without fighting the battles.

Do official records help us to understand perspectives of the common people ?

Diaries, travelers accounts, autobiographies, accounts of pilgrims, memories, newspapers, etc. provide experiences of common people.

Different categories of folklore provide rich information about poor and illiterate- tribals and peasants.

Are there any folk songs, ballads or poems in the local language of the village/town region, which expresses the travails of the people?