CONCLAVE AND NATIONAL WEBINARS

ON

QUALITY AND SUSTAINABLE SCHOOLS: LEARNING FROM SCHOOLS IN INDIA

A REPORT

SHIKSHAK PARV 2021

Ministry of Education

Department of School Education and Literacy

Conclave and National Webinars

on

Quality and Sustainable Schools: Learning from Schools in India

5 to 17 September 2021

Coordinated by

International Relations Division (IRD),

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

FOREWORD

The Ministry of Education (MoE) organised the *Shikshak Parv 2021* on the theme "**Quality and Sustainable Schools: Learning from Schools in India**" from 5 to 17 September 2021. During the last one year, schools have adopted many innovative practices to ensure continuity of education at all levels and to all learners in the prevailing COVID 2019 pandemic. In tune with such endeavours across different schools, the goal of *Shikshak Parv* 2021 was to widely disseminate the learnings of the schools pertaining to quality, inclusive practices and sustainability, and mark one year of the implementation of NEP, 2020. The event included daily webinars on a variety of themes and a Conclave on *Quality and Sustainable Schools: Learning from Schools in India* under NEP, 2020. The Hon'ble Prime Minister Shri Narendra Modi graced the Conclave and launched new digital education initiatives. This was followed by nine days of daily webinars on various sub-themes which were based on the provisions of NEP, 2020. Various national-level institutions, academicians, researchers and practitioners were invited to deliberate on quality improvement of the education system.

This report, including the Hon'ble Prime Minister's address and the National Webinars aims at reinforcing the ideas discussed during the *Shikshak Parv* with the various stakeholders. The presentations, background notes related to the nine themes, and the infographics from the webinars shared during the event are available online at the MoE website. The report has been compiled to give a concise record of the proceeds of the event. Immense care has been taken to ensure that the essence of the speakers' presentations in the form of National Webinars are reflected in this compilation. The content also highlights the practitioners' voices. Effective practices shared by teachers including National Teacher Awardees have been included to motivate teachers across the country. It is hoped that the deeper understanding of NEP, 2020 developed during the event along with practices shared will help take the Policy initiatives forward and plan future initiatives considering the contextual needs.

I take this opportunity to thank the Ministry of Education for organising the event, in particular, Ms. Anita Karwal, *Secretary*, School Education and Literacy, Mr. Santosh Sarangi, *Additional Secretary,* Mr. Vipin Kumar, *Joint Secretary*, *AE & Coordinator* and Dr. Shubhankar Mishra, *Director*, *AE* for coordinating the event and bringing out this report. I am grateful to all the speakers in *Shikshak Parv* for sharing their valuable insights.

The National Education Policy, 2020 is a people's policy. It has come after a huge consultative process with all the stakeholders. The dialogue must continue in order to ensure effective implementation of the Policy. It is my hope that this report will spark more conversations about the implementation of NEP, 2020. It will help disseminate the core message of the Policy to the grassroots, lead to vibrant discussion and further the initiatives to promote quality education for all children in the country.

SRIDHAR SRIVASTAVA

Joint Director and
In-charge Director

National Council of Educational
Research and Training (NCERT)

New Delhi
November 2021

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ABBREVIATIONS

AIDE	Academic Initiated Development Experience
AICTE	All India Council for Technical Education
ASK-U	Application Skill Knowledge Understanding
ATL	Atal Tinkering Labs
BIET	Bharat Institute of Engineering and Technology
BRC	Block Resource Centres
CBE	Competency Based Education
CBSE	Central Board of Secondary Education
CIDE	Collaborative Initiative Development Experience
CIET	Central Institute of Educational Technology
COVID-19	Corona Virus Disease 2019
CPD	Continuous Professional Development
CRPF	Central Reserved Police Force
CRC	Cluster Resource Centres
CSR	Corporate Social Responsibility
CwSN	Children with Special Needs
DEAA	Department of Education in Arts and Aesthetics
DEE	Department of Elementary Education
DEL	Department of Education in Languages
DEPwD	Department of Empowerment of Persons with Disabilities
DESS	Department of Education in Social Science
DGET	Directorate General of Employment and Training
DGS	Department of Gender Studies
DICTT	Department of ICT and Training
DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DTE	Department of Teacher Education
ECCE	Early Child Care and Education
EMRS	Eklavya Model Residential School
ESD	Educational Survey Division

FLN	Foundational Literacy and Numeracy
GCERT	Gujrat Council of Educational Research and Training
GSSS	Government Senior Secondary School
HERC	Human Exploration Rover Challenge
HPC	Holistic Progress Card
ICT	Information and Communications Technology
IIT	Indian Institute of Technology
IRASP	Individualised Research Accommodation Support Plan
IRD	International Relations Division
ISL	Indian Sign Language
ISLRTC	Indian Sign Language Research and Training Centre
IT	Information Technology
ITES	Information Technology Enabled Services
ITI	Industrial Training Institute
LOs	Learning Outcomes
MoE	Ministry of Education
MSJE	Ministry of Social Justice and Empowerment
NAS	National Achievement Survey
NASA	National Aeronautics Space Administration
NCERT	National Council for Educational Research
NCF	National Curriculum Framework
NCT	National Capital Territory
NCVET	National Council for Vocational Education and Training
NDEAR	National Digital Educational Architecture
NEP	National Education Policy, 2020
NGOs	Non-Governmental Organisations
NIEPA	National Institute of Educational, Planning and Administration
NIOS	National Institute of Open Schooling
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
NISHTHA	National Initiative for School Heads' and Teachers' Holistic Advancement

NSQF	National Skill Qualification Framework
PAL	Personalised Adaptive Learning
PLC	Professional Learning Community
PRAGNA	Pravrutti Dwara Gnan
PSSCIVE	Pandit Sunderlal Sharma Central Institute of Vocational Education
RAA	Rashtriya Aavishkaar Abhiyan
RIE	Regional Institute of Education
RPwD	Rights of Persons with Disabilities
RTI	Right to Information
SIDE	Self-Initiative Development Experience
SCERT	State Council for Educational Research and Training
SEDGs	Socio-Economic Disadvantaged Groups
SDG	Sustainable Development Goals
SE&L	School Education and Literacy
SPM	School Preparatory Model
SQAAF	School Quality Assessment and Assurance Framework
STEM	Science, Technology, Educational and Mathematics
SUPW	Socially Useful Productive Work
TET	Teacher Eligibility Test
TLM	Teaching-Learning Material
TSG	Technical Support Group
UDL	Universal Design for Learning
UDISE	Unified District Information System for Education
UNCRPD	United Nations Convention on the Rights of Person with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UTs	Union Territories
VAKT	Visual, Auditory, Kinaesthetic and Tactile
VE	Vocational Education
VET	Vocational Education and Training
WIDE	Wellness Initiative Development Experience

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Overview

The National Education Policy 2020 (NEP, 2020) was released on 29 July 2020 and envisions providing quality education and equitable access in a sustainable manner to all learners. The goal of this year's *Shikshak Parv* was to deliberate the implementation of one year of NEP, 2020 and expand its scope beyond the pre-existing curriculum. In order to widely disseminate the learnings of the schools pertaining to quality, inclusive practices and sustainability, the theme of this year's *Shikshak Parv* was "***Quality and Sustainable Schools: Learning from Schools in India".***

The deliberations during the *Parv* highlighted that sustainable schools adopt a "whole-school" approach; one that extends beyond the curriculum and addresses the entire planning, operation and management of the school facility. Emphasis was laid on how school sustainability policies do not just reinforce what is taught about sustainability in the classroom but also improve the school's own carbon footprint and strengthen public relations with the surrounding community. The discussions focused on how sustainable schools prepare young people for a lifetime of sustainable living through its teaching and day-to-day practices. The presentations highlighted the concept of sustainable schools and innovative teaching practices, echoes of which can also be found on Para 4.23 of the NEP, that lays stress on creating environmental awareness on water and resource conservation, sanitation and hygiene. An understanding was developed that with climate change, there will be a sizable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skills.

The Conclave on "*Quality and Sustainable Schools: Learning from Schools in India*'', was organised on 7 September, 2021. The Conclave was graced by the Honourable Prime Minister Shri Narendra Modi. Hon'ble Minister of Education Shri Dharmendra Pradhan in his welcome speech invited the PM to deliver his address. Hon'ble PM Shri Modi launched new initiatives of ISL Dictionary of 10,000 words, Talking Books, FLN-NISHTHA, Vidyanjali and SQAAF. He explained how these initiatives will facilitate children's learning in an equitable and inclusive environment and help in making the education system globally competent. The Hon'ble Prime Minister also urged for a system that aimed to develop competencies, higher-order thinking skills, creativity and critical thinking, as he believed that education is the most potent tool for social mobility and is instrumental in removing inequalities. He also stated that there is no denying that teachers are at the helm of affairs for all educational endeavours and that in this time of transition, teachers will benefit from NISHTHA 3.0 to build their professional capacities.

A Technical Session on the same theme was held during the Conclave after the Hon'ble Prime Minister's address. The session started with an address by the chief guest Smt. Annpurna Devi, Minister of State for Education. The experiences shared during the Conclave were received in a positive spirit and the need was felt to spread and incorporate them in tune with contextual requirements of both, rural and urban schools. It was acknowledged that school, parents and community have to put forward concerted efforts for transforming the education scenario for the better future of the children.

For the purpose of encompassing all facets, the theme of *Shikshak Parv* was further divided into nine sub-themes, based on the NEP, 2020. The nine National Webinars of *Shikshak Parv* were organised from 8 September onwards on the following diverse themes: *Technology in Education: NDEAR, Foundational Literacy and Numeracy: A Pre-requisite to Learning and ECCE, Culture of Innovation in Our Schools, Nurturing Inclusive Classrooms, Innovative Pedagogy to Promote Enjoyable and Engaging Learning, Promoting Quality and Sustainable Schools, Transforming the System of Assessment: Holistic Progress Card, Stimulating Indian Knowledge System, Arts and Culture* and *Re-imagining Vocational Education and Skill-*

building.∗ The webinars had a combination of experts and practitioners including some National Awardee teachers and school principals sharing their insights on the particular themes. Each webinar had a chairperson and consisted of expert deliberations by the speakers. After their presentations, a short question-answer session was conducted by the chairperson. These deliberations including the practitioners' perspectives were aimed at helping the teachers viewing the webinars of *Shikshak Parv* across the country to reflect on how to implement NEP, 2020 in their own context.

The *Shikshak Parv* saw phenomenal viewership from teachers, parents and other stakeholders with active participation reflected through overwhelming likes and appreciation. The live sessions were broadcast on different digital platforms, such as *Kishore Manch App*, YouTube, Twitter, Facebook, and different D2H service providers. There was also considerable engagement from the public during and after the *Parv* on the MyGov platform. Questions from all stakeholders, on the various sub-themes of the National Webinars, were invited on the MyGov portal prior to the event (from 24 August – 5 September 2021). During the webinars, the chairperson directed selected key questions from the MyGov portal to the speakers. Furthermore, feedback on the Technical Session during the Conclave and the National Webinars of *Shikshak Parv* 2021 was sought from all viewers on the MyGov portal until 27th September 2021. The responses were received from teachers, educationists, parents and other stakeholders from all States/UTs. For all webinars, teachers constituted the majority of the respondents.

The webinars as part of the deliberations of the *Shikshak Parv* provided diverse and valuable insights on how the education sector across the country can be empowered. It stood out clearly that the NEP, 2020 is a path-breaking reform and provides the impetus to cultivate '21st century skills' among students, including critical thinking, problem solving, creativity and digital literacy.

∗ A brief write-up on the themes and sub-themes in Annexure II

CONCLAVE

ON

QUALITY AND SUSTAINABLE SCHOOLS: LEARNING FROM SCHOOLS IN INDIA

7 SEPTEMBER 2021

Webinar Viewing Link:
https://youtu.be/Jrs3rClk8Z0

Infographic Link:
https://www.education.gov.in/shikshakparv/

Hon'ble Prime Minister's Address link:
https://youtu.be/Jrs3rClk8Z0

Presentation Link:
1. https://www.education.gov.in/shikshakparv/docs/Anantha_Jyoti.pdf
2. https://www.education.gov.in/shikshakparv/docs/Dr_Arunabh_Singh.pdf
3. https://www.education.gov.in/shikshakparv/docs/Sudha_Painuli.pptx

Nodal Coordinator:
Prof. Ranjana Arora, Head of Department of Teacher Education (DTE)

Shikshak Parv was inaugurated on September 7 2021, to mark the completion of one year of NEP, 2020, and to felicitate teachers, professors, academicians, policymakers, and others who have contributed to the implementation of the Policy, and in the area of education.

The theme of *Shikshak Parv 2021* is "Quality and Sustainable School: Learning from Schools in India" as part of the *Azadi ka Amrit Mahotsav* Celebrations.

Hon'ble Minister of Education Shri Dharmendra Pradhan gave the welcome address. He expressed gratitude to Hon'ble Prime Minister Shri Narendra Modi for his guidance in reimagining the role of education for the country's progress, and inspiring teachers to develop a connection with the country's soul in realising the nation's dreams.

Shri Pradhan further said that the country has been passing through a difficult time due to the prevailing pandemic situation. In these circumstances, teachers have played a leading role; therefore, we need to learn from their experiences. He mentioned that the idea of *Shikshak Parv* has originated on the behest of the Hon'ble Prime Minister's guidance and vision. It will also be an important event during the celebration of 75 years of Independence next year.

Hon'ble Minister of Education further added that while teachers and professors are at the centre of *Shikshak Parv*, another initiative of Hon'ble Prime Minister *Pariksha Pe Charcha* is intended to guide students in their pursuit of education. *Shikshak Parv* will be an opportunity for teachers to understand and pursue the Hon'ble Prime Minister's philosophy and dream of creating a *New India.*

He apprised the audience about the five new initiatives and requested the Hon'ble Prime Minister to launch (virtually) and dedicate the new initiatives to the people.

The Five Initiatives:

1. ISL Dictionary based on Universal Design of Learning
2. Talking Books
3. NISHTHA 3.0-NIPUN Bharat
4. Vidyajanli 2.0
5. School Quality Assessment and Assurance Framework (SQAAF)

Hon'ble Minister of Education said that under the visionary leadership of Hon'ble Prime Minister, education would bring transformational changes in the country.

ADDRESS BY HON'BLE PRIME MINISTER

Hon'ble Prime Minister Shri Narendra Modi greeted the Minister of Education Shri Dharmendra Pradhan, Ministers from States, Dr. Rajkumar Ranjan Singh, Dr. Subhas Sarkar, Smt. Annpurna Devi and Shri Kasturirangan Chairperson, and Members of the NEP, 2020 Committee, academicians, experts, principals, teachers and students. He congratulated teachers who have been National Awardees. He highlighted the role of teachers for their guidance to students and their praiseworthy contribution in this difficult time of the pandemic. He was happy to see the beaming faces of students since schools were reopened after almost two years. He said that they should not get carried away with the enthusiasm of going to school and meeting friends, but remain
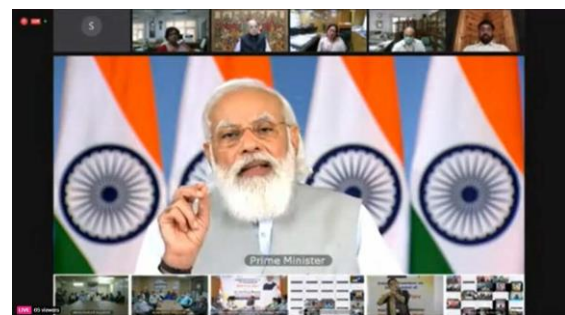
cautious and follow COVID-19 rules sincerely.

The Hon'ble Prime Minister referred to the new projects and the initiatives undertaken during the celebration of Azadi ka Amrit Mahotsav- 75 years of Independence and how these will determine the image of *New India* on the completion of hundred years. The projects will help in realising the nation's dreams and make students future-ready. The initiatives such as DIKSHA, NISHTHA, Talking Books, SQAAF will facilitate children's learning in an equitable and inclusive environment. These will help in making the education system globally competent.

The Hon'ble Prime Minister referred to the pandemic time as very challenging for students and teachers. However, he praised the teachers for their ability to overcome these challenges by innovating and successfully imparting online education, conducting online projects, group voice calls and online examinations. The use of technology in this manner was new to all and never heard of or experienced before. Now such practices are part of our daily life. He encouraged teachers to take these capacities forward and give new direction to these learnings, thus expanding the horizon of education.

The Hon'ble Prime Minister stated that we are fortunate that people are looking forward to the changes, and that the NEP was released at this juncture in time. The NEP, 2020 is an advanced and futuristic Policy. Major reformative decisions in the last few years will transform the education sector of the country. One of the major strengths of such reforms he highlighted is that all the initiatives are participatory in nature. In every stage, from the formulation to the implementation, experts, academicians, teachers, professors and policymakers have played a significant role, and they deserve much appreciation. The next step would be to urge people, society

and communities to participate in this process.

The Hon'ble Prime Minister quoted a *shloka* to highlight the importance of Education (*Vidya*) as one of the most valuable treasures because it has the power to expand as it is shared (*VidyaDaan*) with others. He mentioned that all teachers must have experienced this sense of self-fulfilment. He stated that the programme Vidyanjali 2.0 is an initiative to strengthen the efforts for ensuring progress for all. It is a dynamic platform for the society and private sector to come forward and contribute in the direction of quality improvement in education and society at large. He talked about how in India we have a tradition of strengthening society through partnership since time immemorial. *Janbhagidaari* is a feature of national character. We must make it robust by ensuring people's participation. He said that we have realised it in programmes such as Swachch Bharat, Digital India, etc. Vidyanjali is an invitation to professionals and entrepreneurs to come forward and help give a new direction to students' dreams and goals. He cited the example of a bank manager in Uttarakhand and a few others who played a significant role in connecting with children and making their lives better.

The Hon'ble Prime Minister praised the brilliant performance of Indian athletes at the Tokyo Olympic and Paralympic Games. The Indian youth has been inspired by their exceptional performances. He informed the audience that during his meeting with athletes, he requested them to visit at least seventy-five schools and engage children in

dialogue to inspire and encourage them to excel in sports.

The Hon'ble Prime Minister then went on to discuss another milestone initiative viz. the establishment of School Quality Assessment and Assurance Framework (SQAAF). He said that this will remove all the anomalies and create an equitable and inclusive platform for education in terms of curriculum, pedagogy, assessment, and inclusive teaching-learning practices. The framework gives states the flexibility to adapt it as per their needs and varying contexts. By establishing standards and removing disparities, it will bring transformational changes in education.

The Hon'ble Prime Minister said that education is the most potent tool for social mobility and is instrumental in removing inequalities. The establishment of NDEAR platform will deliver diverse, relevant, contextual, innovative solutions and ensure Policy implementation. He mentioned that the various provisions for multiple entry and exit points at higher education, credit-based assessment, linkages in academic activities, and transparency through digitisation of the system will be beneficial for all students. He remarked that these transformations will be the face of new-age education. Education will henceforth be inclusive and based on equity. In order to realise these objectives, he stated that Sign language has been given the status of a subject in the curriculum. An ISL dictionary comprising of ten thousand words has been brought out for the benefit of *Divyaang* children.

The Hon'ble Prime Minister further added that under NIPUN, FLN Mission had been launched for children from three to eight years of age. Initiatives have been taken up to bring quality in pre-primary years of education. Another step is to develop competencies, higher-order thinking skills, creativity and critical thinking. However, he clarified that there is no denying that teachers are at the helm of affairs for all educational endeavours. He pointed to the fact that in this time of transition, teachers will benefit from NISHTHA 3.0 to build their professional capacities. The online teacher training modules will help prepare teachers for the new challenges that students are facing.

The Hon'ble Prime Minister expressed his delight over the activities such as the series of workshops and seminars that will take place during the *Shikshak Parv*. The *Shikshak Parv* that started on the 5th September 2021, he said will culminate on 17th September 2021 on the occasion of *Vishwakarma* Day, celebrating the architect and the creator with divine qualities. He highlighted that the deliberations of Policy experts, academicians and teachers during the *Parv* will help in the successful implementation of NEP, 2020. He urged people to engage in collective thinking in villages and cities so that the new forward-looking objectives of NEP, 2020 can be achieved. He ended his address by reiterating that only with everybody's efforts in the education sector can India progress.

∗ Hindi Report of PM's Address in Annexure III

Technical Session

ADDRESS BY CHIEF GUEST

The Technical Session started with an address by the chief guest Smt. Annpurna Devi, Minister of State for Education. She welcomed the Chairperson, Sh. K. Kasturirangan, officials of the Ministry other dignitaries and speakers of the session. On the occasion of *Shikshak Parv* and Teacher's Day, she wished all teachers and expressed gratitude for their hard work. She stated that the *Shikshak Parv* provides an opportunity to reflect over the main issues related to education. In the NEP, 2020 quality education has been given the main focus. Along with content knowledge, the Policy also emphasises on personality development of the child. It also lays stress on making best use of technology and digital learning. She highlighted that the Policy focuses on the need for encouragement to innovation and entrepreneurship in education.

The Hon'ble Minister of State for Education pointed out that there have been interventions in the field of education during the pandemic period, such as PM e-Vidya, and other digital and ICT based technologies that can reach every child. The Ministry of Education has also made efforts to strengthen the digital aspects of learning. She made a mentioned about ICT libraries, online modules and books for adults. She talked about how the development of a nation is dependent on education and that education is an important tool for national character building. Therefore, capacity building of children is essential. She stated that it is also important that both teachers and students learn together. They must also learn the local skills and acquire experience-based learning to make education more relevant in present times. She remarked that quality and sustainability are two sides of the same coin. She concluded by saying that the discussions and ideas that emerge out of this Conclave will help in realising the vision of our Hon'ble Prime Minister in strengthening the education system of our country.

ADDRESS BY CHAIRPERSON

The Chairperson Sh. K. Kasturirangan began by highlighting the efforts of the Ministry of Education in organising this important Conclave, with the Prime Minister setting the tone of the deliberations for the forthcoming sessions. He lauded the initiatives that have been launched to realise the vision of NEP, 2020. He also appreciated the steps taken by Sh. Dharmendra Pradhan, Hon'ble Minister of Education, to realise the goals of NEP in such a short span of time. He congratulated Smt. Anita Karwal, Secretary of School Education and Literacy, Ministry of Education for her tremendous efforts in transforming school education. He remarked that the overarching theme of the *Shikshak Parv*, which will be deliberated upon during this Technical Session, as well as the diverse themes of the nine National Webinars that will be held over the next 11 days, had been thoughtfully chosen.

