ESD Action Plan Update
Regional Institute of Education (RIE), Mysore
India

I. Please provide a brief summary on the progress toward implementing ESD at your institution since August.

1. We have already started an ESD resource room at the RIE, Mysore (CAL).
2. We have also briefed the Dean of Instruction & Principal about the things we have learned in Bangkok.
3. Recently we have attended an international conference and presented a research paper on ICT Integration with school education and Quality in school education. (See the paper for your reference below.)

II. What is the most significant challenge you have experienced toward implementing ESD at your institution since August?

The most significant challenge is that involving all teachers from all subject areas that are really different spells to transact the ESD content. The first of the programmes in this subject for south India teachers of Kerla, Tamil Nadu, Andhra, we are conducting a workshop on the 5th January 2008 at RIE, Mysore for 5 days, where some ESD related issues will be disused.

III. What is the most significant lesson you have learned from implementing ESD at your institution since August?

I have to take everybody’s view very importantly because implementing ESD cannot be done by any one person. It is a social movement, so that we have to take all people along with us. That is possible when we develop friendships with others, so it is a lesson to me to give importance to all people with various suggestions, and implement them as far as possible within my preview.
Collaborative Effort of RIE (NCERT), Mysore and NIIT, Chennai

Introduction

- NIIT and RIE had a collaborative venture called the K-12 project, which is basically having two types of software called Student iCAL and Teacher dCAT.
- The NIIT venture was in the demonstration multipurpose school (DMS), with labs and classrooms fully equipped with software from classes 6th to 9th.
- Teaching has been done by using the software which has resulted in more meaningful and effective learning.
- We are also trying to validate the different content areas in the software through field trials during internship practice.

Objectives

- To implement NIIT’s ICT school solutions in RIE, Mysore and the demonstration multipurpose school (DMS) for the teaching, learning and assessment processes.
- To provide teacher training to the selected teachers and teacher educators at RIE, Mysore and the DMS in the use of ICT tools and integration of these tools in the teaching-learning process.
- To undertake research to study the impact of ICT integration into classroom practices and student achievements.
- To design and validate ICT enabled content in student and teacher modules.
- To disseminate the findings of various impact and evaluation studies on ICT integration, by publishing and presenting research articles at national and international seminars and conferences, and publishing books on the ICT integration process.
- To set up model interactive laboratories for language, mathematics, science and social studies at the DMS.
- To prepare manuals for students and teachers on various ICT tools.
Collaborative Activity in Action

- Setting up of computer labs
- Developing digital classrooms
- NIIT’s ICT solutions
- Training
- Instruction
- Research
- Establishment of Math Lab
- ICT integration in PAC programs
- Micro-teaching
- ICT integration in the internship programmes

ICT Integration in Internship Programmes

- How do students respond to computer aided instruction (CAI)?
- How do teacher trainees handle CAI and other technology in classroom teaching?
- How do regular teachers react to CAI?
- What problems do teacher trainees (student teachers) face in using ICT?
- Are the prepared modules/materials appropriate for the age, intelligence and experience of learners?
- Do the modules/software give a true picture of the ideas they present?
- Does CAI contribute to the meaningful content of the topic being studied?
- Does CAI motivate the learners to learn more?
- Does the use of ICT by student teachers motivate the regular teachers to use ICT?
- Does the use of CAI enhance the academic performance of students?

Methodology

- Sample: Four schools, two in Tumkur and two in Pondicherry, were selected keeping in mind the cooperation and other facilities available in these schools. 16 student teachers in these four schools were selected to use CAI, covering topics in mathematics, science and social studies.

- Tools: The interactive computer aided teaching (iCAT) software, for mathematics and science, and dynamic computer aided learning (dCAL) software for social studies, was developed by NIIT. The software was provided to the student teachers to use in the classroom for the respective topics with the help of projection facilities. Student teachers were trained in using the software concerned. An observation schedule was prepared to note down the related issues during the teaching and handling of the technology tools. Feedback was collected from the regular teachers at the end of the lesson.
Intervention

In each school, two sections were chosen regarding each topic: one to serve as a control, and one as the experimental group, to study the effect of CAI. At the end of instruction of each topic a written test was administered to determine the achievements of the students. The mean, standard deviation and other particulars regarding each test are given below.

