SCHOOL EDUCATION

NEP | 2020

IMPLEMENTATION & STRATEGIES

Brainstorming Ideas & Report **2023**
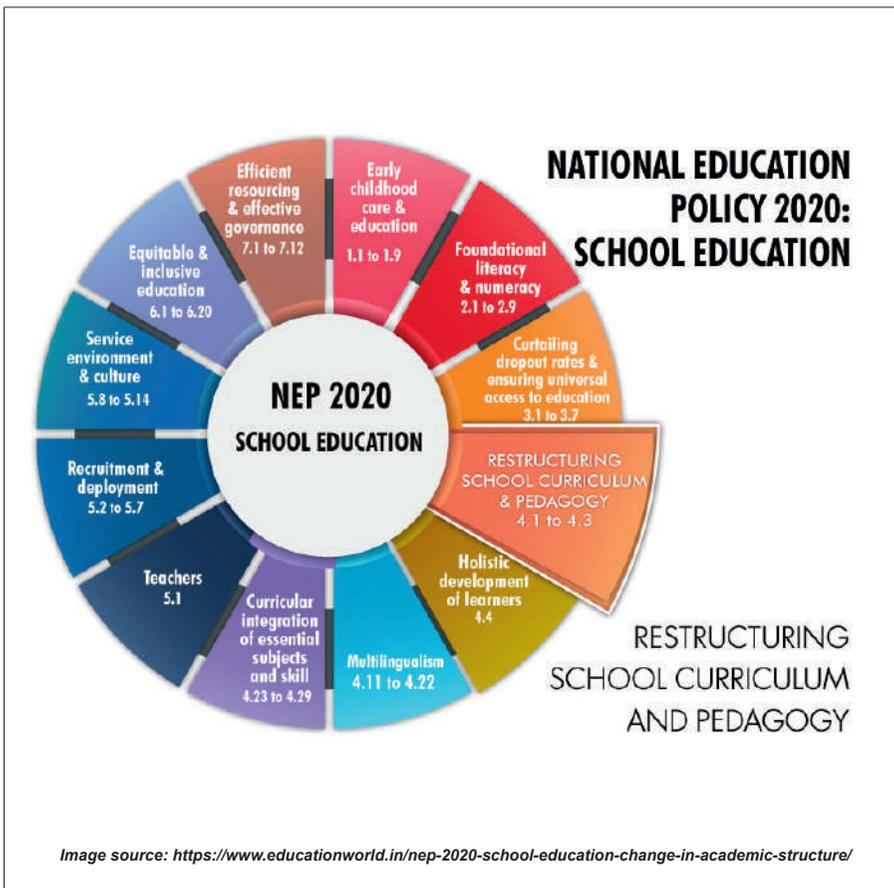
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INTRODUCTION

India is on the path to advancements and developments in all sectors and Indians are making the country proud in every respect. With the roll out of NEP 2020, there is no doubt that in the coming years India will witness the much awaited reformatory upheaval where teaching learning practices and learning outcomes are concerned.

Image source: https://www.educationworld.in/nep-2020-school-education-change-in-academic-structure/

HDI rank	Country	HDI Value 2021
1	**Switzerland**	**0.962**
2	**Norway**	**0.961**
3	**Iceland**	**0.959**
4	Hong Kong, China (SAR)	0.952
5	Australia	0.951
6	Denmark	0.948
7	Sweden	0.947
8	Ireland	0.945
9	Germany	0.942
10	Netherlands	0.941
18	United Kingdom	0.929
19	Japan	0.925
21	**United States**	**0.921**
73	Srilanka	0.782
79	China	0.768
129	Bangladesh	0.661
132	**India**	**0.633**

India's Human Development Index (HDI) standing at 59.3% signals both progress and a call for targeted reforms, particularly in education. The HDI, a composite index measuring health, education, and standard of living, reflects the nation's commitment to overall well-being. While the score indicates advancements, there's a crucial need for educational reforms to propel India towards a higher HDI. By strategically enhancing education, focusing on quality, accessibility, and inclusivity, India can significantly uplift its HDI. Investing in education empowers individuals, addressing health and standard of living components, thereby contributing to a comprehensive improvement in the nation's human development landscape.
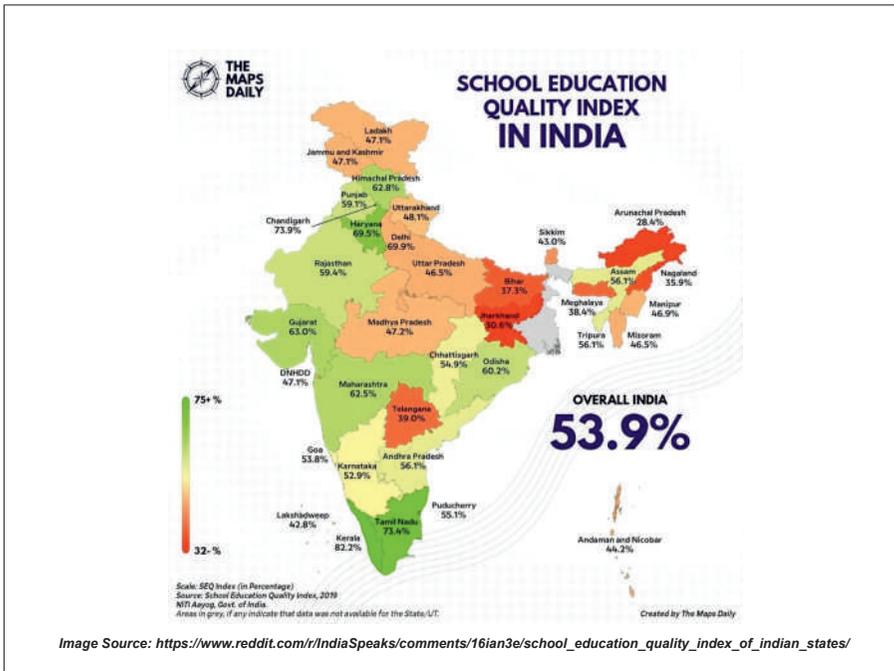
Addressing India's low PISA scores necessitates a comprehensive approach to elevate the quality of education. Prioritizing foundational reforms in curriculum design is crucial, focusing on skills such as critical thinking, problem-solving, and application of knowledge. The constant coming together of like-minded educators and policy makers will gradually make progress visible right from kindergarten levels to university and align the needs of the industry to the academic curriculum and tie them together seamlessly.

By undertaking these multifaceted reforms, India can aspire to align its education system with global standards, ensuring that students are well-equipped to meet the challenges of the international academic landscape.

THE
BACKGROUND

NEP 2020

Evolution of National Education Policy of India

2020
NATIONAL EDUCATION POLICY
Roll out accross India with implementation guidlines.

2017
A New Education Plan with major changes scheduled to be launched by the Narendra Modi government

2016
New Education Policy by Narendra Modi government addressing gender discrimination, creation of educational tribunals, and a common curriculum for Science, Mathematics and English

1992
Modification of 1986 National Education Policy under PV Narasimha Rao government adding a common entrance examination for professional and technical programmes

1986
Rajiv Gandhi government launches New Education Policy focusing on adult education and empowerment of minorities

2005
New Education Policy introduced by Manmohan Singh government based on 'Common Minimum Programme'

1968
Indira Gandhi government announces first National Policy on Education in 1968 based on recommendations of the Education Commission (1964–1966)

On Feb 16, 2023 the Central Cabinet gave the green signal to the New Education Policy (NEP 2020). After 34 years, there has been a change in the country's education framework. NEP was announced in the year 2020 with a progressive view to bring about transformational changes in the Indian Educational system. It proposes various reforms in school education as well as higher education including technical education. It looks at education without any hard separations between Arts and Sciences, curricular and extracurricular activities or between vocational and academic streams. Education needs to have a holistic approach towards all without any differentiation between advantaged and disadvantaged groups. A major thrust on teacher training is also given towards continuous professional development programmes for educators while the NEP 2020 reforms keep getting rolled out for implementation. It is a highly progressive plan towards bringing about long term and much needed changes in the Educational System in the country.