Dr. Kasturirangan drew attention to the fact that owing to the outbreak of COVID-19 there were some disruptions as well as learning loss among children. He hoped that many of these issues and challenges will be addressed during the Conclave. He discussed

four critical issues in this context. Firstly, Foundational Literacy and Numeracy is an important aspect mentioned in NEP, 2020 and technology can help in minimising the learning loss in this area. Secondly, community engagement and support are also required to ensure that all children are retained in school. Thirdly, curricular transformation with regard to which the NEP focuses on building fundamental capacities so that there is more scope for genuine learning which is meaningful and less burdensome. Fourthly, teachers are central to the education system and have an important role to play in bridging the gap of learning loss. Thus, restoring quality education and maintaining sustainability are the two major challenges, beside the challenges posed by the pandemic. He concluded by saying that the rich experiences of those running the most well-known institutions of the country will be shared in the upcoming sessions of the *Shikshak Parv* and will be valuable for all.

PRESENTATIONS BY SPEAKERS

Prof. J.S. Rajput began by summarising the key takeaways from the addresses of the Prime Minister, Minister of State, and the Chairperson. He stated that though we have achieved 90 percent literacy rate, there are children who are out of school and there are more children in schools who are unlearning. They are challenging groups and much needs to be done for those who are not learning in school. He then gave a brief history of education policies in India. After Independence, India's thrust in the education sector was on access to school and appointment of teachers. Later it was realised that mere enrolment is not enough and there is a need to focus more on engaging children in learning. The National Policy on Education 1986 focused on access, participation and attainment. He highlighted that the experience gained over the last 30 years has made us realise the importance of quality in education and the need to understand what quality is.
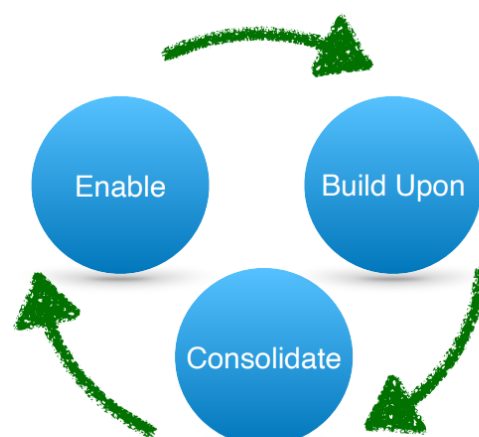
Prof. Rajput stated that the focus of his work is teacher education, and that the NEP, 2020 says that teachers must be re-established. He agreed with Dr. Kasturirangan's assessment that four years of B.Ed is absolutely essential to become a teacher. He also referred to the major step taken by Dr. Kothari in making science and mathematics accessible for girls up to class 10. There is a need to restore respect for teachers. Teachers must also remember that they must first know the child, understand the mind of the child and always keep in mind that nothing can be taught but only learnt. He remarked that learning is the treasure within and that teachers can only inspire the learners to realise that treasure.

Circle of Learning

Enable
- Prime Learners
- Capture Curiosity
- Trigger Memories
- Parent Link

Math around me!

🖂 NWS

🐦 @SinghArunabh

Prof. Rajput emphasized that there is a social responsibility of parents, principals, teachers and community to feel a sense of belonging towards the school. The pandemic has given us a chance to improve the environment of government schools in terms of access, security and quality of teaching, teacher student ratio, etc. He concluded by saying that three things are key to re-establish the glory of the rich educational heritage of India in the world: Lifelong Learning, Learning to Learn and Learning to Live Together.

Dr. Anantha Jyoti quoted J. Krishnamurti who believed that the child should be "...rightly related to people, things and ideas, to the whole of life. To live is to be related." She then explained to the viewers what it implies in the context of school life. It is important to have a connect with land and nature, the community, and one's own self. She presented some of the initiatives taken by Rishi Valley School in this regard such as water conservation, waste management, bird watching, tree planting and seasonal rhythms. She emphasized that nurturing love for nature should start from the beginning. She shared attractive pictures of wildlife around the school to illustrate her point that children must be taught that they are occupying the space of animals and to not be fearful of them. She talked about some of the other salient initiatives that have been taken by the school: international backyard, nature track, art work, kitchen garden and talks by eminent ecologists. She concluded by stating that children need to be in sync with nature.

Dr. Arunabh Singh started his presentation by remarking that what he has to say will resonate with the addresses made before him, particularly the deliberations on lifelong learning, holistic approach and social responsibility. He explained with the help of some examples the holistic approach that can be used in a classroom, drawing from how a teacher can introduce the theme of rain through an imagination-based activity. He pointed out that every classroom should start with excitement for children to learn and there is a need to create love for learning to ensure lifelong learning. He stated that India is a vast country; everyone is trying to solve the riddle of learning according to each child's capabilities. He explained the "Circle of Learning" technique adopted in Nehru World School consists of three components- enable, build upon and consolidate. He described some of the initiatives taken by the school such as videos on Maths Around You, Start-up Superstar, and I Can, which help ignite the creativity and curiosity in students. He reiterated that reflecting on one's experiences is more important. He concluded by saying that mere teaching is not enough, teachers must reflect on their teaching and all teachers must themselves become lifelong learners in order to create lifelong learners.

Ms. Sudha Painuli introduced the Eklavya Model Residential Schools (EMRS) which is a scheme of the Ministry of Tribal Affairs to give quality education to talented and underprivileged tribal children and bring them into the mainstream. According to her the role of teacher is to provide quality education for holistic development, along with imparting moral values and promote skill development for building good citizens. The special challenge that her school faces is to bring first generation learners into the mainstream. She elaborated on some of the innovative experiments undertaken in her school such as 'Eklavya Birthday Garden' where students nurture plants for 7 years, 'Theatre in Education' which builds students confidence as they perform outside the school, skill development with a focus on tribal arts and culture, Eklavya Tribal Museum for preservation of cultural heritage and linking the future with the past, Music Performance at Rashtrapati Bhawan, Word Stock and Shramdaan.

QUESTION & ANSWER SESSION

The chairperson then put up some questions to be addressed by the speakers. Dr. Kasturirangan asked how will e-learning and

new methods of education change the structure and roots of our education system. Prof. Rajput responded that these new methods will provide alternatives in the long run and reduce the load of the school bag. Dr. Arunabh also responded by saying that IT is like energy that can be used or misused. To use technology, we need to have internet which must first reach even the most isolated regions. He stated that while technology cannot replace teachers, teachers who use technology may replace those who don't.

Dr. Kasturirangan then asked how environmental education, sustainability and citizenship education are related. Dr. Jyoti responded and said that it is important to teach children to preserve and love nature. She gave the example of observing the night sky and its wonders. Dr. Sudha stated that environmental education plays an important role in creating a sense of belongingness in students to the local environment. This aids the learning process greatly.

The chairperson concluded the session by appreciating the good ideas and practices of the speakers. He thanked Prof. Rajput, the Minister for State of Education as well as Secretary of School Education and Literacy, and the speakers for making the session interesting and valuable for the viewers.

CONCLUDING REMARKS

Prof. Shridhar Srivastava, In-charge Director, NCERT, welcomed the viewers to the concluding session of the Conclave. He highlighted the active role played by NCERT during the pandemic situation by supporting the education in the online mode, developing teaching-learning resources such as the Alternative Academic Calendar, PRAGYATA Guidelines and NISHTHA 2.0 online training modules for empowering teachers. He also stated that NCERT has worked hard on the UDL based ISL Dictionary of 10,000 words, Talking Books, NISHTHA 3.0 (FLN) and

Vidyanjali 2.0. NCERT in collaboration with ISLRTC has created metadata for ISL dictionary and the dictionary words are uploaded on DIKSHA portal in alphabetical order for wider access and dissemination among all the stakeholders. He pointed out that following the principles of Universal Design for Learning (UDL), NCERT has started to augment these resources with addition of relevant audios, subtitles and images for supplementing the visual ISL dictionary. He added that the guidelines and framework for NIPUN Bharat (FLN mission) were developed.

Prof. Srivastava further said that this year's *Shikshak Parv* adopts a "whole-school" approach; one that extends beyond the curriculum and addresses the entire planning, operation and management of the school facility. The upcoming nine National Webinars during *Shikshak Parv* will focus on various themes that will help all those connected to the *Parv* learn from schools and teachers. He concluded by saying that NCERT will incorporate the learning from schools into the National Curriculum Framework (NCF), which is under development at present.

Smt. Anita Karwal, Secretary of School of Education and Literacy, Ministry of Education thanked the Hon'ble Prime Ministers, the Ministers of Education, the Minister of State for Education, Dr. Kasturirangan, Prof. J.S. Rajput and all the speakers. She remarked that she was humbled by speakers' presentations and their experiences and ideas. She said that the initiatives taken by teachers such as starting entrepreneurship for Class 1, exposure to nature and others shared today are eye openers. These are excellent examples of connecting learning to real life. There is a need to build capacity of school, society and of parents to participate hand in hand to bring sustainability. She concluded by saying that *Shikshak Parv* is off to a great start.

WEBINAR
ON

TECHNOLOGY IN EDUCATION: NDEAR

8 SEPTEMBER 2021

Background Note on Webinar Theme:
https://www.education.gov.in/shikshakparv/docs/Technology_Education_Background_note.pdf

Concept Note on Theme as in NEP, 2020:
https://www.education.gov.in/shikshakparv/docs/Technology%20in%20NDEAR.pdf

Webinar Viewing Link:

https://www.youtube.com/watch?v=hCrBLsR82w4

Presentation Link:
1. https://www.education.gov.in/shikshakparv/docs/Rajnish_Kumar.pdf
2. https://www.education.gov.in/shikshakparv/docs/Dr_Sanjay_Kuma.pdf
3. https://www.education.gov.in/shikshakparv/docs/Pratima_Singh.pdf
4. https://www.education.gov.in/shikshakparv/docs/Simon_Peeter_Paul.pdf

Nodal Coordinator:
Prof. Indu Kumar Professor, Central Institute of Educational Technology (CIET), NCERT

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* Additional infographics on this theme in Annexure IV

Technology in Education - NDEAR

INTRODUCTION

The NEP, 2020 stresses that new circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitate the need to be prepared with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the NEP, 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. The National Digital Education Architecture (NDEAR) has the vision to create a "unifying national digital infrastructure to energise and catalyse the education ecosystem". Essentially, this is a technological framework that aims to enable existing systems to upgrade and become interoperable, while making available the building blocks for the creation of new tools and solutions. As part of the *Shikshak Parv* programme the webinar on "*Technology in Education: NDEAR*" was organized 8 September 2021.

SESSION HIGHLIGHTS

Sh. Santosh Kumar Sarangi, Additional Secretary, Department of School Education and Literacy began the webinar by welcoming all the teachers, principals, students, academicians and parents viewing the live webcast. He invited Ms. Anita Karwal, Secretary, Department of School Education and Literacy to give brief introductory remarks. She welcomed all participants and wished everyone a Happy International Literacy Day. She informed the audience that 8 September was declared by UNESCO as International Literacy Day to remind the international community of the importance of literacy for individuals, communities and societies, and the need for intensified efforts towards more literate societies. Furthermore, the National Institute of Open Schooling (NIOS) has been selected as one of the winners of the prestigious UNESCO King Sejong Literacy Prize 2021 for the programme 'Enabling education of persons with disabilities through the technology-enabled inclusive learning material', with a focus on Indian Sign Language (ISL) based content'.

The Secretary then emphasized that people in general relate literacy with adults only. However, literacy could mean foundational literacy, digital literacy, financial literacy, among others. Digital literacy is a necessity today. It is incumbent for good quality of life and ease of living, which in turn is the mark of national progress. Therefore, our aim should be to achieve digital literacy for all citizens. Ms. Karwal remarked that the webinar on National Digital Education Architecture (NDEAR) is purposefully scheduled on this date as it has strong linkage with achieving the goal of digital literacy. She concluded by reiterating the Hon'ble PM's comment during his inaugural address, that "NDEAR is the UPI (Unified Payments Interface) of education."

During his introductory remarks, Sh. Rajendra Sethi, Deputy Director General, NIC gave a brief background on NDEAR. He said that NDEAR is related to narrowing the digital divide and moving towards digital literacy. NEP, 2020 envisions the creation of an equitable and vibrant knowledge society

by providing high quality education to all. He stated that we have witnessed large scale disruption in school curriculum due to the pandemic. This has led to the adoption of innovative practices for teaching-learning. He reiterated that the theme for this year's *Shikshak Parv* is "*Quality and Sustainable Schools – Learning from Schools in India*". The purpose of this theme of the Parv is to share learnings from the schools pertaining to quality inclusive practices and sustainability. He highlighted that the webinar's focus is to discuss the technology in education: NDEAR perspective in school education.

Sh. Rajnish Kumar, Director (Digital Education), Ministry of Education gave a detailed presentation on National Digital Architecture (NDEAR). He began by explaining that NDEAR comes with a vision to create a "unifying national digital infrastructure to energise and catalyse the education ecosystem". The NEP, 2020 mentions that "the core idea of NDEAR is to facilitate achieving the goals laid down by National Education Policy 2020, through a digital infrastructure for innovations in the education ecosystem, ensuring autonomy and participation of all the relevant stakeholders." He stated that NDEAR will pave the way to achieve learning outcomes by offering solutions to learners and teachers. Digital ecosystem of education needs to take a long-term view of aspects like interoperability, data governance, data quality, data standards, security and privacy, besides promoting open innovation.

Sh. Kumar then discussed how NDEAR is not a platform, portal or a software application. It is an architectural blueprint for the education ecosystem, which defines the principles, policies, standards, specifications and guidelines for development of technology driven solutions for different areas of education ecosystem that includes technology, data, inclusiveness, openness. He explained that an initial set of 36 building blocks across 12 categories have been identified under NDEAR to kickstart the digital infrastructure for education. The key guiding principles of NDEAR are federated architecture (decentralized), inclusivity, ecosystem approach (engagement of all stakeholders), privacy & security by design, interoperable (seamless portability) and longitudinal records (records documented over time).

Sh. Kumar highlighted the envisioned outcomes of NDEAR for all stakeholders involved. Firstly, the students get access to on demand learning materials, videos, graphics and animations, virtual lab and different forms of assessment tools. This will lead to Personalized Adaptive Learning (PAL). Secondly, the teachers get access to online support for lesson plans, use of TLM, pedagogic transactions, online reference materials, competency-based evaluation tools etc. Thirdly, schools get access to school management practices, school related ERPs, learning management systems, data analytics etc. Fourthly, parents get access to the child's holistic progress report, schools' performance and teachers' performance. Community also plays a role in voluntary engagement, Corporate Social Responsibility (CSR) and mentorship. Lastly, educational administrators use data analytics to bridge infrastructure gap, teacher availability, address dropouts and make informed Policy choices. He ended his presentation by saying that if we have an orchestra, where everyone in the system works in tandem to a symphony, then we can have an excellent infrastructure.
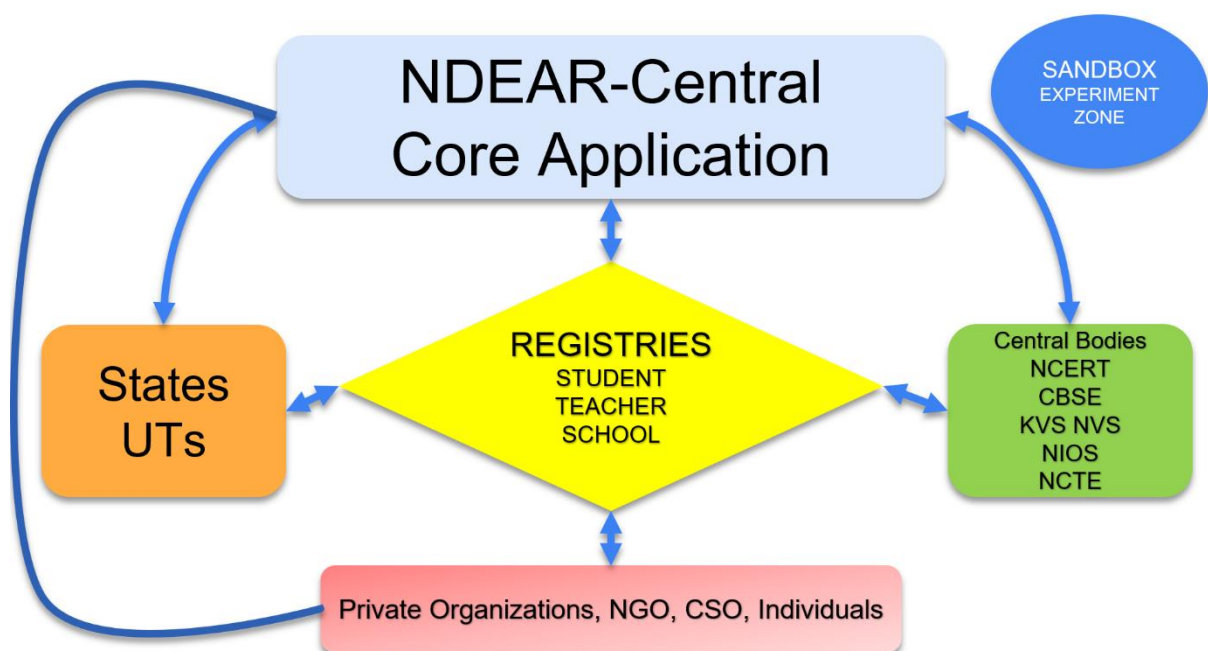
This was followed by presentations by three school teachers about their journey in adoption of technology in education. Dr. Sanjay Kumar from Himachal Pradesh shared his experience in use of technology in primary schools. He discussed about the *Har Ghar Pathshala* initiative. It is a WhatsApp based initiative where the State Project office (Samagra Shiksha) disseminates the e-content to children through BRCs and further by teachers. At present, it is facilitating 8 lakh students online. He explained the various challenges he faced during the lockdown with regards to content

creation, dissemination, facilitation, mentoring, assessment and feedback. From being a novice, he started developing interest in learning technologies which helped him learn tools for creation of presentation, video recording, editing, and their dissemination through WhatsApp and YouTube.

Dr. Kumar then started connecting with learners through Google Meet and guided parents on how they help their children learn better. He conducts daily subject wise classes for students. For fellow teachers, he has organized webinar for their well-being as well as to motivate them to learn technology. He regularly uses WhatsApp for sending homework, activities and receiving their responses and problems. Now, his students are also confident in using different tools and they are friendly with camera and creating their own videos. He also uses ICT tools for assessment of learning both formative and summative. In a nutshell, Dr. Kumar could successfully overcome all the challenges – the issue of connecting with the learners, developing engaging e-contents, adoption of ICT for holistic assessment of learning, motivating fellow teachers on use of technology, and gaining confidence of parents as well as community for bringing out significant change in the overall

approach of use of technology in teaching learning-assessment involving all the stakeholders.

The second speaker, Ms. Pratima Singh shared her unique and encouraging journey of adoption of ICT in the Primary School Dhusah and the Balrampur community. The COVID-19 pandemic forced closure of schools and teachers had to quickly adapt to the new pedagogy of digital world. She started by using VC tools like Zoom, Google Meet, Teams and gradually learned many other tools. The exclusive WhatsApp group for primary schools is being used for dissemination of content among students and teachers. She highlighted the usage of DIKSHA in Uttar Pradesh which is an indicator of overall consumption of e-resources during the pandemic. She also used Google Form to conduct an online survey among 500 teachers about use of technology during the pandemic. In collaboration with other National ICT Awardee teachers, she organized online webinars on ICT tools for teachers from aspiring districts. This had huge response from teachers and there was certification based on quizzes conducted on the webinar topics. At the end, she discussed how the building blocks of NDEAR can further help in evolving Indian education system. She talked

about her expectations from NDEAR and how students, teachers, parents and community can take benefit of NDEAR for furthering their agenda of improving outcomes of learners.

Mr. Simon Peter Paul started by sharing his experience of ICT integration in classroom in Puducherry. He highlighted the significant shift in adoption of technology by teachers - before pandemic and during pandemic. During pandemic, teachers could reach students only via technology, which forced them to adopt ICT tools more rigorously. He explained how he used technology to enhance the reading skills of students. For this, he created videos, stop-motion animations and interactive eBooks. He converted poems as songs which generated further interest among learners. He played short videos of his students learning through these initiatives.

Mr. Paul then elaborated on how he conducted online classes during the pandemic. He and his fellow teachers focussed on teaching students enrolled in the local government schools. After the initial selection process and setting up of online classes, he received a good response from his students. Students submitted their homework through WhatsApp. Besides YouTube, he also telecasted videos through local channels as well. The videos were also shared through pen drive. All these were done with the aim to reach learners having different gadgets. He emphasized that NDEAR would facilitate online education and help teachers and students. Teachers would be able to access learners' profiles easily and send interactive videos, activities etc. to specific students who may be weaker in certain concepts. All the educational resources are integrated in NDEAR and it works offline as well. Students will be able to transfer certificates and documents in digital format.

QUESTION AND ANSWER SESSION:

Sh. Santosh Kumar Sarangi, complimented all the speakers on the stellar work they have been doing in their respective states. He asked Mr. S. Simon Peter Paul about how he identified different software for editing, enhancing the teaching experience and digital learning. He also asked Mr. Simon how he trained teachers on these tools. Mr. Simon in his reply made a mention about the Universal Teachers Academy, which conducts face-to-face teacher training. However, during the pandemic, they have been conducting teacher training online. Teachers were given hands-on experience about content creation, video editing and use of other ICT tools. They also invite resource persons for online classes and training is now being conducted in six languages.

Sh. Sarangi then asked Dr. Sanjay Kumar whether he faced any connectivity issue in the remote areas and what is the proportion of children having gadgets and those without any gadgets. Dr. Kumar responded that they faced many challenges in the beginning. Many students were using WhatsApp in their parents' phones with very small screens. To tackle this problem, he started clustering. A drive was also initiated to collect donated mobile phones. The issue of connectivity is not continuous, but there are times when, there is no connectivity at all. For this, he had to adjust his communication approach and adapt the pedagogy with learners. For instance, due to connectivity troubles, his voice would reach the students at different times during an online class. So now he has learned to wait till he has a positive response from each student, before starting the next topic. The other challenge he highlighted is to make young learners sit in front of a mobile screen for the duration of the class. He stated that with the cooperation of parents and community, he has been able to tackle these challenges by innovating new ideas.

