

touchEDUCATION

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SPECIAL FEATURES

Highlights of Union Budget 2021-22
Pariksha Pe Charcha 2021

CONFERENCE OUTCOME

6th Annual Leadership Conference
Gurgaon

EDUCATIONIST VIEW ON NEP



National Education Policy 2020

Major Transformational Reforms in Education Sector



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27th FEB



THEME :
BALANCE - IMBALANCE
“NEW NORMAL” &
NEW EDUCATION POLICY



WE ARE INVITING ARTICLES FOR THE NEXT ISSUE. THE THEME OF THE NEXT ISSUE IS

HAPPINESS INDEX FOR SCHOOLS

Best Practices to reach schools through the Educators Magazine "touch EDUCATION".
Invite Schools to Share the Creative (One Page) and get recognized as the BEST SCHOOL TO STUDY !!

Summit your article on or before 15th March at educatorsmagazine.2020@gmail.com
Selected Articles will be published in the next issue of the Educators Magazine "Touch Education"

School Network Initiative

Global Talk Education Foundation is an educational forum framed by academic and technical experts across the country. GTEF endeavors to empower School Educators and all Stake Holders by addressing their needs and concerns.

Empowering Principals and Educators with the new trends of education. A mission to empower all educators of the country, the new methods and practices of learning.

GTEF is an endeavour of like-minded professionals working for enrichment of schools and seeks to empower and support the teaching fraternity to enrich school environment and redefine the national guidelines for a better future of our empowered children.

The Training and Assessment Unit is registered under MSME, Govt. of India and approved by National Institute of Education, Maldives.

A unique body developed and run by School Principal's and Educationists, who have been into School Education for more than two decades. A premium platform for the passionate and those desirous of building a Brand.



MISSION

The core areas in which GTEF is working upon first leg of recommendation are.....

- Effective Learning Outcomes in Elementary Education
- School standards, assessments and system management
- Comprehensive inclusive Climate for schools in India
- Child and Adolescent Health, safety and Wellbeing including Mental Health Promotion
- Life Skills paradigm, ethics, Arts, Physical Education
- Innovative revamping of Teacher Quality systems
- Examination reforms which are stress free

VISION

GTEF steps towards the Vision of child Friendly Schools of India

- Quality learners: Healthy, well-nourished, ready to learn, and supported by their family and community.
- Quality content: curricula and materials for literacy child Development and skills for lifelong learning
- Quality teaching-learning processes: child-centered; (life) skills-based approaches, technology
- Quality learning environments: policies and practices, facilities (water, sanitation), services (safety, physical and psycho social health) & Positive Behavior and Gender Sensitive throughout

Dr Abdullah Rasheed Ahmed, Minister of State, Ministry of Education Maldives visited Indian schools & attended the Annual Conference of CED FOUNDATION

on 27 January, 2021 at Gurgaon

MESSAGE

It was a great pleasure to visit India and participate in the 6th Annual conference of CED FOUNDATION. It was a wonderful learning experience for me and my wife.

Visiting the Doon Public School, Hathras was a great opportunity to see the conducive learning environment and friendly staff and skillful students of the school. We have witnessed the talent of the students.

Visiting Taj mahal with my wife was an amazing experience. Our visit to Taju mahal became more memorable to visit with my great friend Dr. Priyadarshi Nayak and his family and his colleagues.

The entire trip was awesome with the great hospitality and warm welcome. This enriched our knowledge and experience.



OUR SERVICES

CURRICULUM AND PEDAGOGY

We develop the school's Academic Model. We plan for implementing the Academic Model. We conduct regular Academic Audits and also do students' Evaluation.

We put the curriculum into operation with experience resource team.

FRANCHISE ASSISTANCE

Our ability to roll up our sleeves and get into the trenches with franchisees when required shows our in-depth knowledge of the system.

We help to start Franchise Model of the clients' school and at the same time help Schools looking to franchise themselves with their plans. We provide end to end assistance with franchise negotiations & procedures.

PROJECT FINANCE

We help in Determining the Feasibility of the Project

We help in preparation of a detailed bankable Project Report for the project and help the client raise the requisite funds from the Bank and the NBCs. The DPR takes into account all the requirements of funds in detail and a phase wise requirement of funds.

We will guide schools as well in creating School Budget

EDUCO LEGAL ADVISORY

We help client understand the Government directives regarding 'Not for Profit' entity and in the formation of Sec 8 Company/ Society/ Trust with complete legal help & compliance for running of school. We get all the details regarding the laws applicable in education in the different states for the clients

ORGANIZATION DEVELOPMENT AND RECRUITMENT

We provide assistance in Recruitment and Selection of Teaching & of Non – Teaching Staff. We also helps schools with the Human Resource Manual, Staff Policy, Induction & Orientation Programs & Organization.