THE GAP

Prior to the NEP 2020, the National Curriculum Framework (NCF 2005) was the order of the day. The differentiation between the NCF 2005 & NEP 2020 is that the National Education Policy 2020 is the 'Philosophy', and the National Curriculum Framework is the 'Pathway'. Both these documents will continue to champion the changing demands of the 21st century and positively impact the future of learning in this country.

The NEP 2020 addressing the current challenges of the Indian Education System

The five Pillars of National Education Policy 2020 of India are:

Access

Quality

Equity

Affordability

Accountability
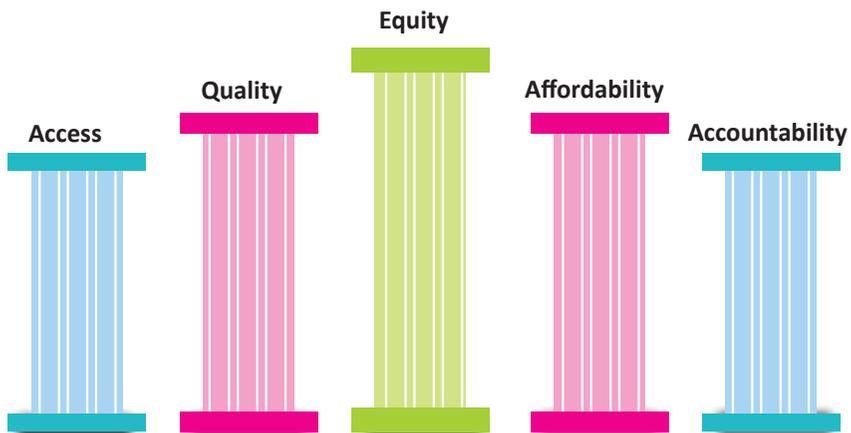
While the NEP 2020 is a new document and is currently being established as a reference tool for implementation, the NCF 2005 has been around for the past 18 years. Both documents have high aspirational ideas with contributions from experts, academia and intellectuals with a hope for making the Indian Education system a benchmark for emerging economies across the world. In order to achieve this dream, the gaps need to be identified and plugged. As an illustration, way back in 2005, nearly 18 years ago, the NCF document focused on "reducing rote learning". 18 years later, the NEP 2020 still focuses on "eliminating rote learning". The question therefore needs to be asked. Where are the Gaps?

The Gap lies clearly in understanding the ground reality and finding solutions at a ground level to combat some of the issues that will perpetuate the high, lofty and aspirational philosophy being rolled out in these policy documents.

The objectives and purpose of NCF were clear, so was the planning towards the design and detailing of the tasks at hand for all stakeholders. Then, what were the main factors that made it unsuccessful in its intended objectives?

The main and very glaring reason was that the measures on how to implement it end to end were not detailed out. The task of planning and putting so many minds to such high order critical and creative thinking and making such detailed document was left incomplete as the final implementation plans were not put into place.

THE LEARNINGS

In retrospect, we can now analyze certain reasons why NCF 2005 could not be successfully implemented. Accountability of the system is missing in the document. The document does not have the concept of school as a public institution and therefore the accountability of this institution to the taxpayers and general public is missing. Such issues should have been treated in a more systematic manner.

NCF 2005 failed to mention and recommend how we can translate theoretical issues into actionable points. Some examples being; it should have laid more emphasis to bilingualism, teacher autonomy and systemic supportive measures.

Plurality of textbooks designs which has found great favor in NEP 2020 was not a factor considered in NCF 2005. It completely missed out considering formalizing pre-school education.

It also ignored paying any attention to Art Education and Work Experience which had to be tracked in student assessments but teacher training and briefing was not taken into consideration to put that into practice.

Many such examples can be cited which could not see the light of the day. It led to confusion in the minds of students, teachers and parents and finally the system succumbed to the same old practices of rote learning and high focus on examinations. While NCF 2005 is still the main reference point and the

pathway for NEP 2020, it is being evaluated for improvement towards better guidelines and implementation.

A mandate document has been prepared towards this purpose for ensuring the policies are regulated and defined towards completion. The focus of this Concept Note, uses the past learnings from the NCF 2005 and provides implementation strategies as a solution for the NEP 2020, going forward.

THE PROCESS

Implementation is the key to the success of any policy. The NEP 2020 recognizes and briefly touches upon this part in Point 27 of the document. (refer NEP 2020 documents)

NEP 2020 Part I pertaining to School Education has the following tenets:

01 Early Childhood Care & Education (ECCE)

02 Foundational Literacy & Numeracy (FLN)

03 Curtailing School Drop Outs

04 Curriculum & Pedagogy in Schools

05 Teachers

06 Equitable & Inclusive Education

07 Efficient Resourcing & Efficient Governance

08 Standard Setting & Accreditation

Brainstorming Session

School Education

- ☑ **Multilingual Teaching**

- ☑ **Vocationalization of School Education**

- ☑ **Foundational Literacy & Numeracy**

- ☑ **Eliminate Rote Learning**

- ☑ **Use of Advanced Technologies**

- ☑ **Happiness Curriculum**

- ☑ **The New School Structure**

- ☑ **The Findings**

The Brainstorming session discussed and deliberated on all of the above aspect of School Education on topics like Multilingual teaching, Vocationalization of school education, Foundational Literacy & Numeracy, Elimination of Rote Learning, Use of advanced technologies, Happiness Curriculum, the new school structure, and the findings have been subsequently captured in this report. These strategies can be implemented by all schools across India, whether government or private; whether State Board, National Board or International Board; therefore, covering the entire spectrum of School Education.

NATIONAL EDUCATIONAL POLICY 2020

Transformational Reforms In Education System for **K-12 Schools**

- **Universal Access from pre-primary to Grade 12**
  Target to achieve 100% Gross Enrollment Ratio in school education by 2030

- **Early Childhood Care Education**
  Education for all children between 3-6 years by 2025

- **Replacing 10+2 with 5+3+3+4**
  After five years in pre-primary, students to aim at enhanced skills in new pedagogical system

- **National Mission on Foundational Literacy and Numeracy**
  Focus on early language and mathematical skills from Grades 1-3 by 2025

- **Multilingualism and the power of language**
  Medium of instruction till Class 5, preferably till 8, to be home language/mother language

- **Reforms in exams**
  Board exams to be broken into two, to test core capabilities

- **New National Assessment Centre PARAKH**
  A standard-setting body for assessment of students pan-India

- **Equitable and inclusive education**
  Emphasis on socially disadvantaged, girls, socio-cultural identity of children for education

- **Teacher recruitment and career path**
  National Professional Standards for Teachers (NPST) to be developed by 2022 for teachers

- **Standard-setting and Accreditation for School Education**
  State School Standards Authority to be set up in all States/UTs

- **Vocational Education**
  By 2025, at least 50% of students to have exposure to vocational education

This compiled report suggests ideas on taking the key aspects of NEP 2020 in School Education forward and has the scope to put Gujarat at the thought leader pedestal amongst all states. These ideas and strategies may be circulated to all States Education Secretaries & Ministers for their Statewide implementation; all government and private schools, National School Education Associations and International School Associations for an all-encompassing wide spectrum reach.

FACTS AND KEY ASPECTS OF NEP 2020

The NEP 2020 lays emphasis on some key focus areas which are highlighted below:

- Universalization of education from preschool to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030.

- To bring 2 crore out-of-school children back into the mainstream through an open schooling system.

- The current 10+2 system to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.

- It will bring the uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child.

- It will also recognise 12 years of schooling with three years of Anganwadi/pre-schooling.

- Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorized facts, with all students allowed to take the exam twice.

- School governance is set to change, with a new accreditation framework and an independent authority to regulate both public and private schools.

- Emphasis on Foundational Literacy and Numeracy with no rigid separation between academic streams, extracurricular, and vocational streams in schools.

- Vocational Education to start from Class 6 with internships and industry exposure for students.

- Teaching up to at least Grade 5 to be in mother tongue/regional language. No language will be imposed on any student.

- Assessment reforms with 360 degree Holistic Progress Card and tracking Student Progress for achieving Learning Outcomes

- A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021, will be formulated by the National Council for Teacher Education (NCTE) in consultation with National Council of Educational Research and Training (NCERT).

- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.
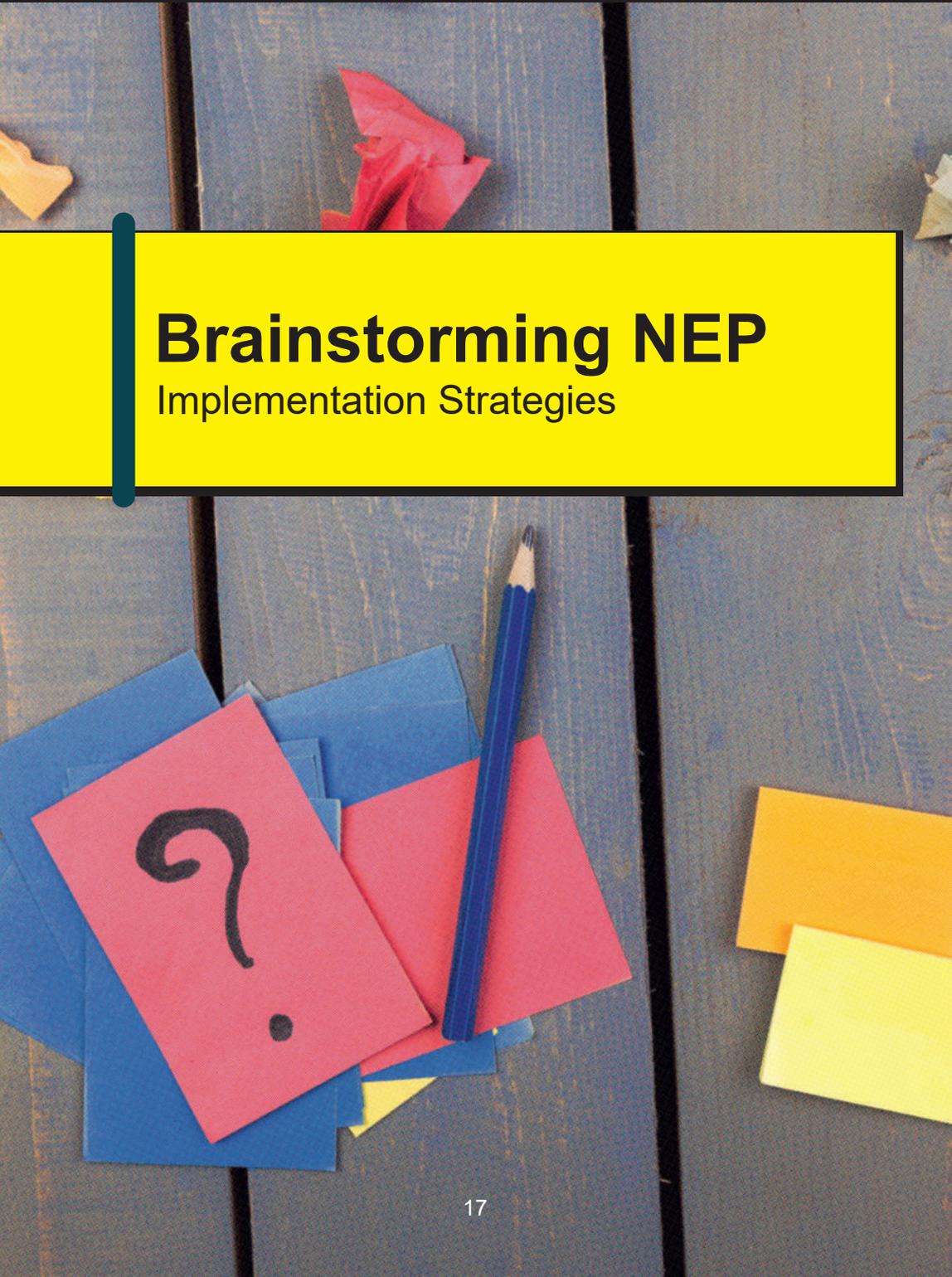
Brainstorming NEP
Implementation Strategies

In February 2023, at Ahmedabad Management Association, a brainstorming session was held in the presence of senior management personnel, principals and faculties of reputed institutions of Ahmedabad, to understand and deliberate on strategies on how to take forward the NEP 2020 in schools. Armed with a background of the Gaps and Learnings from the NCF 2005, reports of FICCI Arise policy documents and the NEP 2020 policy, a voluntary body of professionals in Gujarat undertook to delve into the implementation aspects of NEP 2020 in order to facilitate the process of its success. The **Association of Progressive Schools (AOPS), Sahodaya Schools Association of Ahmedabad (SSAA), Ahmedabad Management Association (AMA), and Kalorex Group initiated this NEP Brainstorming & Implementation Strategies session.**

Over 100 senior Academic Directors and Principals from across 30 multi board schools namely State Board Education, Central Board Education like CBSE & ICSE and International Board Education like International Baccalaureate (IB) & Cambridge, deliberated, debated and brain stormed for hours to develop working strategies for implementation of NEP in the classroom.

This brainstorming session was initiated **by the Kalorex Group,** where eminent speakers busted the myths of the educational system and also to shift the focus from rote learning to meaningful learning. The performance of Gujarat in Educational Development was also highlighted during the course of the discussions and this motivated all to suggest strategies for implementation of the New Education Policy 2020.
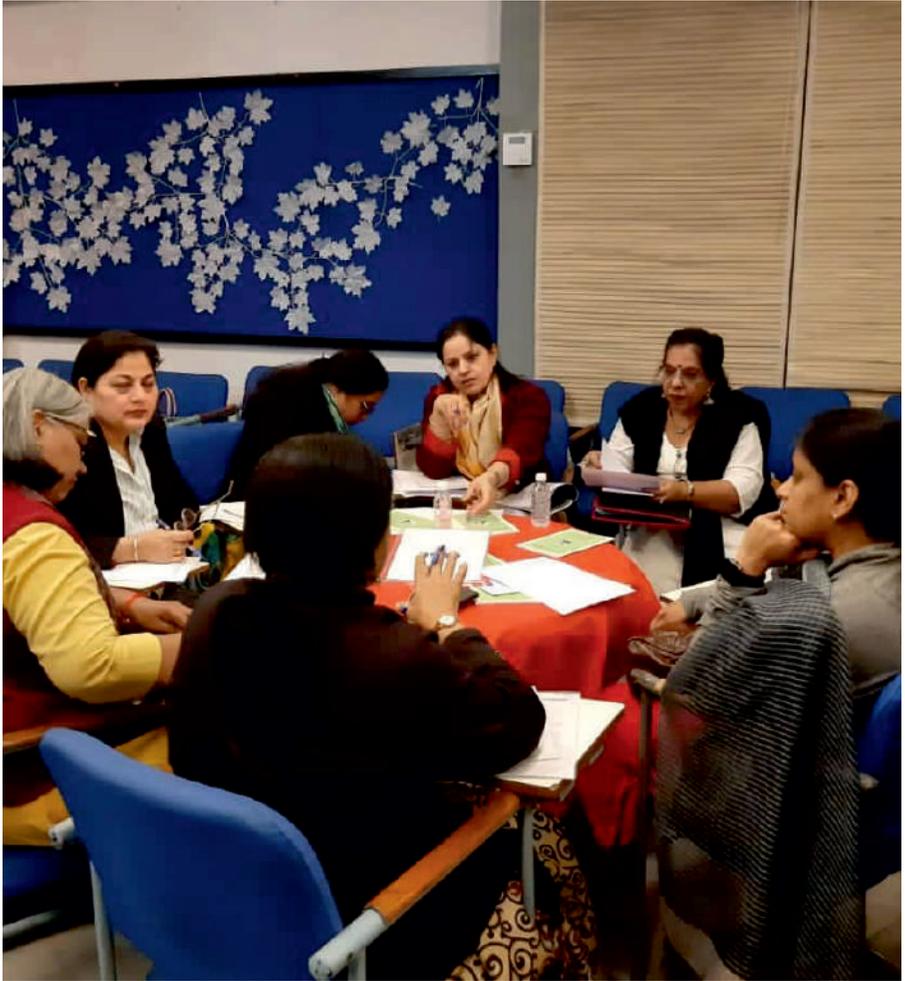
All teams worked in collaboration and compiled points as per their given topic for discussion. The brainstorming exercise was undertaken by forming 8 groups based on the 8 tenets under NEP 2020, to deliberate upon the different topics and the key takeaways that will help and guide schools to implement the policy within their scope.