Sh. Rajnish Kumar, Director (Digital Education) asked Ms. Pratima Singh whether

the learning loss during the pandemic could be managed through online mode in Uttar Pradesh. Ms. Singh responded that e-pathshala has helped significantly in the dissemination of video lessons and monitoring their usage by teachers as well as students. While, teachers faced difficulty at the beginning, a blended approach has helped them to become comfortable with technology. Parents were given handholding and support in realizing the benefit of use of technology for education. The Mission Prerna website is also being used to disseminate e-content. This portal also has detailed records of teachers, students and their learning.
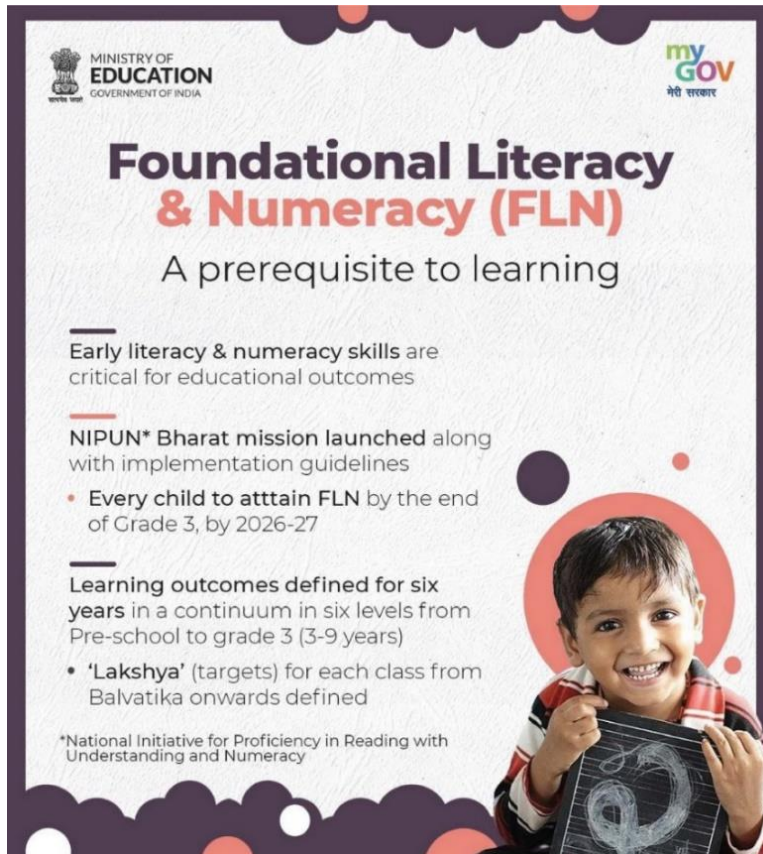
CONCLUDING REMARKS

Ms. Anita Karwal in her concluding remarks congratulated the three teachers for their excellent journey with ICT which will boost the confidence of teachers at large to integrate technology in their teaching-learning process. She remarked that the webinar was a thriller unfolding before her eyes and she hoped that there will be enhanced participation by teachers in embracing technology. She praised the speakers' efforts in enabling digital literacy not only among learners, but also among teachers, parents, and neighbouring community at large. She thanked all the viewers and participants.

FOUNDATIONAL LITERACY AND NUMERACY: A PRE-REQUISITE TO LEARNING AND ECCE

9 SEPTEMBER 2021

Background Note on Webinar Theme:
https://www.education.gov.in/shikshakparv/docs/Foundational_Literacy_Numeracy_background_note.pdf

Concept Note on Theme as in NEP, 2020:
https://www.education.gov.in/shikshakparv/docs/Foundational%20Literacy%20and%20Numeracy.pdf

Webinar Viewing Link:
https://www.youtube.com/watch?v=FaWBqOeOWkI

Presentation Link:
1 https://www.education.gov.in/shikshakparv/docs/maneesh_sir_0909.pptx
2. https://www.education.gov.in/shikshakparv/docs/SUNITI%20SANWAL%20Shikshak%20Parv%202021.pdf
3 https://www.education.gov.in/shikshakparv/docs/Telangana%20FLN.pdf
4. https://www.education.gov.in/shikshakparv/docs/Dr.%20TS%20JOSHI_Gujarat.pptx

Nodal Coordinator:
Prof. Suniti Sanwal, Professor & Head, Department of Elementary Education, NCERT

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* Additional infographics on this theme in Annexure IV

Foundational Literacy and Numeracy (FLN): A Pre-requisite to Learning and ECCE

INTRODUCTION

The National Education Policy (NEP), 2020 has been well appreciated for its comprehensiveness and inclusivity. This Policy is the first to advocate bringing preschool education into the main fold of the formal institutionally managed education system. Another important emphasis of this Policy is on developing Foundational Literacy and Numeracy (FLN) skills in all children by class III. As part of the *Shikshak Parv* programme, the webinar on "*Foundational Literacy and Numeracy: A Pre-requisite to Learning and ECCE*" was organized on 9 September 2021.

SESSION HIGHLIGHTS

Sh. Santosh Kumar Sarangi, Additional Secretary, Department of School Education and Literacy began the webinar by welcoming all the teachers, principals, students, academicians and parents viewing the live webcast. He invited Ms. Anita Karwal, Secretary School Education and Literacy and the chairperson of the webinar, to share her introductory remarks. She stated that Foundational Literacy and Numeracy (FLN) has been given a lot of emphasis in NEP, 2020. The pandemic situation has made it all the more problematic for first generation learners and children who have never been to school in the past year. She highlighted that all states have begun the process of allocating resources for NIPUN Bharat, so the discussion on its implementation gains

significance. The need to continue education through various modes and forms is very essential, with classes I and II being the most challenging for teachers. She emphasized that since FLN will be spearheaded by teachers, they need to develop a mindset of recognizing the uniqueness of each child, and thus use unique interventions. She added that administrators, planners, and experts have developed NIPUN Bharat guidelines, which may be followed by States.

Ms. Karwal then introduced Shri Maneesh Garg, Joint Secretary, Ministry of Education, and stated that he has worked extensively on school education related schemes of GoI, and is now working as the National Mission Director for FLN. She invited Shri Garg to make a presentation on the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat, with an emphasis on FLN mission, system scope and possibilities.

Shri Maneesh Garg stressed on the importance of FLN in school education. He started his presentation with the current status of the foundational stage of school education. He quoted the National Achievement Survey (NAS) 2017 conducted by NCERT which highlights poor attainment in early years, with around 13-18% students form class 3, 5 and 8 falling below basic learning levels. The major reason is that the desired learning outcomes have not been adequately acquired in early classes. He stated that the vision of NIPUN Bharat is to create an enabling environment that leads to

universalization of FLN in primary classes within 5 years so that every child achieves the desired learning competencies in reading, writing and numeracy at the end of Class III. He informed the audience that the Department of School Education and Literacy, Ministry of Education will be the implementing agency of the FLN Mission at the national level.

Sh. Garg shared the key components and the *Lakshyas* or Learning Goals of the mission. He said that the NEP had recommended a three-month play-based School Preparatory Module (SPM). This resulted in the SPM titled *Vidya Pravesh*, developed by NCERT. The teacher's role in its implementation is crucial. This need is addressed through NISHTHA 3.0, for the Continuous Professional Development (CPD) of teachers, which has recently been launched by the Hon'ble Prime Minister of India. He explained that a five-tier implementation mechanism for NIPUN Bharat will be set up at the National, State, District, Block and School level in all states and UTs. All stakeholders will have a specific role in the implementation of the mission targets. He added that measurable key performance indicators will be developed for monitoring of the mission.

Ms. Karwal concurred that teachers need to focus on reading first and foremost. She then called upon Prof. Sridhar Srivastava, In-charge Director, NCERT to speak, adding that under his leadership several NEP-related initiatives have been undertaken by NCERT in the last one year.

Prof. Sridhar Srivastava, made a presentation on developmental goals and codification of Learning Outcomes (LOs). He started with the introduction to the foundational stage of education as per NEP, 2020 and its place in the FLN Mission, highlighting the importance and essentiality of *Vidya Pravesh* in the initial three months of class I. He explained the three developmental goals of FLN i.e. children maintain good health and well-being,

become effective communicators and involved learners connecting with their immediate environment. He elaborated on the underlying competencies under each goal in detail and explained the codification of the Learning Outcomes under each goal. He further informed that the key competencies and learning outcomes described in NIPUN Bharat Guidelines are derived from The Preschool Curriculum (2019) and the Learning Outcomes at the Elementary Stage (2017) developed by NCERT. Further, he added that the competencies are age appropriate based on 21st century skills. The learning outcomes are progressive and are in continuum.

Ms. Karwal appreciated the presentation and called upon Prof. Suniti Sanwal, Head, Department of Elementary Education (DEE), NCERT to make her presentation. She highlighted that Prof. Sanwal has spent considerable time and energy in developing the competencies and goals for FLN, along with holding stakeholder consultations.

Prof. Sanwal began her presentation 'Towards Equitable Learning Competency Based Education' by saying that students, including first generation learners, come from various backgrounds, have varied attention spans and interests, and have different language abilities. Therefore, they have various levels of readiness when they enter school, and thus, different learning needs. However, we tend to treat them at par and provide the same kind of instruction and also use the same assessment criteria. While discussing about the FLN Framework in NIPUN Bharat Guidelines, she stated that the holistic development of children encompasses: good health and well-being, effective communication and connecting with the immediate environment.

Prof. Sanwal explained how competency and learning outcomes have been used in the NIPUN Bharat Guidelines. She highlighted the difference between competency, which is a combination of knowledge, skills and attitude, whereas learning outcomes that are

measurable and observable statements which are evidence of having acquired the competencies. The ultimate goal of Competency-based Education (CBE) is to use the knowledge in real life situations and in new situations. The competencies are well-defined and fixed, they remain the same, but the Learning Outcomes vary and move in progression, while retaining their base in the previous level. She informed that the Learning Outcomes are thus progressive and spiral in nature.

Prof. Sanwal then discussed the major shifts to be made for moving towards CBE as per NEP, 2020. These include: (a)classroom transactions will shift towards competency based learning using art-integrated, sports-integrated and story-telling based pedagogies, (b)less emphasis on input and greater emphasis on output potential, concerning desired learning outcomes, (c) formative and adaptive assessment "as" "of" and "for" learning will be aligned with the learning outcomes, capabilities and disposition for each subject in a given class, (d) examination to test achievement of learning outcomes through assessment of core concept of knowledge, relevant higher order skills, application of knowledge in real life situations and meeting the skill requirement of 21st century, and (e) focusing on the way forward for CBE. Prof.
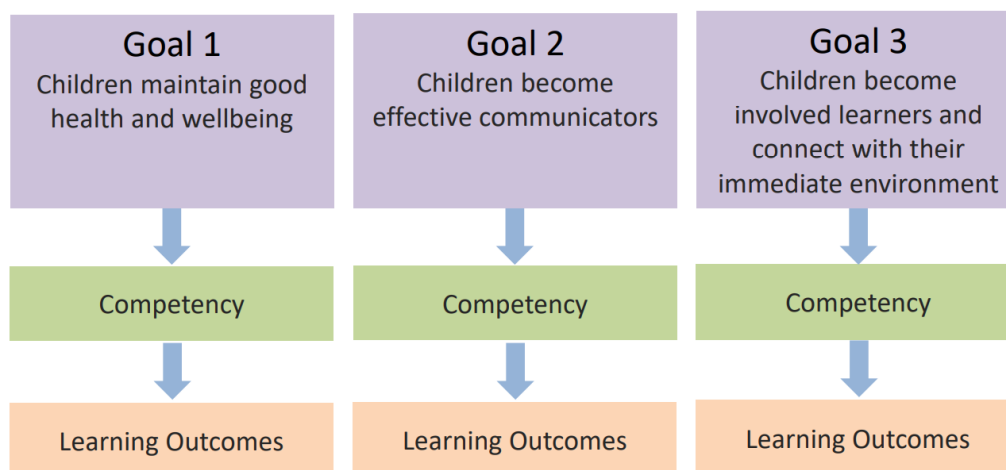
Sanwal said that curriculum, syllabus, and teaching material need to be presented in an integrated manner. Assessment should be based on achievement of LOs. Teaching will have to connect with real life and be aligned to the goals. She concluded that above all, well planned teacher training is required in order to adopt pedagogy for CBE.

Ms. Karwal thanked Prof. Sanwal for explaining that teaching can no longer be confined to the four walls of the classroom and that teaching will have to include a connect to the real life of the child. Teaching will have to be systematic as children have to achieve certain goals. Ms. Karwal invited Smt. A. Sridevasena, IAS, State Project Director, Telangana to make her presentation. She mentioned that Telangana has been doing substantial work in the area of interventions, particularly during the pandemic, including reaching the last child in the last mile and creation of content in regional languages.

Smt. Sridevasena said that NEP, 2020 has highlighted the importance of ensuring that all children acquire FLN skills. She also referred to the National Achievement Survey 2017(NAS) which stated that poor learning attainment begins in early years and continues to exacerbate. She added that the Government of Telangana was among the

Holistic Development of Children

Goal 1	Goal 2	Goal 3
Children maintain good health and wellbeing	Children become effective communicators	Children become involved learners and connect with their immediate environment
↓	↓	↓
Competency	Competency	Competency
↓	↓	↓
Learning Outcomes	Learning Outcomes	Learning Outcomes

earliest to recognize the importance of FLN and had constituted a steering committee in 2019 to help achieve it. Initiatives such as System Diagnostics, FLN and TSG cell, Learning Outcome Framework, Home Learning Programme were taken up. Based on the diagnostics, the state is planning to work on pedagogy and governance to achieve the FLN targets. She said that the state is focusing on responsibilities of stakeholders to achieve the goals, improvement of teaching-learning process and capacity-building of teachers. Further, the state is planning to pilot an innovative model in a few mandals. She informed that Telangana has developed a three-month preparatory module, and an alternative calendar has been designed for classes 3-10. The infrastructure facilities will be strengthened.

Ms. Karwal thanked Smt. Sridevsena said that her presentation brought out the need for systemic diagnosis to be used for the purpose of effective planning and innovating solutions. She complimented the handbooks that have been designed for local functionaries. She then invited Dr. T.S. Joshi, Director, GCERT Gujarat to make his presentation. She stated that Dr. Joshi is responsible for the transformative reforms in Gujarat. GCERT was one of the first to start a daily and weekly calendar during the pandemic.

Dr. T.S. Joshi highlighted the importance of eminent educationist Shri Gijubhai Badheaka's philosophy in the field of Early Childhood Care and Education (ECCE), which is a pre-requisite to Foundational Literacy and Numeracy. Daxinamurti Baalmandir, a school founded by late Gijubhai Badheaka, has developed curriculum for 3-6 age group, which focuses on sensory development through activity, games, drawing, puppetry, play and skits, with a focus on personal and public hygiene, moral values, good behavior and discipline. He added that parental involvement is emphasized and the pedagogy is toy-based and activity-based. He also shared the activities being conducted at Daxinamurti Baalmandir related to all the three developmental goals.

Dr. Joshi then explained the program 'PRAGNA – Pravrutti Dwara Gnan' organized in Gujarat for the implementation of FLN Mission, which makes use of activity-based pedagogy, scientific learning cycle, use of teaching learning materials such as big book, picture calendar, activity cards, workbook, child tracking though the learning ladder and student-teacher interaction. He touched upon a research study conducted in 2019-20 with 3000 children of Classes 3-5, on loud reading speed. In PRAGNA, a "Quarterly Diagnostic Assessment Test" which includes oral and activity-based test, is conducted every three months. He informed the audience that the state of Gujarat has formally launched the NIPUN Bharat Mission. Online orientation about the NIPUN Bharat Mission has been conducted with district level functionaries. NIPUN Bharat Guidelines have been translated into the local language. He added that a child tracking system has been established to track all students of age group 5 - 18 years. Further, e-content in local languages has been included in DIKSHA portal. FLN YouTube Channel has been started for teachers, parents and community.

Ms. Karwal thanked Dr. Joshi for his presentation and recommended other states to look at the functioning and roles played by GCERT and try to implement it in their respective contexts.

QUESTION & ANSWER SESSION

Ms. Karwal directed selected questions received on the MyGov portal from the public to all the speakers. She asked Dr. Joshi how can first generation learners be helped to cope with FLN. Dr. Joshi responded that the teachers' responsibility increases in such a situation. The teacher should communicate more with the parents as to what a child has achieved. Parents, even if non-literate, need to be involved. He said that the challenge can

be overcome with the community's help in the *Anganwadi* and at the Block level.

Ms. Karwal then asked Prof. Suniti Sanwal that how the content for FL can be correlated to the pandemic. Prof Sanwal responded that the content will be developed by the State as per the context and needs of that respective State. She clarified that FLN NISHTHA will empower the teachers to create an enabling classroom environment which is responsive to the child's needs. Sh. Maneesh Garg added that the content can be illustrated with examples on the importance of hand washing and social distancing. Prof. Sanwal further said that kitchen is a rich resource for content. Ms. Karwal said that connecting boys and girls to the kitchen where their mothers toil can be a bonding and appreciation exercise, which would help the children understand how much work goes in keeping the home vibrant.

Ms. Karwal asked Sh. Maneesh Garg what more can be done for building more items for assessment. He responded that assessment should be done in a way that it promotes learning. For this purpose, a large number of items can be developed by the teachers. He stated that capacity building through NISHTHA is being done on how to conduct assessment. He added that the items developed by the teachers should be curated by DIETs and SCERTs for wider dissemination. Ms. Karwal informed the viewers that item banks developed by NCERT on the DIKSHA portal will be uploaded as well, which will be related to Learning Outcomes.

Ms. Karwal asked the Prof. Sridhar Srivastava that what changes may be expected in teacher training to positively impact FLN. Prof. Srivastava responded that translation of NIPUN Bharat Guidelines, as done by GCERT Gujarat, will positively impact FLN. Further, teachers will know that the NIPUN Bharat is built on earlier familiar processes. He mentioned that the *Anganwadi* teachers should also know about FLN and assessment. Thus, FLN NISHTHA is important in this aspect. Ms. Karwal added that teacher capacity building, which is the lynchpin, will have to take place at two levels. NISHTHA modules developed at central level are standardized and must be followed. At the state level, from SCERT up to CRC, all levels need to be strengthened. Thus, it is up to the states to strengthen these institutions and bring in outside agencies to partner with them. She highlighted that for successful implementation of *Balvatika* we have to take the *Anganwadis* along or merge with primary schools.

CONCLUDING REMARKS

Ms. Karwal discussed the issues teachers face in FLN area. She remarked that it is a well-known fact that to achieve LOs at the foundational level, face to face teaching is the best format. During online teaching through devices, there will be a communication gap. She drew attention to the fact that children without devices may dropout and fall out of the system. It is in this context that tracking each child's enrolment and achievements, in government and private schools, under NIPUN Bharat, becomes crucial. Regarding school-based assessment, she emphasized that it is important to empower teachers to conduct criterion-referenced assessment related to LOs and goals. Continuous assessment at the foundational level requires observation that can only be done by schools and teachers. She concluded by saying that the goals, competencies and LOs that have been laid down at the central level are the standards that need to be followed by all schools.

CULTURE OF INNOVATIONS IN OUR SCHOOLS

10 SEPTEMBER 2021

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Webinar Viewing Link:
https://www.youtube.com/watch?v=KBV6UjKG1r8

Presentation Link:
1 https://www.education.gov.in/shikshakparv/docs/arunabh_singh.pdf
2. https://www.education.gov.in/shikshakparv/docs/rupa_chakravorty.pdf
3 https://www.education.gov.in/shikshakparv/docs/manish_jain.pdf
4. https://www.education.gov.in/shikshakparv/docs/santosh_tarak.pdf
5. https://www.education.gov.in/shikshakparv/docs/anil_pradhan.pdf

Nodal Coordinator:
Shri. R. P. Singh, Joint Secretary, CBSE

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* Additional infographics on this theme in Annexure IV

Culture of Innovations in Our Schools

INTRODUCTION

The National Education Policy 2020 (NEP, 2020) envisions providing quality education and equitable access in a sustainable manner to all learners. During the last one year, schools have adopted many innovative practices to ensure continuity of education at all levels to all learners in the prevailing COVID 2019 pandemic. NEP, 2020 lays great emphasis on holistic development of learners. Keeping this in view there is a need to reorient and revamp all aspects of curriculum and pedagogy. Experiential learning including hands-on learning, arts-integrated, sports-integrated and story-telling-based pedagogy need to be adopted in schools in different subject areas according to the appropriate age groups. Moreover, specific sets of skills and values across domains need to be identified for integration and incorporation at each stage of school education and a culture of innovation needs to be developed to help children learn to innovate and ask questions. As part of the *Shikshak Parv* programme, the webinar on "*Culture of Innovation in Our Schools*" was organized on 10 September 2021.

SESSION HIGHLIGHTS

Dr. Abhay Jere, Chief Innovation Officer, Ministry of Education and the chairperson of the session welcomed all the dignitaries, officials from Ministry of Education, NCERT, CBSE, teachers and principals across the country for the session on "*Culture of Innovation in Our Schools*". He wished everyone on the occasion of *Ganesh Chaturthi*, which in his opinion symbolizes

creativity, intellectual integrity, learning and knowledge. He remarked that there could not be a better day to hold this webinar on innovation, start-ups and entrepreneurship. In tune with the emphasis that NEP, 2020 lays on innovation, there is a need to establish a culture of ideas and innovation. He added that ideas need to be generated which will have global impact. Therefore, educational institutions require a tectonic shift, and youngsters should be encouraged to think out of the box. He hopes that eventually their ideas can be taken forward and converted into projects or prototypes that will lead to job creation. He commented that the need of the hour is to create a generation of job creators and not job seekers. Dr. Jere then introduced the co-chair, presenter and speakers of the webinar and delineated the format of the webinar.

Dr. Jere invited co-chair Dr. Arunabh Singh, Director, Nehru World School for his opening remarks. Dr. Singh began his presentation by sharing the story of a child studying in the primary class learning the concept of demand and supply through real life experiences, whereas according to the curriculum, this concept is being taught in schools at the middle stage. He then elaborated on the programme at his school - Start-up Super Stars! – where every child of class I has to run a business on his/her own. However, he pointed out that the focus is not on running the business only, but on generating their own ideas. Students submit the business idea, discuss among themselves and come back with prototype or service. During this process, students work in teams and learn about the value of money, meaning
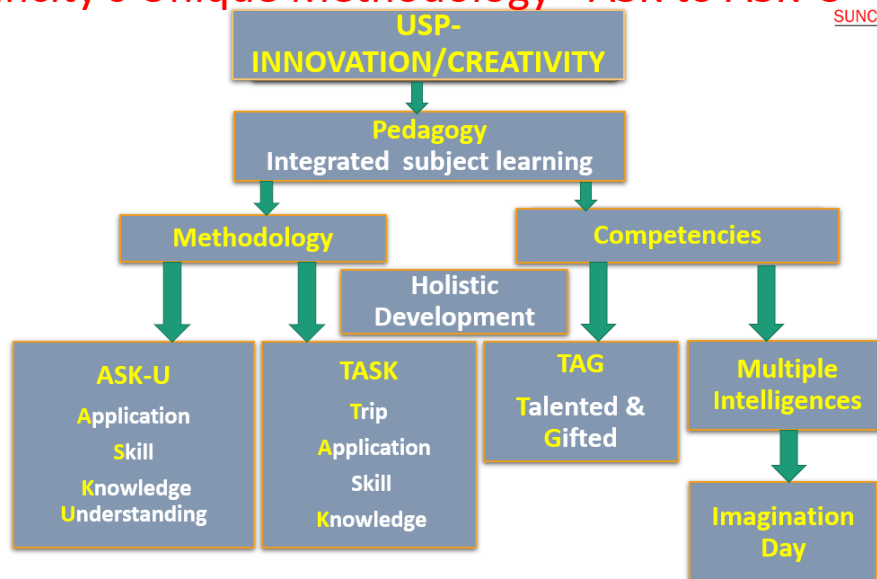
of profit and loss, etc. He highlighted that one of the main objectives of the programme is to instil curiosity among the learners. Due to the success of programme, it has been renewed year after year at the school. According to Dr. Singh any innovation is truly successful when it is scalable. As co-chair, he requested all the speakers that while discussing the successful practices adopted in their respective schools or organisations, they focus on how these ideas can be implemented in other parts of the country. Dr. Jere thanked Dr. Singh for his exciting presentation and showed keen interest in discussing ideas with him after the webinar. He also urged the viewers to do so as well.