We Develop, improve, and reinforce strategies, structures, and processes to get best results.

TRAINING AND WORKSHOPS

Teacher quality being the strongest- school related factor, it is vital for all the veteran educators to have continuous and sustainable opportunities to enhance their skills and competencies

We help clients with complete Teachers' Training Modules which will help them understand modern pedagogical approaches and use of the new techniques. GTEF also helps with the training of the Non – Academic Staff.

ARCHITECTURAL ASSISTANCE

We help clients discover architecture with School Designing experience or help the existing architect design the plan with the knowledge of the affiliation boards' guidelines and our experience gained from our different projects.





Global Talk Education Foundation

A Training & Assessment Unit registered under MSME (Govt. of India)

Objectives



GTEF is one of the India's leading Education Foundation in the field of School Management, Training, Assessment and Accreditation. We specialize in setting up and management of educational institutes with new age activities and Integrated Academic Curriculum.

Schools have an unprecedented opportunity to improve the lives of young people. As nations have moved toward a commitment to universal education, school are finding it necessary to expand their role by providing health services including mental health services to deal with factors interfering with school.

Education is an important contributor to well-being and critical force for driving success. The dynamics of education and its role in national development and social transformation make it essential that educational programs keep continuously renewing in order to maintain its relevance to the changing societal needs, personal needs of learner and to the emerging national development priorities.

Global Talk Education Foundation is an endeavor of like-minded professionals working for enrichment of school and seeks to empower and support the teaching fraternity to enrich school environment and

redefine the national guidelines for a better future of our empowered children.

The Holistic development of the young ones depends on several interactive and complex factors. They includes the socioeconomic circumstances in which they are born, the environment in which they grow up, their inter-personal relationship within the family, peer group pressure, values of the community in which they live and the opportunities for education and employment.

Therefore with increasing technological complexity, the burden on youth in terms of societal adversities is increasing at an unprecedented rate. There is a need to look beyond symptom relief and focus on recognizing parameters and attitudes that can be taken care of at the prevention level itself. Therefore there is a need to understand the concept of resilience.

Emerging trends in and wellbeing of children, opine that it is a set of inner resources, social competencies, and cultural strategies that permit individuals to not only survive, but recover, or even thrive after stressful events, but also to draw from the experience to enhance subsequent functioning.



If the purpose of education is to prepare young people to thrive in their futures, then we are committed as Edu Leaders to think about the global drivers of change.

The aims of Edu Leaders is to enable school to become future ready by taking a fresh look at the National Curriculum, pedagogy assessment, training and learning technologies and by acting positively in their redesign. This is an ambitious but critical task, and our children futures depend on our willingness to rise to the challenge. That is why education has the aim of producing global learners so that our forthcoming generations could develop all the skills and courage to make this world a better place to live in.

GTEF has the vision for Healthy & Happy Children of India where making a holistic difference in the wellbeing of their lives will be the guiding force.

- ✓ It is with the philosophy that Every Child Matters for the Nation, that GTEF shall focus on
- ✓ School Ethos Enrichment
- ✓ Supportive Environment

- ✓ Leadership & School Management
- ✓ Multi --- Agency working & community partnership
- ✓ Pedagogy professional Management
- ✓ Life Skill Approach to Child Centered Wellbeing in School

GTEF March towards the vision of.....

Child Friendly Schools of India

- ✓ **Quality Learners:** healthy , well – nourished , ready to learn , supported by their family and community.
- ✓ **Quality content:** curricula and materials for literacy , child Development and skill for lifelong learning.
- ✓ **Quality teaching:** – learning processes : child centered ; (life) skills based approaches , technology
- ✓ **Quality learning environments:** policies and practices , facilities (water , sanitation) , services (safety , physical and psycho – social health) & positive Behavior

And Gender – sensitive throughout....

FROM THE EDITOR

Greetings from the educators magazine “touch EDUCATION” !!

With the expanding and changing definition of education in the new pandemic world, the school leaders role has also undergone a sea change. It has been reported that the teachers’ knowledge and teaching skills increase dramatically if they are involved in leadership positions; it builds self confidence and commitment to teaching as a result of collaboration with their peers.

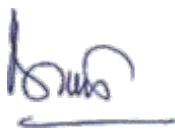
The recent focus of the National Policy on Education appears to be on skill development among the learners. It is indeed a welcome move. However, its real interpretation in classroom dynamics and constructivist through profit of the learners is what matters.

With immense pride and happiness we welcome all school leaders to the Ed Leadership conference on the theme Balance – Imbalance, ‘New Normal’ & National Education Policy – 2020 at Le Meridian, Goa on 27th February, 2021.

