

**A REPORT**  
**on**  
**SIXTH JOINT WORKING COMMITTEE MEETING**  
**between**  
**NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)**  
**AND**  
**ACADEMY OF KOREAN STUDIES (AKS)**



**31<sup>st</sup> October 2022 to 4<sup>th</sup> November 2022**



**National Council of Educational Research and Training**  
**Sri Aurobindo Marg, New Delhi**



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# 1 Introduction

## 1.1 Background

The 6th Joint Working Committee (JWC) meeting, after the signing of the Memorandum of Understanding (MoU) between the Academy of Korean Studies (AKS), Republic of Korea (RoK) and the National Council of Educational Research and Training (NCERT), India was held in AKS, Seoul from 31<sup>st</sup> October – 4<sup>th</sup> November 2022. The MoU was first time signed between NCERT and AKS in June 2017 for five years. The same was renewed in June 2022 for the next five years as part of the bilateral agreement between two organisations for academic engagement and mutual consultations. It focuses on five areas of cooperation, namely (i) Curriculum and Textbook Development, (ii) Information and Communication Technology, and Educational Technology, (iii) Vocational Education, (iv) Physical Education, Yoga and Sports, and (v) Education of Groups with Special Needs. The purpose of the MoU is to promote cooperation between the countries for undertaking joint research and academic exchanges through NCERT and AKS, which will include seminars, conferences, workshops, exchange of academic documents and publications, network building with relevant institutions, and other modes of collaboration.



The 6<sup>th</sup> JWC meeting was attended by the delegation from the NCERT, comprising Prof. Dinesh Prasad Saklani, Director, Prof. Sridhar Srivastava, Joint Director, Prof. Anupam Ahuja, Head, International Relations Division, Prof. Indu Kumar, Central Institute of Educational Technology, Prof. Vinay Swarup Mehrotra, PSS Central Institute of Vocational Education and Ms Purabi Pattanaik, Senior Consultant, Ministry of Education, Government of India. Besides attending the

JWC meeting at AKS, the delegation also participated in the 2022 Global HR Forum and East Asia Pacific Workshop and also visited schools and institutions during the stay in the Republic of Korea.

## 1.2 Role of Joint Working Committee (JWC)

The Joint Working Committee (JWC) was established to ensure the execution of the projects undertaken by the AKS and NCERT under the MoU between the two organisations. Regular JWC meetings between the two institutions, consisting of the Heads of concerned departments and experts were held, both face-face and online. The first three JWCs were held face-to-face with the visit of the delegation from AKS and Korea Research Institute for Vocational Education and Training (KRIVET), RoK to NCERT, New Delhi. The 4<sup>th</sup> and 5<sup>th</sup> JWC meetings were held in virtual mode due to the Covid-19 pandemic. During these meetings, detailed discussion and were held, activities were planned and an agenda was decided for the next working year. During the 5<sup>th</sup> JWC meeting, two sessions on the themes of *Collaborative Projects and Initiatives during the COVID-19 Pandemic* were held with presentations from NCERT and AKS, National Institute of Special Education (NISE), Korea Education and Research Information Service (KERIS) and KRIVET.

## 2 Day 1 (31st October 2022)

### 2.1 Meeting with the President, AKS

The delegation from NCERT led by Prof. Dinesh Prasad Saklani, Director, NCERT met Prof. Ahn, Byung-Woo, President, AKS, RoK before the Joint



Working Committee meeting. The President, AKS greeted the NCERT delegation and expressed his happiness in being able to host the 6<sup>th</sup> JWC meeting at AKS. He spoke of the current work of curriculum revision being done in RoK and the development of National Curriculum Framework (NCF) in India, and mentioned that such endeavours would help in improving the quality of education and would also encourage information flow between the two countries, thereby strengthening further the bond between them. He stated that India's friendship with the Republic of Korea is unique, which goes back several centuries and we share common perspectives and approaches to education. He mentioned that in his own book on history, old historical ties between India and RoK have been highlighted. The President also acknowledged the efforts made by the NCERT and AKS in the extension of the MoU till 2027. Prof. Dinesh Prasad Saklani, Director NCERT, also thanked the President, AKS for hosting the 6th JWC at AKS, Seoul. He suggested that more efforts are needed in South Korea for promoting Hindi language in schools and colleges, as it is the second most spoken language in the world. He stated that e Hindi literature will enhance knowledge sharing and communication between the two countries and will also develop greater awareness about the Indian religions and culture. He mentioned that quality publications in Hindi will be shared by the NCERT for promotion of Hindi, including popular poems, stories, newsletters, journals and annual reports. Professor Sridhar Srivastava, Joint Director, NCERT highlighted the need to promote yoga and culturally healthy foods among school children in the two countries.

## **2.2 Opening Session**

The opening session of the Joint Working Committee (JWC) began with the opening remarks of Prof. Joyoong-hee, Director, Centre for International Affairs (CEFIA), Academy of Korean Studies. He welcomed the delegates from NCERT to the Academy of Korean Studies and expressed his pleasure in having face-to-face interaction, after the last two meetings that were held online due to COVID-19 pandemic. The participants then introduced themselves.

In his opening remarks, Prof. Dinesh Prasad Saklani, Director, NCERT expressed his happiness and gratitude over the warm welcome. He stated that the meeting will primarily include discussions on the possible educational changes that can be introduced through joint efforts by the stakeholders of both countries and for continued association in the coming years under the Memorandum of Understanding (MoU). He opined that he looked forward to promoting a wide-ranging collaboration between AKS and NCERT, as during the last 5 years of the MOU there has been a rich learning and the next five years, he hoped will have an exchange of teachers and students. The requisite changes in the textbooks needed for incorporating historical perspectives need further

effort. He also emphasised the need to promote Hindi language in RoK and Indian culture through Korean textbooks and community participation.

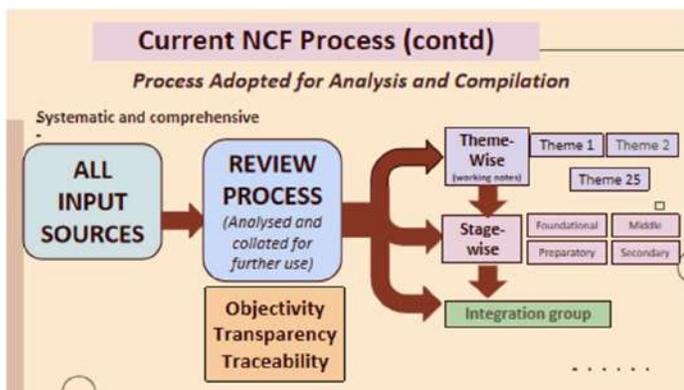
### 2.3 Session 1: Understanding the Educational System of both Countries

#### 2.3.1 Presentation 1: Textbook and Curriculum Development in India by Prof. Sridhar Srivastava, Joint Director, NCERT, New Delhi, India

Prof. Sridhar Srivastava stated that India's population and diversity makes it unique and necessitates a holistic approach to education and development. He informed about the present structure of school education and the medium of instruction during the early years of education. Prof. Srivastava also talked about provisions made under the area of Early Childhood Care and Education (ECCE), with a special focus on Foundational Literacy and Numeracy (FLN), benchmarking of learning levels



at the elementary level (Class 3, 5 and 8), competency-based education, identification of core skills and content, and reimagining vocational education in the country. He spoke further on multilingualism, toy-based pedagogy, and laid an emphasis on the development of life skills, human values, inclusive education, experiential learning, and internship programmes from Grades 6 to 8. Discussing the National Curriculum Framework (NCF), he explained that it is currently being developed through consultations with the stakeholders and includes references of state, national and international research and good practices, and other supporting materials. He also informed the members about the release of NCF for the Foundation Stage (Pre-primary to Grade 2) by the Ministry of Education (MoE), Government of India on 20<sup>th</sup> October 2022 and stated that the remaining three NCFs will be released by March 2023.