Dr. Jere requested Ms. Rupa Chakravorty, Director, Suncity Group of Schools, Gurugram, Haryana to share how she implements design thinking ideas and problem-solving concepts in her school. Ms. Chakravorty's began the presentation by quoting a Sanskrit *shlok* which means "the world is ever evolving". She further elaborated that change is fundamental to growth; and curiosity survives in education. She highlighted the unique methodology of the school 'ASK to ASK-U. Further, the world's first Multiple Intelligence Learning Hub has been integrated in the admission process and is an integral part of the

pedagogy at Suncity School. She added that it provides the method, validity and scope for learning to the learners. She stated that projects, story-telling, vocabulary building, dramatization and educational trips are some of the techniques that are used by the faculty to expose the children to the various types and forms of intelligence and enable them to explore their own pathways to different kinds of learning.

Ms. Chakravorty elaborated that Suncity School believes that the appropriate situational learning can reveal the right aspects of the child's personality and help develop many forms of intelligence. She showcased art integrated activity in different subject areas such as natural sciences, social sciences, language and mathematics. She added that the Suncity School embeds some other practices to help students build their transversal competencies, such as review of semester-wise syllabus by students of classes VI, VII and VIII, compiling question papers for half yearly and annual examinations by students and peer-teaching. She informed the viewers that some books have also been written by students of Suncity School during the lockdown period. She ended her presentation by outlining the challenges the school faced and assured that all can be overcome and the changes suggested in NEP,

Suncity's Unique Methodology – ASK to ASK-U

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2020 can be implemented. Dr. Jere appreciated the presentation made by Ms. Chakravorty and thanked her for highlighting the role of curiosity. He stated that there is a need to change the goal post and invited the next speaker Mr. Manish Jain, IIT Gandhinagar to make his presentation in this direction.

Mr. Jain began the presentation with images of labs of Centre for Creative Learning at Sabarmati, Ahmedabad. He mentioned that when opportunities like hands-on activities are given to children, they become enthusiastic to do something and their eyes glow with joy. Further, teachers should work to make students curious to know more and ask questions. He emphasized that teachers and schools should create situations where students are compelled to think. The content should be interdisciplinary and related to real life. He showed images and videos where teachers and children were playing with simple handmade toys and pieces of paper and enjoying themselves and learning. He explained that such simple toys can be used to help children comprehend the basic concepts of science and mathematics.

Mr. Jain showed some toys which have been developed in the lab. He said that the basic concepts can be learnt from objects related to our daily life, for example the concept of parabola may be learnt during javelin throw. He emphasised that things which are related to our daily life hold the potential to nurture creativity among children. He concluded his presentation by reiterating that there is a need to bring back the glow of joy in the eyes of children if we have to promote innovations. Dr. Jere appreciated Mr. Jain's presentation and requested the institutes interested in implementing the strategies shared in his presentation to get in touch with Mr. Jain for further information.

Dr. Jere requested Mr. Santosh Kumar Tarak, Assistant Teacher, Government Primary School Shuklabhat, Mainpur Block, Chhattisgarh, to share his experiences regarding innovation in education. Mr. Tarak made a presentation on the initiatives taken by his school during the lockdown period to stimulate the learners. At the outset, they formed the Professional Learning Community (PLC) and organised an orientation programme for teachers who were members of PLC. He added that every month PLC set five goals to achieve. Since students of all classes were studying together in mohalla classes, therefore a 'Big Book' was created in which information about their environment was included through visuals, folk tales and stories. He further said that *Anganaa mein Shiksha* or Education in the Courtyard was started in the village. Under this programme mothers were given the responsibility to teach their children using different materials available at home. Moreover, under the Amarite project, the emphasis was on improving the writing skills of students. Students were asked to draw sketches and neighbourhood maps, etc. He mentioned that the assignments under this project were given during the distribution of dry ration to the students.

Mr. Tarak informed the viewers that were developed teaching learning materials by using junk. Under Print Rich Village project, contents related to language, science, maths etc. were written on walls of the houses. This helped parents to motivate their children to enhance their reading skills. He suggested that the same methodologies may be implemented in other parts of the country as well to reach out to large number of students. Dr. Jere thanked Mr. Tarak for his presentation and stated that he was certain that teachers across the country will learn from his rich experience, especially in primary education. He requested Mr. Anil Pradhan, Founder, Young Tinker Academy and Navonmesh Prasar Foundation, to present.

Mr. Anil Pradhan shared the inspiring story of how children from Odisha's village were selected in NASA's Human Exploration Rover Challenge (HERC). He started the presentation by saying that the focal point of

innovation is students, teachers and then administrators at the grassroots level. Sharing his experience, he stated that the innovative tasks were started in an island village in Odisha. He showcased the initiatives taken by his organisation in Odisha and how the same may be implemented by others. He appreciated the earlier presenters of the session who have been involved in similar kind of work in other parts of the country. He remarked that one cannot reach the pinnacle easily, for that there is a need to work consistently every day and gradually change may be visible in the system. They tried to inculcate interest and curiosity among children towards innovative tasks. Students were also exposed to technology and tab-based learning was started in the village. Simultaneously, students were provided hands-on activities to make learning interesting. He showed visuals of the village where students were engaged with simple tools during the teaching-learning process.

Mr. Pradhan elaborated on the importance of learning outside the four walls of the classroom where students were encouraged to visit neighbourhood areas and observe the local issues and problems to work out their solutions. This method was adopted for students of primary to higher secondary classes. They have established several labs like *Tor Phor Jor* where basic tools were given to students to develop different types of protopyes. He praised the various programmes launched during last five years like Hackathon and other national level competitions, which have been encouraging for rural children. He also talked about another interesting lab *Jor kaa Jhatakaa* where students learn about electronics and the Rapid Proto typing lab where students learn to create protopyes. The *Kabaar se Jugaar* project is related to issue of climate change where students learn to reuse, recycle and reduce. He added that students were also encouraged to explore on the internet to get ideas. The design thinking which was started with the programme

outside the four walls of the classroom has started taking shape and students have started taking up projects on their own. For example, students have developed a small machine to remove plastic wastes from the Mahanadi River. He said that students were not learning about solutions only in the textbooks but developing solutions on their own.

TOOLS FOR HANDS-ON LEARNING

Mr. Pradhan stated that one major achievement of this project has been to involve girls in STEM learning activities. This has increased the enrolment of girls in schools. He informed the audience that they have collaborated with IIT Delhi and ten doctoral students of IIT Delhi visited the village and were involved in the rural innovation programme. Further they also tried to connect their village with other parts of the world. He also shared the story of a boy and girl who were earlier roadside bicycle mechanic and welder respectively. They were selected by his organization keeping in view their skills and became part of the team which has received the prestigious NASA award. He ended his presentation by saying that teachers must work daily to see big change over time. Dr. Jere thanked Mr. Pradhan for an inspirational presentation and hoped that a large number of schools have learnt from his experience.

QUESTION & ANSWER SESSION

The session was coordinated and moderated by the co-chair Dr. Arunabh Singh. Dr. Singh asked Ms. Rupa Chakravorty how she will help change the teachers' mindset by encouraging innovation in education. Ms. Chakravorty responded by emphasizing the

need for fellow principals to lead by example. She suggested that new learning and innovation must be encouraged and celebrated during staff meetings, alongside inculcating a lifelong learning culture among teachers where they are open to learning anytime from anyone, including children.

Talking about In-service teacher training, Dr. Singh asked Mr. Manish Jain what kind of teacher training programme works best. Mr. Jain shared his thoughts on active teaching-learning, and pointed out that different formats of teacher training (namely one-day workshops, action research projects and longer-term training camps), work well in different contexts. To him, it is crucial that the teacher is in love with the subject they are teaching and hence passionate about teaching the learner under their care. Elaborating further, he mentioned that one-day training workshops are like movie trailers and help generate interest, while a longer programme helps teachers delve deeper and improve their skills. Mr. Jain reiterated that success of a programme depends on whether the trainer can reach the teachers' heart alongside their mind, generate interest and connect with them.

Dr. Singh asked Mr. Santosh Kumar Tarak about the type of initiatives that can be taken at the individual and school level, to sustain the good work being done in the education sector during the pandemic. Mr. Tarak pointed out that children are eager to learn, irrespective of where they live and what their personal circumstances are. He stated that the initiatives taken in Chhattisgarh which facilitate teaching children at home, along with parents' help can be replicated across the country. According to him, with these initiatives targeted towards fostering innovation in teaching-learning, NIPUN Bharat goals can be achieved.

Dr. Singh asked Mr. Anil Pradhan what government programmes to foster

innovation have benefitted his students. Mr. Pradhan shared several programmes initiated by Government of India to foster creativity in teaching-learning. He talked about the ATL Programme and several Institution Innovation Council initiatives, while emphasizing that teachers at grassroot level need to encourage innovation in children by modeling innovation in their own teaching practice. Highlighting the importance of asking the right questions, he applauded the Smart India Hackathons initiative launched by the Ministry of Education in collaboration with organizations like Indian Railways and CRPF, that help foster curiosity in children and help them dream big. Programmes under NIPUN Bharat, in his opinion, have been instrumental in digitizing content and translating the same in several languages to give children in different places access to educational content. Now, it is the responsibility of teachers across the country to actively work towards using these platforms and make positive changes to children's lives. Mr. Pradhan also underlined the importance of creating awareness about impact of education among parents in rural areas as this will motivate them to send their children to school.

CONCLUDING REMARKS

Dr. Abhay Jere in his concluding remarks encouraged teaching teachers to chase ideas to foster innovation in education. He applauded the hard work put in by the nation's teaching community that has helped us move from the 81st position on the Global Innovation Index in 2015 to the 48th position this year. At the same time, Mr. Jere reiterated that the innovation potential of our students and teachers is much higher and that there is a need to work further on this. He said that together everyone must encourage ideas and inculcate a culture of innovation in our schools.

NURTURING INCLUSIVE CLASSROOMS

11 SEPTEMBER 2021

Background Note on Webinar Theme:
https://www.education.gov.in/shikshakparv/docs/background_note_Nurturing_Inclusive_Classrooms.pdf

Concept note on Theme as in NEP, 2020:
https://www.education.gov.in/shikshakparv/docs/nurturing%20inclusive%20classroom.pdf

Webinar Viewing Link:
https://youtu.be/Gu1HZ7iJCPE

Presentation Link:
1 https://www.education.gov.in/shikshakparv/docs/1-1109.pdf
2. https://www.education.gov.in/shikshakparv/docs/2-1109.pdf
3 https://www.education.gov.in/shikshakparv/docs/3-1109.pdf
4. https://www.education.gov.in/shikshakparv/docs/4-1109.pdf

Nodal Coordinator:
Prof. Vinay Singh, Department of Education of Groups with Special Needs, NCERT

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* Additional infographics on this theme in Annexure IV

Nurturing Inclusive Classrooms

INTRODUCTION

The National Education Policy (NEP), 2020 is a path-breaking Policy document that recognizes five major identities under the broad category of Socio-Economic Disadvantaged Groups (SEDGs) and streamlines all efforts towards equitable and inclusive education. These five identities are gender identities, socio-cultural identities, geographical identities, disabilities and socio-economic conditions. Realizing the cross-cutting nature of equitable and inclusive education, the Policy advocates that all aspects of education from foundational stage to higher education should be accessible for "ALL". The system of education should be sufficiently flexible to accommodate and respond appropriately, so that optimum potential of each and every learner can be achieved. The culture and practice of inclusion in education is to be nurtured with the combined efforts of all the stakeholders. ICT and assistive technologies should be cost-effective, supportive of language diversity, respond to individual needs, assist in data-based planning for intervention and goal-setting, and provide solutions for assessment and evaluation. As part of the *Shikshak Parv* programme, the webinar on "Nurturing Inclusive Classrooms" was organized on 11 September 2021.

SESSION HIGHLIGHTS

The chairperson of the webinar, Ms. Tarika Roy, Joint Secretary, Department of Empowerment of Persons with Disabilities (DEPwD), Ministry of Social Justice and Empowerment (MSJE) gave the introductory

remarks. She apprised the viewers that the theme of the webinar "*Nurturing Inclusive Classrooms*" was chosen with care, to fit the broader theme of the *Shikshak Parv - "Quality & Sustainable Schools: Learning from Schools in India"*. She briefly explained the major provisions of UNCRPD, RPwD Act 2016 and NEP, 2020. These rights-based legal instruments are in harmony with each other and facilitate stakeholders to reach out and nurture inclusive classrooms. She highlighted that unlike the Persons with Disabilities Act 1995, which recognized only seven disabilities, the present RPwD Act 2016 recognizes 21 disabilities. This increase in the number of disabilities and inherent diversity in levels of disabilities within specific categories has enhanced the challenges related to curriculum modifications and examination adaptations. She also delineated the major provisions of NEP, 2020 and RPwD Act 2016 such as zero rejection in admissions, provision of transportation, need-based home-based education to children requiring high support, provision of TLMs in Braille and Sign language, holistic progress card and teacher training. She added that children with benchmark disabilities have a right to study in neighbourhood schools.

Ms. Roy informed the audience about the recent government initiatives to promote inclusive classrooms such as the guidelines for extra time and scribes prepared by MSJE, Priya- The Accessibility Warrior an e-comic cum activity book collaboratively brought out by NCERT and DEPwD, MSJE and the

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Rapporteurs:
Dr. Bharti, Associate Professor and Head, Department of ICT & Training Division (DICTT), Central Institute of Educational Technology (CIET), NCERT

launch of 14 early childhood intervention centers in June 2021. She complimented the organizers for the selection of a well-balanced panel, which included a Policy maker cum administrator, principal (educational administrator), clinical psychologist and subject expert. She invited the presenter, Ms. Ritu Sain, Director Inclusive Education, Ministry of Education, recipient of PM award and silver medal from President, to share her presentation.

Ms. Sain began her presentation by emphasizing on "Leaving no child behind and Learning for All". She gave an overview of NEP, 2020 from the perspective of equitable and inclusive education. She focused on the Socio-Economic Disadvantaged Groups (SEDGs) as clientele of inclusive education. She then rationalized the need for inclusive classrooms with the help of UDISE date for 2019-20 and pointed out that 22,49,127 children with special needs (CwSN) are already enrolled in the schools however only 23.17% of CwSN enrolled in primary school are able to complete education up to class 12.

She explained that inclusive classrooms should provide a meaningful and conducive learning environment for all students regardless of their abilities. Further, the classroom should enable inclusive teaching practices, accessible environment, inclusive curriculum and adaptations, child-centric pedagogy and peer support. She shared a three-pronged mantra for inclusive classrooms - inclusion for whom, why it is needed and how it is to be done. She shared success stories of students from states such as – Manomoy Hira (Andaman & Nicobar Island), Rekhadi Raju (Assam), Ripsita Nag (Tripura) and Thaikunj Kinglin (Manipur). Each one, she mentioned, is a shining example that if support and provisions are implemented in the right manner, it can lead to favorable outcomes. She also talked about a girl with muscular dystrophy from Karnataka, who has topped in the board examination. Ms. Sain ended her presentation by saying that inclusive classroom will pave the way to an inclusive society. Ms. Roy appreciated Ms. Sain's informative presentation, which covered crucial aspects of inclusivity, the strategies required and how to make learning joyful for all learners. She then invited the next speaker Dr. Sudha Acharya, Principal, ITL Public School, Delhi to give her presentation.

Dr. Acharya started her presentation by saying that she will share inclusive practices from "ground zero" that is her school. She emphasized that inclusive education is all about involvement and empowerment where the inherent worth and dignity of all learners is recognized. She added that the difference between the traditional and inclusive classroom can be identified in terms of educational philosophy, instructional strategies and resource support to learners. She highlighted the role of school leader in creating inclusive classrooms. The major tasks for a school leader lie in the domain of facilitating dissemination of information, culture and climate building, sensitizing the support staff, teacher empowerment and knowledge upgrade, building peer leadership, early identification, barrier-free environment, collaboration with stakeholders, development of inclusive education practices with the adoption of high-5 learnings (theatre, visual performing arts, puppet, story-telling and sports). She ended her deliberations by saying that inclusive classrooms should be available, affordable and accessible. In her school the focus is on sensory integration, multimodal assessment, and vocational education and life skills education. Ms. Roy thanked Dr. Acharya for sharing the bird's eye view on the whole gambit of inclusivity from a head teacher's perspective.

Ms. Roy introduced the next speaker, Ms. Sunita Chavare, Air Force School, Pune and invited her to share her presentation. Ms. Chavare's presentation focused on the ten-step model of inclusive education being followed in her school. She mentioned that till date her school has witnessed fifteen success stories of children with mild to moderate disabilities. The ten steps discussed in detail during her presentation included: identification and assessment; teacher training; instructional strategies which are multi-sensorial and based on Visual, Auditory, Kinaesthetic and Tactile (VAKT) learning styles; and Individualized

Reasonable Accommodation Support Plan (IRASP); one-on-one therapy sessions; counselling for parents and children; classroom modification; curriculum modification; examination modification; and encouraging participation in all school events with significant sharing of responsibilities. She also shared a story of how making teachers sensitized and aware about the causes and concerns of specific learning disabilities brought success in the life of a child with learning disabilities. She concluded by saying that if all the stakeholders involved in school education take small steps, then it becomes the team's journey to reach the goal of inclusive education. Ms. Roy thanked Ms. Chavare and invited the last speaker of the webinar Mr. Sanjeev Kumar, Lecturer, DIET Shamlaghat, Himachal Pradesh to speak.

Mr. Kumar started by sharing an overview of his presentation and stating that more important than his presentation is the demonstration of the teaching learning aids developed by him. He informed the viewers about his initiatives under *Rashtriya Aavishkaar Abhiyan* (RAA) which can be seen in the form of 'Mathematics Laboratory on Wheels'. He remarked that mathematics is often considered a difficult subject by some in school, and mathematics teachers often do not get due respect and recognition within the school system. He has made 75 mathematical teaching aids and instruments to cater to the diverse learning needs of children in inclusive classrooms. The teaching learning aids in his mathematics laboratory include - make number while you play, mathematical table, ascending and descending numbers, missing numbers, addition and subtraction window board, time in watch, magnetic magic strips, electro mental mathematics with 20 worksheets aiding in achievement of more than 20 learning outcomes. He demonstrated the use of most of his teaching instruments. He ended by saying that "if one is ready to learn, they will fall in love with mathematics!" Ms. Roy appreciated the enthusiasm, time and

effort spent by Mr. Kumar in developing these strategies for promoting inclusive education.

QUESTION & ANSWER SESSION

The presentations were followed by a question-and-answer session moderated by the chairperson. The chairperson put up selected questions received on the MyGov portal from the public. Ms. Roy asked about the plans for developing the capacity of regular and special teachers? Ms. Sain responded by saying that the pandemic has forced us into virtual mode of teacher training and this has to be visualized in continuous mode and not restricted to earning a certificate. For this, there is a need to strengthen the provisions under *Samagra Shiksha Abhiyan*. She stated that the Ministry of Education is working on developing an e-platform for common sharing of resources for multiplier effect. Dr. Acharya added that teachers need to consciously update their skills and knowledge. This can be done with the help of material available at NCERT and CBSE websites. She pointed out that even a school with a single special teacher and counselor can manage teacher training and onsite hand-holding, if the special teacher and counsellor is ready to think out of the Box to sensitize fellow colleagues and use the various resources at their disposal.

Ms. Roy asked Ms. Chavare about how the needs of all students be accommodated in the limited amount of time, if the student-teacher ratio is high. Ms. Chavare replied that this can be managed effectively through team work between the special teachers, counselors, parents and peers. She emphasized that the effective pre–teaching planning in the form of lesson plans, with multiple alternative options for student engagements is the key to achieve success in this situation.

Ms. Roy asked Mr. Kumar that will inclusive classroom adversely affect the learning of other children, despite it being a good concept. Mr. Kumar assured the viewers that it will not affect the learning of other students adversely, who may not have any identified special education need. It will encourage the learning of all as the inclusive pedagogy practices are based on joyful learning and hands on learning.

CONCLUDING REMARKS

The chairperson concluded the session by highlighting that the NEP, 2020 has conceived inclusive education in a beautiful manner wherein it encourages the content teacher and the special teacher to break their silos and come together to work in collaboration. Equal opportunities for lifelong learning for all must start with teachers. She stated that synergies need to be built and peer participation and parent engagement should be initiated. She remarked that at present, the time is right and the entire teachers' fraternity needs to begin taking appropriate steps to make the concept of inclusive education a reality. Ms. Roy concluded the webinar by thanking all the viewers and participants for joining from across the country and wishing Happy *Shikshak Parv* to all.

INNOVATIVE PEDAGOGY TO PROMOTE ENJOYABLE AND ENGAGING LEARNING

13 SEPTEMBER 2021

Background Note on Webinar Theme:
https://www.education.gov.in/shikshakparv/docs/background_note_Innovative_Pedagogy_Promote_Enjoyable_Engaging_Learning.pdf

Webinar Viewing Link:
https://youtu.be/AAiCIsIfntw

Concept Note on Theme as in NEP, 2020:
https://www.education.gov.in/shikshakparv/docs/innovative%20pedagogy%20to%20promote%20enjoyable%20and%20engaging%20learning.pdf

Presentation Link:
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https://www.education.gov.in/shikshakparv/docs/JOSEPH%20EMMANUEL%20Innovative%20Pedagogy_Shikshak%20Parv.pptx
2. https://www.education.gov.in/shikshakparv/docs/Naresh.pptx
3 https://www.education.gov.in/shikshakparv/docs/Naresh.pptx
4. https://www.education.gov.in/shikshakparv/docs/REVATHI.pptx

Nodal Coordinator:
Prof. Sharad Sinha, Professor, Department of Teacher Education (DTE), NCERT

Innovative Pedagogy to Promote Enjoyable and Engaging Learning

INTRODUCTION

NEP, 2020 mandates that learning should be holistic, integrated, inclusive, enjoyable, and engaging. In order to minimise rote learning and to encourage holistic development and 21st century skills (such as critical thinking, creativity, scientific temper, multilingualism, problem solving, ethics, social responsibility and digital literacy), curriculum, textbooks, pedagogy and assessment at all stages of school education shall be transformed. It stresses that in all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with exploration of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift towards competency-based learning and education (Para 4, NEP-2020). In this process it is essential to understand the innovative ways of teaching and showcase, disseminate and replicate the innovative strategies of successful teachers. As part of the *Shikshak Parv* programme, the webinar on "*Innovative Pedagogy to Promote Engaging and Enjoyable Learning*" was organized on 13 September 2021.

