**National Conference on Innovation (NAVONMESH) in School Education
(18-20 April, 2017)**

Concept Note

The concept of innovation generally refers to change which brings out transformation in the system. In the context of education, innovation aims towards improvement in the quality of the teaching-learning process, bringing out equity and equality and enhancing the efficiency of the system. The changes in the social, political, and economic conditions in a society create need for bringing out innovations and reforms in the system of education. As Durkheim (1938) argued,"Educational transformations are always the result and the symptom of social transformations in terms of which they are to be explained. In order for people to feel at any particular moment in time the need to change its educational system, it is necessary that new ideas and needs have emerged in which the former system is no longer adequate" (Durkheim,1938, p.167).

Deciding a change as innovation depends on the context and situation in which innovation happens. For example, creating resources of learning in a system which lacks basic learning facilities with locally available material may also be termed as innovation, if it has an impact on the learning of the students. Thus, innovation is the core of continuation of a process or a system.

Emphasising the importance of innovations in education, the *National Curriculum Framework-2005* stated that "individual teachers often explore new ways of transacting the curriculum in addressing the needs of students within their specific classroom context (including constraints of space, large numbers, absence of teaching aids, diversity in the student body, the compulsion of examination, and so on). These efforts, often pragmatic but also creative and ingenious, by and large, remain invisible to the school and the larger teaching communities, and are usually not valued by teachers themselves". It was felt that the sharing of teaching experiences and diverse classroom practices can provide opportunities for an academic discourse to develop within school as teachers interact with and learn from each others. This will also encourage new ideas and facilitate innovation and experimentation.

The NCF 2005 also reflected on the ways of encouraging and supporting the innovative and creative ways of teaching and learning by the system so that they can become a body of practice that can be brought to a stage when they can be built back into the system.It was argued that, for a start, there is a need to create structured spaces within schools, and at the level of the cluster and block where teachers are encouraged to share and discuss classroom practices and experiences. If seen as worthwhile, some of these ideas and practices can be systemically followed up. It is also important to bring together groups of teachers within and across schools and provide support to them in terms of resources as well as time to work together. There is also, a need for documentation and dissemination of identified 'good practices".

In India, there are several examples in the area of school education, where innovations at small or large levels had benefitted the system. Among them NalliKali in Karnataka, Activity Based Learning (ABL) in Tamil Nadu, Multilingual Education

Programme in Odisha, Children's Learning Acceleration Programme for Sustainability in Andhra Pradesh, B.Sc.Ed. (4-year integrated pre-service teacher education programme offered by NCERT), etc., are some of the examples of innovations which have not only been appreciated in the states where they originated but have also been replicated by other stakeholders. There are many more need-based innovationsundertaken by the district and state level educational institutions in the states/UTs. These innovations are seldom shared with other stakeholders,and are, thus, limited to small area and population benefitting them without being getting recognition. Due to lack of mutual sharing of innovations (genesis, challenges, modalities for upscaling, portability from one context/situation to another) being done by various individuals and institutions, often innovations in education do not automatically travel from one part of the country to another part. This makes innovations restricted to its place of origin only. Although NCERT attempts to recognise and award innovations at the institutional level by conducting 'All India Competition on Innovative Practices and Experiments in Education for Schools and Teachers Education Institutions', yet this forum is not designed to reach to diverse stakeholders.

Given the huge expansion in school education and increasing focus on quality, mutual sharing of innovations in education being done across the country by institutions(government or non-government organisations or by international agencies) is required. This will help in inducing motivation among students, teachers and parents towards achieving the goal of quality education. In view of this, to start with, athree-day National Conference '*VidyalayeeShikshameinNavonmesh*' (Innovation in School Education) of national and state level institutions is proposed.

Proposed Themes for the Conference
- Innovation in Classroom Processes:
    - Teaching styles
    - Teaching-learning practices
    - Class room organization
    - Use of textbooks in classrooms
    - Methods of assessment used in classrooms
- Innovation in the availability and use of ICT in the classrooms
- Innovation in school governance
- Innovation in Leadership Style
- Innovation in Inclusive Education
- Innovation in Monitoring mechanism in schools
- Innovation in evaluation of schools
- Innovation in schools' relationship with the community

Methodology

It is proposed to organise a three-day Conference at NCERT, New Delhi in the month of April, 2017. Members from the SCERTs from all the states/UTs and National level educational institutions will be invited to share their innovative/best practices in the area of school education and teacher education. The following activities will be performed during the Conference.
1. States will display innovative materials prepared by them on stalls provided to them for visit by all the participants.

2. Time will be allotted to present the innovations made by them, which will be followed by discussion.
3. Panel discussion on the importance of innovation in education based on research.
4. Scaling up of various innovations based on their features and benefits.
5. Group Work and Group Presentation.