Early Childhood Care & Education (ECCE)

This group focussed on the various aspects of the Foundational years of the children and how NEP focus areas may be addressed effectively.

The Early Childhood discussions deliberated aspects of Teachers & Parents on how play affects learning both at home and in schools. Strategies to bring play to the schools, involving both teachers and students were discussed upon in the group. The National Education Policy (NEP) 2020 in India emphasizes the crucial roles that teachers and parents play in shaping a child's learning experience, both at home and in school. The policy recognizes the significance of a holistic approach to education, where play is seen as a vital component of a child's cognitive, emotional, and social development. NEP 2020 suggests that teachers should be facilitators of learning,

creating an environment that fosters creativity, critical thinking, and curiosity. In the home setting, parents are encouraged to engage in activities that promote learning through play, recognizing the educational value of playtime in a child's formative years.

The group discussed the integration of play-based learning strategies within the school curriculum. The members deliberated and emphasized the need for schools to provide a supportive and inclusive environment that allows students to explore, experiment, and learn through play. Workshops and training sessions for teachers are recommended to equip them with the skills needed to incorporate play-based teaching methods effectively. Parents are also encouraged to be active participants in their children's education by engaging in playful learning activities at home. By recognizing the educational benefits of play, the NEP 2020 aims to transform the traditional approach to education, creating a more dynamic and enjoyable learning experience for students. The collaborative efforts between teachers, parents, and students are crucial in implementing these strategies, fostering a holistic educational environment that nurtures both academic and life skills. Focus on teachers through training and building a bank of resources & holding collaborative workshops, to make learning better. Using the right ECCE content and assimilation of NEP aspects through which the change in assessment pattern and evaluation strategies can be formulated so that no child is left behind. The focus group discussed that a fundamental aspect emphasized by the National Education Policy (NEP) 2020 is the need to shift the mindset of parents, emphasizing that learning is more

crucial than mere academic marks. Through these strategies, the policy seeks to create a supportive ecosystem where parents, alongside educators, contribute to the holistic development of students beyond the confines of traditional academic achievement.

In line with the progressive vision outlined in the National Education Policy (NEP) 2020, the group's line of focus was the integration of play-based learning practices within the classroom setting, which is pivotal for a holistic educational experience. Musical movement and jingles serve as dynamic resources, fostering engagement and aiding memory retention. Stories are employed not merely as narrative tools but as instruments to cultivate critical understanding among students. The creation of diverse activity areas encourages exploratory play, stimulating curiosity and creativity. Circle time activities promote independent learning, where students actively participate and share their insights.

Innovative teaching-learning practices, such as the use of Jadui Pitara (NIPUN), add an element of excitement and surprise to lessons. Organizing classrooms and learning spaces strategically is emphasized, with circle time promoting independent learning and peer interactions where the teacher serves as a facilitator. Display areas within the classroom are advocated to be content-rich, showcasing the students' achievements and fostering a stimulating learning environment. The NEP 2020 further encourages a multilingual approach to teaching and learning, recognizing the richness of linguistic diversity in enhancing the educational experience.

The group discussions towards this aspect focussed primarily on areas where the National Education Policy for Early Childhood teachers prioritizes several key aspects to enhance the overall quality of education. A central focus is on **Language Literacy,** aiming to equip every child with the skills of reading, comprehending, and writing, fostering effective communication. The initiative also emphasizes **Numeracy,** intending to make students numerically competent by enabling them to perform basic mathematical operations up to the year 2025.

Recognizing the holistic development of students, **Nutrition, Health,** and **Immunization** measures are implemented to ensure their physical and mental well-being. The Pupil-Teacher Ratio, set at 25:1 (30:1 in areas with a large number of socio-economically disadvantaged students), promotes individualized attention and support. Experiential Learning is embedded in the curriculum, encouraging students to actively engage with their environment for a deeper understanding of concepts. The integration of art and sport enriches students' creativity, physical fitness, and overall development, contributing to a well-rounded education.

The curriculum is streamlined to focus on core essentials, and teacher recruitment and training are prioritized to ensure educators possess the necessary skills. Support for gifted students is integrated into the framework, and collaboration with parents is emphasized as a partnership in education.

Inclusive Education ensures access to quality education for every child, and regular assessment methods are employed to gauge the progress. Ensuring School Readiness bridges the gap between Early Childhood and primary education, creating a foundation for a successful learning journey.

The **integration of vocational education** from the secondary level onwards is encouraged, as it provides practical skills alongside academic knowledge, enhancing the relevance and engagement of education.

Inclusive education is emphasized to address the diverse needs of learners, including those with disabilities, and schools are urged to implement inclusive practices, provide necessary support, and create a conducive environment for all students. Moreover, NEP 2020 recommends that schools focus on **counseling and mentoring services** to identify and address individual students' challenges, encompassing academic, social, or personal issues that may contribute to dropout rates. Improving **school infrastructure and facilities,** including resources, safe classrooms, and teaching materials, is

Curtailing Dropout Rates and Ensuring Universal Access to Education at all Levels

➤ One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. Through initiatives such as Samagra Shiksha and the Right to Education Act.

➤ As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore. It will be a top priority to bring these children back into the educational fold as early as possible and goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030.

➤ There are 2 ways to bring back these dropout Children back to school, one is to provide effective and sufficient infrastructure and another carefully tracking students and as well as their learning levels.

NEP 2020   11

Image source: https://www.slideshare.net/RohanMusale3/national-education-policy-2020-245667934

highlighted, along with the encouragement of **community participation** in the education system. Active involvement of parents, local communities, and NGOs is advocated to support students and address issues that may lead to dropout, fostering a collaborative and inclusive educational environment. One of the major topics of discussions under NEP implementation strategies pertained to putting a curb on the dropout rate.

The National Education Policy (NEP) 2020 in India outlines a comprehensive approach to address the issue of high dropout rates and enhance the overall quality of education. One key focus is **Early Childhood Care and Education (ECCE),** aiming to fortify the educational foundation by establishing Anganwadis and preschools, ensuring that children are adequately prepared for formal schooling. Additionally, the policy underscores the importance of achieving foundational literacy and numeracy by the end of Grade 3, urging schools to adopt effective teaching methods for these fundamental skills.

NEP 2020 recognizes the diverse learning needs of students and advocates for **flexible learning paths,** enabling students to choose subjects based on their interests and abilities, thereby reducing the likelihood of disengagement and dropout.

Curriculum & Pedagogy in Schools

This particular group engaged in a discussion about the integration of the **Happiness curriculum,** emphasizing the importance of instilling values that sustain happiness within the school environment. The group outlined specific aspects to support this initiative across different stages of education. At the foundational stage, the focus is on **creating a welcoming ambience** in classrooms. The group suggested incorporating a 15-minute mindful activity during circle time at the beginning of the day to help children feel comfortable and ignite their learning mode. They also proposed integrating more co-curricular activities with other subjects into the timetable and appreciating students in innovative ways beyond traditional marks.

Value-based stories and activities, such as role-playing to instill civic sense, were recommended. Additionally, the group encouraged comprehension-based learning and expression through various forms like art, oral presentations, and writing. Moving to the preparatory stage, the emphasis is on activities that nurture relationships and values. Critical and situational-based learning is encouraged, with a continued focus on comprehension-based learning and diverse forms of expression. The group proposed an increase in the number of periods dedicated to fine arts, performing arts, and games. Value-based learning should be integrated into assessment criteria in report cards.

In middle school, the group advocated for diverse learning methods, including peer learning, game-based learning, and group discussions. They suggested a shift toward **student-centered learning** through flip learning and the implementation of research-based projects.