SESSION HIGHLIGHTS

The chairperson of the webinar, Prof. N.V. Varghese, Vice Chancellor, NIEPA began by giving his introductory remarks. He pointed to the fact that although most of the children are in school, we are facing a phenomenon called 'schooling without learning'. The

challenge right now is to provide quality education to those students who are already in school. He also mentioned that COVID-19 has introduced a lot of changes in the field of education. At the same time, COVID-19 has introduced new dynamics and opened possibilities for technology-mediated teaching-learning processes. He stated that it has resulted in many reforms in not only teaching but in the learning process, atmosphere and also in assessment of the students. He remarked that today, what we speak and learn is a globally connected activity. Many courses are available online and learning has become a globally connected activity. Teachers need to prepare for addressing heterogeneity in the classroom, the way they interact with students and the socialization process that is a part of schooling, which has been affected as well. He added that many children are feeling uncomfortable staying at home for a long time and not being able to go to school and socialize with their peers and teachers. He concluded the introductory remarks by welcoming all the speakers, presenter and co-chair of the webinar.

The co-chair, Dr. T. S. Joshi, Director, SCERT, Gujarat, while introducing innovative practices in Gujarat said that they are organizing a sharing workshop for innovative pedagogy every year at the district level and state level. The state level Education Innovation Festival has been organized for the past eight years. SCERT Gujarat has also received funding from various institutions, including through CSR funds. He outlined the need for innovative
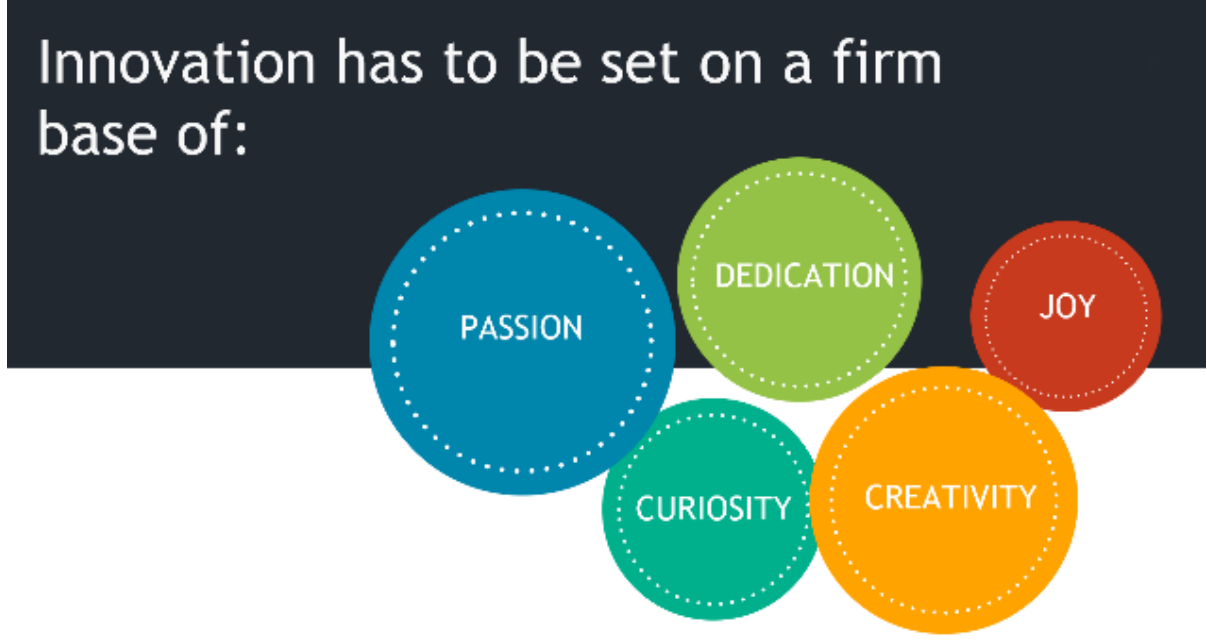
pedagogy. He stated that teachers should have a zeal to do something new and creative. This zeal will give them the energy to engage in creative tasks that will lead them to excellence. He added that while innovative methods increased during COVID times, there is a need to ensure that more innovative methods are adopted on a mass scale in our classrooms.

Prof. Varghese invited the presenter Dr. Joseph Emmanuel, Director (Academics), CBSE to give his presentation. Dr. Emmanuel elaborated the best practices in innovative pedagogy to be adopted by the schools. He shed light on the steps taken by CBSE to ensure that its affiliated schools adopt innovative pedagogy such as the implementation of art-based project work, implementation of experiential learning like arts and sports integrated approaches, story-telling and gaming, introduction of course on design thinking, coding and data science, etc. Also, school leaders have been asked to prepare a pedagogical plan for making learning innovative and thus, joyful. He emphasized that pedagogy is at the heart of teaching and learning; the more innovative the teachers are, more effective will be the transaction in the classroom. He argued that pedagogy needs to connect with the concept and content, along with real-life situations so that it could promote lifelong learning and ensure development of 21st century skills.

Dr. Emmanuel explained that a shift in pedagogy is required in present times and outlined several steps to bring innovation in the classroom: challenging your beliefs and values, defining the current teaching and learning practices, enabling a deeper enquiry and empowering students with the capability to take their own decisions. He added that innovative pedagogies including story-telling, project-based learning, flipped classroom, collaborative argumentation etc. need to be incorporated in classrooms. He ended his presentation with a famous quote from Mahatma Gandhi: "be the change you wish to see in the world". Prof. Varghese thanked Dr. Emmanuel for his crystal-clear presentation. He reiterated that Dr. Emmanuel's idea of creating a learning culture forms the centre around which all other activities elaborated in his presentation revolved around.

Prof. Varghese then invited the speaker Mr. Naresh Kumar, Lecturer Physics, GSSS Mahunag, Himachal Pradesh to share his presentation. Mr. Naresh Kumar highlighted the various steps taken for making learning more enjoyable, collaborative and

Innovation has to be set on a firm base of:

PASSION
DEDICATION
JOY
CURIOSITY
CREATIVITY

participatory in his school. He presented different innovative strategies used in and outside the classroom for helping the students to learn mathematics without 'fear. He further explained strategies such as Math Camp, Math Science Lab developed by students, Math Science Magazine, exposure visit to IIT and other institutions, Math Science Fair, art-integrated learning, origami activities, use of GeoGebra software and science animation. He emphasized that the most important aspect of all these innovations is the active participation and contribution of students in each and every stage of its development. He ended his deliberations by pointing out that learning is complete only when both, theoretical and practical aspects are evaluated together. Prof. Varghese appreciated the Mr. Kumar's efforts and remarked that his innovations to universalize mathematics should be emulated by teachers across the country. He invited the next speaker Mr. Rudra Pratap Rana, Assistant Teacher, Koriya, Chhattisgarh to give his presentation.

Mr. Rudra Pratap Rana started his presentation by focusing on his initiatives during the pandemic. He explained how and why he organized "Teaching Under an Umbrella (Chhatri wale Guruji)" on a bike during the pandemic last year. He was able to keep the students linked to education with this simple innovative practice. He also showed how he involved the community and how it changed the environment at the school. He highlighted that ICT needs to be taken up at all levels. He informed the audience that they have managed to arrange for a laptop and a projector at his school and now they are comfortable using it. They have arranged for an e-rickshaw where academic songs and poems are played during the to-and-fro travel to school as well. They have included gardening in the school teaching-learning which has made the students more aware about many things around them. He mentioned that SUPW activities are also done in the classroom where students were taught basic tasks related to working of

machines like hand pumps, fans, etc. and he hoped that, developing these skills will definitely make students self-sufficient and independent. Prof. Varghese admired Mr. Rana's presentation and highlighted the innovations where students were taken out of the classroom for learning, re-define the classroom itself. Through the games, social work and hands-on learning, the teaching-learning process is linked to the surroundings. He requested the last speaker Ms. K. Revathi (National ICT Awardee), Primary School Teacher, Government Primary School, Pillaiyarkuppam, Kamarajar nagar, Puducherry to share her presentation on toy-based pedagogy.

Ms. Revathi shared some of the best practices she adopted for classroom teaching to make learning enjoyable and interesting for the students. She started by saying that each child is different and unique. The challenge before her was to facilitate children coming from diverse backgrounds to achieve the same learning outcomes. She elaborated how she explored toy-based pedagogy to make learning more innovative. The students showed great involvement and enthusiasm while creating toys for learning. They learnt to collaborate and to work in teams. She emphasized that handcrafted materials, puppets and other toys filled up the classrooms and made teaching and learning very fruitful and engaging. She shared her joy as a teacher by saying that when the characters from textbook lessons come into reality through puppet, children can actually play with those characters and learn in an enjoyable manner without any stress. Prof. Varghese complimented the new teaching method adopted by Ms. Revathi,

and acknowledged how it could lead to improved student learning.

QUESTION & ANSWER SESSION

The presentations were followed by the question-and-answer session moderated by the chairperson. Prof. Varghese asked the speakers selected questions received on the MyGov portal from the public. He put up the first question to the speakers - Teachers often complain that these innovations are very good but they do not have enough time for them. We keep the time scheduled as traditional and we want to incorporate these new pedagogical processes. How is this possible? Mr. Kumar replied to this saying that teachers have a limited time-frame for a class session, but if we see it from the perspective of children then we have enough time. So, teachers should utilize children's time in the classroom to make these teaching learning materials with them. Talking about his own experience, Mr. Rana responded that they did not do anything new, rather they used textbook content only for experiential learning. Children get bored of reading the textbook, so teachers need to present the content in an innovative manner for creative teaching and learning. Further, Ms. Revathi stated that in her teaching method she uses the same content as textbooks and teaches it through puppets to make the characters more relatable and real to children. She simply changed the pedagogical method from teaching only from the textbook to adopting toy-based pedagogy.

Prof. Varghese then sought a response on his next question about whether creativity and imagination can be developed among the students, considering that teaching in school is very theoretical and is usually not related to practical dimensions. Mr. Kumar replied that it is very important for a teacher to bring a change in their own self and approach, and by following these students can learn significantly. For teaching-learning to be more effective, teachers need to involve students with hands-on activity to promote practical knowledge among students. Mr. Rana highlighted that curriculum should include certain aspects that have some practical implications in a student's life. Students should be taught by giving practical examples. They should be given experiences based on what they are being taught. Ms. Revathi added that theory and practice can be connected by presenting videos to the students of primary classes.

CONCLUDING REMARKS

In his concluding remarks Prof Varghese commented that teachers find it difficult to synchronise practice and theory. He mentioned that for innovation it is crucial for a teacher to reflect upon every activity after they perform it with students. Sometimes, these reflections are missing. He highlighted that there is a need to make a balance between experience, reflection and application. He emphasized the importance of replication of the innovative practices by the teachers and the roles different academic organisations such as SCERT, DIETs, BRCs etc. need to play. He also said that how we use different resources such as teacher, students, finance, etc. judiciously to enhance learning and optimize outcomes should to be looked into. He added that the innovative practices presented today, all focus on these aspects. He concluded by thanking all the viewers for joining in and expressing hope that they can take forward the learning from today's webinar.

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WEBINAR
ON

PROMOTING QUALITY AND SUSTAINABLE SCHOOLS

14 SEPTEMBER 2021

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Background Note on Webinar Theme:
https://www.education.gov.in/shikshakparv/docs/background_note_Promoting_Quality_Sustainable_Schools.pdf

Concept Note on Theme as in NEP, 2020:
https://www.education.gov.in/shikshakparv/docs/quality%20and%20sustainable%20schools.pdf

Webinar Viewing Link:
https://youtu.be/Y8IZZ2N9B28

Presentation Link:
1. https://www.education.gov.in/shikshakparv/docs/14Sept-Presenter-RahulP.pptx
2. https://www.education.gov.in/shikshakparv/docs/14Sept-Speaker-Yudhveer.pptx
3. https://www.education.gov.in/shikshakparv/docs/14Sept-Speaker-ManjuB.pptx
4. https://www.education.gov.in/shikshakparv/docs/Manit%20Jain.pdf

Nodal Coordinator:
Dr. Sweta Singh, Joint Secretary (Academics), CBSE

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* Additional infographics on the theme in Annexure IV

Promoting Quality and Sustainable Schools

INTRODUCTION

As we look toward fulfilling the ambitious UN Sustainable Development Goals by 2030, the plan of action for people, planet, and prosperity cannot be met without acknowledging the important connection between educational development and a sustainable learning environment. A sustainable school adopts a "whole-school" approach; one that extends beyond the curriculum and addresses the entire planning, operation and management of the school facility. School sustainability policies and practices can strengthen what is taught about sustainability in the classroom, improve the school's own carbon footprint, and strengthen public relations with the surrounding community. A sustainable school prepares young people for a lifetime of sustainable living through its teaching and day-to-day practices. In conformity with the concept of sustainable school, Para 4.23 of the NEP lays stress on creating environmental awareness on water and resource conservation, sanitation and hygiene. As part of the Shikshak Parv programme, the webinar on "*Promoting Quality and Sustainable Schools*" was organized on 14 September 2021.

SESSION HIGHLIGHTS

Sh. Santosh Kumar Sarangi, Additional Secretary, Department of School Education and Literacy began the webinar by welcoming all the teachers, principals, students, academicians and parents viewing the live webcast. He invited Ms. Anamika Singh, IAS, DGSE of Uttar Pradesh and the chairperson of the webinar to give her introductory remarks. She welcomed all the participants and speakers for the session in Shikshak Parv on the theme '*Promoting Quality and Sustainable Schools*'. Ms. Singh talked about how one of the critical challenges after reopening of the schools is addressing the learning gaps in children. She explained the different elements of quality school by drawing an analogy with Maslow's pyramid for hierarchy of human needs. She discussed that at the base is an environment where children feel emotionally, physically and psychologically secure and nurtured, where there is no discrimination, no violence and no fear. Then comes the basic infrastructure, textbooks, teaching-learning material, print-rich environment and other infrastructure which should not only be readily available but accessible to the end users. She highlighted that as we move higher on the pyramid, the role of teacher becomes crucial. The teacher should have good knowledge of the subject and skills of communication and transaction. In addition to this, she talked about, the need for decentralization and use of approaches that empower teachers and students, who are at the centre of learning process, enhancing the quality of learning. For supervision and monitoring she expressed that over-centralization of academic processes make people lose autonomy and in turn accountability over their actions.

Ms. Singh stated that experiential learning using indigenous materials, active and engaged participation of teachers and children and more freedom to teachers will be crucial to bring up quality schools. She added that learning multiple language and skills at the same time, and learning across
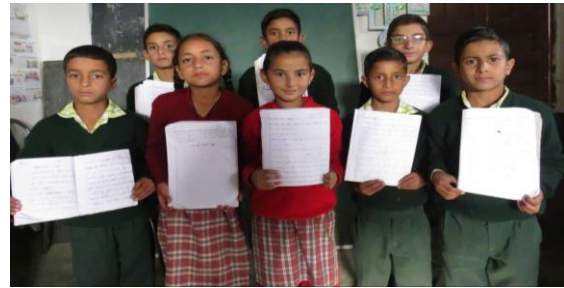

Rapporteur:
Prof. Sandhya Singh, DEE, NCERT

classrooms are also important elements of good and sustainable schools. She also highlighted the key role of parents and the community in developing well-rounded human beings. Ms. Singh concluded by saying that the key aspect of the quality school would be to provide enough space for teaching core values of humanity, polite behaviour, respect for constitution and other contemporary skills. After introducing the relevance of the topic for school education, Ms. Singh introduced the presenter Shri Rahul Pachori, Deputy Secretary, Ministry of Education and invited him to make his presentation. Mr. Pachori is B. Tech. Electrical Engineering and currently looking after externally aided projects, upcoming National Assessment Centre PARAKH, teacher education, and the implementation of Samagra Shiksha in some States and UTs.

In his presentation, Mr. Pachori explained the concept of quality education and how we have progressed through in education. He asserted that the vision of quality and sustainable schools is an approach to strike a balance between society, economy and environment. He remarked that a sustainable school is guided by the principle of "*sarve bhavantu sukhinah*…" which means care for us, care for others and care for the planet. Such schools control wastage by sound management of all kinds of resources, including environment. Through its teaching and practices these schools influence the thinking as well as practices of its students. He stated that the NEP 2020 envisions schools becoming sustainable and providing quality education.

Mr. Pachori informed the viewers about the various recent initiatives under Samagra Shiksha, leading to improvement in the quality of education. He described the initiative of establishing around 15,000 exemplar schools which will have all the components of NEP, providing leadership to other schools in their region. The Strengthening Teaching-Learning and Results for States Program (STARS) programme, which is a World Bank aided

project, was also discussed by the presenter during the session. He concluded his presentation by reiterating that transforming schools into quality and sustainable schools needs to be a continuous quest embedded in the structure and practices of the schools. After the presentation, chairperson introduced the first speaker Mr. Yudhveer Tandon and invited him to make his presentation.

Sh. Tandon is a recipient of the State Award as well as many other recognitions bestowed on him for his hard work and innovations. He is a teacher in the Government Primary School, Anoga (Distt. Chamba) of Himachal Pradesh. Mr. Tandon made a lively presentation with the help of pictures and photographs. Through his presentation, he demonstrated various activities which can be easily included in the practices and time table of the school. These activities would not only arouse interest for learning, but will make children engaged learners. He presented small innovations like "honesty shop", "children's hygiene committee", supplying personal hygiene kit, naming the schools spaces like playground, assembly, lab with the name of famous personalities and freedom fighters. He also showed other interesting interventions like '*Bal Samvidhan', 'Bal Sansad', 'Bal Bachat Bank*', 'Question box' and '*Bal Samachar Patrika*' etc. In his opinion, these activities shape the personality of the young primary school children in the right direction, for example, the feeling of being responsible, respecting democratic values, active participation in the classroom and school activities.

Mr. Tandon also shared other initiatives to improve school climate and attitude of

children. He highlighted that involving the community is a simple, yet effective step which brings life to the school and makes them leaders of their region. Gardening, yoga education and celebrating different days (*Khel Diwas, Vigyan Diwas, Vishwa Jal Diwas, School Suraksha Diwas, Swatantrata Diwas*) in the school stimulate active thinking of children. He ended by saying that we must all, teachers and students, work towards becoming more open-minded.

The chairperson appreciated the presentation for the useful ideas to enhance experiential learning, involve community in school management and other innovations which were time and cost savvy. Use of technology during covid times to control the learning loss in children was a good step on the part of the school and teachers. She also lauded the activities shown in the presentation which would help in value inculcation. The chairperson introduced the second speaker Ms. Manju Balasubramanyam and invited her to make her presentation. Ms. Manju Balasubramanyam is the Principal of Delhi Public School Bangalore North. She is a recipient of the National Award for Teachers (President of India) in 2018 and Fulbright Distinguished Award for Teachers in 2014.

Ms. Balasubramanyam started her presentation with the famous quote from Gandhiji: "the world has enough for everyone's need, but not enough for everyone's greed." She drew attention towards SDG4 related to 'Ensuring Inclusive and Equitable Quality Education and Promoting Lifelong Learning Opportunities for All'. She delineated that good quality and sustainable schools need to have all these components- inclusive, equitable, quality education and promotion for lifelong learning. With a rise in technology, it is important to ensure that ethics and values are sustained. Good listening and giving respect to other voices is important. She highlighted four major themes around which efforts can be directed to achieve the goal of transforming the schools to higher quality

and sustainable. These themes or categories, as per her presentation, are- waste management, green projects, innovations & events and social action. She also tried to exemplify that the thread of sustainability needs to be woven in the activities of the school in such a way that it becomes a part of routine practices. Providing opportunities, encouraging children to participate and facilitate organisation of variety of activities should be a part of the intended curriculum.

Ms. Balasubramanyam highlighted the need for reuse, rebuilt, repair, recycle and so on for reducing the wastage which causes damage to the environment. All these were shown as activities which are organised in the school as a practice. She added that development of creativity and problem-solving skills is possible through such activities. This was well demonstrated through school album and photographs. She emphasized that involving the community is always good for everyone- students, teacher, school and the government. The strong message that shone through the presentation was that 'inclusive environments are sustainable and promote quality'. Ms. Singh complimented the presentation and highlighted that some of the important messages from the presentation could be nurturing the creative side of the students, collaborating with the community and peer learning through the exchange programmes. The chairperson introduced the last speaker Mr. Manit Jain, who is an alumnus of Delhi University and Harvard Graduate School of Education. He is the Co-founder and Director of Heritage group of six schools in Delhi NCR. Mr. Jain is championing the cause of experiential learning and launching it successfully in mainstream environment.

Mr. Jain started his presentation saying that in creating a vision it is essential to draw lessons from our history. He took the viewers through the first, second and third industrial revolutions, highlighting the markers during each revolution. He remarked that the fourth industrial

revolution was the one, announced at The World Economic Forum five years ago. According to him, there are five megatrends that we will see in this revolution- Tech, Trans, Virtual, Internet of things and Artificial Intelligence and Sharing economy. He explained these five trends with familiar examples. He explained that research says machines will do all repetitive tasks, physical or cognitive and humans will develop social and creative intelligence. Social intelligence comprises empathy, perceptiveness, the ability to connect, relate, reconcile differences, the ability to influence, share and trustworthiness. Likewise, the components of creative intelligence are- original thinking, deep inquiry, interestedness, curiosity, ability to put disparate bits of information together to make a whole, creative problem solving, etc. In his opinion, being human would become both a social and an economic imperative and that we have arrived in the era of the survival of the humanist.

Through his presentation, Mr. Jain demonstrated that technological progress has no limits. He raised a significant question: "are we educating to be more human or more machine". He then discussed how to make teaching multidisciplinary. Projects should be given not only to develop creative skills but also impart substantial conceptual understanding and learning of Science, History, English and many more subjects together. He also described certain initiatives where schools and voluntary agencies joined, like 'raahgiri' project in Gurgaon. He pointed out that the result of poor education is rampant unemployment and a huge skills gap between what is needed to be successful at work and what our education is preparing us for. In building a vision for the 6 future and to re-humanize education, we need to make a shift from outdated content and rote learning to developing social and creative intelligence. He concluded his presentation by saying that the power is in the hands of students and the key lies in making our learning more experience-based. This will lead to making of good quality sustainable schools. The chairperson acknowledged that the presentation was interesting and the challenges we have been facing as a civilization were well explained.

