

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Bringing quality improvement in the teaching-learning process in schools and progress in learning as well as overall development of the learners has been the core of the functioning of NCERT. To achieve the desired goal, several research, development, training and capacity building programme of teachers and teacher educators and extension activities at the macro (regional and district) level are conducted every year. To study the implementation of interventions at a micro level and to find its' effectiveness, Regional Institute of Education, Ajmer has taken research in one of the block of states of northern region.

For implementing need-based interventions at block level and to see its effectiveness, the institute has conducted a research study in 167 schools including 83 Primary, 54 Upper primary, 6 Secondary and 24 Senior Secondary schools involving 5 Sanskrit Pathshalas and 5 Madarsa of Hurda Block of Bhilwara District of Rajasthan in the year 2018-19 and 2019-20. The block has been selected on the basis of poor performance of district in the NAS 2017.

On the basis of the assessed learning levels of students and teachers' need assessment data, the need-based interventions (training and onsite support) have planned. It has been planned strategically that for improving learning outcome the quality interventions will be imparted using Art Integrated Learning (AIL) and School Based Assessment (SBA). The capacity building programme for the teachers and head teachers in the block, based on the low performing learning outcome of students indicated by the baseline assessment focusing on improving learning outcomes in school subjects through art integrated learning (AIL) and school-based assessment have been organized. For providing the onsite support to the teachers and promoting peer learning, the 2 teachers from each panchayat have been identified and trained as *master trainer* on attaining Learning Outcome through "*Art Integrated Learning*".

The follow-up, onsite support and continuous mentoring of quality interventions are being provided by team of faculty of institute by providing the onsite support and continuous monitoring in collaboration with PEEOs and master trainers. The onsite academic support or input to students and teachers of the assigned schools are being imparted by observing the classroom processes. The institute faculty is establishing rapport and personal dialogue with different stakeholders in the school (CBEO, PEEO, SMC/ SDMC, teacher and parents) and demonstrating suitable solution to the problems/ difficulties faced by the schools in imparting the planned interventions. Besides onsite support, the faculty members are also conducting case studies to find the effect of implemented interventions on the learning levels of the students and also on the classroom process of schools. The interventions are also being implemented through following alternative strategies.

- Providing platform for learning and sharing experience:
- Promoting teacher circles on Art Integrated Learning for Peer-learning.
- Community Sensitization & Engagement by working with community programme (Jan 10-13, 2020) and organizing career counselling exhibition (September 14,2019)
- Monitoring, follow-up and interaction with various school stakeholders by Core Team of NCERT.