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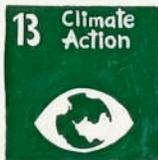
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Appropriate subject selection, celebration of relationships, and the introduction of "happy hours" to cultivate a joyful culture were recommended. The importance of fostering values such as giving, sharing, and caring were highlighted. The group also stressed the need for increased collaboration between teachers and parents through parent coaching. Furthermore, the well-being of teachers and their job satisfaction were acknowledged as vital components of creating a happy and conducive work environment. The implementation of a **multilingual approach** in the classroom is advocated through several key strategies. Firstly, the language of instruction should encompass both the regional language and English. Recognizing that English is often considered the medium of higher education, using both languages helps students comprehend complex concepts while simultaneously enhancing their English language skills.

To support this, multilingual material, such as textbooks, worksheets, and teaching resources, should be provided to ensure that students can access educational content in both

languages, facilitating a deeper understanding of the curriculum. Additionally, allowing language switching when necessary empowers students to express their thoughts and ideas in either language, promoting better comprehension and active participation in discussions.

In order to foster effective multilingual teaching, language learning activities should be incorporated into the curriculum, encouraging students to practice both languages in a variety of contexts. Teacher training is crucial to the success of this approach, equipping educators with the necessary strategies to implement multilingual teaching methods, manage language transitions, and support students who are facing challenges with either language.

The discussions within the teams emphasized the feasibility of implementing a multilingual approach when approached with an open mind. Recognizing the receptive nature of young children, the importance of incorporating the **three-language formula** from an early stage was underscored. While the teaching-learning methodology in English medium schools can be

can be conducted in English language, explanations in the local or common language offer flexibility and facilitate understanding. Sensitizing parents about the importance of the local or regional language for easy learning was emphasized, along with the incorporation of rhymes, poems, and stories in the local or common language. A proper structure of the syllabus, outlining tangible outcomes for the local language, should be shared with both teachers and parents to ensure effective implementation and support the success of a multilingual approach in education.

The **integration of technology** in education has transformed the learning landscape, offering a myriad of benefits to students and teachers alike. Utilizing technology fosters interactive and engaging learning experiences through virtual simulations, educational apps, and online resources, making the educational process dynamic and exciting. Information Technology provides easy access to a vast wealth of educational resources, from online libraries to research databases, enhancing the comprehensiveness and currency of learning materials.

The **use of Information Technology tools,** such as multimedia presentations and educational software, makes learning more interactive, allowing for personalized experiences through adaptive software and online platforms. Students can progress at their own pace, receive immediate feedback, and access customized content tailored to their individual needs and learning styles.

Furthermore, technology facilitates collaboration among students and teachers, irrespective of their physical locations, fostering effective teamwork and peer learning through online discussion forums and video conferencing. Additionally, IT tools streamline assessment and feedback processes, with features like automated grading and digital portfolios, enabling teachers to evaluate student performance efficiently and provide timely feedback.

Notable IT tools for teachers include digital portfolios, educational apps like KAHOOT for question creation, Canva for creativity evaluation, podcasts and blog writing, digital mind mapping, digital libraries, and interfaces utilizing artificial intelligence. These tools not only enhance the learning experience but also provide innovative avenues for expression, collaboration, and assessment within the educational environment.

The NEP 2020 curriculum is designed not only to provide students with a strong academic foundation but also to equip them with relevant **vocational skills,** preparing them for the workforce or further education. This approach recognizes the **importance of integrating academic and vocational streams,** ensuring that there is no hard separation between Arts and Science, curricular and extracurricular activities, or vocational and academic pathways.

The curriculum promotes the tapping of immense potential in vocational training, aiming to **develop respect for the dignity of labor and prepare future entrepreneurs.**

Strategies include fostering collaboration between schools, defining teacher training modules both online and offline, and creating hubs for learning in schools with improved infrastructure, encouraging collaboration with other educational institutions. In terms of implementation, awareness programs are essential to change the general perception and attitude towards vocational education, emphasizing the dignity of labor and destigmatizing vocational pathways.

The curriculum introduces exposure and orientation to more than one sector for Class VI to VII students, and a 10-12 day bagless policy for Class VI to VIII students allows for educational trips to local vocational craft centers.

Internships, career counseling, part-time apprenticeships, and skill trainings are organized, and vocational interest inventory tests for Class VI to VIII students help identify their interests and guide subject choices. Skill- based aptitude tests in Class X provide guidance for informed career and subject stream choices. Collaboration and partnerships with institutions such as ITIs, Polytechnics, and local small-scale industries are encouraged, and evening classes for vocational training aim to provide additional opportunities. Finally, higher education institutions are encouraged to offer vertical mobility for students undertaking vocational education at the school level by providing similar courses in progression.

This comprehensive approach seeks to make vocational education more inclusive, practical, and aligned with both student interests and workforce demands.

A group of educators actively debated upon how the role of educators can be redefined with the implementation of NEP 2020. The Policy prioritizes teacher empowerment as a cornerstone for elevating the quality of education in India. Under the new guidelines, teachers are set to undergo a comprehensive 4-year integrated B.Ed program, aimed at equipping them with the necessary pedagogical skills and knowledge. Local recruitment initiatives have been emphasized, accompanied by a commitment to minimizing frequent transfers in government schools, providing stability to educators and promoting a sense of belonging within their communities. To ensure continuous professional development, teachers will receive a **mandatory 50 hours of training** annually, enabling them to stay abreast of the latest educational trends and

enhance their instructional abilities.

Recognizing the importance of addressing diverse learning needs, special educators will be appointed to support inclusive education practices. The implementation of progressive qualifications and a robust recognition system will guide teachers' career development, acknowledging and rewarding their contributions to the education sector. Through these initiatives, the NEP envisions a more empowered and skilled teaching force, capable of fostering a conducive learning environment and nurturing the intellectual growth of students across the nation.
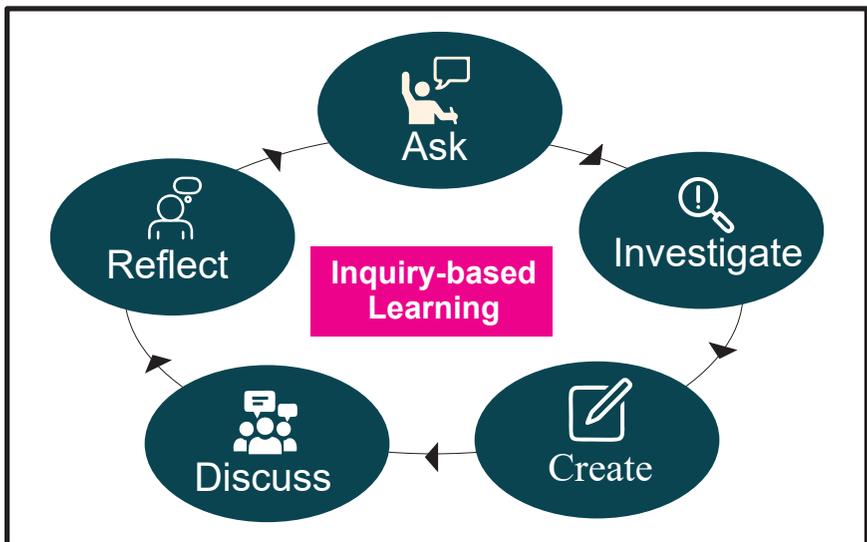
To eliminate rote learning and foster deeper, more meaningful learning in classrooms, a transformative shift in teaching and learning practices is essential. Active learning strategies, such as group discussions, debates, and problem-solving activities, are crucial in promoting critical thinking and creativity among

students. Project-based learning further enhances under-standing by requiring students to apply knowledge to real-world problems, fostering practical skills. **Encouraging inquiry-based learning** instills a sense of curiosity and self-directed exploration, while the flipped classroom model prioritizes discussions, problem-solving, and hands-on activities during class time. Interdisciplinary learning connects multiple subjects, promoting a holistic understanding of concepts, while assessment reforms shift the focus from memory-based exams to evaluations of critical thinking and creativity.