In the second part of his presentation, Prof. Srivastava gave a glimpse into the process of textbook production in India. He stated that the textbooks are designed on the basis of NCF and are supplemented as per local

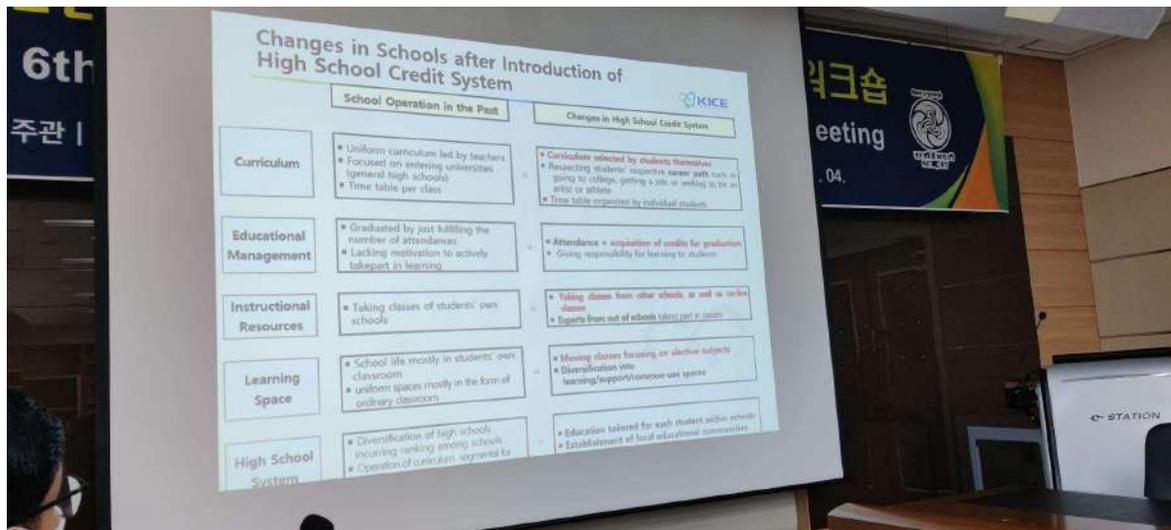
contexts and needs of students and communities. The textbooks are developed by a team of subject and other experts, practising teachers, and illustrators with additional inputs from students and parents. Subsequently, the National Steering Committee (NSC) reviews the textbooks which are then edited and sent for printing and mass dissemination. Speaking about NCERT's role in the process, Prof. Srivastava highlighted that NCERT prints more than 70 million textbooks and about 5 million non-textual books every year. Additionally, it also directly provides textbooks to 1.9 million children studying in more than 24000 schools affiliated with the Central Board of Secondary Education (CBSE) in India. Concluding his presentation, Prof. Srivastava outlined the key areas of collaboration between NCERT and AKS under the theme of curriculum and textbooks. Some of these included improving the quality of school education and teacher education in both countries (online, hybrid and face-to-face mode), studying the best practices in school education, promoting vocational education during school years, developing quality teaching-learning materials (digital and print), understanding the curriculum and the textbook development process in both countries.



**2.3.2 Presentation 2: Educational and Textbook System of Korea by Dr. Kim Hye-sook, Korea Institute for Curriculum and Evaluation, Chungcheongbuk-do, RoK**

Giving an overview of the Korean education system, Dr. Kim Hye-sook, from the Korea Institute for Curriculum and Evaluation (KICE) stated that the Korean school system is placed under the structure 6-3-3 i.e. six years in elementary school and three years each in middle and high school. All citizens have equal access to education, based on their abilities and regardless of their social status or position. Dr. Kim Hye-sook provided an outline of the stages of education in the Republic of Korea. He informed that the nine years of elementary and middle school are compulsory, but from high school and beyond, students choose an education path in line with their career choice.

Children are educated at one of the two types of preschool institutions and this kindergarten focuses more on education and day care. He mentioned that in 2019, free education expanded to cover the second and third grades of high school and then all the grades of all schools in 2021 to complete the system of elementary, middle, and high school education. Students graduating from middle school or those who pass a qualification exam providing equivalent credits are eligible to attend three-year high school. High schools are classified as general schools, vocational schools, schools for gifted students, special purpose high schools (for science, arts, physical education, etc.), and autonomous high schools having more autonomy over school administration and curricula.



Dr. Kim Hye-sook highlighted that the number of students per teacher in Korea at all levels of education tends to be higher than the OECD average, but there is a declining trend in the recent years. As of 2021, the number of students per teacher is decreasing with 10.9 students per teacher in preschool, 14 students per teacher in elementary school, 11.9 students per teacher in middle school, and 9.9 students per teacher in high school. He also shared that the Ministry of Education oversees the national curriculum under Article 23 of the Elementary and Secondary School Education Act, to ensure the equality of educational opportunities and maintain the quality of education. He also discussed the government-led curriculum development process and revision system. In this context, it was informed that the preparatory work for curriculum revision has been initiated in 2022 and it will be completed by the end of December 2022. The revised curriculum lays emphasis on basic language, mathematics, and digital knowledge in teaching various subjects. In each subject curriculum, basic digital knowledge has been incorporated.

Dr. Kim Hye-sook also provided further information about teachers in Korea and their licences, the fierce competition for teaching jobs, and the quality of staff in different schools. He also mentioned that both researchers and teachers across RoK agree that history should be compulsory.

With regard to coverage of Indian history in Korean textbooks, he shared that there is a need to include India's modern and contemporary history, with explanations, sources, and details of historical events. The history of decolonization, current science and technology, and environmental efforts of India are already included in the textbooks in Korea using the content from the module on “*India’s Glorious Past, Dynamic Present and Promising Future*” developed by the NCERT.

Dr. Kim Hye-sook also spoke about Green Education and the Green Smart Future Project. He gave an overview of the textbook publishing process in the country. Digital textbooks are designed and developed to provide interactive content to students using various devices, such as tablets, computers, interactive digital boards and mobiles. He concluded his presentation by looking forward to further collaboration between both countries in strengthening existing efforts in the field of textbook and curriculum development.

#### ***Key Actionable Points***

- Promoting the development of accessible quality teaching-learning materials (digital and print) in tune with national concerns and current curricular changes in India and South Korea.
- Planning for improving the quality of teacher education in both the countries through online, hybrid and face-to-face modes.
- Supporting the curriculum and textbook development process in both countries through sharing of publications and literature in various subjects, including Hindi.
- Study of best practices in school education of both countries.

## **2.4 Session 2: Understanding Each Other through Textbooks of both Countries.**

### ***2.4.1 Presentation 1: Korea’s History Curriculum and World History Textbook Development by Prof. Sun-joo Kang, Gyeongin National University of Education, Gyeongin, RoK***

The second session began with a presentation by Prof. Sun-joo Kang, National University of Education, RoK on Korea’s History Curriculum and World History Textbook. Prof. Kang began the presentation by discussing the history, curriculum in Korea and its revision. She stated that the Government is responsible for the national curriculum, but local governments and schools have to adjust and apply their own curriculum according to the demands and needs. Prof. Kang went on to explain the content of the High School World History (revision draft 2022), features of the current history curriculum, and the changes that were incorporated. She added that the emphasis has been on covering the content that focuses on economic and cultural exchanges, including connections and interactions in terms of global history.

Speaking about the ‘usefulness’ of the recently developed module by NCERT, viz: *“India’s Glorious Past, Dynamic Present and Promising Future”*. Prof Kang informed that the content on India has been incorporated in various world history textbooks of Korea, especially with regard to Indian art and architecture. Prof. Kang also shared the process of preparing history textbooks. She explained that for the history subject, the supplementary descriptions of history standards (textbook writing criteria) are developed to show the clear direction for writing history textbooks. Historians from universities and schoolteachers participate in writing the textbooks and they refer to various materials from inside and outside the country to write the content of textbooks. It takes a year to complete the draft textbook and then another year to check its applicability in classrooms. She added that the writers and teachers can refer to additional material such as *“India’s Glorious Past, Dynamic Present and Promising Future”* when developing textbooks or teaching history at schools.



**Presentation 2: Korea and India in the Textbooks of both Countries** by Dr. Park So Young, Senior Researcher, Division of Understanding Korea Project, Academy of Korean Studies, Gyeonggi-do, RoK.

The second presentation of the session was by Dr. Park So Young from AKS on the content of textbooks in India and Korea. Dr. Park began by providing a brief overview of the current social studies curriculum in both countries. She delineated the different themes and chapters covered across elementary school textbooks (Grades 1-6) and middle school textbooks (Grades 7-9). The presentation primarily focused on the coverage of content about India and RoK in the textbooks of both countries, with a focus on history and geography. Speaking about the curriculum for history textbooks, Dr. Park offered a detailed overview of the coverage regarding India in the history textbooks from Grades 1-9 and Grades 10-12. Some of the prominent themes discussed in Korea's world history textbooks included topics on Indus valley civilization, migration of Aryans, Indian history, religion, and culture, medieval Indian history, Islamisation of India, imperialism, and national movements in India and South Asia. Dr. Park also shared information on the curriculum of Grades 10-12 of world geography in Korean textbooks. The themes covered in geography included the religious landscape, food resources in India, monsoons in Asia, the industrial structure, ethnic and religious differences, etc. Dr. Park then proceeded to highlight the content on RoK covered in Indian history and geography books. In the history textbooks of Grades 10 and 11, several aspects of Korean history and culture under the themes of culture and politics have been incorporated.