Major findings

- The study reveals that computer aided instruction enhances student achievement.
- The students responded more enthusiastically to the learning process when they were exposed to the CAI approach rather than the traditional approach.
- When they have sufficient training to use it, the teacher trainees are able to handle CAI and other technology in classroom teaching effectively.
- CAI used in this study gives a true picture of the ideas it aimed to present, and they contribute to the meaningful content of the topic as per the faculties’ observations.
- For some topics, additional ICT tools other than the modules are required.
- The NIIT teacher guidelines are helpful to the teacher trainees in ICT integration.
- The visuals, colour variations and the voice modulations in the modules have a positive impact in gaining the students attention towards learning.
- Though CAI can be used as an effective tool, it has to be appropriately selected according to the needs of the topic.
- In a few modules the accent in the module is not familiar to the students and hence the audio does not have any impact.
- The use of cartoons in the modules motivates students learning.
- The evaluation questions present in the modules have helped the students to check their learning at every step.
- The animations are more effective than the still pictures as the students were able to explain the process on observing the animations.
- The learning style of the students influences the attention of the students towards CAI.
- The impact of CAI does not interfere with the management of the school; however it is mainly dependent on the method of teaching practiced by the teacher and the individual differences of the students.
- Proper planning of ICT integration brings more interaction between the teacher and the students.
- CAI can be used as a tool for teaching through any model - for example the concept attainment model, inductive thinking, method of analogy and inquiry-training model.
- CAI can be used effectively for introduction, explanation, evaluation and reinforcement of the lesson.
- The use of CAI saves the teacher preparation and teaching time.
Outcomes of ICT Integration in this Collaboration

Instruction in DMS

Teachers are motivated to use ICT and integrate it appropriately into their teaching/learning process. Some evaluation studies regarding the impact of ICT integration with pedagogy were also completed and it was found that the integration of ICT saves teaching/learning time and enhances the achievement of students.

- Feedback on NIIT software:
  A feedback format for evaluating the teachers and students has been developed. These evaluation formats are used and feedback on the NIIT software is collected from the teacher educators, teachers and student teachers. The feedback is integrated into the further development of the software.

Future vision

- Upgrading classrooms so that they are technology enabled, and extending the ICT integration in classrooms to other levels of school education.
- Undertaking collaborative research on the impact of ICT integration on classroom practices of teachers and learner achievement.
- Setting up e-learning facilities to provide training and continuous support to all levels of teachers in different subjects.
- Development of monitoring tools to examine the self-learning process by using ICT and ICT integration in the teaching-learning process.
- Development and validation of user and teacher manuals for using the interactive language laboratory, mathematics laboratory, science laboratory and social studies laboratory at all levels of school education.
- Training of master resource people (Trainers) in the capacity building of teachers for the next generation of schools.
- Establish the inter-relationship between various resource institutions at district, state, regional and national levels.

References

1. UNESCO: Regional Guidelines on Teacher Development for Pedagogy - Technology Integration (Working Draft), 2005
3. Glenn Finger: Conceptualizing the Information and Communication Technologies (ICT’s) Journeys of Future Teachers and Practicing Teachers: Findings, Challenges and Reflections, Griffith University, Australia 2003
4. Mark Deynarski and Other: Effectiveness of Reading and Mathematics Software Products: Findings from the First Student Cohort, Report to Congress, March 2007

We are going to have a PAC programme planned for Environmental Education Practices in different schools in southern India on January 5th. I am enclosing the brochure below for your reference.
**Dear Sir/Madam,**

Southern Regional Seminar on 'Recent Trends in Environmental Education' is being organized at Regional Institute of Education (RIE) which is a constituent unit of National Council of Educational Research and Training [NCERT], New Delhi. The RIE, Mysore caters to the educational needs of four states and two union territories of south India. Eminent Environmental Educationists will be sharing their views through keynote addresses and interacting with participants of the seminar at Mysore, a royal city with a microcosm of cultural heritage of India. We will extremely be pleased to have you with us during the seminar. Please do make it convenient to attend the seminar and make it a grand academic event.