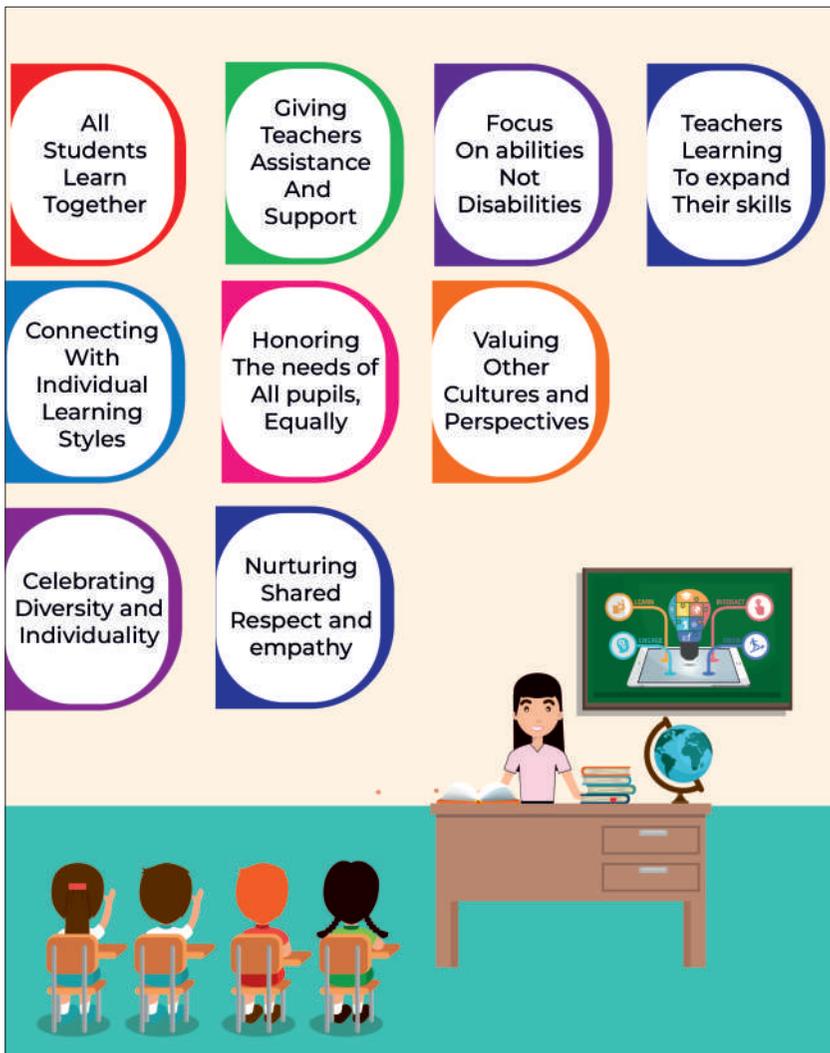Personalized learning acknowledges individual learning paces,

allowing students to explore their interests and strengths. Real-world application of lessons, facilitated through field trips, guest speakers, and hands-on experiences, makes abstract concepts more tangible. The **incorporation of storytelling and narratives** engages students on a personal level, making the material more memorable. **Mindfulness and well-being practices** in the classroom contribute to a relaxed environment that enhances learning. **Effective teacher training** is crucial for implementing these strategies, with a focus on modern teaching methodologies. Assessment for learning, supported by regular feedback and self-assessment, guides students' progress. **Community involvement** plays a significant role in enriching the educational experience. **Parent-Teacher Associations** (PTAs) act as a bridge between the school and the community, fostering engagement and support for school activities. Community workshops, events, and involvement of guest speakers and mentors contribute to a shared responsibility for students' well-being and education. Social activity projects and volunteer opportunities strengthen connections between the school and the community, emphasizing the real-world applications of classroom knowledge.

Various initiatives, such as mothers' workshops, community libraries, and mathematics labs, contribute to involving parents' communities in schools. The **Diksha Portal** provides access to free educational content, promoting learning in diverse environments. Creating a safe, secure, and stimulating environment for children and ensuring easy access to technology in remote areas are integral components of a balanced and inclusive educational approach.

All
Students
Learn
Together

Giving
Teachers
Assistance
And
Support

Focus
On abilities
Not
Disabilities

Teachers
Learning
To expand
Their skills

Connecting
With
Individual
Learning
Styles

Honoring
The needs of
All pupils,
Equally

Valuing
Other
Cultures and
Perspectives

Celebrating
Diversity and
Individuality

Nurturing
Shared
Respect and
empathy

This group of dedicated educators engaged in a thoughtful discussion on the practical implementation of the tenet of

Equitable and Inclusive Education as outlined in the National Education Policy (NEP) 2020. At the heart of this policy is a robust commitment to fostering an inclusive educational environment that caters to the needs of students with diverse backgrounds, abilities, and identities. In alignment with NEP 2020, the educators explored strategies to create an educational framework that not only acknowledges but actively accommodates the unique requirements of each student. This involves recognizing and **addressing the varying learning styles,** cultural backgrounds, and abilities within the student body, ensuring that education becomes a truly equitable and accessible experience for all. The discussions emphasized the importance of creating **an inclusive curriculum, implementing teaching methodologies that cater to diverse learning needs, and providing adequate support systems to ensure that no student is left behind.**

Furthermore, the educators deliberated on the significance of cultivating a school culture that promotes diversity and inclusivity. This involves creating an environment where **students feel accepted, valued, and supported** regardless of their differences. Inclusive education not only benefits students with special needs but contributes to the overall enrichment of the educational experience for every student. The group highlighted the need for teacher training programs that equip educators with the **tools to implement inclusive practices effectively.** By fostering an environment that values and accommodates diversity, schools can become true hubs of learning that prepare students for a globally interconnected world.
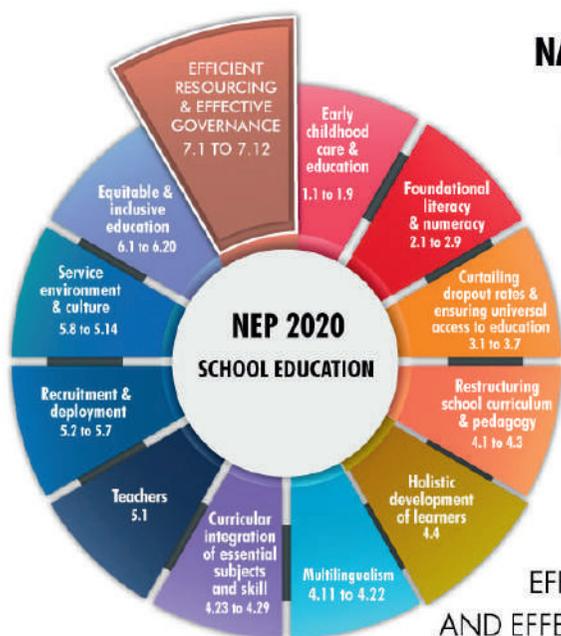
Image Source: https://www.educationworld.in/nep-2020-school-education-effective-resourcing-and-effective-governance/

The group of eminent Principals and senior educators deliberated on matters of Governance and effective utilization of available resources. The National Education Policy (NEP) 2020 too emphasizes on the importance of efficient resourcing and governance in the education sector to ensure optimal utilization of resources and the effective functioning of educational institutions. NEP recognizes the need for adequate funding, infrastructure, and human resources to provide quality education. It suggests making the hubs of learning (HOL) models more effective, where a group of schools can share resources and expertise to enhance efficiency. Moreover, the policy advocates for a shift from input-based to outcome-based funding, ensuring that resources are allocated based on the educational outcomes achieved.

To implement this aspect effectively, schools can adopt various strategies. First, they can **explore collaborative models such as HOLs,** where schools in proximity can share resources like libraries, laboratories, and teachers. This promotes efficiency by reducing redundant expenditures and optimizing the use of available facilities. Second, schools can **leverage technology for efficient governance and resource management.** Implementing digital platforms for administrative tasks, communication, and data management can streamline operations and reduce paperwork. Finally, schools should **prioritize outcome-based assessments and utilize data to inform resource allocation.** By focusing on measurable educational outcomes, schools can ensure that resources are directed towards initiatives that have a significant impact on student learning.

Factual data from successful implementations of collaborative models and technology integration in education can further support these strategies. For example, a study conducted by the World Bank found that collaborative models, such as school clusters, led to improved resource utilization and enhanced learning outcomes in various countries. Additionally, schools that have effectively implemented technology for administrative purposes have reported increased efficiency in day-to-day operations.