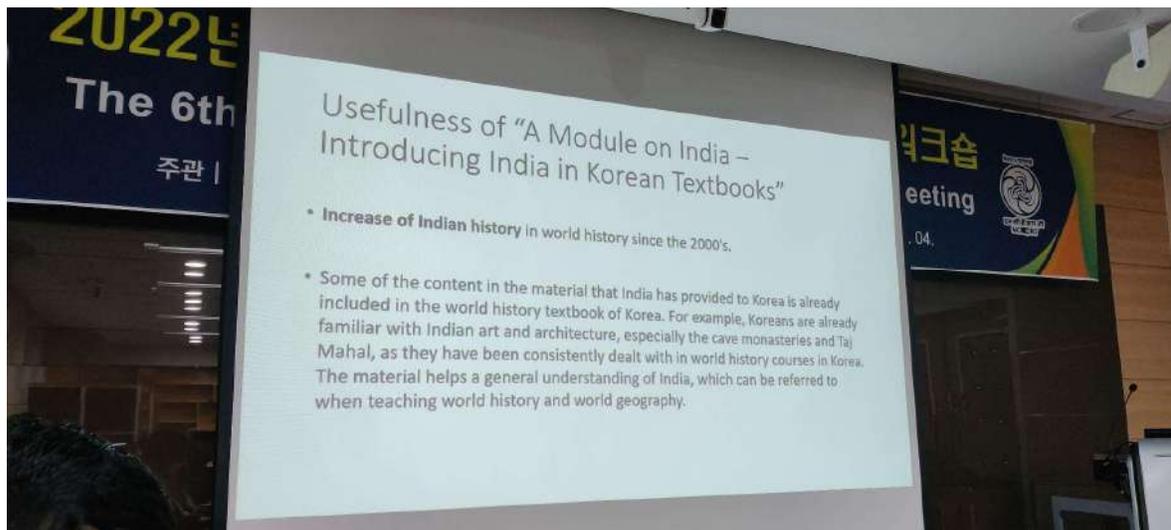


The woodblock printing of Korea has been discussed in the textbooks and under the theme of modernisation, the story of the Republic of Korea and its path to democracy has been given in detail. The history textbooks also provide information on the history and culture shared between India and the Republic of Korea. Explaining this, Dr. Park talked about how several important historical events in both countries shared a collective sentiment among the people of both countries. She highlighted the similarities of circumstances between the Revolt of 1857 in India and the

Donghak Peasant Revolution in 1894. Similarly, the “Making of the National Movement in India” and the “Independence Movement in Korea” also witnessed similar undercurrents. In conclusion, Dr. Park thanked everyone and expressed hope that the efforts towards the inclusion of content regarding both India and RoK in each other’s textbooks will continue to facilitate closer friendship between both the countries.

**2.4.2 Presentation 3: The “Module” and India in Korean Textbooks by Prof. Anupam Ahuja, Head, International Relations Division, NCERT, New Delhi, India.**

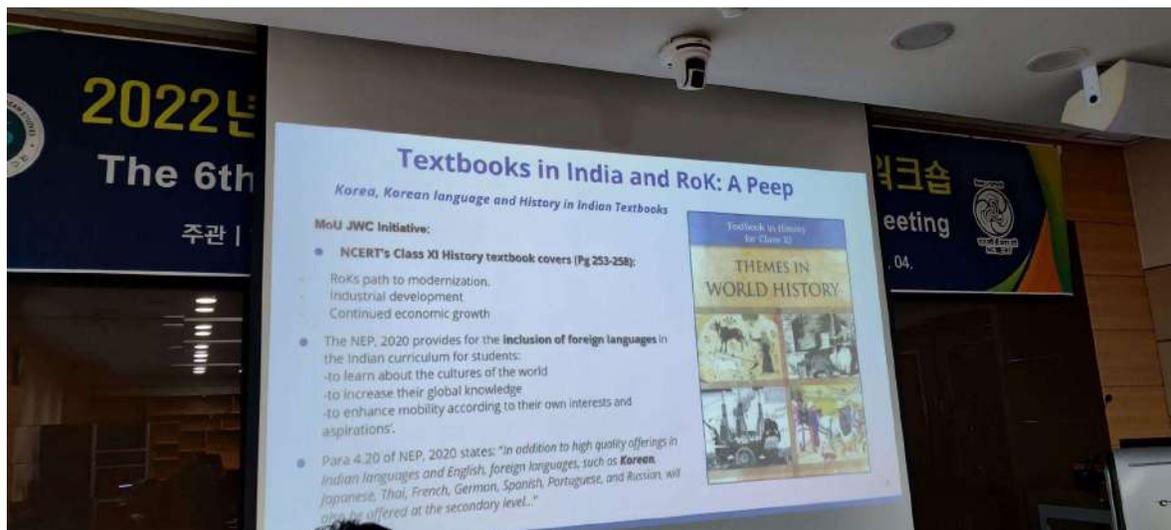
The third presentation was made by Dr. Anupam Ahuja, Professor, IRD, NCERT on India in Korean Textbooks. Prof. Ahuja began by providing highlights from the National Education Policy, 2020 (NEP, 2020) with a special focus on recommendations for the development of quality textbooks. She also provided a brief description of the coverage of content regarding India and Korea in each other’s textbooks. In this regard, she discussed the development of a comprehensive compilation of Indian history, culture, politics, and geography in the module titled “*A Module on India: Glorious Past, Dynamic Present and Promising Future*”, developed by the experts of NCERT for introducing aspects related to Indian history, culture, politics, and geography in Korean textbooks. The “Module” was developed based on a survey which revealed a lack of understanding and misrepresentation of information regarding “Module” in Korean textbooks. Prof Ahuja provided a glimpse of the thematic coverage in the eight chapters of the *Module on India*. These included salient sharing on India’s art and architecture, customs and traditions, cultural dynamics, democracy, economic transformation, leading innovations in Science and Technology, and promising initiatives (both national and international) for environmental protection.



Speaking on how to use the “Module” for better understanding and awareness about India amongst the Korean school students, she explained that the content has been developed to make it possible to incorporate it within chapters in the textbooks in an incremental manner. She suggested that a committee could be constituted to supervise and oversee the process of its implementation. Prof Ahuja also emphasised that the updates on its inclusion could be annually discussed as part of the JWC Meetings between



NCERT and AKS. She also spoke about the initiatives between NCERT and AKS that encouraged further awareness and interaction between students in India and RoK. In this context, she showed the visuals of the Online International Student Exchange Programme between schools in India and RoK. She stated that the programme encouraged virtual interactions between students of Demonstration Multipurpose Schools (DMSs) of NCERT in India and the schools from Incheon, Ganghwa, and Busan in the Republic of Korea. Students, teachers, school administrators, and parents shared positive feedback about this online opportunity to explore the similarities in the culture of both countries and learn from each other’s strengths and experiences.



Prof. Ahuja concluded her presentation by emphasising that the inclusion of content about India in Korean textbooks and vice-versa will allow both countries to identify common grounds and strengths. She expressed hope that the joint collaboration on textbook content will facilitate further meaningful collaboration between both India and RoK for years to come.

## 2.5 Session 3: Understanding Future Direction of Special Education in both Countries

### 2.5.1 Presentation 1: 2022 - New Korean Curriculum for Groups with Special Needs by Dr. Kim Hyun-tae, Educational Researcher, Curriculum Policy Team, National Institute of Special Education, Chungcheongnam-do, RoK

Dr. Kim Hyun-Tae made a presentation on Korea's Special Education Curriculum with a special focus on the revised 2022 special education curriculum. He began by providing statistics on special education students as on 1st April 2022. He reported that there are 103,695 special education students in RoK, and this number increases by 2000 every year. He informed that while 75,462 students (72.8%) are in general schools, 27,979 students (1.3%) are in special education schools and 254 students are in special education centres. Dr. Hyun-Tae then proceeded to give a brief backdrop of the Special Education Curriculum in RoK since 1967. He explained that the revised Special Education Curriculum aimed to reinforce customised education based on students' educational needs and expand real-life-oriented education for students with severe or multiple disabilities. More importantly, it sought to strengthen the connection between elementary and middle school curricula. Dr. Hyun-Tae further highlighted the basic characteristics of the special education curriculum and the differences between the current and the revised versions. The key points of the presentation focused on the need to use life skills and vocational skills in high schools and on the development of supplementary textbooks based on sign language for students with hearing impairment and braille textbooks supplemented with tactile visuals. The need for incorporating people's suggestions was also highlighted along with the need to focus on students' happiness and their future.