QUESTION AND ANSWER SESSION

The presentations were followed by the question-and-answer session moderated by the chairperson. Ms. Singh asked the speakers selected questions received on the MyGov portal from the public. She asked Mr. Manit Jain - "In the present scenario when

PREPARING
CITIZENS
FOR TOMORROW

job requirements and skill sets are changing so fast, what would you suggest that the younger generation should learn?" Mr. Jain explained that in the Heritage schools, they feel that work should be done in four areas- Self (awareness about self, fears and strengths), capacity to relate (socio-emotional intelligence issues etc.), *Swabhaav* and *Swadharma* (what excites, the purpose of my life, my calling etc.) and livelihood (skills required for). He explained that livelihood should not be merely about making money, rather it should put together money, meaning for life and mastering of skills. These things when put together would lead to a holistic and joyful life.

Ms. Singh posed the next question to Mr. Yudhveer Tandon about what methods should be used to raise the quality and sustainability of schools, particularly in rural areas. Mr. Tandon explained that community ownership is very important for providing quality education. The interaction between students, teachers and community makes the bonds stronger and the results become visible. He referred to his presentation, where it was demonstrated how cooperation from community can be sought and how it can help in promoting good quality sustainable schools.

Ms. Singh also asked Ms. Manju Balasubramanyam about the kind of sustainability challenges that are faced by schools while promoting the activities as demonstrated in the presentation. Ms. Balasubramanyam replied that it is majorly 'resistance to change'. People in general are not very confident about the new initiatives taken by schools. However, she insisted that the schools and staff have to keep quality and sustainability as core beliefs of personal and school life. Confidence can be won if we are committed to the idea. She made a beautiful statement in her reply: "we need reflective mindset to convert that reflection into action".

CONCLUDING REMARKS

The chairperson thanked all the participants of the session for their valuable inputs. She remarked that many issues were traversed and numerous areas were touched upon, and that quality has many dimensions. She emphasized that a more local, contextual and decentralized approach to empower teachers and students will promote good quality sustainable schools. She reiterated that this webinar was held at the right time to motivate teachers and principals across the country. In conclusion, she thanked the Ministry of Education for organizing the webinar, as well as CBSE and NCERT for collaborating on it.

TRANSFORMING THE SYSTEM OF ASSESSMENT: HOLISTIC PROGRESS CARD

15 SEPTEMBER 2021

Background Note on Webinar Theme:
https://www.education.gov.in/shikshakparv/docs/Transforming%20the%20System%20of%20Assessment-%20Holistic%20Progress%20Card.pdf

Concept Note on Theme as in NEP, 2020:
https://www.education.gov.in/shikshakparv/docs/transforming%20system%20of%20assessment.pdf

Webinar Viewing Link:
https://youtu.be/TMh2Q794wuk

Presentation Link:
1. https://www.education.gov.in/shikshakparv/docs/Dr.%20Praggya%20Singh.pptx
2. https://www.education.gov.in/shikshakparv/docs/Anju%20Chazot.pptx
3. https://www.education.gov.in/shikshakparv/docs/Dr%20Vasanti%20Thyagrajan.pptx
4. https://www.education.gov.in/shikshakparv/docs/Parvinder%20Kumar.pptx

Nodal Coordinator:
Dr. Praggya M. Singh, Joint Secretary (Academics), CBSE

Transforming the System of Assessment: Holistic Progress Card

INTRODUCTION

Transformation of assessment for holistic student development is one of the key concerns of NEP, 2020. The Policy advocates for shift in assessment practices from rote memorization skills to regular and formative, competency-based assessment wherein more emphasis is given on promotion of learning and usage of testing higher order skills. One of the important recommendations of NEP, 2020 is restructuring of students' progress card. Para 4.35 of NEP, recommends that the progress card of all students for school-based assessment, which is communicated by schools to parents, need to be completely redesigned. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer-assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role-play, group work, portfolios, etc., along with teacher assessment. As part of the *Shikshak Parv*, the webinar on "*Transforming the System of Assessment: Holistic Progress Card*" was organized on 15 September 2020.

SESSION HIGHLIGHTS

The chairperson of the webinar, Shri Manoj Ahuja, Chairperson, CBSE gave his introductory remarks. He stated that assessment plays an important role in determining the kind of education we provide to our children, it regulates the classroom pedagogy, the way learning happens in our classrooms, and determines incentives for students and teachers. Highlighting the shift in assessment proposed in the NEP, 2020, he said that we need to have assessment moving away from rote memorization or top-down learning approach practices towards more joyful and participative assessment, for both students and teachers. He quoted para 4.35 of the NEP, 2020 and encouraged the viewers to reflect on the content.

Shri Ahuja elaborated on the concept of Holistic Progress Card (HPC) and its importance. According to him, the present system of assessment reflects only on the cognitive abilities of the child. Thus, other domains like affective and psychomotor aspects need to be reflected in the HPC. A teacher needs to assess the child without comparing the performance with other children in the classroom. They should be non-judgmental and provide development feedback for the child's holistic growth. He reiterated that assessment must recognize the uniqueness of each child. He explained that HPC will be a collaborative effort wherein several stakeholders like parents, children, peer and teachers will be involved. In order to understand the expanded uniqueness of the child several stakeholders need to be involved for continuous exchange of ideas for

its effective implementation. He remarked that we need to provide feedback to students in a positive way so that it can be beneficial for their proper progression.

Shri Ahuja further stated that it is a challenging task to transform the idea of HPC into reality, which is acceptable to all the stakeholders. He was optimistic that with the help of deliberations and from the enriching experiences of the teachers, HPC can be made a reality. He briefed the viewers about CBSE initiatives on HPC and shared that CBSE had developed a template that will undergo pilot testing and will be rolled out soon in CBSE affiliated schools. He then invited the co-chair of the webinar Dr. Kutty Krishnan, State Project Director, Samagra Shiksha, Kerala to give his opening remarks.

Dr. Krishnan discussed the aim of assessment as stated in the NEP, 2020 and the place of HPC in the phase of transformation of assessment scenario. He emphasized that assessment has to move away from rote memorization and from summative to formative. The assessment must be competency-based to promote learning and development of students. There is a need to provide more emphasis on higher order skills such as critical thinking and problem solving. He further stated that the aim of assessment is to get a clear idea of each child's learning, the way they are performing in different domains. He highlighted that the purpose of assessment is seeking authentic feedback, in the form of gathering comprehensive data on learning. He suggested that from this data schools can generate comprehensive reports to provide differentiated intervention to individual students and to the groups. Having information in all domains i.e. cognitive, affective and psychomotor, the HPC will provide a true reflection of the learning progress of the child. He added that HPC will include all social, cultural and academic aspects of the child's

learning. This detailed analysis will not only identify gaps, but also provide assistance in identifying multiple dimensions of the institution such as engagement of students and teachers, dropout rate etc. Such engagement will enhance the sense of appreciation and happiness to the child.

Dr. Krishnan further raised an important issue, that the process of record keeping and documentation should not bring excessive pressure on teacher and student otherwise it may not yield desired results. The HPC should be considered as dynamic tool rather than a static display of performance. At the end of his remarks, he shared the practice of organizing *Kalolsavam* conducted for elementary classes (Class 1 to 7) in the state of Kerala. Here, in the last week of the academic year the students display their talent in varied areas and the attainment in several skills of learning for their holistic development.

Dr. Praggya Singh, Joint Secretary, CBSE as the presenter of the webinar elaborated on the theoretical foundation of Holistic Progress Card based on the recommendations of NEP, 2020. She also highlighted the practical aspects based on the assessment framework (template of HPC) designed by the collective efforts of various organizations like UNICEF, NCERT and several experts working in the area of Foundational Literacy and Numeracy (FLN) for NIPUN Bharat initiative of Government of India. She emphasised the NEP mandate and process of assessment, especially the design of 360-degree multi-dimensional HPC and AI-based software to track the progress of the child's learning.

Dr. Singh defined HPC as a pedagogical tool to enable society to participate in a student's development and progress. She further stated that HPC is a process through which both the teachers and parents will equally participate in the student's achievement of competencies. While presenting arguments in favour of HPC

she stated that this provides holistic progress of the child wherein grades and marks provide a limited one-sided picture of the assessment. She said that performance is never static and it

all activities to ascertain holistic development of the child). She further described the suggestive exemplar HPC based on the NIPUN Bharat Guidelines prepared for classes Pre-

has to be measured over a period, as done in HPC. She delineated that HPC will provide feedback for the student, insights regarding the learner's areas of interest as well as scope for improvements and track the progress of all round development of the learner.

Dr. Singh highlighted that HPC includes multiple forms of assessment tools having varying and flexible formats i.e., objective to descriptive visual, or any other format to assess all aspects of development in totality. She delineated the features of HPC, including participatory and learner centric approaches, inclusiveness, build on the principles of self-awareness and self-esteem, goal setting, flexibility, inter-disciplinarily and tracking of attaining competencies. She also shared the proposed structure of HPC, which has three sections namely, developmental goals and competencies, parent's feedback and portfolio (that will have accounts of child's progress in

school to class 3 and jointly developed by the efforts of UNICEF, NCERT and FLN experts. She mentioned that the developed framework of HPC will be soon tried out in CBSE affiliated schools. Thereafter, schools may adopt / adapt this template as per their requirement, context, locality and priorities. She concluded her presentation by showcasing the cover page of the HPC, which provides opportunity to a child to reflect on himself/herself.

The first speaker of the webinar was Dr. Anju Kauwr Chazot, Founder and Director, Mahatma Gandhi International School, Ahmedabad. She made her presentation on "Co-creative experiential learning" which was based on her school's experiences and narratives. She initiated her presentation on HPC and its components by bringing in the concept of "*Ahimsa* in assessment". She shared her concern that across the globe, report card is linked with fear as they tend to carry negative

feedback, where mistakes are punitive. She quoted Gandhi ji that "freedom is not worth having, if it does not include the freedom to make mistakes". She emphasized that joyful learning in classrooms includes assessment being joyful as well. Through illustrations, she beautifully captured the idea of working with hand and technology and thus focused on the diverse activities performed by the students for better learning. Using the analogy of a *thali* with diverse food for better health, she explained the importance of diverse assessment tasks with different preparations like poster making, quiz, board games, creative writing and role plays etc. for promoting holistic development.

Dr. Chazot narrated many instances wherein students got the opportunity to learn through experiences and self-reflection. One such example was given where the well-being of students was attained through art therapy and students were engaged in painting a tree to represent their 'Self'. They worked on the sub-conscious processes, self-reflection about aspirations, challenges and the shadow side of themselves. To mention a few other activities, there was reference to embodied learning (showing the life cycle of a tree through their bodies), calendar mathematics to enhance logical and numerical abilities in the formative process, designing of a brochure for fieldtrip, conduct of eco-friendly field trip, and as an art task (to create a final artwork of a leaf using embroidery and getting the opportunity to closely study the different venations in leaves). She described the manner in which art integrated learning can bring meaningful, joyful learning amongst children. She explained that the highlight of this activity was formulation of a criteria to assess the brochure, which was co-constructed with students.

Dr. Chazot described the components of innovative HPC developed for her school where there was sufficient scope for self, peer and teacher's reflection on assessment, project summary, subject competencies covered under the project, tasks and feedback and finally component of initiator's synthesis. She also provided glimpses of some of the activities carried out during the COVID-19 period. Students were engaged in activities like mask making and they got ample opportunities to study their body and parts of their face, and worked with parents and family members. These activities ultimately lead to the adoption of diverse assessment practices and reporting criteria and are very significant components of HPC.

The next speaker Dr. Vasanti Thyagarajan, Founder of Sisya School, Hosur, Tamil Nadu highlighted several perspectives of Holistic Progress Card (HPC) from the practitioner's perspective. Describing several essential features of HPC, she said that there needs to be clarity of purpose of designing HPC; it must be based on supportive reflective practices and user-friendly data. For scaling up, it needs to be supported by guidelines for several stakeholders. She highlighted that HPC should be based on three 'Cs, namely, Collaboration, Choice and Cooperation. Based on the sample of HPC developed in her school, she elaborated on four major domains of HPC with examples that included: (i) Academic Initiated Development Experience (A.I.D.E) covering domain of scholastic and co-scholastic, (ii) Collaborative Initiative Development Experience (C.I.D.E) which includes cultural environmental and social pursuits etc., (iii) Wellness Initiative Development Experience (W.I.D.E) which includes physical fitness, diets, games and sports, yoga and meditation and, (iv) Self-Initiative Development Experience (S.I.D.E) covering domains like hobbies, job shadowing, careers and skills.

Dr. Thyagrajan stated that multidimensional assessment through stakeholders like students, peer, teachers and family members needs to be

authentic in nature and supportive, predictive and decisive for the child. She also illustrated a graphic to capture the longitudinal assessment of children over the years in different domains, which is easy to use for teachers, even without high end-technology. She further described the process of development of HPC that includes six stages namely, design of card inputs from all stakeholders, orientation on how to gather evidences for inputs, collating inputs as evidences for entry into the HPC, preparation of the HPC, reflection/discussion on target and review of timelines and working on targets within timelines. She provided examples related to plantation drive, street plays and community service to capture several aspects of an individual's personality. She elaborated how through these activities, students were able to reflect on their strengths and limitations, which ultimately were part of HPC, for seeking direction and for better learning. She emphasized the role of reflective practice in assessment and stated that reflection is an integral part of the learning process. These reflections also need to be part of the portfolio. She described several steps for management of portfolio, and assessment of portfolio, which is an important component of HPC.

The chairperson complimented the speaker for her presentation and highlighted some other significant aspects related to HPC. He reiterated the need and importance of HPC. He said it should not be taken simply as one of the recommendations of NEP, 2020 or an instruction from the government, but all the stakeholders must seek clarity about HPC.

The third speaker of the webinar Shri Pravinder Kumar, Principal, GSSS School, NCT of Delhi provided the teacher's viewpoint on HPC. He started his presentation with a thought-provoking question - "What are we teaching to our students?" He stated that we are teaching our students to perform well in exams and it is evident that the current assessment practices are not covering all the domains of learning. He said that the purpose of assessment is to improve the quality of learning and evaluation helps to judge the quality. He highlighted the initiatives taken by Government of Delhi with respect to assessment practices aligned to the NEP, 2020. These initiatives include learning outcome aligned syllabus, learning outcome-based profiles of all the students, initiative of mentor teachers, capacity building of teachers as coordinators, national and international capacity building programmes for teachers and principals, initiatives of assessment unit, dedicated academic repository, Mission Buniyaad to strengthen National Mission for Foundational Literacy and Numeracy amongst students, dedicated primary branch for capacity building , academic support and coordination with primary teachers and initiatives of Happiness and Deshbhakti Curriculum.

Shri Kumar stressed upon several components of HPC which should be based on anecdotal record, learner's profile, portfolios and e-portfolios, observation records (written /audio or video). He focused on triangulation of data gathered by various stakeholders from time to time to give conclusive evidence to check stage readiness of a child and use of Learner Management System in generating HPC.

QUESTION & ANSWER SESSION

In the question–answer session the chairperson, Shri Ahuja posed a question to the practitioners who had designed and rolled out HPC in their schools. He asked about what strategies need to be adopted if the practice of HPC has to be scaled up. Dr. Chazot responded that in order to scale up HPC, there is a need to move away from textbooks as the only source of learning. There have to be two to three activities in a year that are interdisciplinary in nature and project based. The activities must be set in the local context so that students are

exposed to local issues like water crises, garbage disposal or simply writing an RTI, and provide opportunities to search for solutions to these issues. She emphasized that in this manner problem-solving can become learning, which in turn empowers the students. According to her, competencies should be mapped around such projects. Children should be assessed through some given well-designed criteria.

In response to the question, Dr. Thyagarajan opined that in order to scale up the practice there is a need to involve all the stakeholders for decision making. She emphasized that a complete orientation of the stakeholders is required for making the practice more credible and successful. Highlighting the process, she stated that all the teachers should clear the design first. Secondly, it has to be started small on pilot basis. She added that then there will be a departure from marks to remarks. Remarks have to be credible and acceptable to all and they should move from confusion to clarity.

Responding to the question on what is the main obstacle in implementing the innovative practice in schools and the way to overcome this obstacle, Shri Kumar stated that it is the mindset of stakeholders which he considers as a major obstacle. As a step in the right direction, in the last few years there has been an attempt to change the mindset of teachers by orienting them and by enhancing their capabilities.

CONCLUDING REMARKS

The chairperson, Shri Ahuja thanked all the speakers for their enriching presentations. He highlighted that there are several schools in the country already working in this direction. He stated that the education system in our country is very huge and complex. Moreover, there are many interrelated factors involved in the proper roll out of HPC. He reiterated that thus there is a need to involve all the stakeholders so that they can interact with each other to know more about HPC, not in an instructional manner but in a way that will be useful for our students and empower them. He remarked that many good ideas came out of the discussion from the present webinar such as *Ahimsa* in assessment and three Cs of assessment - Compassion, Collaboration and Choice.

STIMULATING INDIAN KNOWLEDGE SYSTEM, ARTS AND CULTURE

16 SEPTEMBER 2021

Background Note on Webinar Theme:
https://www.education.gov.in/shikshakparv/docs/Stimulating%20Indian%20Knowledge%20Systems,%20Arts%20and%20Culture.pdf

Concept Note on Theme as in NEP 2020:
https://www.education.gov.in/shikshakparv/docs/Stimulating%20Indian%20knowledge%20system.pdf

Webinar Viewing Link:
https://youtu.be/TMh2Q794wuk

Presentation Link:
1. https://www.education.gov.in/shikshakparv/docs/Dr.%20Saroj%20sharma.pptx
3. https://www.education.gov.in/shikshakparv/docs/Dr.%20Ameeta.pptx
4. https://www.education.gov.in/shikshakparv/docs/Dr%20Praveen.pdf

Nodal Coordinator:
Dr. Rajiv Singh, Director, Academics, National Institute of Open School Learning (NIOS)

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* Additional infographics on the theme in Annexure IV

Stimulating Indian Knowledge System, Arts and Culture

INTRODUCTION

The rapid changes in the global knowledge economy with the advancement in science and technology have led to dramatic changes in the society. No doubt that India has leaped many boundaries in all sectors- commerce, technology and development etc., but at the same time there has also been detachment from our beliefs and fall in values. In such a fluid scenario, it is very important to retain our glorious ancient past which reverberates the philosophy of *Upanishads* revolving around the concepts of the *Brahman* (the universal soul) and the *Atman* (the individual soul), the teachings of the *Bhagavad-Gita* elucidating the ideals of the '*Karma Yoga*' (the path of action), the '*Bhakti Yoga*' (the path of devotion), and the '*Gyan Yoga*' (the path of knowledge) for self-realisation. Today we must draw our identity from such a sprawling belief system which gives a unique stature to India at the global platform where people from abroad look up to India and resort to yoga and meditation to de-stress and rejuvenate their mind. As part of *Shikshak Parv* programme, the webinar on "*Stimulating Indian Knowledge System, Arts and Culture*" was organized on 16 September 2021.

SESSION HIGHLIGHTS

The webinar started with giving an overview by the chairperson of the session Prof. Harshad P. Shah, Vice Chancellor, Children's University. He stated that the NEP, 2020 envisions a complete overhaul of the Indian education system and to prepare the curriculum right from the foundational stage to senior secondary school stage grounded

in the Indian ethos. He said that the word '*Bharat*' is composed of '*bha*' which refers to radiance. The word Bharat itself means a nation which is full of radiance. This radiance is the knowledge accumulated over thousands of years and has illuminated not just itself but the whole world. He highlighted that the West says that "we are masters of the universe", but Indian philosophy says that "we are a small particle of the universe" and so, we need to delve deep into the knowledge traditions of our country. Prof. Shah emphasized that we need to preserve our knowledge system by giving full support to our languages. Sanskrit as well as all Indian languages need to be studied and promoted in order to go deep into our literature which is a treasure house of knowledge. He ended by saying that he had given a brief background on the theme of the webinar, and now the speakers will explain the topic at length. He introduced the co-chair of the session Dr. Rabin Chhetri, Director, SCERT, Sikkim and invited him to give his opening remarks.

Dr. Chhetri started by saying that NEP, 2020 is a public Policy; many aspects of it have come from the grassroots. Everyone looks at it as a modern, global and well-accepted Policy. He highlighted that the vision of the Policy says that the Indian education system should be rooted in Indian knowledge system and ethos. He agreed that it is extremely important to sow the seeds of Indian culture in young minds. He drew attention to the fact that the significant proportion of the population of North-East is tribal and has the best traditional knowledge. This traditional knowledge also

needs to be preserved and documented. He remarked that this will lead India to become a global knowledge center.

Dr. Chhetri explained how Copernicus and Galileo were persecuted in the West, and so Modern Science was at loggerheads with religion in the West. In continuation of that, when the British came to India, they had this impression that religion was a contradiction to Modern Science. However, he argued that our culture has always been that of a seeker and not just a believer. The *Vedas* and the *Upanishads* have always promoted inquiry and discussion. He lamented the fact that we as a civilization have been forgetting our roots and have indulged in 'civilization amnesia'. He encouraged all to overcome it and realize the full potential of our living civilization. He asserted that this can surely be achieved by implementation of the NEP, 2020. Prof. Shah thanked Dr. Chettri for his deliberations and invited the presenter of the session Prof. Saroj Sharma, to share her presentation. He informed the viewers that she is the Chairperson of the National Institute of Open Schooling (NIOS), which is an autonomous institution, under the Ministry of Education.

Prof. Sharma lauded the *Shikshak Parv* programme as a great initiative to deliberate on the implementation of the NEP, 2020. She remarked that from pictorial diagrams in the caves to modern deliberations on philosophy, India has always been a society where knowledge has been respected. Through her presentation, she stressed the need to study our *Bharatiya* traditions in

detail. All the six traditions of Indian philosophy need to be understood and revisited. She stated that the ancient knowledge of our country travelled from here to Arabia to Europe and now there has been new research into it. She mentioned that there were at least 64 universities in India in the ancient times. She stated that the challenge before the Indian education system today is to inculcate Indian ethos into the minds of young children through integration of *Bharatiya* arts, literature, and culture in the curriculum.