These strategies, aligned with the principles outlined in NEP 2020, can contribute to the efficient resourcing and governance of schools, ultimately enhancing the quality of education provided to students.
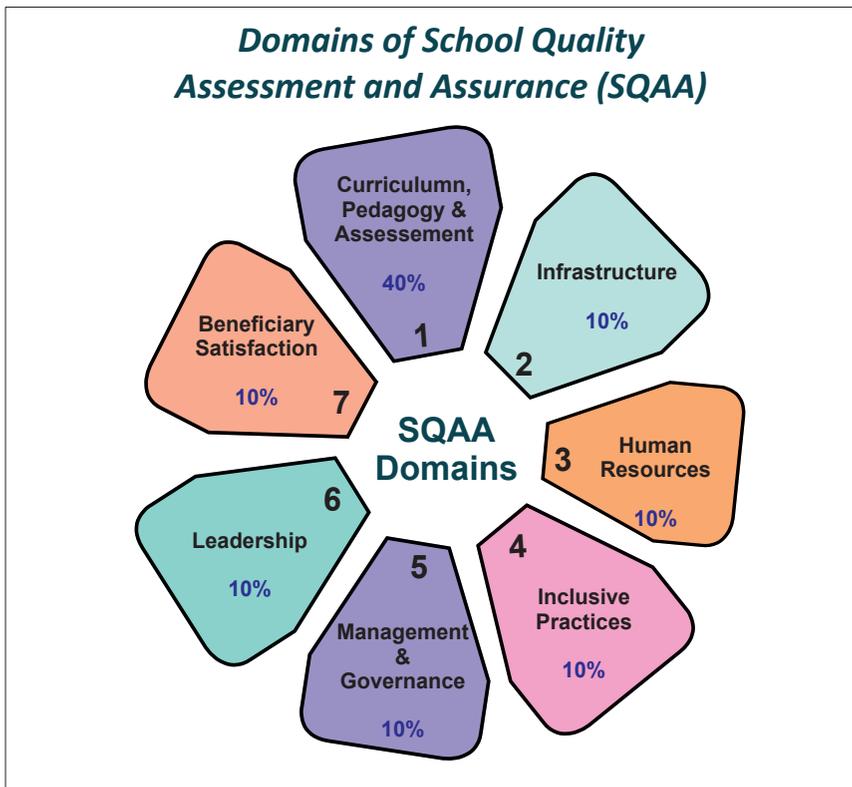
TOPIC
08

Standard Setting & Accreditation

(Inputs taken from the document of recommendations made by FICCI – ARISE & Central Square Foundation (CSF)) and Kalorex

SCHOOL SAFETY AND STANDARDS AUTHORITY (SSSA)

The National Education Policy (NEP) 2020 highlights the need to review and revise the existing regulatory framework for school education in India. It states that "the goal of the school education regulatory system must be to continually improve educational outcomes... regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes."

For the effective implementation of self-regulation in schools, the first step involves the provision of annual reports based on self-disclosures for fundamental parameters. These parameters encompass safety, security, basic infrastructure, the

number of teachers across subjects and grades, financial probity, and sound governance processes. The standards set by the School Safety and Standards Authority (SSSA) for self-disclosure align with those defined by various governmental bodies and statutory Acts, such as the Right to Education (RTE) Act, the Protection of Children from Sexual Offences (POCSO) Act, Fee Regulation Act, and Disaster Management Authority. It is essential to ensure that the minimal standards set by the SSSA are cohesive and do not contradict existing provisions.

Domains of School Quality Assessment and Assurance (SQAA)

- Curriculumn, Pedagogy & Assessement — 40% — 1
- Infrastructure — 10% — 2
- Human Resources — 10% — 3
- Inclusive Practices — 10% — 4
- Management & Governance — 10% — 5
- Leadership — 10% — 6
- Beneficiary Satisfaction — 10% — 7

SQAA Domains

If standards set by relevant bodies or Acts are updated or changed, the SSSA standards must be similarly adjusted and aligned. In the event of conflicting judgments between various Acts, the SSSA should serve as a redressal mechanism, acting both as an Ombudsman and adjudicator for information placed in the public domain. The SSSA, functioning as a single window for all stakeholders, would centralize the regulatory process, requiring all other governmental regulatory/advisory bodies to go through it.

Additionally, advisory and recommendatory bodies, like the National Commission for Protection of Child Rights (NCPCR), which are not mandated to issue orders, may continue their present roles as envisaged. To cover all aspects of the SSSA, a comprehensive complaint or grievance redressal mechanism, modeled after the recently amended Haryana legislation, can be proposed. This approach ensures a streamlined and efficient regulatory framework, addressing concerns and maintaining consistency in standards across various regulatory bodies.

To ensure the School Safety and Standards Authority (SSSA) operates independently and without influence from the **Department of School Education (DSE)** and government examination bodies, it is proposed to establish an 8-member Independent Committee. This committee's composition is recommended to include 2 retired officers with a minimum of 3 years of experience holding the rank of School Commissioner or above in the education portfolio. Additionally, 2 retired principals, one of whom should have over 15 years of administrative service experience in a private school, are suggested.

The committee would also have a member with a minimum of 3 years of experience in research related to audit, curriculum, assessment, governance, or EdTech committees. Another member from an NGO or international body working in the K-12 sector, a representative from budget/minority schools, and an industry member from finance, marketing, legal, or other specific functions would complete the 8-member composition. Furthermore, it is recommended that the DSE and its entire machinery no longer have any role in the regulation of schools, whether public or private, to maintain the independence and objectivity of the regulatory process.

The **School Safety and Standards Authority (SSSA) adopts a non-inspection-based approach,** aligning with the principles outlined in the National Education Policy (NEP). Instead, it relies on a self-disclosure mechanism, ensuring transparency and accountability across a diverse spectrum of schools, including public, private, and budget private schools, with considerations for the varying costs of education.

Embracing technology as its primary interface, SSSA utilizes micro-websites for each school, data collection tools, grievance mechanisms, and feedback handling processes. A key aspect of SSSA's role is to guarantee that all students are assessed at key stages (class 3, 5, and 8) annually, or as specified, with the collected assessment data being reliable and publicly available.

This initiative aims to bridge the information gap between parents and schools regarding students' learning levels.

Moreover, recognizing the imperative to achieve the 21st-century learning objectives outlined in the NEP, there is a call to establish seamless connections between curriculum planning, standard setting, pedagogical frameworks, and assessments, as exemplified by the **School Quality Assessment and Assurance Framework (SQAAF) of CBSE.** Additionally, incorporating student feedback and input on the SSSA website adds a relevant stakeholder dimension, contributing to transparency in the operations of the authority. This multifaceted approach underscores the commitment of SSSA to enhance the quality and safety of education through technology-driven, inclusive, and learner-centric methodologies. Establishing a credible model framework for School Safety and Standards Authorities (SSSAs), both appointed and operating

Image Source: https://saras.cbse.gov.in/sqaa/structure-and-organization-of-sqaa
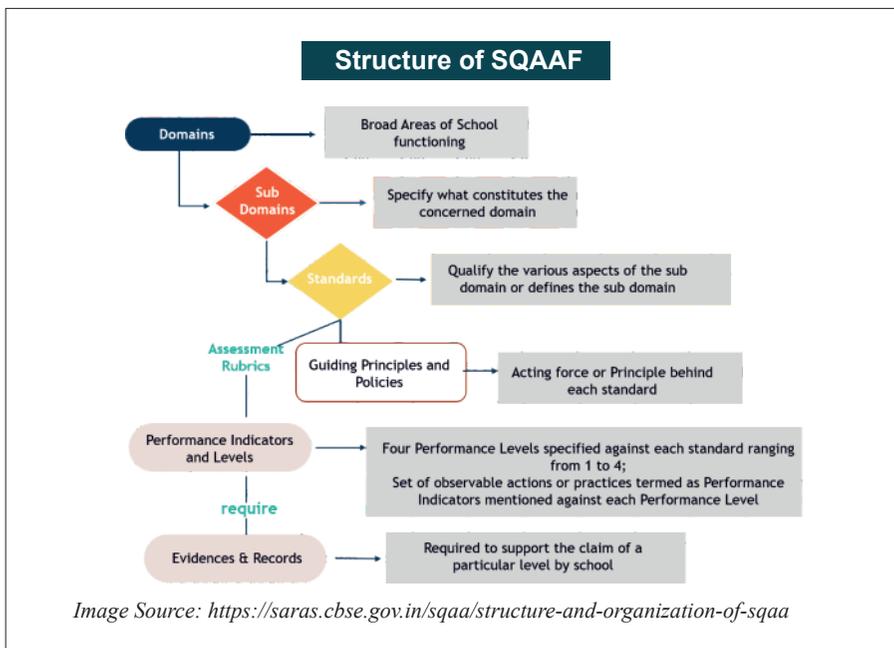
independently, is imperative to guide public and private schools toward the highest standards of governance, transparency, and self-regulation. This framework aims for a holistic evaluation of schools based on a comprehensive set of metrics, incorporating both input and output-based criteria, aligning with global standards. To ensure the credibility of evaluations, external third-party agencies can be empanelled to conduct ratings, with schools mandated to undergo this exercise every five years.