2.5.2 *Presentation 2: NEP 2020 and Equitable and Inclusive Education by Prof. Anupam Ahuja, Head, IRD, NCERT, New Delhi, India*

Prof. Anupam Ahuja, Head, International Relations Division, NCERT made a presentation on NEP-2020: Equitable and Inclusive Education in the third session. She began by painting a broad picture of the number of school children and children with special needs in India and vividly described inclusive education and integrated learning in the country. Highlighting NEP 2020's provisions for barrier-free access to education for all children with disabilities, Prof Ahuja discussed the NEP 2020 focus on inclusive and equitable education, with the provisions delineated for providing quality education to Children with Special Needs (CwSN) and the Socio-Economically Disadvantaged Groups (SEDGs). These included identifying the challenges faced by these communities, requirements for equitable classrooms and enabling mechanisms, the establishment of resource centres, and focus on teacher education programmes that include modules on awareness, cross-disability training, and many more.



In the second part of her presentation, Prof. Ahuja discussed some of the major initiatives by NCERT in pursuit of providing accessible and quality education based on NEP 2020 recommendations for inclusive and equitable education. She explained that the Department of Education of Groups with Special Needs (DEGSN), NCERT works in the area of education of children with special needs and children belonging to socially disadvantaged groups. She remarked that all of NCERT's textbooks cover inclusion and accessibility across all school stages. Speaking about the "*Barkhaa: A Reading Series for All*", Prof Ahuja proceeded to explain the making of the reading series based on principles of Universal Design for Learning (UDL) and Inclusive Education. Additionally, she also highlighted UDL based games and Accessible Digital Textbooks developed by NCERT for different learning needs of Children with Special Needs.

Prof. Ahuja discussed the making of the “*Guidelines for the Development of e-Content for Children with Disabilities*” a path breaking initiative by NCERT to meet the learning needs of children with disabilities. She further explained the purpose of the guidelines and the three important components (pedagogy, technology and content)

**Accessible Digital Chapters from NCERT Textbooks**

**Experience of Barkhaa used to develop prototypes of stories, folktales and poems from NCERT Textbooks**

<p><b>Poems</b></p> <ul style="list-style-type: none"> <li>• Chakai ka Chakdum</li> <li>• Hathi Challam Challam</li> <li>• Purane Bachche</li> <li>• Koi Laake Mujhe De</li> </ul>		<p><b>Stories and folktales</b></p> <ul style="list-style-type: none"> <li>• Bahadur Bitto</li> <li>• Ek Din ki Badshahat</li> <li>• Who will be Ningthou</li> <li>• Idgah</li> <li>• Chuskit Goes to School</li> </ul>
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Links to all these stories and poems have been provided in the *Guidelines for the development of E-Content for Children with Disabilities*

which form the base of accessible e-content. Concluding her presentation, Prof. Ahuja delineated potential areas of collaboration between NCERT and AKS. These included joint activities on developing learning material based on UDL principles, organising workshops for teachers and teacher educators on the guidelines for the development of e-content for children with disabilities, identifying and developing popular board games in UDL format, and collaboration on meeting infrastructural needs of CwSN in India and RoK.

### Concluding Session

In the concluding session, remarks were given by Prof. Joyoong-hee, Director, CEFIA, AKS and Prof. Dinesh Prasad Saklani, Director, NCERT. Prof. Joyoong-hee expressed his gratitude to everyone for their presentations and the discussions on the various themes of the sessions. He also acknowledged the efforts made in the renewal of the MoU and thanked his counterparts from NCERT for ensuring a smooth transition in the process. He hoped that both sides were able to gain valuable insights throughout the sessions and that the curriculum revision process in RoK and the release of the National Curriculum Framework in India will open new doors in the field of education for both countries.

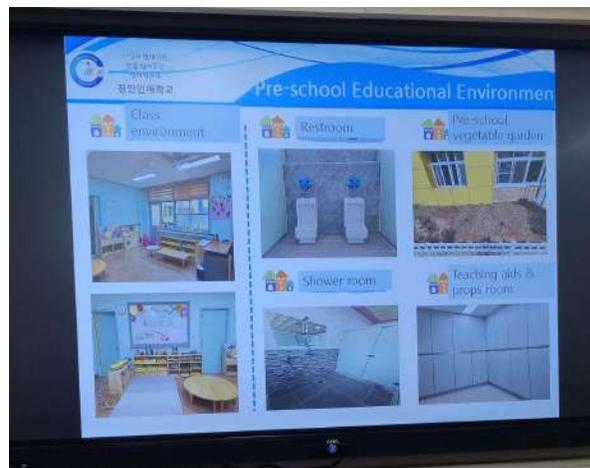
Prof. Dinesh Prasad Saklani, Director, NCERT also thanked everyone and shared a few additional thoughts on possible areas of collaboration between both sides. He spoke about expanding the scope of work by incorporating newer initiatives in the field of promotion of natural farming,

animal husbandry, etc. through exchange of information and experiences, including best practices in agriculture and the applications of technology. Prof. Saklani highlighted that there was a lack of proper understanding of Indian history, and therefore, authentic information should be included in the future while developing the curriculum and textbooks. He also proposed that a joint team of academics from NCERT and experts from the Korean counterpart should be constituted for reviewing the information and sources of the content to be included in the textbooks of both countries. In conclusion, the Director, NCERT thanked everyone for their efforts in the past five years of the MoU and hoped for an even more successful five years ahead for NCERT and AKS.

### 3 Day 2 (1st November 2022)

#### 3.1 Visit to Cheonan Inae School

On 1<sup>st</sup> Nov. 2022, the delegation visited the Cheonan Inae School, a Special Education School at Cheonan-si, Chungcheongnam-do, RoK. The school has applied technology for the development of socio-emotional and life skills of children with intellectual disabilities. It is providing vocational training to children in vegetable farming, coffee processing, woodcraft, etc. with the implementation of the production-cum-training centre.



천안인애학교 Focused Vocational Training Program 1

Operation of 'vocational field training' subject

- 'Vocational field training' twice a week in connection with school business 'Haemirae'
- Practical training of coffee product manufacturing, subcontracted tasks, handicraft production, etc.
- Profits are used for payment and scholarship for students, as well as for various student activities

천안인애학교 Focused Vocational Training

Operation of programs for transition to society

When	Name of Program
April	Vocational training program
May	'Monthly holiday': Making a flower box of gratitude
June	'Monthly holiday': Chitchat at a café
July	'Monthly holiday': Watching a movie
May-July	Healthy body, healthy work : swimming
September	'Monthly holiday': Playground picnic
October	Field experience education
November	'Getting a job, image-making'
December	'Monthly holiday': Making a Christmas wreath

천안인애학교 School Business 'Haemirae'

Haemi rae School business brand Pursues a bright future(mirae) like the sun(hae) in harmony between people with and without disabilities, based on creative thinking and freedom

Sales increased by running a sales outlet of the school business' products

Field-focused, systematic vocational training

01

02 Offering practical vocational training opportunities

03

04 Self realization and social integration of students with disabilities

To establish foundation for self-support and expand field training by selling products produced by special education students



### Business Items

- 1 Coffee bean roasting & coffee product manufacturing**  

- 2 General handicraft(pottery)**  

- 3 Woodcraft**  


All the profits are spent for educational activities, for students' bright future like