In this context the current issue focuses on generating a discussion among different stakeholders on the implementation of National Education Policy & its greater impact and integration in schools.

“touch EDUCATION” an educators magazine is gaining ground across the country and I have been receiving a positive feedback from many friends in this journey. Such feedbacks do provide a stimulus to look forward for more experimentation and creativity.

Best wishes to all,



Dr. Priyadarshi Nayak

Editor-in-chief

Touch EDUCATION MAGAZINE

Founder, Global Talk Education Foundation.



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16

LIFE TIME ACHIEVEMENT
AWARD

25

HIGHLIGHTS OF UNION
BUDGET 2021-22.

28

NO PROPOSAL TO RELAX
UGC-NET REQUIREMENT
FOR LECTURERSHIP
POSTS IN UNIVERSITIES -
EDUCATION MINISTER

24

BUDGETING
FOR JOYFUL,
RESILIENT
SCHOOL
EDUCATION

Anita Karwal
Secretary, department of
school education & literacy,
Ministry of Education

25

PARIKSHA
PE
CHARCHA
2021

28

CBSE CLASS 9, 11 EXAMS:
BOARD ISSUES GUIDELINES,
DIRECTS SCHOOLS TO RESOLVE
LEARNING GAPS BEFORE
HOLDING EXAMS

30

DEFINING THE
SCHOOL LEADER IN
THE NEW NORMAL

Prof. C.B. Sharma
Former Chairman - NIOS, MHRD, Govt. of India

36 AMBITIOUS NEW EDUCATION POLICY

Mr. Anil Swarup
Former Education Secretary, MHRD, Govt. of India



38 WITH NEP 2020- IT IS TIME TO MOVE ON!

Shri G . Balasubramanian
Former Director Academics, CBSE



42 IMPLEMENTATION OF NEP IN OUR EDUCATION SYSTEM

A mammoth task for better learning outcomes..



Dr. Bijay Kumar Sahu
Founder & Mentor,
SAI International Education Group
Adviser & Working President,
Odisha Adarsha Vidyalaya,
Govt. of Odisha



45 NATIONAL EDUCATION POLICY (NEP) AND IMPORTANT POINTS FOR FOUNDATIONAL YEARS

Dr. Swati Popat Vats
President - Early Childhood Association, Association for
Primary Education and Research and Podar Education Network



54 REVIVE AND REVITALIZE. (BALANCE -IMBALANCE:) "NEW NORMAL" & NEW EDUCATION POLICY

Mrs. Nivedita Madkikar
Education Director, Lokseva Group of schools.
Academic Director, Mentor International School.

66-68 CEDx SPEAKERS



70 NEW EDUCATION POLICY 2020

Dr. Manimekalai Mohan,
Founder & Managing Trustee, SSVM Institutions,
Mettupalayam & Coimbatore, Tamil Nadu



EMINENT SPEAKERS IN THE ANNUAL CONFERENCE

Dr. Abdullah Rasheed Ahmed
Minister of State, Ministry of Education, Maldives

Shri Anurag Tripathi
Secretary CBSE

Dr. Sanyam Bharadwaj
Controller of Examinations CBSE

Prof C B Sharma
Former Chairman NIOS

highlighted on the theme “Futuristic Trends in Education”





EDUCATIONAL DEVELOPMENT AN ESSENTIAL TOOL TO TRANSFORM INDIA'S DESTINY- DR. BIJAY KUMAR SAHU

HONoured LIFE TIME ACHIEVEMENT AWARD IN EDUCATION BY CED FOUNDATION

(A Registered Body under MSME Govt. of India & National Institute of Education, Maldives).

Was honoured by Dr. Abdulla Rasheed Ahmed Ministry of state, Ministry of Education Maldives, Shri Anurag Tripathi, Secretary CBSE & Prof C.B. Sharma, Former Chairman National Institute of Open Schooling.



Dr. Bijay Kumar Sahu
Founder & Mentor,
SAI International Education Group
Adviser & Working President,
Odisha Adarsha Vidyalaya,
Govt. of Odisha

A visionary and a man of action, Dr. Bijaya Kumar Sahoo, is the Founder and Mentor of the SAI International Educational Group comprising of four institutions namely, SAI International School, Rank No.1 in India by Education World School Rankings 2020), SAI Angan, SAI International Residential School and SAI International College of Commerce. He has been elevated to the status of Minister of State, an appointment by the State Government as the Advisor cum Working President to Odisha Adarsha Vidyalaya Sangathan, Department of School and Mass Education, Government of Odisha, with the sole mission to establish 314 CBSE English Medium Government Schools, in each block of Odisha.