Looking forward to meeting you at the seminar.

Thanking you,

Yours sincerely,

Principal and Staff of RIE, Mysore.

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**About the Seminar**

According to UNESCO recommendation, every individual should learn to "Think globally and act locally". On 5th January 2004 the Supreme Court of India gave verdict to a Public Interest Litigation to enforce across the country the 'Green Curricula' for a compulsory subject of Environmental Studies at all levels.

The National Curriculum Frameworks (NCF) published by NCERT in 1974, 1986, 2000 and 2005 have highlighted the importance of introducing Environmental Studies in the curriculum of school education. The NCF 2005 has pointed out ever increasing control of human beings over the environment and mindless exploitation of environment to suit to their need and greed.

In recent times, the environmental degradation has been on the rise dramatically due to human conflict arising from scarcity of water, biodiversity loss, rise of pollution and resource exploitation. Teachers face a compelling responsibility in sensitizing the society to the environmental issues.

Therefore, it is imperative that Environmental Education (EE) includes all educational activities consciously directed to create a value added society to overcome the environmental crises for its conservation and sustainable development.

With this background, the RIE of NCERT has proposed to provide a platform at Mysore

- To assess the status of EE through presenting the research findings,
- To share experience, contribution, achievement and problems of EE and
- To draw recommendations towards future course of EE.

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**Who can participate to present articles?**

Teachers, Teacher educators, researchers, administrators, policy makers from the four states (Andhra Pradesh, Karnataka, Kerala and Tamil Nadu) and the two union territories (Puducherry and Lakshadeep) of south India, working on various disciplines of EE could participate and contribute.

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**Themes/ Sub themes**

1. Perspectives of Environmental Education
   - History of EE
   - Need and Nature of EE
   - Philosophical bases of EE
   - Psychological bases of EE
   - Sociological bases of EE
   - Value oriented EE
   - Policy on EE

2. Curriculum of EE - Curricular and Co-curricular inputs of Environmental Studies (EVS)

3. Methods of imparting EVS

4. Working model, TLM, Educational Technology, and community resource for EVS

5. Role of stakeholders viz. students, parents, society, administration in strengthening EE

6. Informal, non-formal and distance learning of EVS

7. Evaluation of EVS

8. Professional development in EVS

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**Important dates**

- Submission of abstract and full paper: 20th November 2007
- Announcement of accepted papers: 10th December 2007

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**Seminar language**

English is the official language of the seminar.

**Selection of five best papers**

Five best paper contributors of the seminar will be selected; certificates, TA & DA will be provided to them.
**Submission of abstracts and full papers**

Delegates are invited to participate and submit abstracts of their original research studies under various themes / sub themes for oral presentation. There will be no poster presentation. The abstract and the full paper should be prepared according to the instruction given below and submitted along with a filled-in registration form on or before the last date to the Academic Coordinator through email or by post. The abstract and the full paper submitted (preferably both in hard and soft copies) will be reviewed by the Programme Committee to evaluate their clarity, content and relevance to Environmental Education. Authors will be acknowledged for their submission of abstract, full papers and registration form and intimated about the status of review.

**Instruction for preparation of abstract and full paper**

The abstract (300 words) and the full paper (5 to 10 pages of A4 size & typed with a single line spacing) should contain title, author’s names with initials, and address of affiliation. The name of presenting author is to be underlined.

The abstract should be informative about objectives, significance, methods, findings, and suggestions or recommendations.

The full paper should have the headings namely, introduction, objectives, significance, theory, research design and procedure, findings with tables and figures, discussion, educational implications and references. The references should be indicated in the text by giving the author’s name with year of publication in parentheses. The references should be listed in full and arranged in alphabetical order.

**Equipments available for presentation**

- Overhead projector (OHP)
- Multi-media projector (MMP)

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**Time allotted for presentation: 20 minutes**

**Seminar Proceedings**

All the papers accepted after peer review will be published as seminar proceedings.