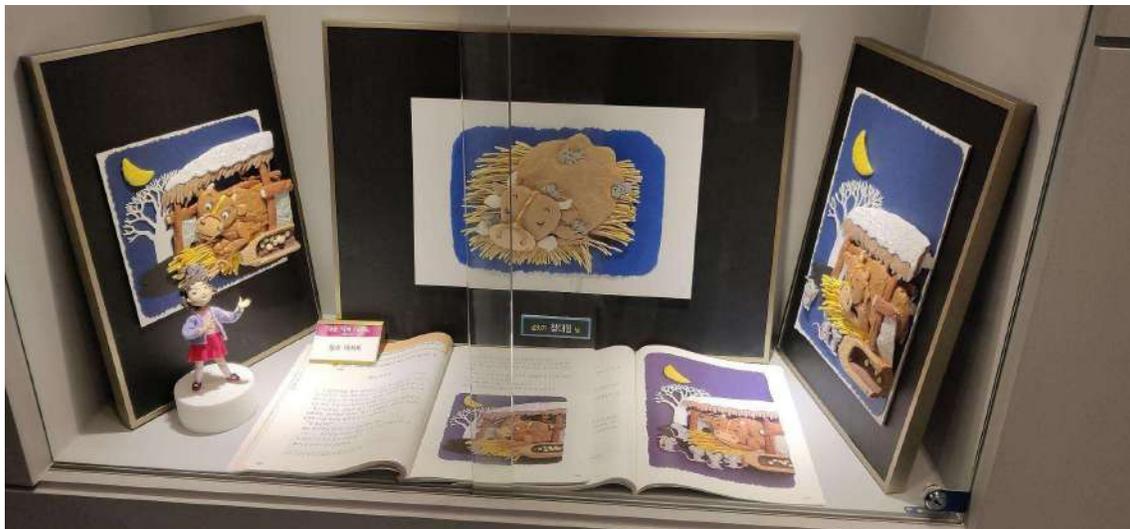
### 3.2 Visit to Ministry of Education, RoK

The delegation from NCERT visited the Ministry of Education, RoK for discussion on policy related to the development of curriculum and textbooks. During the discussion, the Director, NCERT suggested that a committee comprising faculty from NCERT and experts from RoK involved in the development and publication of textbooks may be constituted for ensuring the authenticity of the information to be included in the history and geography textbooks of both the countries.



### 3.3 Visit to Textbook Museum

The 2nd day concluded with a visit to the Textbook Museum at Daejeon, RoK. The Director of the Textbook Museum, Mr. Jea-Yun Park, briefed the delegation about the purpose and the various categories of textbooks that have been displayed in the museum since 1888. The museum has a display of manuscripts along with the original illustrations used in the textbook. It also exhibited the various printing machines, including machines used for woodblock printing, rotary printing, offset printing, screen printing, etc. which have evolved over the years.



## 4 Day 3 (2nd November 2022)

### 4.1 Participation in 2022 Global HR Forum

The delegation from NCERT participated in the Global HR Forum 2022, held at Grand Walkerhill, Seoul. The theme of the forum was “The Next: Talent in the Great Transformation Era”. The members of the delegation participated in the keynote sessions on (i) Deglobalization and the New Cold War and (ii) University Education in the Digital Great Transformation, followed by four sessions, namely (i) Deglobalisation and the New Cold War, (ii) Policy Priorities for the Human Resource Development in the Era of Grand Transition, (iii) The Future of Education, and (iv) How to Educate Creatively. Questions asked by Prof. Dinesh Prasad Saklani and Prof. Vinay Swarup Mehrotra were answered by the speakers of the sessions on aspects related to deglobalization and future of education.





## 5 Day 4 (3rd November 2022)

### 5.1 Visit to Korea Education and Research Information Service (KERIS)

On 3<sup>rd</sup> Nov. 2022, the delegation from NCERT visited the Korean Education Research and Information Service (KERIS) at Daegu, Republic of Korea. The KERIS is a public institution under the Korean Ministry of Education that promotes various projects and academic research related to Information and Communication Technology (ICT) in education ranging from primary to higher education. Ms You-mi Suh, President, KERIS welcomed the

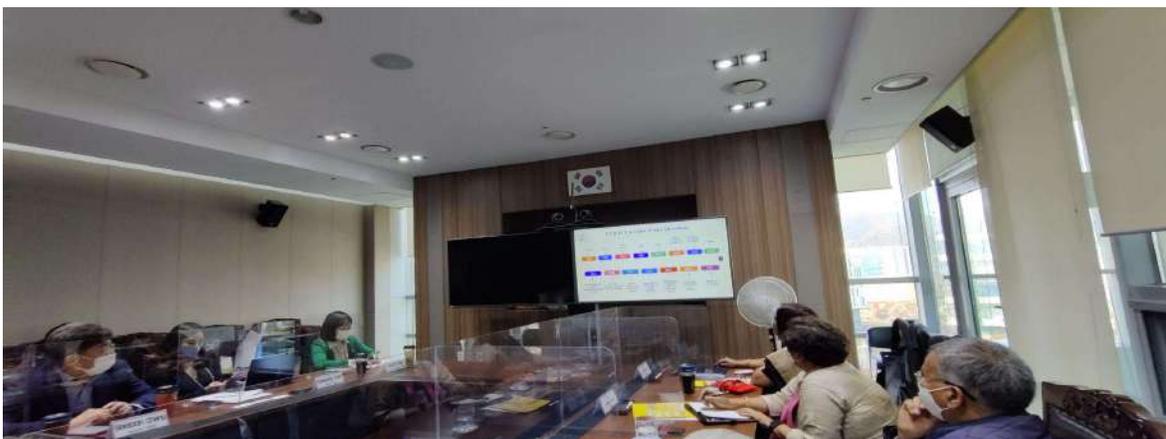


delegation and gave her opening remarks, followed by the briefing from the Director, NCERT about the purpose of the visit. Presentations were made on Post COVID Era for ICT and Educational Technology by Prof. Indu Kumar, CIET-NCERT and Ms Jiseon Yoo, Senior Researcher, KERIS, followed by a question-and-answer session. The delegates also visited the lab in KERIS, created for developing Future Smart Schools.

## 5.2 Presentations

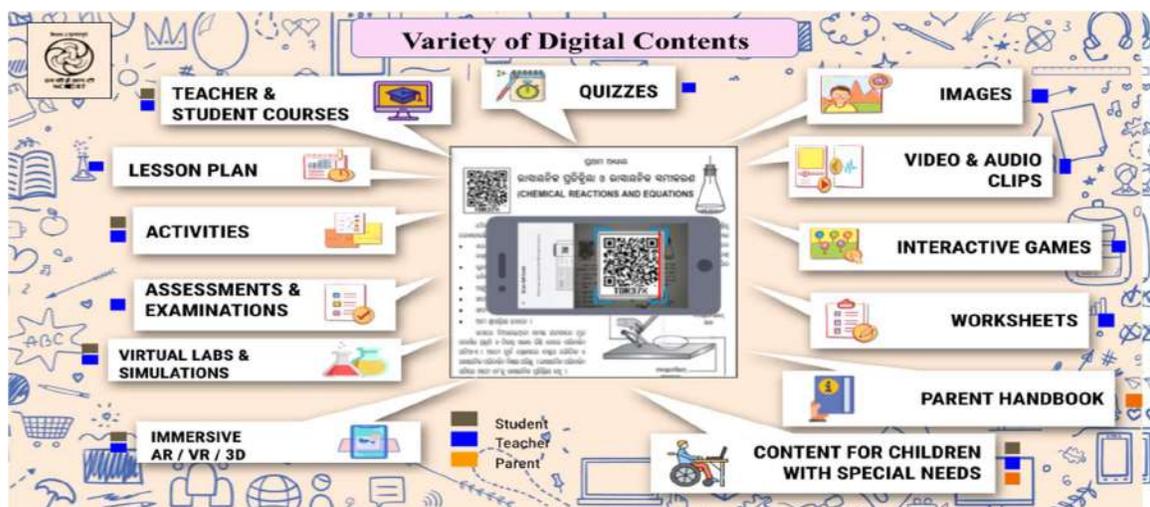
### 5.2.1 *Presentation 1: Online and Digital Education Initiatives of Central Institute of Educational Technology, NCERT by Prof. Indu Kumar, Department of ICT and Training, CIET, NCERT, New Delhi, India*

Prof. Indu Kumar began her presentation by highlighting the historical overview of policy directions in Educational Technology (ET) and Information and Communication Technology (ICT) in India, NEP 2020 perspectives for online and digital education, digital initiatives with special focus on post COVID-19 era, the present status of NCERT-AKS collaboration in promoting digital textbooks, the way forward and newer areas of collaboration. She elaborated upon the perspectives of NEP 2020 for online and digital education i.e., development of a robust digital infrastructure, portals, apps and tools, digital resources, harnessing the potential of telecast and broadcast technologies, e-governance, online assessment and examination, building digital competencies of students, training of teachers and educators, laying down standards for digital education and importance of intensive research in ET. She also explained the implications of these perspectives for the Post COVID-19 era for ICT and ET. Prof. Indu Kumar elaborated on the major digital initiatives of CIET-NCERT and how they were enhanced to meet the challenges posed by COVID-19 and building resilience for the post COVID-19 era. She also highlighted several other initiatives taken up India to meet the challenges that emerged during COVID-19, which included (a) SAHYOG DTH TV Support for Counselling Services, (b) *Manodarpan* IVRS (Interactive Voice Response System) based 24 x 7 Counselling Support, (c) Talk to NCERT (Voice Assistant) programme, and (d) Online quizzes and competitions. She also explained key ongoing programmes on Digital Infrastructure for Knowledge Sharing and DIKSHA, an initiative of NCERT for providing a national platform on digital resources for school education and the resilience during and post COVID-19 period.