Prof. Sharma called for the incorporation of Indian philosophy and science, *Vedas*, *Ayurveda*, traditional knowledge, Indian languages and literature in the school curriculum. She highlighted that NIOS has also been taking steps to ensure that *Bharatiya* knowledge is included at all levels in the curriculum. NIOS has launched the new stream 'Indian Knowledge Tradition' for reviving the *Vedic* Education, Sanskrit Language and literature, Indian Philosophy and many other areas of ancient Indian Knowledge. Under this stream, NIOS already developed five courses at both secondary and Sr. Secondary level in Sanskrit Medium and Hindi: *Veda Adhyayan*, *Sanskrit Vyakaran, Bhartiya Darshan, Sanskrit Sahitya*, and Sanskrit (Language Subject). She added that through the diaspora study center, NIOS has been trying to introduce Indian Knowledge System to the diaspora abroad.
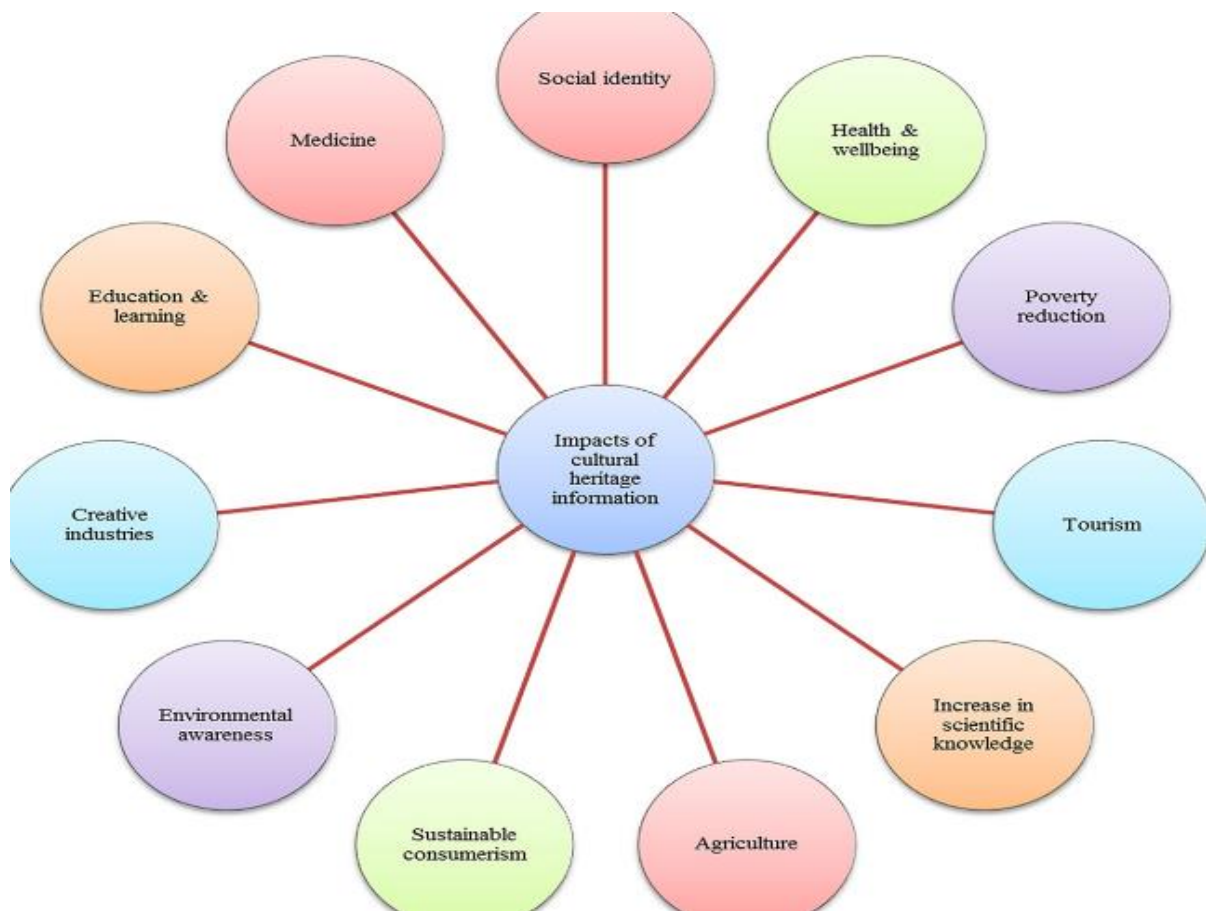
Prof. Sharma ended her presentation by emphasizing that Indian knowledge, arts and culture is well-renowned across the globe and we must hand-down this *aatmagaurav* (self-respect) to our youngsters. NEP, 2020 is a sustainable Policy and will help India reach the goals of UNESCO's 2030 Agenda. Prof. Shah appreciated Prof. Sharma's presentation and her attempts to awaken *aatmagaurav* among all, which in turn will inculcate *rashtragaurav* (national pride). He then introduced the first speaker Prof. Girishwar Mishra, Former Vice Chancellor, Mahatma Gandhi Atarrashtriya Hindi

Vishwavidyalaya, Wardha and invited him to make his deliberations.

Prof. Mishra started by saying that *Shikshak Parv* has been endeavouring to take our education system to new heights. He remarked that Bharat is an ancient country where the stream of knowledge has been flowing incessantly from one generation to another and is flowing without fail even today. In the colonial times, a shadow emerged in our eyes and because of that we have been ignoring and forgetting our own ethos and values. He emphasized that our knowledge is not just for *Bharat* but for the entire world. There is no contradiction between the national and global here. He explained that India does not want to leave anyone behind or alienate anyone; we intend to take everyone along. He added that this is our philosophy and the base of our cultural ethos. He stated that 'one who sees everyone, only he sees completely' is the root of our vision. '*Ekohambahusyamah*' is the root of our knowledge tradition. He highlighted that we need to investigate ourselves through our own means and vision.

Prof. Mishra elaborated that there are two areas of *Bharatiya* Knowledge: *Shastra* and *Lok*. We need to preserve and promote both these aspects and not ignore one of these. He suggested that every school should have a small museum where local objects are kept, that will surely inculcate the *lokgyaan* (folk knowledge) amongst the students. He ended his deliberations by expressing hope that by including Indian knowledge systems in the curriculum, *Swaran* (Golden) *Bharat* can become a reality. Prof. Shah thanked Prof. Mishra for explaining *adhyatmikgyan* (spiritual science) and the roots of Bharat in detail. He then invited Dr. Ameeta Wattal, Chairperson and Executive Director, DLF Foundation Schools and Scholarships to make her presentation.

Dr. Wattal started her presentation by stating that while she is a believer of the Sanskrit saying 'Vasudhaiva Kutumbakam' (the world is a family), India is very close to her heart. She explained that we have to learn things in the context of the place where we have grown up. The Indian Knowledge System offers many solutions to our life. We need to explore the depth of our heritage and preserve them. She emphasized that through visuals and presentations, along with sharing of our common history we need to preserve and promote our culture, which is based on diversity.

Dr. Wattal further elaborated that Indian cultural heritage is both tangible and intangible. We should introduce our children to the arts, stories, photography, history, natural landscape, sustainability, oral traditions, heritage cities, heritage sites, submerged kingdoms, dance forms, ancient languages and scripts, ancient herbs etc. of our country. She stated that projects, celebration of local festivals and tours can ensure that this is done, and a connection is developed between our ancient heritage and our young generation. She ended her presentation by saying that it is extremely essential that we build a connection between our past, our present and our future. Prof. Shah thanked Dr. Wattal for taking the audience on a tour of Indian knowledge, arts and literature from Kashmir to Sindh through her presentation. He invited the last speaker of the session Dr. Praveen Kumar Tiwari, Associate Professor, Mahatma Jyotiba Phule Rohilkhand University, Bareilly to share his presentation.

Dr. Tiwari stated that the traditions and culture of our country is ancient, yet new. It has been a steady flowing river of knowledge, which has not lost its sheen completely. He commented that many attempts were made to shatter our knowledge traditions and establish many propagandas and narratives. The colonialists were at the forefront to further this agenda and fuelled a narrative against *Bharat*. He added that while they were doing this, they were also looting India's resources. They tried to establish the false narratives of Aryan Invasion and Aryan-Dravidian struggle only to undermine *Bharat*. He further explained that the Europeans undermined the Indian education system, although we were much ahead of them when they came here, and they themselves have written about it in their works. He lamented that we fail to mention our treatises on ancient metallurgy, calendar, astronomy, *Ayurveda*, surgery, democracy, engineering, architecture, linguistics, agriculture, literature to our young generations. Thus, in this context, he appreciated the endeavour by the Ministry of Education to incorporate Indian Knowledge System into our education system. Prof. Shah thanked Dr. Tiwari for his enriching presentation.

QUESTION AND ANSWER SESSION

Due to the paucity of time, the chairperson Prof. Shah put up only one question from the list of selected key questions received on MyGov portal from the public. He asked how Indian Knowledge System, Arts and Culture can be promoted in daily life. Prof. Girishwar Mishra stated that the present webinar had substantial suggestions on how to incorporate Indian Knowledge Systems into real life. He highlighted that small opportunities can be created in daily life to learn about Indian traditions through experiential learning, which includes seeing, doing and feeling. This can be taken up at school and home to supplement book learning. He advocated for the formulation of strategies in schools for all stages to participate in such activities. For this, teachers need to have the vision that Indian knowledge must be a part of students' lives and not just a lesson.

CONCLUDING REMARKS

In his concluding remarks, the chairperson Prof. Shah quoted an English Professor – "we teach England first, and then English." He stated that in India we teach English first and India never. It is crucial to know India and its

vast knowledge. He remarked that Indian knowledge systems have the potential to improve the quality of life drastically. We should be proud that we were born in a great nation like India. He said that the Policy's push towards incorporating India and Indian Knowledge System into our education system should be taken forward to the individual and household level. He appreciated the NEP, 2020 for bringing in independent thinking into education 74 years after Independence. He called for all viewers to take forward learnings from this webinar and thanked them for tuning in.

REIMAGINING VOCATIONAL EDUCATION AND SKILL BUILDING

17 SEPTEMBER 2021

Background Note on Webinar Theme:
https://www.education.gov.in/shikshakparv/docs/background_note_Reimagining_Vocational_Education_Skill_building_revised.pdf

Concept Note on Theme as in NEP, 2020:
https://www.education.gov.in/shikshakparv/docs/Reimagining_Vocational_Education.pdf

Webinar Viewing Link:
https://youtu.be/haAgo7a_Vdw

Presentation Link:
1. https://www.education.gov.in/shikshakparv/docs/Dr.%20Kalsi.pdf
2. https://www.education.gov.in/shikshakparv/docs/Raj%20Gilda.pdf
3. https://www.education.gov.in/shikshakparv/docs/Sheetal%20Bapat.ppt
4. https://www.education.gov.in/shikshakparv/docs/B%20Shaji.ppt

Nodal Coordinator:
Dr. R.K. Pathak, Porfessor, Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), NCERT

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* Additional infographics on the theme in Annexure IV

Reimagining Vocational Education and Skill Building

INTRODUCTION

The NEP, 2020 proposes the revision and revamping of all aspects of education, including the educational structure, regulations and governance, to create a new system which is aligned with the aspirational goals of 21st century students. According to the Policy, by 2025, at least 50% of learners, through the school and higher education system, shall have exposure to vocational education, for which a clear action plan with targets and timelines is to be developed. The Policy aims to overcome the social status hierarchy associated with vocational education and integration of vocational education into mainstream education in all educational institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into school and higher education. Every child will learn at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and artisanship. As part of *Shikshak Parv* the webinar on "*Reimagining Vocational Education and Skill building*" was organized on 17 September 2021.

SESSION HIGHLIGHTS

Dr. Nirmaljeet Singh Kalsi, Chairperson, NCVET welcomed all the panel members and participants of the webinar. He highlighted important dimensions of the vision for vocational education and training (VET) in India. Dr. Kalsi said that the PM's vision is to make India "the skill capital of the world". He

stated that the mission of VE is to make VET an aspirational, dignified career option, and prepare youth for future skill as per actual needs and demands. He emphasized on qualitative improvement and development of a regulatory framework to re-invent skilling. He said that the credit framework will ease the transmission between vocational and general education. Dr. Kalsi advocated for leveraging existing infrastructure of schools, colleges, ITIs, Polytechnics and Training Colleges. He argued for the integration of vocational subject in the academic stream. Every district must have ICT integrated training hubs in all schools. He commented that vocational education in schools should be serious training for which we need to develop trainers, labs and industry tie ups. He then invited the co-chair of the webinar Mr. Manish Sabharwal, Chairperson, Team Lease Services Ltd. to give opening remarks.

Mr. Sabharwal stated that the challenges facing VE are vast in the country. Industry is not ready to fund training. He mentioned that greater emphasis should be on soft skill. The focus should be on quality training as per market need and demand. He added that there is a need to promote apprenticeship training and self-healing. Regulations should be avoided and a more liberal approach should be promoted. Students should be given more choices to select the courses.

According to Mr. Sabharwal, there are three long term solutions to the present situation of VE. Firstly, Skill University should focus on research of future skills, try to predict future

jobs in the country and more research should be focused on employability skills. Secondly, degree apprenticeship should be given a push. Thirdly, online learning should be promoted as a short-term solution during the pandemic. He highlighted the important concept of learning principles like learning by doing, learning by learning, learning by mobility, learning with flexibility and learning with signalling values. He called for greater innovation in skill. He added that a tripartite agreement with school, industry and training partners is necessary for quality education. Dr. Kalsi thanked Mr. Sabharwal for his deliberations and invited the presenter of the webinar Dr. Biswajit Saha, Director (Training & Skill Education) to give his presentation.

Dr. Saha shared CBSE initiatives for Skill Education, as an important component of holistic education. Students can choose competency-based skill courses along with academic electives at both, secondary and senior secondary level. Most of the skill courses offered by CBSE are National Skill Qualification Framework (NSQF) compliant and mapped with a job role as per National Qualification Register of National Skill Development Agency. He explained that the vocational courses offered by CBSE provide wide variety of choices for schools and students to opt for relevant competency-based courses. At present, 5231 classes are offering skills courses at senior secondary level. There are 39 skill courses available at senior secondary level from 16 sectors such as Agriculture, Automotive, Electronics Healthcare, IT/ITES. Similarly, 16842 classes are offering skill courses at the secondary level from the available 19 courses from 13 sectors. He mentioned that along with other sectors, Multi Skill and Sports are available at the secondary level. He drew attention to the fact that more than 8 lakh students are presently studying skill subjects at secondary and senior secondary level in 8543 CBSE schools.

Dr. Saha highlighted that CBSE has oriented principals, teachers and parents towards the implementation of vocational education. Students are given a choice to select subjects as per their interest. However, he lamented that admission in degree colleges is rigid. Thus, there is a need to make teaching interesting. Due to the shortage of infrastructure in schools, resources should be integrated with local industries. To this end, he mentioned that CBSE has made an effort with local industries, ITI and Polytechnic as Spoke and Hub model. CBSE has identified a local coordinator to carry out this program. He also shared with the viewers the CBSE model. School students from class 6 to 8 are being offered foundation course of new generation skills in data management. A trial collaboration with AICTE, DGET for use of infrastructure with schools is underway. Lastly, he informed the viewers that CBSE has asked the National Institute of Applied Manpower to undertake research for need and demand of manpower requirement of Industry. CBSE will take necessary action according to the findings of the research study. Dr. Kalsi commended CBSE's efforts to promote vocational education and then invited the speaker, Mr. Raj Gilda, Lend-A-Hand, India, Delhi to share his presentation.

Through his presentation, Mr. Gilda highlighted the work being done by his organization Lend-A-Hand India in Delhi. He explained how students of class 11 and 12 are engaged in internships through his organization. Female students are exposed to various small industries like coffee shops, gardens, hospital etc. for training. He stated that this helps build confidence among students. His organization has innovated the concept of 'Skills on Wheels', where a training van fitted with the required tools and machines visit various schools, especially in rural areas, for practical training. He emphasized that vocational education as applied learning has been promoted among the students for application of various scientific principles in real work situations like drip irrigation,

measurement, ram construction, vegetable plucking with machine etc.

guidance programme for all students in class 10 in five states.

Online Interest & Aptitude test in Action

During the pandemic, Mr. Gilda said that the 'Skills at Home' concept was carried out by the students through online mode. Important life skills like communication, cooperation, team work, dignity of labour and resilience are inculcated through various activities. He also mentioned that multi-skill foundation courses are being offered to students of class 9 and 10 in various schools, which in turn leads to specialized courses in class 11 and 12. Dr. Kalsi appreciated the work being done by independent organizations like Lend-A-Hand, in collaboration with schools to promote VE. He introduced the next speaker Ms. Sheetal Bapat of Shyamchi Aai Foundation (SAF), Maharashtra.

Ms. Bapat presented the work being done by her organization, SAF in the field of VE in view of NEP, 2020. She elaborated that SAF is working on three projects: (i) supporting the Government of Maharashtra to develop a curriculum for the graded subject "Self-Development and Art Appreciation" for class 9 and 10 in eight languages, (ii) a 4-year continuous professional development program for creating teacher-mentors in all Government and Government aided schools in Maharashtra, and (iii) a holistic career

Ms. Bapat also discussed *Avirata*, a 21st century in-service online teacher development programme. The programme covers 41,607 secondary schools' teachers and head teachers from 14,786 government and private schools of the state of Maharashtra. She proudly remarked that the widespread impact of this programme, led to the SAF receiving the Lexus India 2019 award for Design of Social Impact. This project has high acceptability among the teachers. She also mentioned that SAF has developed an Aptitude test (*Kal Chachani*). Interest, Hobby and Opportunity are the key factors of this test. She further stated that curriculum features have also been developed based on international experience covering self-awareness, career guidance, growing up, values, social leadership, conflict management, emotional intelligence and addiction and attraction for class 9 and 10 students. Dr. Kalsi lauded the innovative work being done by the state government of Maharashtra and SAF to promote VE.

He then invited the final speaker, Dr. B. Shaji, Vocational Teacher from Kerala to give his presentation. Dr. Shaji shared the innovation being done in schools in the State of Kerala.

He highlighted that the National Skill Qualification Framework (NSQF) was introduced in 66 higher secondary schools, with 11 job roles during the academic year 2018-19. It has now been scaled up to 389 schools, having 1100 batches, with 48 job roles from 21 sectors. He also mentioned that Kerala has training partnership with industries. According to him, the success of vocational education depends on the degree of its meticulous interaction with industries. Learning by doing is the hallmark of this system and the success of the same lies in the bonding between industry and academia. Thus, the State has developed industry partnership through Triple Helix model.

Dr. Shaji explained that within the Triple Helix model, there are many interactive areas such as trainers' training, experts' interactions, field visits, on-the-job training, community linked programmes, entrepreneurship development camps and panel discussion of industrialists. Initially discussions with related industries are conducted and then the financial requirements are finalised, if any. He also said that some of the Industry Training Partners are operating in various areas of partnership, while others operate in one or two areas. Furthermore, State VET officials are always interacting with real work environments, which is very essential in skill training. He emphasized that the learner encounters real problems and challenges and thereby acquires an innate ability to find the solution.

Dr. Shaji informed the viewers that during the pandemic, Kerala has successfully implemented the programme by adopting innovative strategies like online experts' interactions, virtual field visits, online training to trainers, skilling with online support of industries and online panel discussions. He remarked that a complete surge of re-juvenescence is evident in Kerala NSQF courses with the initiation of this program "Training Partnership with Industries". This is clear from the various responses and confidence of learners,

trainers and industry people. He ended his presentation by saying that the quality of vocational education has become the mutual responsibility of industries and the framework; and the students and teachers are quite content with this Kerala model approach. Dr. Kalsi thanked Dr. Shaji for his insightful presentation.

QUESTION AND ANSWER SESSION

Dr. Kalsi, chairperson of the webinar, conducted a short question-answer session. He invited all the speakers to give suggestions for better implementation of skill education in the country. Mr. Raj Guilda stated that we need to customize school education and adopt more training. Greater funding to the government schools and widespread awareness about vocational education programmes should be promoted. He remarked that it is necessary to change the narrative of Vocational Education and more job opportunities should be created. Ms. Sheetal Bapat suggested that foremost, the mindset of the society has to be changed. Favourable environment should be provided for success of Vocational Education as well as teacher training. She added that to cover the large population of the country the VET program must be scaled up. Responding to the question, Dr. Shaji suggested that there should be parity of NSQF pass outs with ITI pass outs for better recognition and employability.

Mr. Sabharwal, co-chair of the session, concluded by saying that impetus to skill universities and awareness programmes is required. He suggested that the time-frame of implementation should be reduced to five years from fifteen years. He ended by saying that we have to act with willingness, boldness and speed towards reimagining the vocational education programme.

CONCLUDING REMARKS

Dr. Nirmaljeet Singh Kalsi, chairperson, concluded the session with the following suggestions:

- Integrate Vocation Education with school education, senior secondary schools, open education, skill centers and college system in rural and urban areas.
- Provision of equivalence of credit for better acceptability among higher education, Accumulation of credit should be done so that all stakeholders get the benefit. Credit bank should be promoted.

- Apprentice training program should be promoted.
- Support from NGOs should be taken for better implementation of Skill training programme in large scale.

Dr. Kalsi thanked all the participants, speakers and viewers for tuning in to the webinar.

PROGRAMME SCHEDULE OF SHISHAK PARV 2021
7 -17 SEPTEMBER 2021

Hon'ble Prime Minister's Address (07.09.2021)

Time	Activity
10.30 AM	Welcome remarks by Shri Dharmendra Pradhan, Hon'ble Minister for Education.
	Hon'ble Minister of Education request Hon'ble Prime Minister to launch 5 initiatives of Department of School Education and Literacy.
10.35 AM	Hon'ble Prime Minister launches (switches on the remote) ISL Dictionary of 10,000 words, Talking Books, FLN-NISTHA, Vidyanjali, and SQAAF {Accompanied by screening of a short film}
10.40 AM	Address by Hon'ble Prime Minister of India.

