



FEW INNOVATIVE APPROACHES IN EDUCATION IMPLEMENTED BY SCERT CHHATTISGARH



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, RAIPUR
CHHATTISGARH**

You cannot create experience. You must undergo it.

Thematic Approach

A thematic approach to teaching and learning is an approach where many different areas of the required curriculum are connected using a common theme. NCF 2005 stresses the need for connecting children's experiential knowledge with learning skills. Teaching is not just a delivery of information and it is rather experiential associating with the children's experience with construction of knowledge, think critically, recreate and renovate knowledge through interactive activities with the teachers.



This has to be experimented in schools to establish that the NCF 2005 ideas are translated in to practice as

- creating one's own school curriculum
- using multiple text books in classroom
- reformed classroom transaction
- active community involvement
- favorable assessment and make children self-learners
- changing the role of teachers from teacher dominant to learner centric pedagogy



Based on the idea 100 schools of remote areas of Chhattisgarh is working on this area and the result are very encouraging as children are learning by experimenting, exploring, creating and constructing knowledge. This teaching style is more student-centered than teacher-centered, and the students collectively have some choice of what they learn, which fosters community among students.

By constantly making connections in the classroom, students learn how to make connections and understand how things they experience at school relate to the real world. Because students switch between activities centered around a theme or even switch between themes, this type of curriculum provides variety and keeps students engaged.

The approach translates the theory of National Curriculum Framework 2005 into Reality.

2. Bridging Gap through Multicultural Education: Inducing Different Types of Culturally Responsive Pedagogical Methodology to enhance learning.

Despite the steadily increasing numbers of culturally and linguistically diverse student Populations in schools, not all teacher education programs (TEPs) readily embrace multicultural education or culturally responsive teacher education pedagogy (Gay, 2002). This brief has a twofold purpose: (a) to demonstrate the need for rethinking current approaches to teacher education pedagogy and (b) to provide guidelines for developing culturally responsive teacher education pedagogy. To fulfill this in our state the following activities been done:

1. Making of Comics in their tribal language as support material to enhance reading and to induce a more culturally responsive pedagogy. The comics were made in Bhatri, Gondi, Halbi- tribal language, which helped the children in mainstreaming of the students, and gradually shifted to Early grade Reading and then to the Textbooks.
2. Dhurua - Bilingual books of class 3 were prepared in Dhurua and Hindi and 1000 teachers were imparted training on how to use the bilingual book in the classroom and it was a very learning experience.

3. Educational leadership Programme for Secondary Principals

Ten days Educational Leadership program with the collaboration of National council of School Leadership (NCSL) NUEPA, was conducted for 500 Principals. The State Resource Group was trained by NUEPA and they conducted 10 days training for the School Principals at different educational zones. The Principal took certain good initiatives and some of the case studies are also been collected and are being documented. The training had a very good impact in the School Principals as the training imparts skill and knowledge to make a school of Excellence and motivates to make school a Center of Learning.

4. School Museum



Objectives

- To Provoke creative thinking and effective learning in schools
- To provide a favorable environment in schools where children can do and experience things to improve themselves cognitively, physically, affectively and socially.

- To enlightening the students within the framework of lifelong education, disseminating science based information and establishing true democracy.
- To make learning an open-ended, continuous and lifelong experience.
- Museum learning experiences are enhanced opportunities to engage in critical thinking and questioning
- Museum learning experiences are enhanced real-life experiences.

Till date total six school museums has been established.

5. National Conference on Learner Centered Pedagogy

Every year Scert organizes a National Seminar in the area of Teacher Education and teaching learning processes. This year also a National Seminar was organized on 1st February to 3rd February 2017. The unique ness of this seminar was that all the papers were read on the actual programmes and activities conducted in the classroom related to teaching learning pedagogical practices used in the classroom and it was presented by the practisioner teachers. The three days seminar also attracted the interest of various Faculty members of SCERT, RIE and other educational governmental and non-governmental academicians. The papers are being documented and will be published soon.

6 Teachers Training on Pedagogical Practices and CCE

To develop a better understanding of the Pedagogical Practices and in Continuous and Comprehensive Evaluation. To train the teachers the trainers were invited from eminent National International educational companies like Macmillan, Glenkon- A Dubai Based Educational company, Dr. Raghu Raman and few more higher official administrative officers of the state who have a academic interests in education. All the 2700 cluster academic coordinators, 2400 hundred teachers, Diet faculties participated in the program.

7. Development of New Text Books for class 9th and 10th

SCERT developed the new textbook for class 9th and 10th. After trialing the text book of 9th and 10th is roll over to whole state from 2017-18.

Starting from 2017-18 for classes 11th NCERT Books will be used for Science and Commerce. For Arts stream we are adopting only economics.

10 day Orientation of teachers for the new textbook is done with content, assessment and pedagogy in view.