The resulting rating reports should provide a clear and comprehensive assessment, offering commendations and recommendations on qualitative and quantitative aspects. In the spirit of transparency, these reports should be uploaded on school websites, akin to the School Quality Assessment and Assurance Framework (SQAAF) developed by CBSE. Furthermore, public self-disclosure specifications should align with parameters set by other affiliated bodies, such as the **Online Affiliated School Information System (OASIS) of CBSE and fees orders on State Fee Regulatory Committee (FRC)** websites.

The recently amended Rules 158 – 160 of Haryana School Education Rules, 2003, along with the prescribed Disclosure Form, contribute to a transparent and self-regulatory framework for fee regulation. By implementing such comprehensive frameworks, SSSAs can play a pivotal role in fostering accountability, transparency, and continuous improvement in both public and private educational institutions.

WAY FORWARD

The implementation of the National Education Policy (NEP) 2020 in schools encompasses a comprehensive and transformative approach to education. The emphasis on multilingualism underscores the importance of effective communication and cultural diversity, promoting a more inclusive and interconnected learning environment. The shift towards competency-based education ensures that learners acquire not only academic knowledge but also practical skills, preparing them for real-world challenges. Experiential learning through art and sport integration enriches education by providing hands-on experiences that foster creativity and

enhance literacy skills, recognizing the pivotal role of reading in academic success. The focus on health and nutrition prioritizes students' well-being, acknowledging the significant impact of physical and mental fitness on the learning process.

The policy advocates for innovative assessment methods, reducing syllabus content to prevent rote learning and encourage comprehensive understanding. The integration of arts and sports into pedagogy, classical language learning, and practical exposure to vocational crafts further enrich the educational experience.

The emphasis on internships, experiential learning, and a holistic progress assessment system ensures that students receive practical exposure and a well-rounded education.

The NEP 2020 addresses the critical aspect of teacher recruitment, continuous professional development, and reskilling, recognizing educators as central to the quality of instruction. The inclusion of special educators fosters an inclusive learning environment that caters to diverse needs.

The curricular integration approach encourages a holistic and interconnected curriculum, breaking down barriers between subjects and promoting a deeper understanding of concepts.

For implementing the NEP it was suggested that schools must take on at least 3-4 areas which they will carry forward under the compliance of NEP structure and guidelines.

Amongst the list of proposed activities and compliance were:

- **Vocational Skills Curriculum Implementation**
- **Bagless days implementation in Grades 6 to 8**
- **Holistic Report Cards with Development Goals up to Grade 3**
- **FLN implementation in foundational years**
- **Continuous Professional Development for teachers- 50 hours of teacher training (CBSE & others)**
- **360 degree Holistic Progress Card for Middle and Secondary School**
- **Inclusive Education across all classes**

In essence, the NEP 2020 paves the way for a transformative and holistic educational experience, aligning with global standards and preparing students for the complexities of the 21st century. Through its multifaceted initiatives, the policy envisions an education system that nurtures not only academic excellence but also the holistic development of each learner.

PARTICIPANTS LIST

More than 100 members of Senior Management & School Principals of the following schools of Gujarat participated in the brainstorming session.

Names of Participating Schools

(In alphabetical order)

- Apple Global School
- Asia English School
- Calorx Olive International School
- Divine Child International School
- Divyapath School
- Delhi Public School - Bopal, Ahmedabad
- Delhi Public School - East, Ahmedabad
- Delhi Public School Mehsana
- Ganpat University's School
- JG International School
- Kalorex Future School - Ahmedabad
- Kalorex Future School - Bharuch
- Kalorex Future School - Mundra
- Lotus School
- Mukti the Kids foundation
- Nirma Group of Schools
- Rachna School
- Rajasthan School
- Rangoli Group of Schools
- Redbricks School
- Saurabh English School
- St.Kabir Group of Schools
- Tripada Group of Schools
- Udgam School
- Vishwa Shanti Asiatic School
- Zydus Group of Schools

RESOURCES FOR TEACHERS

- Nishtha 3.0 Training module , (National Resource group), 23500 SRG (State resource groups) , 6
- ECCE online courses, Jadui Pitara (play based learning teaching material) , Diksha portal , UGC resources
- Videos by Sonia Relia, Multilingual digital library Digital Resources containing
  1) Close monitoring of the performance level of each child.
  2) Collaboration with Parents
  3) Peer tutoring
  4) Class Library
  5) Giving Independence to teachers to work as peer learning needs of their group of children
  6) Careful selection of books/making assignments that are based on teaching core concepts

- Digital resources for Menu planning
- Environment Education syllabus can be redesigned and based on learning experiences, Storytelling pedagogy
- https://cbseacademic.nic.in//fln/
- https://cbseacademic.nic.in//cbe/ CBE Resources- Lesson plan, teacher training module, Assessment/ TILOPS- Elementary stage
- https://cbseacademic.nic.in/web_material/Manuals/ExperientialLearning.pdf
- https://storyweaver.org.in/about/campaigns/cbse-reading-mission?utm_source=cbse-site&utm_medium=cbse-tab-about&utm_campaign=cbse-reading-mission
- SDG Goals- UNESCO
- https://cbseit.in/cbse/training/ DIKSHA,TET, 4 year Integrated B.Ed programme/ DIKSHA/ NCERT training portal, Training through RCI.
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- CBSE online - Sample papers

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- HDI survey report
- NCF Document, 2005,2023
- FICCI Implementation Recommendations Document for State School Standards Authority

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GLOSSARY OF ABBREVIATIONS

AOP - Association of Progressive Schools

CBSE - Central Board of Secondary Education

CPD - Continuous Professional Development

CWSN - Children with Special Needs

DEO - District Education Officer

DIKSHA - Digital Infrastructure for Knowledge Sharing

DSE- Department of School Education

ECCE - Early Childhood Care and Education

FLN - Foundational Literacy and Numeracy

FRC - Fee Regulatory Committee

GER - Gross Enrollment Ratio

NEP - National Education Policy

HDI - Human Development Index

HOL - Hubs of Learning

IB - International Baccalaureate

ICSE - Indian Certificate of Secondary Education

IT - Information Technology

ITI - Indian Technological Institute

K-12 - Kindergarten to Grade 12

NCERT - National Council of Educational Research and Training

NCF - National Curriculum Framework

NCFSE - National Curriculum Framework for School Education

NCFTE - National Curriculum Framework for Teacher Education

NCPCR - National Commission for Protection of Child Rights

NCTE - National Council for Teacher Education

NEP - National Education Policy

NCVET - National Council for Vocational Education and Training

NIOS - National Institute of Open Schooling

NIPUN - National Initiative for Proficiency in Reading with Understanding and Numeracy

NPST - National Professional Standards for Teachers

NGO - Non-governmental organization

OASIS - Online Affiliated School Information System

POCSO - Protection of Children from Sexual Offences

PISA- Programme for International Student Assessment

PARAKH - Performance Assessment Review & Analysis of Knowledge for Holistic Development

PTA - Parent Teacher Association

RTE - Right to Education

SSSA - School Safety and Standards Authority

SDG - Sustainable Development Goal

SQAAF - School Quality Assessment and Assurance Framework

UNESCO - United Nations Educational, Scientific and Cultural Organization

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