**Accommodation & TA availability**

- Accommodation will be provided on request to all outstation, presenting participants whose papers are accepted.
- TA and DA will be paid to SC/ST participants presenting papers, while TA will alone be paid to other participants presenting papers.
- TA is restricted to sleeper class train fare.
- No registration fee is required.

**Organizing Committee**

**Chairman**
Prof. G.T. Bhandage, Principal

**Members**
Prof. B.S. Ragavendra, Head, DESM & Dean,
Prof. B.S. Upadhyaya, Head, DEE,
Prof. Phalachandra, Head, DE,
Prof. P. Veerappan, Head, DESSH,
Prof. S. Ramaa,
Prof. V.D. Bhat,
Dr.N. N. Prahallada,
Dr. K.Z. Chisty,
Dr.G. V.Gopal,
Dr. G. Anwar,
Dr. V.S. Prasad,
Mr. P. Tamilselvan,
Mr. Sukhvinder,
Dr. V. Tangpu,

**Academic Coordinator**
Dr. A. Sukumar

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**Tentative programme of the seminar**

**23-01-2008 (Wednesday)**

I Session - Registration and Inauguration
Tea break
II Session - Key note address
Regular presentation
Lunch break
III Session - Key note address
Regular presentation
Tea break
IV Session - Regular presentation
24.01.2008 (Thursday)
V Session - Key note address
Regular presentation
Tea break
VI Session - Key note address
Regular presentation
Lunch break
VII Session - Key note address
Regular presentation
Tea break
VIII Session - Regular presentation
25.01.2008 (Friday)
IX Session - Key note address
Regular presentation
Tea break
X Session - Key note address
Regular presentation
Lunch break
XI Session - Key note address
Regular presentation
Tea break
XII Session - Valedictory function

For further details please contact the Academic Coordinator or visit NCERT website: www.ncert.nic.in

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**NCERT'S SOUTHERN REGIONAL SEMINAR ON "RECENT TRENDS IN ENVIRONMENTAL EDUCATION". (23rd TO 25th JANUARY 2008)**

**REGISTRATION FORM**

Name of participant: ________________________________

Designation: ________________________________

Address: ________________________________

Phone: (0) ________________________________

Fax: ________________________________

Email: ________________________________

TA required: Yes / No

Equipment needed for presentation OHP MMP

Accommodation Required Yes / No

TA required: Yes / No

Date: ___________

Signature of the presenting author: ________________________________

To Dr. A. Sukumar, Academic Coordinator, Department of Education in Science and Mathematics, Regional Institute of Education, (NCERT), Mysore-570 006.

Email: sukumarindia@rediffmail.com.

Phone: 0821-2514515, Mobile: 09480380084

Fax: 08212515665.
**Curriculum Development:**

Recently (from Nov 16th - 19th 2007), we have designed and written the curriculum for an Afghanistan teacher, who has recently visited our institute, and some of the ESD concepts were infused into their curriculum.

In the new revised curriculum of RIE, Mysore, the 6-year HSCED programme has had ESD-components infused – the details are enclosed below.

COURSE STRUCTURE OF B.Sc.Ed. PCM and CBZ  (With Contact Hours)

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Courses in which ESD content is infused are marked in this colour. Revised structure is to be implemented from July 2008.
Professional Education Courses in B.Sc.Ed./M.Sc.Ed. Programmes in which ESD Contents have been infused

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<td>Foundations &amp; Concerns of Science/Maths Education</td>
<td>XI</td>
</tr>
<tr>
<td>Teaching of Physics/Maths/Chemistry</td>
<td>IX &amp; X</td>
</tr>
<tr>
<td>Working with Community</td>
<td>VII</td>
</tr>
<tr>
<td>Workshop on Theatre/Art/Heritage Craft</td>
<td>I to VI</td>
</tr>
<tr>
<td>Internship in Teaching (2 + 8 Weeks)</td>
<td>VII &amp; IX</td>
</tr>
</tbody>
</table>