Prof. Indu Kumar discussed the development of important verticals, like Virtual Labs, Vocational Education, Education for All, and NIPUN (National Initiative for Proficiency in Reading with

Understanding and Numeracy) Bharat Mission, as post COVID-19 developments. Some other highlights of post COVID-19 developments, such as micro improvement enablement on DIKSHA for “One Nation One Digital Platform” and the organisation of *Vidya Amrit Mahotsav* to celebrate innovations using this capability and development of National Digital Education Architecture (NDEAR) Sandbox for leveraging the capability of tech ecosystem for building partnerships were also discussed. Prof. Indu Kumar explained NDEAR’s *Vidya Samiksha Kendra*, which has been developed to enable improved monitoring and data driven decision making. She also showcased unparalleled usage of DIKSHA which is the world's largest and most diverse school education platform. She also spoke about the CIET’s Continuous Professional Development (CPD) programmes of teachers and administrators during and post COVID using platforms like MOODLE, Sunbird, OPEN EDX and Google course builder. A variety of digital contents on DIKSHA including UDL (Universal Design for Learning) based e-content and Phygital (Physical and digital) for bridging physical and digital worlds by ‘energising’ textbooks and integrating digital contents and augmented reality contents were also discussed by Prof.Indu Kumar.



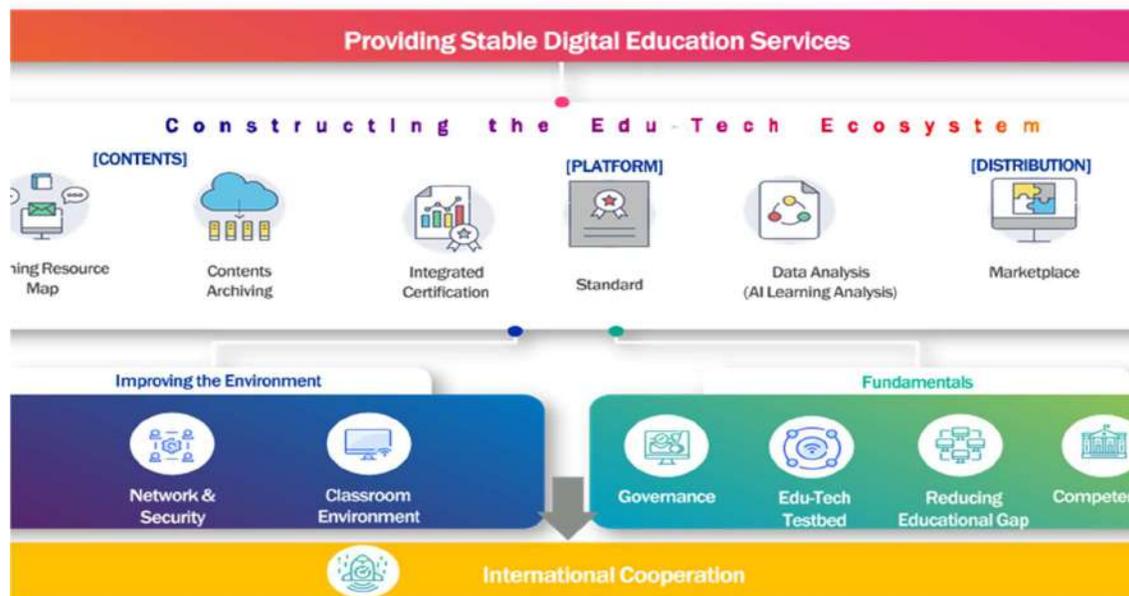
It was also reiterated that one of the key-focuses of NCERT is to establish standards for digital education. Prof. Indu informed that the PRAGYATA guidelines for digital education has been developed for developing awareness about the various digital initiatives of the government, development of e-content for school and teacher education and children with disability. It also includes guidelines for cyber safety and safety and the exercises that one should do for avoiding harm to the body due to use of computers and digital devices. The guidelines set standards for digital education. The presentation was concluded by putting forth the way forward based on the previously proposed collaboration and newer areas of collaboration.

5.2.2 *Presentation 2: Post-Corona Korean Educational Policy for Future Education by Ms Jiseon Yoo, Senior Researcher, Korean Education Research and Information Service (KERIS), Daegu, RoK*

The presentation by Ms Jiseon Yoo, Senior Researcher, KERIS started with a short video to showcase the glimpses of the salient initiatives and responsibilities undertaken by KERIS. She then mentioned the content of her presentation which included educational policies and strategies towards future education and Korean educational policies utilising Edu-tech. She mentioned that education policies and future education should respond to accelerating change and deepening uncertainty across all areas of society and economy, exploiting the potential of artificial intelligence, cloud computing, big data management, mobile technology and ‘Internet of Things’. She also discussed issues related to the social change and future education is characterised with focus on competency development, education in response to future societal needs, disruptive innovations, accepting new educational methods which go beyond solving existing educational problems, inclusion for resolving conflicts in the educational innovative process, providing policy considerations to the underprivileged and, trust for ensuring transparency in educational policy to reach a consensus on mutual growth.

Ms Jiseon Yoo then presented the examples of Korean educational policies utilising Edu-tech. She informed that in distance education in Korea, operation standards for online classes, students’ attendance evaluation and record keeping have been laid down by the Ministry of Education, RoK. Both private and government digital platforms are being used for the delivery of online classes, which have a provision of real-time interactive classes, content-oriented classes, and the emerging necessity for future education systems with provision for sharing experiences that exceed the limits of ICT education. The need for expanding infrastructure has also been recognised for improving the environment to support new forms of teaching and learning. This improvement is to ensure the early completion of school wireless networks, wireless network maintenance and continual improvement of old wireless networks. Improving KERIS e-learning service, online class functions, and enhancing video class stability and installation of one smart device per student provided at school and used for free by students in need have also been taken care of. Ms Jiseon Yoo also showcased the Edu-tech Ecosystem to provide Stable Digital Education Service and explained how the learning process takes place in Korea by using Edu-tech. The platform is used for teaching and learning, class management, assessing and testing-grade management, administration management, life management by providing consultation through chatbots, career management by career recommendation and academic management by predicting school drop-outs.

## Edu-tech Ecosystem



After presenting examples of Korean Education Policies utilising Edu-tech, Ms Jiseon Yoo presented Post-Corona Korean Education Policies for Future Education and the conditions for setting educational policy directions wherein she stressed upon the necessity of using Edu-tech in future education for bridging the educational gap and strengthening basic competencies of students. She also explained the challenges faced by the education system during the pandemic and how policies should address these challenges to establish persistence, autonomy, stability, positivity and inclusivity. She also presented the basic plan for comprehensive educational recovery measures to overcome shortcomings caused by COVID-19. This recovery mechanism will target comprehensive support for learning, psychological, and emotional deficits, and autonomous promotion of flexible and responsive education. Ms Jiseon Yoo also explained the vision of Green Smart school which was also presented by Dr. Kim Hye-sook, Korea Institute for Curriculum and Evaluation, during his presentation on *the Educational and Textbook System of Korea* at AKS. Space Innovation by strengthening the teacher-learner experience, greening of schools by activation of eco-education, addressing the complexity of school facilities by strengthening their role and establishment of smart classrooms by expanding customised and individualised learning. In addition, the creation of digital-based smart learning environments were some of the highlights that she presented as a vision of ‘Green Smart Schools’. Eliminating overcrowded classes, improvement in educational processes and face to face/non-face to face convergence were some other policy directions for future education that were discussed.

## 6 Day 5 (4 November 2022)

### 6.1 Meeting with H.E. Ambassador, Embassy of India, Seoul

On day 5, the delegation from NCERT had a meeting with His Excellency Shri Amit Kumar,



Indian Ambassador to the Embassy of the Republic of Korea and First Secretary Mr. Sharique Badr at the breakfast table. During the discussion, the Director, NCERT shared his views on the need for taking further initiatives for strengthening the cooperation between the two countries in areas of textbook development, digital education and vocational education.