Technical Session (07.09.2021)

Date	Theme and Coordinator	Speakers
07.09.2021 (Tuesday) 11:55-13.30	Address by Chief Guest 11:55-12:00	Hon'ble Minister of State for Education Smt. Annpurna Devi
	Quality and Sustainable Schools – Learning from Schools in India K. Kasturirangan *Chairperson*, National Education Policy Committee	Prof. J.S. Rajput *Former Director*, NCERT rajput_js@yahoo.co.in Dr. Anantha Jyoti, *Principal*, Rishi Valley School, Madanapalle, Chittor District, Andhra Pradesh principal@rishivalley.org Dr. Arunabh Singh *Director*, Nehru World School, E Block, Shastri Nagar, Ghaziabad, Uttar Pradesh 201002 contact@nehruworldschool.com Ms. Sudha Painuli (National Teacher Awardee) *Vice Principal*, Eklavya Model Residential School, Kalsi, Dehradun, Uttarakhand sudhapainuli961@gmail.com

Conclave Concluding Session

Date	Activity
07.09.2021 (Tuesday) 13:30-13.45	• Remarks by Prof. Sridhar Srivastava, *Joint Director* and *In-charge Director*, NCERT 13:30-13:35 • Concluding remarks by Ms. Anita Karwal, IAS, *Secretary*, SE&L 13:35-13:45

Schedule of National Webinars (08.09.2021 – 17.09.2021)

S. No	Date / Theme	Theme and Coordinator	Speakers
1	08.09.2021 (Wednesday) 10:00 -11:30	**Technology in Education: NDEAR** **Chairperson:** Rajinder Sethi, Deputy Director General (NIC**)**	Mr. Rajnish Kumar, *Director*, MoE rajnishkumar1971@gmail.com Dr. Sanjay Kumar, *Teacher*, GPS Kuftu Dsitt, Himachal Pradesh sktkgt@gmail.com Ms. Pratima Singh, National ICT Awardee 2017, *Head Teacher*, Primary School Dhusah BALRAMPUR U.P. pratimakitty@gmail.com Mr. S. Simon Peter Paul, National ICT Awardee, *PST*, GHS, Ariyarkuppam, Puducherry simonpeeterpaul@gmail.com
2	09.09.2021 (Thursday) 10:00 -11:30	**Foundational Literacy and Numeracy: A Pre-requisite to Learning and ECCE** Anita Karwal *Secretary* (SE&L), Ministry of Education	Shri Maneesh Garg, *Joint Secretary*, MoE maneesh.garg@nic. in Prof. Sridhar Srivastava, *In-charge Director*, NCERT, New Delhi Jd.ncert@nic.in Prof. Suniti Sanwal, *Head of DEE*, NCERT, New Delhi drssanwal@gmail.com Smt. A. Sridevasena, IAS, *State Project Director*, Telangana tg.cbse@gmail.com Shri. T.S. Joshi, *Director*, GCERT, Gujarat gcert12@gmail.com gcert@gujarat.gov.in
3	10.09.2021 (Friday) 10:00 -11:30	**Culture of Innovation in our Schools**	Ms. Rupa Chakravorty, *Director*, Suncity Group of Schools, Gurugram, Haryana director@suncityschool.in

S. No	Date / Theme	Theme and Coordinator	Speakers
		Abhay Jere *Chief Innovation Officer*, MoE **Co-Chair:** Arunabh Singh *Director*, Nehru World School	Mr. Manish Jain*, Professor*, IIT Gandhinagar, Gujarat manish.jain@gmail.com manish.jain@iitgn.ac.in Mr. Santosh Kumar Tarak, *Asst. Teacher*, Govt. Primary School Shuklabhata, Cluster Gona Mainpur Block, Chhattisgarh Santosh.tarak779@gmail.com Mr. Anil Pradhan, *Founder*, Young Tinker Founder, School for Rural Innovation (IPSFRI) Founder, Navonmesh Prasar Foundation anil@youngtinker.com
4	11.09.2021 (Saturday) 10:00 -11:30	**Nurturing Inclusive Classrooms** Tarika Roy, Joint *Secretary*, D/o Empowerment of Persons with Disabilities, M/o Social Justice and Empowerment	Ms. Ritu Sain, *Director*, MoE, ritusain@ias.nic.in Dr. Sudha Acharya, *Principal*, ITL School, sudhaacharya14@gmail.com Ms. Sumita Chavare, *School Psychologist*, Air Force School, 9 BRD, Pune Nagar Road, Chandan Nagar, Pune, Maharashtra sumitadc1990@gmail.com Dr. Sanjeev Kumar, *Lecturer*, DIET, Shamlaghat, HP dietshimla@yahoo.co.in sanjeev24778@rediffmail.com
5	13.09.2021 (Monday) 10:00 -11:30	**Innovative Pedagogy to Promote Enjoyable and Engaging Learning** N. V. Varghese, *Vice Chancellor*, NIEPA **Co-Chair:** T.S. Joshi, *Director* GCERT, Gandhinagar, Gujarat	Mr. Joseph Emmanuel, *Director* (Academics) CBSE joemmani@gmail.com Mr. Naresh Kumar, *Lecturer*(SN) Physics, GSSS Mahunag, Distt Mandi Himachal Pradesh nskatoch11@gmail.com Mr. Rudra Pratap Singh Rana, *Assistant Teacher,* Village – Sakda P.O- Khadgawan Distt- Koriya PIN 497449 rudrapratapsinghrana@gmail.com Ms. K. Revathi, *Teacher*, Govt. Primary School, Pillaiyarkuppam, No. 17, 4th cross, Kamarajarnagar, Ariyankuppam, Puducherry- 605007 revathiguru1229@gmail.com
6	14.09.2021 (Tuesday) 10:00 -11:30	**Promoting Quality and Sustainable Schools** Anamika Singh*, IAS*, *Secretary*, Basic Education cum SPD, Uttar Pradesh	Sh. Rahul Pachori, *Deputy Secretary,* Ministry of Education, rahul.pachori@gov.in Mr. Yudhveer Tandon, State Awardee, *Teacher*, GPS, Anoga District, H.P yudhveertandon24@gmail.com Ms. Manju Arif, *Principal*, Delhi Public School, Bangalore manjuarif@gmail.com

S. No	Date / Theme	Theme and Coordinator	Speakers
			Mr. Manit Jain, *Co-founder*, Heritage School, New Delhi cofounder@theheritageschool.in
7	15.09.2021 (Wednesday) 10:00 -11:30	**Transforming the System of Assessment: Holistic Progress Card** Manoj Ahuja *Chairperson*, CBSE **Co-Chair:** A.P. Kuttykrishnan, *State Project Director*, Kerala	Dr. Praggya M. Singh, *Joint Secretary* (Academics) CBSE praggyamsingh.cbse@gov.in Ms. Anju Chazot, *Founder and Director*, Mahatma Gandhi International School, Ahmadabad anju@mgis.in Mrs. Vasanthi Tyagarajan, *Principal*, Shishya School, Hosur, Tamil Nadu Vasanthi_thiag@yahoo.com Vasanthi.thiagarajan@shishyaschool.edu.in Mr. Parvinder Kumar, (State Awardee) *Principal*, GBSSS, Tikri Kalan (Currently posted with Govt of NCT) Parvinderkumar01976@gmail.com coreacademicunit@gmail.com
8	16.09.2021 (Thursday) 10:00 -11:30	**Stimulating Indian Knowledge System, Arts and Culture** Harshad P. Shah, *Vice Chancellor* Children's University **Co-Chair:** Rabin Chettri, *Director,* SCERT, Sikkim	Prof. Saroj Sharma, *Chairperson*, NIOS cm@nios.ac.in Prof. Girishwar Misra, *Ex Vice-Chancellor*, Mahatma Gandhi Antarrashtriya, Hindi Vishwavidyalaya, Wardha girishwarmisra@gmail.com Dr. Ameeta Mulla Wattal*, Chairperson and Executive Director*, DLF Foundation Schools and Scholarships ameetam@gmail.com Dr. Praveen Kumar Tiwari, *Associate Professor*, Department of Education Mahatma Jyotiba Phule Rohilkhand University, Bareilly pktedu@gmail.com
9	17.09.2021 (Friday) 10:00 -11:30	**Reimagining Vocational Education and Skill building** Nirmaljeet Singh Kalsi *Chairman*, NCVET **Co-Chairperson:** Manish Sabharwal, *Chairman*, Team Lease Services Ltd	Dr. Biswajit Saha, *Director* (Training & Skill Education), CBSE biswajitsaha@cbse.gov.in Mr. Raj Gilda, *Co-founder*, Lend-A-Hand, India, Delhi raj.gilda@lend-a-hand-india.org Ms. Sheetal Bapat, *Co-founder*, Shyamchi Aai Foundation Maharashtra, bapatsheetal@gmail.com Mr. Shaji B., *Vocational Teacher*, Kerala shaji.nrd@gmail.com

A BRIEF ON THE SUB-THEMES OF
SHIKSHAK PARV 2021

07 to 17 September 2021

Shikshak Parv 2021 Theme

The National Education Policy 2020 (NEP, 2020) was released on 29th July 2020 and envisions providing quality education and equitable access in a sustainable manner to all learners. During the last one year, schools have adopted many innovative practices to ensure continuity of education at all levels and to all learners in the prevailing COVID 2019 pandemic. In order to widely disseminate the learnings of the schools pertaining to quality, inclusive practices and sustainability, the theme of this year's *Shikshak Parv* has been chosen as "*Quality and sustainable schools-learnings from schools in India".* For the purpose of encompassing all facets, the theme has been further segregated into nine sub-themes as listed at 2.1 to 2.9 below. Beginning 06th September, it is proposed to hold webinars of ninety (90) minutes duration on each of the sub-themes. The Policy makers, administrators, academicians, experts. school principals, head-teachers and teachers will be invited to share their experience, learnings and provide a way forward to realise the aspirations of NEP-2020.

Sub themes for Webinars

1. Nurturing Inclusive Classrooms

Sustainable Development Goal 4.0 obliges India to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. In tune with SDG goal, NEP-2020 provides renewed impetus to inclusive and equitable education (Para 6 of NEP). It refocuses the need to provide children with disabilities, and those belonging to disadvantaged groups and weaker sections the same opportunities of obtaining quality education as any other child. NEP-2020 is also in full sync with RPwD Act 2016 which mandates that students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of students with disabilities. NEP-2020 mandates that by 2040 India should have an education system that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background. Many schools have already taken initiatives to promote inclusive classrooms. The webinar to be held on this theme will focus on inclusive practices so that initiatives can be taken by other schools.

2. Technology in Education: NDEAR

The NEP, 2020 stresses that new circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the NEP, 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. (Para 24.1, NEP) National Digital Education Architecture is being envisioned to be a digital infrastructure for Education that will help not only the government at

Centre, State and UTs but the entire education ecosystem including private sector, non-profit and technology players to enhance the quality of education in the country through innovation and experimentation. It is part of Govt of India's Digital India initiative and it endeavours to make lives simpler for students, parents, teachers and administrators.

3. Foundational Literacy and Numeracy: A Pre-requisite to Learning and ECCE

The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. Accordingly, NEP, 2020 accords highest priority to achieving Foundational Literacy and Numeracy by all students by Class 3. It stresses on the need to develop a robust system of continuous formative/adaptive assessment to track each student's learning. The early years curriculum will be redesigned to have a renewed emphasis and teachers to be trained, encouraged, and supported to impart foundational literacy and numeracy (Para 2 of NEP). The webinar on this sub theme will focus on initiatives to improve Foundational Literacy and Numeracy.

4. Culture of Innovation in our Schools

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines. Education thus, must move towards less content, and more towards learning about how to be creative and how to innovate. There is an urgent need to create a culture of innovations in the schools and make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable (NEP-2020, Introduction).

5. Innovative Pedagogy to Promote Enjoyable and Engaging Learning

NEP, 2020 mandates that the learning should be holistic, integrated, inclusive, enjoyable, and engaging. In order to minimise rote learning and to encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy, curriculum, textbooks, pedagogy and assessment shall be transformed by 2022. It stresses that in all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. (Para 4, NEP-2020)

6. Promoting Quality and Sustainable Schools

A sustainable school adopts a "whole-school" approach; one that extends beyond the curriculum and addresses the entire planning, operation and management of the school facility. School sustainability policies can reinforce what is taught about sustainability in the classroom, improve the school's own carbon footprint and strengthen public relations with the surrounding community. A sustainable school prepares young people for a lifetime of sustainable living through its teaching and day-to-day practices. In conformity with the concept of sustainable school, Para 4.23 of the NEP lays stress on creating environmental awareness on water and resource conservation, sanitation and hygiene. With climate change, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skills.

The initiatives taken by the schools to promote quality and sustainable practices will be deliberated during the webinar.

7. Transforming the System of Assessment: Holistic Progress Card

Para 4.35 of NEP recommends that the progress card of all students for school-based assessment, which is communicated by schools to parents, need to be completely redesigned. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The experiences of schools in designing innovative assessment, including those during prevailing COVID-2019 can be shared during deliberations on this sub-theme.

8. Stimulating Indian Knowledge Systems, Arts and Culture

India is a treasure trove of knowledge developed over thousands of years and manifested in the form of arts, literature and culture. The curriculum must include these components to make education more, useful, and fulfilling to the learner. Para 22.2 of NEP, 2020 states that the promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. The initiatives being taken by schools to promote arts and culture and the steps required to make these components integrated with the curriculum will be included in the webinar.

9. Reimagining Vocational Educational and Skill-building

The NEP, 2020 aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing on skill building, dignity of labour and importance of various vocations involving Indian arts and artisanship (Para 16.4, NEP, 2020)

माननीय प्रधानमंत्री जी का संबोधन

07 सितम्बर 2021

आज 07-09-2021 प्रधानमंत्री ने शिक्षक पर्व का उद्घाटन किया। इस कार्यक्रम में माननीय प्रधानमंत्री, शिक्षा मंत्री, कई सरकारी शैक्षिक संस्थाओं के निदेशकों और अध्यापकों ने भाग लिया। कार्यक्रम की शुरुआत में शिक्षा मंत्री धर्मेन्द्र प्रधान ने सभी का स्वागत और साथ ही कार्यक्रम की भूमिका और उद्देश्य को प्रतिपादित किया। प्रधान जी ने शिक्षक दिवस को शिक्षक पर्व की तरह मनाए जाने को आधार मान कर राष्ट्रीय शिक्षा नीति 2020 के विषय में बताया जहाँ उन्होंने कहा कि 'राष्ट्रीय शिक्षा नीति 2020 के केंद्र में शिक्षक हैं।' इस कार्यक्रम में प्रधानमंत्री ने पांच नए प्रोजेक्ट लॉन्च किए।

- **UDL ढांचा आधारित ISL शब्द कोश**
- **TALKING BOOKS बोलती किताबें**
- **निष्ठा 3.0 निपुण भारत**
- **विद्यांजलि 2.0**
- **स्कूल क्वालिटी असेसमेंट एंड एश्योरेंस फ्रेमवर्क**

इस कार्यक्रम में राष्ट्रीय शिक्षा नीति के ड्राफ्टिंग कमिटी के अध्यक्ष और सदस्य भी मौजूद रहे।

जैसा कि हम सभी जानते हैं कि **राष्ट्रीय शिक्षा नीति (एनईपी) 2020** जुलाई जारी की गई है। नीति का उद्देश्य भारत में स्कूली शिक्षा को बदलना है। यह नीति शिक्षा क्षेत्र के लिए कई परिवर्तनकारी विचारों की सिफारिश करती है, जिसका हर नागरिक पर प्रभाव पड़ेगा। इसलिए हमारे शिक्षकों के लिए स्कूली शिक्षा से जुड़े हर पहलू को बारीकी से समझना बहुत जरूरी है।

प्रधानमंत्री ने शिक्षकों और वर्चुअल मोड में जुड़े बहुत से गणमान्य व्यक्तियों को संबोधित किया। साथ ही राष्ट्रीय पुरस्कार प्राप्त शिक्षकों को बधाई दी। विद्यार्थियों को संबोधित करते हुए कहा कि 'इस उत्साह को बनाए रखते हुए कोरोना के प्रोटोकॉल को भी ध्यान रखना है और नियमों का पालन कड़ाई से करना है।' लॉन्च किए जाने वाले प्रोजेक्ट में पहला ISL आई एस एल प्रोजेक्ट था जो भारतीय सांकेतिक भाषा

सीखने के संदर्भ में है। इस सांकेतिक भाषा के शब्दकोश को यूनिवर्सल डिज़ाइन फ़ॉर लर्निंग (UDL) के ढांचे में तैयार किया गया है। प्रधानमंत्री ने कहा कि 'किसी भी राष्ट्र के विकास के लिए शिक्षा का समान और समावेशी होना आवश्यक है। देश की शिक्षा को विस्तार देने के उद्देश्य से टॉकिंग बुक (बोलती किताबें) को शामिल किय जा रहा है। यूडीएल डिजाईन पर निर्मित शब्दकोश में 10000 शब्दों को सांकेतिक रूप दिया गया है। जिसका सीधा लाभ 13 लाख उन विद्यार्थियों को मिलेगा जो किसी न किसी रूप से विशेष दर्जे में आते हैं। इसके साथ ही दृष्टिहीन और दृष्टिबाधित छात्रों के लिए ऑडियो बुक्स का भी निर्माण किया गया है। जो एनसीईआरटी के दीक्षा पोर्टल पर उपलब्ध हैं। इसमें 2000 पाठ शामिल किए गए हैं साथ ही शिक्षक पर्व पर आज़ादी के अमृत महोत्सव के उपरांत प्रधानमंत्री ने कहा कि 'आज़ादी के सौ वर्षों के बाद का भारत कैसे होगा, उसकी नींव हमें आज रखनी होगी। उसके लिए नए संकल्प लेने होंगे, साथ ही आज जो योजनाएं बनाई गई है उसी के आधार पर यही योजनाएं भविष्य के भारत को आकार देंगी।'

इसके बाद **निष्ठा 3.0 'निपुण भारत'** प्रोजेक्ट के विषय में चर्चा की गई। इस प्रोजेक्ट में जिले के सभी प्राथमिक विद्यालयों में पढ़ाने वाले शिक्षकों का **फाउंडेशनल लिट्रेसी एंड न्युमरेसी** को ध्यान में रखते हुए प्रशिक्षण होगा। निष्ठा समग्र शिक्षा के अंतर्गत शिक्षा मंत्रालय भारत सरकार द्वारा संचालित एक समेकित कार्यक्रम है। यह शिक्षकों के क्षमता संवर्धन पर बल देती है। इसमें तीन वर्ष से लेकर आठ वर्ष तक के बच्चों को प्री-शिक्षा मिल सके उसके लिए जरुरी कदम उठाने की चर्चा की गई है। भारत बीते कुछ वर्षों से शिक्षा के क्षेत्र में नए नए निर्णय ले रहा है जिसका परिणाम राष्ट्रीय शिक्षा नीति (एनईपी) 2020 है। प्रधानमंत्री ने कहा **'व्यये कृते वर्धते एव नित्यम्, विद्याधनं सर्वधनं प्रधानम्।।** अर्थात विद्या सभी सम्पतियों में श्रेठ है।' देश ने **'सबका साथ सबका विकास सबका विश्वास'** के साथ **'सबका प्रयास'** का संकल्प लिया है, जिसे अध्यापक और शिक्षा से जुड़े व्यक्ति पूरा करने में सहयोग कर रहे हैं।

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इसके बाद **विद्यांजलि 2.0** के विषय में बात की गई जो शिक्षा मंत्रालय, भारत सरकार द्वारा देश भर के स्कूलों में सामुदायिक और निजी क्षेत्र की भागीदारी के माध्यम से स्कूलों को मजबूत करने के उद्देश्य से की गई एक पहल है। यह पहल स्कूलों को विभिन्न स्वयंसेवकों से जोड़ेगी, जैसे युवा पेशेवर, सेवानिवृत्त शिक्षक, सेवानिवृत्त सरकारी अधिकारी और कई अन्य जो **विद्यांजलि 2.0** में रुचि रखते हैं। इस का मुख्य उद्देश्य दूर दराज़ इलाकों और गरीब बच्चों को विद्यादान देना है। इस कार्यक्रम को सरकारी स्कूलों में सह-शैक्षिक गतिविधियों को मजबूत करने के उद्देश्य से विभिन्न क्षेत्रों के स्वयंसेवकों को शामिल करने के लिए डिज़ाइन किया गया है। भारत में **जनभागीदारी** राष्ट्रीय चरित्र का रूप ले रही है। इसी चर्चा के साथ टोक्यो ओलम्पिक्स और पारा ओलम्पिक्स से लौटे खिलाड़ियों से अनुरोध किया कि वे कम से कम 75 विद्यालयों में जाएँ और वहां के छात्रों में प्रोत्साहित करें। स्थानीय शिक्षकों की मदद से सामाजिक संवाद स्थापित करें।

इसके बाद **स्कूल क्वालिटी असेसमेंट एंड एश्योरेंस फ्रेमवर्क (SQAA)** को लॉन्च लिया गया जो बच्चों के जीवन में बदलाव लाने की दिशा में एक सामूहिक प्रयास है। वर्तमान वास्तविकता का आकलन, सामूहिक रूप से एक लक्ष्य की आकांक्षा करना, संवादों को प्रतिबिंबित करना और आरंभ करना, पहचानना और बड़े पैमाने पर जटिलताओं को प्रभावी ढंग से निपटने का सूत्र देती है।

एनडीईएआर प्लेटफोर्म का उल्लेख करते हुए उन्होंने कहा कि यह असामनता और भेदभाव को दूर करने में महत्वपूर्ण प्रयास है और यह नीति लागू करने में सहायक सिद्ध होगी। यह प्लेटफोर्म सामाजिक अनुभव और सृजनात्मक शिक्षा को प्रभावी बनाएगा

प्रधानमंत्री ने यह बताया की अनादि काल से सांकेतिक भाषा कला और संस्कृति का हिस्सा रही है और आज इस सांकेतिक भाषा को पाठ्यक्रम में लगाया जा रहा है। अध्यापकों के विषय में प्रधानमंत्री ने कहा की '**दृष्टान्तो नैव दृष्टिस्त्रिभुवन जठरे सद्गुरोर्ज्ञानदातुः**' अर्थात तीनों लोक में ज्ञान देने वाले गुरु के लिए कोई उपमा नहीं दिखाई देती है। साथ ही इस पर भी जोर दिया कि तेज़ी से बदलती शिक्षा पद्धति में शिक्षको को भी नई-नई चीज़े सीखनी होंगी। इसी कड़ी में अपनी यात्राओं का अनुभव साझा करते हुए प्रधानमंत्री ने कहा कि भूटान और सऊदी जैसे देशों में भारत से गए अध्यापकों ने पढ़ाया। यह बात स्वयं वहां के राजाओं ने प्रधानमंत्री से साझा किया। पढ़ाए जाने वाले व्यवसाय को सिर्फ व्यवसाय न मानकर उसे संवेदना से जोड़ कर देखना चाहिए। जो खुद एक नैतिक और पवित्र कर्तव्य है। इसी कारण हमारे देश में शिक्षक और विद्यार्थी के बीच व्यासायिक रिश्ता न हो कर पारिवारिक रिश्ता बन जाता है और ये सम्बन्ध सम्पूर्ण जीवन का सम्बन्ध होता है। आधुनिक शिक्षा जगत में हमें खुद के लिए अवसर तलाशना होगा। पढ़ने और पढ़ाने के तरीकों में नियमित रूप से परिवर्तन करते रहना होगा। इस शिक्षक पर्व के तहत 17 सितम्बर तक अलग-अलग विषयों पर अनेक विद्यालयों और सरकारी संस्थाओं में सेमिनार और कार्यशालाएं आयोजित की जाएँगी। कार्यक्रम के अंत में प्रधानमन्त्री ने सभी का धन्यवाद किया। उद्घाटन सत्र की समाप्ति की घोषणा करते हुए शिक्षा मंत्री धर्मेंद्र प्रधान जी ने प्रधानमंत्री जी का आभार व्यक्त किया।

ADDITIONAL INFOGRAPHICS OF SELECT WEBINARS

1. 8 September 2021 – Technology in Education – NDEAR

2. 9 September, 2021- Foundational Literacy and Numeracy: A Pre-Requisite To Learning and ECCE

3. 10 September 2021 – Culture of Innovation in our Schools

4. 11 September 2021 – Nurturing Inclusive Classroom

5. 14th September 2021- Promoting Quality and Sustainable Schools

6. 16TH September 2021 – Stimulating Indian Knowledge System, Arts and Culture

7. 17TH September 2021 – Reimagining Vocational Education and Skill building

Notes