## 6.2 Participation in East Asia Pacific (EAP) Workshop on Entrepreneurship Education



The East Asia Pacific (EAP) Workshop on Entrepreneurship and Technical Vocational Education, was organised by the Ministry of Education, RoK and Korea Research Institute for Vocational Education and Training (KRIVET) at Hotel Rivera, Seoul. Dr Young-Saing Kim, Research Fellow from KRIVET introduced the participants of the EAP workshop and stated the objectives of the workshop. The workshop discussed the case studies, key issues, challenges and road ahead to address the challenges in Entrepreneurship Education for countries in Asia and the Pacific.



Presentations were made by representatives from India, Indonesia, Malaysia and Myanmar. Prof. Vinay Swarup Mehrotra, PSSCIVE, Bhopal made a presentation on “Entrepreneurship Education at Schools in India”. Prof. Mehrotra stated that India has begun its journey to becoming one of the fastest-growing start-up hubs in the world, and today, it is the third largest in technology-driven product start-ups, after the United States and the United Kingdom. Defining entrepreneurship

education as learners developing skills and mindsets and turning creative ideas into entrepreneurial action, he stated that it is a lifelong learning process and therefore students should learn about entrepreneurship at an early stage and progress through all levels of education, including adult education. He informed that the National Institute for Entrepreneurship and Small Business Development (NIESBUD), Small Industrial Development Bank of India (SIDBI), National Institute for Micro, Small and Medium Enterprises (NI-MSME), the Indian Institute of Entrepreneurship (IIE) and the Entrepreneurship Development Institute of India (EDII) have been playing a catalytic role to boosting the entrepreneurial ecosystem in India through capacity building of teachers and trainers, research and imparting entrepreneurship education and training to students. The NEP 2020 proposes setting up of the National Committee for the Integration of Vocational Education (NCIVE) to promote integration of education with industry and promotion of technological entrepreneurship. As such, entrepreneurship education is extremely important for women as it encourages innovation, fosters creativity and job creation. Schools are introducing ideas of entrepreneurship and instilling students with entrepreneurial values such as inquiry, opportunity recognition, and creativity. Entrepreneurial education at the school stage is the extent to which training in creating or managing Small and Medium Enterprises (SMEs) is incorporated within the education and training system at primary and secondary levels.

Prof. Mehrotra informed that the policy on National Skill Development and Entrepreneurship (2015) aims at an all-inclusive approach to strengthening the entrepreneurship development scenario in the country, which promotes quality consciousness, and innovativeness, and also helps globally competitive entrepreneurs. According to the National Education Policy 2020, schools/school complexes will be encouraged to hire local eminent persons or experts as ‘master instructors’ in various subjects, such as traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions. The policy links skills development to improved employability and productivity in paving the way forward for inclusive growth in the country. The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality), and sustainability. The skill strategy is complemented by specific efforts to promote entrepreneurship in order to create ample opportunities for the skilled workforce. The entrepreneurship framework that promotes the growth of entrepreneurship education across the country includes making entrepreneurship aspirational and encouraging it as a viable career option through advocacy, mentorship and networks. Entrepreneurship education has been integrated into the formal education system to create platforms for the generation and sharing of ideas by students and neo-entrepreneurs. It is being supported through Entrepreneurship Hubs (E-Hubs) and

technology-based organisation of “Smart Hackathons”. Stakeholders, like the government, academicians, researchers and the private sector, play an important role in enabling an entrepreneurial ecosystem. Government, as a policymaker, lays down the path for emerging entrepreneurs, while academicians, researchers, and the private sector act as executors in different value chains, supporting entrepreneurs for new enterprise creation. A separate Ministry for Skill Development and Entrepreneurship (MoSDE), has been set up in 2014 to give fresh impetus to the Skill India agenda and help create an appropriate ecosystem that facilitates networking and coordinated action for imparting employability and entrepreneurship skills to the people. Colleges, universities and business schools offer courses in entrepreneurship development, alongside practical training in starting a business through incubation centres. Virtual labs and Augments Reality (AR) or Virtual Reality (VR) technologies are providing opportunities to discover new solutions, experiment, refine and validate solutions, and empowering entrepreneurs to present their ideas and utilise the collective wisdom to validate and refine ideas and develop products and services. Hands-on experiential learning to build innovation capabilities and skills, which include simulated exercises or real projects are conducted by trainers and mentors. The Indian government has funded several organisations to establish incubation centres while major Corporates have established start-up accelerators. Sufficient funds are available to new start-ups, from informal investment and bank loans to government grants and venture capital.

Prof. Mehrotra informed that entrepreneurship education in India is largely in the form of a cross-curricular approach with clear objectives and learning outcomes at all levels of education. It starts at the middle stage (Grades 6 to 8) and is integrated into other subjects, mostly in social sciences. The focus is on the development of entrepreneurial attitudes and the skills of creativity, planning, financial literacy, and teamwork. In general education, entrepreneurship education is integrated with subjects or offered as a separate subject in Grades 11 and 12. In vocational courses offered along with the general education subjects from Grades 9 to 12, the core ‘employability skills’ curriculum includes entrepreneurship skills. The employability skills curriculum is divided into five modules, namely (i) Communication skills, (ii) Self-management skills, (iii) Information and Communication Technology skills, (iv) Entrepreneurship skills, and (v) Green skills. The module on entrepreneurship skills includes content on entrepreneurial values, attitudes, and motives, the characteristics of a successful entrepreneur and a successful business, the importance of skills, the identification and development of entrepreneurial competence and networking, and entrepreneurial culture. Digital resources, including e-learning materials, have been created by the National Council of Educational Research and Training (NCERT) and Central Board of Secondary Education (CBSE) for promoting entrepreneurship development. The approach to teaching

entrepreneurship knowledge and skills includes lecture sessions by teachers and experts, presentations, role-plays, group work by students and case studies of successful entrepreneurs. Teachers have a key role to play in entrepreneurship education, and developing the attitude, culture, environment and changing the behaviours of students for entrepreneurship. Highlighting the role that the Atal Tinkering Lab (ATL), which were started in 2016 by NITI Aayog, Prof. Mehrotra stated that it is the flagship initiative of the Atal Innovation Mission (AIM), Government of India to cultivate an innovative mindset amongst students from Grades 6 to 12 across the country. The ATLs have been set up in over 9600 schools across the country with over 2 million students having access to ATLs. Students learn to create and promote an ecosystem of innovation and entrepreneurship through intervention by University Research Institutions, Micro, Small and Medium Enterprises and Industry. Students explore new ideas, test them and follow 'learning by doing' approach in design thinking and ideation to develop new perspectives toward social and community problems. Young children are offered opportunities to work with tools and equipment to understand the concepts of STEM (Science, Technology, Engineering, and Math). ATL conducts activities that range from regional and national level competitions, exhibitions, and workshops on problem-solving, designing and fabrication of products, lecture series. etc. at periodic intervals. These labs have been established in both government and private schools, with a majority in co-educational and girls' schools that serve as community hubs of innovation. The students have created prototype for Water Battery, Water Taps for Physically Challenged Profile, Biopots, Micro-washing Machines, Fruit Pluckers, etc. In 2021, the Indian Space Research Organisation (ISRO) collaborated with schools for mentoring students. Currently 40,000 students are enrolled at 100 ATLs, adopted by ISRO. He also informed that the Smart India Hackathon is a nationwide initiative to provide students with a platform to solve some of the pressing problems we face in our daily lives, and thus inculcate a culture of product innovation and a mindset of problem-solving. A mention of the iStart Rajasthan program of the Department of Information Technology & Communication, Government of Rajasthan was also made by prof. Mehrotra and he stated that the programme is also being implemented in schools to foster innovation, create jobs and facilitate investment in the State. Speaking on the challenges that the budding entrepreneurs would be facing in the future, Prof. Mehrotra opined that one of the challenges of deep tech entrepreneurs is access to advanced technological laboratories and experts and India needs to establish global Centres of Excellence (GCoEs) in exponential numbers and Industry 4.0 technologies, in partnership with academia and industry from around the world. The technologies that enable Industry 4.0 include smart sensors, automation devices, advanced robots, Internet of Things (IoT), cloud computing, location detection technologies, human-machine interfaces,

augmented reality, 3D printing, Artificial Intelligence (AI), big data analytics, and mobile devices, among others. These centres should develop products, prototypes, and patentable solutions on industry acceptable platforms and solutions. Vocational courses to meet the new and emerging skill demands of the industry, such as Artificial Intelligence, Robotics, and the Internet of Things (IoT), and those that promote start-ups are to be introduced in various institutions. The teachers have to be trained on developing or adapting relevant materials to reflect the local knowledge and culture, gender balance, and highlighting local examples and situations that promote sustainable enterprises and responsible workplace practices. Higher Education Institutions can act as Hubs for schools (spokes) to support through incubation centres and mentoring facilities for the school students.

### 6.3 Visit to Seoul Robotics High School

The delegation from NCERT along with representatives from India, Indonesia, Malaysia, and Myanmar. The Seoul Robotics High School at Gangnam-gu, Seoul is a Meister school, which aims to meet the skill needs of Industry.



The Meister school was founded in 1994 and was established to foster young students through a customised curriculum that responds to industrial demands in robotics. It has specialised in Preliminary Meister Training for the purpose of running the curriculum for the Robot industry in Korea. It is training professionals through systematic training with the experts from the industry and has a high employment rate/entry into the military services. It is the first and only vocational school that teaches robotics in Korea. Admission fees, tuition, and dormitory charges are all paid by the government. Students learn ATmega128, Graphic Java, C Language, and Python. They undergo intensive training courses for mobilising optimised robots for 3 years.





#### 6.4 Discussion on Collaborative Vocational Education Project at Demonstration Multipurpose School, Bhopal

A discussion was held at Rivera Hotel, Seoul on the way forward for the effective implementation of vocational courses being implemented under the Joint Project by the PSS Central Institute of Vocational Education and KRIVET in Beauty & Wellness and Mechatronics sectors at the Demonstration Multipurpose School, Bhopal.

##### **Proposed Key Actionable Points**

- Vocational Teachers should be appointed on a regular basis for teaching the vocational courses.
- At least two Vocational Teachers should be appointed for teaching vocational courses in Grade 9 and 10 and Grade 11 and 10.
- Online training with specialists from South Korea should be organised to provide latest know-how of the developments in the beauty practices and products.
- Teachers and students exchange programmes should be taken up for providing necessary exposure of the beauty services of both the countries.
- The number of hours for the vocational course to be introduced in Mechatronics should be at least 600 hours per year. Therefore, training needs to be done in the concerned sector.

## 7 ANEXURE I: List of Participants

### NCERT

S.No.	Name and Designation	Email address
1	Prof. Dinesh Prasad Saklani, Director	director.ncert@nic.in
2	Prof. Sridhar Srivastava, Joint Director, NCERT	jd.ncert@nic.in
3	Prof. Anupam Ahuja, Head, International Relations Division	irdncert2016@gmail.com
4	Prof. Vinay Swarup Mehrotra, Head, Center for International Relations, PSS Central Institute of Vocational Education, NCERT	drvs.mehrotra@gmail.com
5	Prof. Indu Kumar, Central Institute of Educational Technology (CIET), NCERT	indu.kumar@ciet.nic.in
6	Ms. Purabi Pattanayak, Chief Consultant, Department of School Education and Literacy	purabi.pattanayak@gmail.com

### AKS, KRIVET, KERIS, NISE

No	Name and Designation	Email address
1	Prof. Ahn, Byung-Woo, President, AKS	-
2	Prof. Jo Yoong-Hee, AKS, Director of CEFIA	jyo@aks.ac.kr
3	Dr. Chang Won Suk, AKS, Head of Division of Understanding Korea Project	wnskchng@aks.ac.kr
4	Dr. Park So Young, Senior Researcher, AKS, Division of Understanding Korea Project	parksy@aks.ac.kr
5	Dr. Kim Hye-sook, Senior Researcher, Korea Institute for Curriculum and Evaluation	sight89@kice.re.kr
6	Prof. Kang Sun-joo, Professor of Gyeongin National University of Education	sukang@ginue.ac.kr
7	Dr. Kim Hyun-tae, Educational Researcher, NISE	purelyht1018@korea.kr
8	Ms. Park Mee-jung, Teacher, Cheonan Inae School	beulah@naver.com
9	Mr. Lee Jinwoo, Director of Textbook Policy Division, MoE	tededu@korea.kr
10	Ms. Kim Jooyoung, Director of Northeast Asian Education Policy Team, MoE	jykim08@korea.kr
11	Mr. Jeong Yoo Seok, Educational Researcher, Northeast Asian Education Policy Team, MoE	delos3415@korea.kr
12	Mr. Park Jea-Yun, Director of Mirae-N Textbook Museum	-
13	Dr. Kim Jongin, curator of Mirae-N Textbook Museum	jikim@mirae-n.com
14	Dr. Kim Young Saing, Senior Researcher, KRIVET, Future Human Resources Research Division	yk291@krivet.re.kr
15	Dr. Oh Ho Young, Senior Researcher, KRIVET, Employment, Skills Development, and Qualifications Research Division	hyoh@krivet.re.kr

16	Mr. Kang Sang Uk, Principal of Seoul Robotics High School	ksw007@sen.go.kr
17	Mr. Kim hyo Gyeom, Teacher of Seoul Robotics High School	h2k0124@sen.go.kr
18	Dr. Suh You-mi, President of KERIS	
19	Dr. Chang Seejoon, Director of Digital Education Policy Division, KERIS	sjchang92@keris.or.kr
20	Dr. Kye Bokyoung, Chief, Global Policy and Research Section, KERIS	kye@keris.or.kr
21	Dr. Yoo Ji Sun, researcher, Global Cooperation Section, KERIS	yooji0706@keris.or.kr

## 8 ANNEXURE II: Programme Schedule

### 6<sup>th</sup> AKS-NCERT Joint Working Committee Meeting

Venue: Academy of Korean Studies,

323 Haogae-ro, Bundang-gu, Seongnam-si, Gyeonggi-do, South Korea

#### Monday, 31 October 2022

- 09:30-10:00 Greeting from President, AKS
- 10:00-10:20 **Opening Session**
- Opening Remarks by Prof. Jo Yoong-hee (Director of CEFIA, AKS)
  - Opening Remarks by Prof. Dinesh Prasad Saklani, Director, National Council of Educational Research & Training (NCERT), New Delhi
- 10:20 -11:50 **Session 1: Understanding the Educational System of both Countries**
- Presentation 1: Textbook and Curriculum Development in India  
(Prof. Sridhar Srivastava, Joint Director, NCERT)
  - Presentation 2: Educational and Textbook System of Korea  
(Dr. Kin Hye-sook, Korea Institute for Curriculum and Evaluation)
- 14:00-15:50 **Session 2: Understanding each other through Textbooks of both Countries**
- Presentation 1: World history textbook writing process and word history class in Korea  
(Prof. Kang Sun-joo, Gyeongin National University of Education)
  - Presentation 2: The “Module” and India in Korean Textbooks (Prof. Anupam Ahuja, Head, International Relations Division, NCERT)
  - Presentation 3: Korea and India in the Textbooks of both countries (Dr. Park So-young, AKS)
- 16:00-17:20 **Session 3: Understanding the Future Direction of Special Education in both Countries**
- Presentation 1: NEP, 2020 and Equitable and Inclusive Education  
(Prof. Anupam Ahuja, Head, International Relations Division, NCERT)
  - Presentation 2: 2022 New Korean curriculum for groups with special needs.  
(Dr. Kim Hyun-tae, NISE)
- 17:20-17:40 **Closing Session**
- Closing Remarks by Prof. Jo Yoong-hee (Director of CEFIA, AKS)
  - Closing Remarks by Prof. Dinesh Prasad Saklani (Director, NCERT)
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#### Tuesday, 1 November 2022

- 10:00-11:30 Visit to Cheonan Inae School, a Special Education School at Cheonan-si, Chungcheongnam-do,
- 13:30-15:00 Visit to Ministry of Education, Central Government Complex, 77-6 Sejong-no, Jongno-gu, RoK
- 15:30-17:30 Visit to Textbook Museum, San 25-1, Naepan-ri, Yeondong-myeon, Sejong-si, RoK.

**Wednesday, 2 November 2022**

09:00-16:00 Participation in the Global HR Forum 2022, Grand Walkerhill Seoul in Gwangjang-dong, Seoul

**Thursday, 3 November 2022**

14:00-16:00 Visit to Korea Education Research Information Service (KERIS), 64 Dongnae-ro, Dong-gu, Daegu,

**Friday, 4 November 2022**

09:00-13:30 EAP Workshop on Entrepreneurship and Technical Vocational Education, Riviera Hotel, 737 Yeongdong-daero, Gangnam-gu, Seoul, RoK

14.30-17.00 Visit to Seoul Robotics Meister School, 63 Gwangpyeong-ro 20-gil, Gangnamgu, Seoul, RoK

17.00- 18.00 Discussion of Vocational Education Project at Demonstration Multipurpose School, Riviera Hotel, 737 Yeongdong-daero, Gangnam-gu, Seoul, RoK