A Chartered Accountant, Cost Accountant, a Graduate in Law, armed with a Master's Degree in Business Administration specializing in Finance and Treasury, and a Doctorate in Commerce, Dr. Sahoo has strived relentlessly, not only to acquire knowledge but disseminate it too. In his pursuit for academic excellence and to build a better India through Education, he has attained training from the prestigious Harvard Graduate School of Education, US, National College for School Leadership, UK, Asian International College, Singapore as well as other prestigious institutions. He attended LEARNIT, an educational program by the University of Nottingham, BETT in the UK,

XSEED School leadership program in Dubai and was a part of the FICCI ARISE Delegation to the US.

Furthermore, he was invited by the Govt. of India Planning Commission as an Advisor on Model Concession Agreement for Public Private Partnership, to establish 2500 Rashtriya Adarsha Vidyalayas. He firmly believes that leadership and learning are indispensable to each other.

Acknowledging his relentless passion for education and for creating SAI International, one amongst the top 10 schools in the country and an institution which has been instrumental in bringing about a paradigm change in the educational scenario of Odisha, Dr. Sahoo has been honored with 'ET Now Business Leader of the Year' as the 'Education Entrepreneur of the Year 2020'. He has also received the lifetime achievement award for "Bringing Innovation in Learning" by Brain Feed, "Odisha Living Legend Award" by Odisha Diary and "Achiever of Odisha" by Times of India, to name a few among many. Moreover, he has received commendation from Global Teachers Accreditation from the British Council and Corporate Odisha Award for steering Leadership and Entrepreneurial Values. Dr. Sahoo truly believes that the growth of the state lies on a strong foundation which rests on knowledge, life skills and a resilient value system.

INCREDIBLE HERITAGE PROMISING FUTURE 2008 TO 2020



It has been my mission to not just actualise my vision of offering the best quality education but also create global citizens with the and values that would foster the love of humanity. The extent of student achievement across the schooling years over multifarious activity holding prime position in today's world across corporate, political and social empowerment is but a reflection of the ethos inculcated in the students by the school.

The School I lead, undertakes several hands on projects in all the subjects as learning by doing is a form of experiential learning. We believe that children learn quickly when they actively engage in activities on experiences. This ignites their minds to know the content and beyond.

Faculty is empowered with several responsibilities to work in silo but under a solid organisational structure with corporate- like designation

nomenclature and managerial discipline. The personnel holding various portfolios are know by Manager Discipline, Manager Relation, Manager Regularity etc based on their respective job profile. This exemplifies and perpetuates to the students and teachers, the idea of an effective work culture in a successful oraganisation.

Every faculty is strongly encouraged to compete with oneself. A student's failure to perform is encouraged to be taken up as a challenge for innovative teaching and is associated as a performance factor for the faculty rather than focusing solely on the child's shortcomings. An example of such innovative teaching strategy implemented is Differentiated Learning where the teacher identifies the varied learning needs and abilities of the students and plans varied assessment techniques accordingly to enhance not only their grades but also their confidence and interest.



INTEGRATING 21ST CENTURY SKILLS IN CLASSROOMS

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School Leaders were Felicitated by

Dr. Abdullah Rasheed Ahmed, Minister of State, Ministry of Education Maldives,
Shri Anurag Tripathy, Secretary CBSE & Prof. C.B. Sharma Former Chairman, NIOS.

Our Vision – “ Confident Learners, Quality Instruction.”

We envision a world in which every child becomes a productive adult. We ensure that our vision is achieved through shared commitments to intellectual growth, academic excellence, sportsmanship, art , ethical and environmental awareness, and service to the community. We offer a conducive environment to boys and girls alike to nurture their talent and emerge as independent and confident nurture their talent and emerge as

independent and confident young men and women. The heart of the school lies in the dynamic relationship between students and teacher and works towards the intellectual , social , artistic and physical development of each students. Emphasis in the school is on learning and facilitation and not just teaching and absorbing . We value strong work ethics, and seek to instill in our students a sense of optimism and determination in the face of challenges.

It is well know that education is an ever – growing phenomenon. New outlook

and approaches have always been adapted by the system that have earned a name for themselves due to their innovation and visionary approach. We on our part are carrying forward this torch of Visionary Development of Curriculum content that not only looks into the future but also motivates the community to be futuristic. With the perspectives of both National Curricula as devised by the NCERT and the CISCE and the International Curriculum – Cambridge International Examination & International Baccalaureate.





New Education Policy 2020 Highlights: Key takeaways of NEP to make India a 'global knowledge superpower'

New Education Policy 2020 Highlights: The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% to 50% by 2035.

The New Education Policy (NEP) policy approved by the Union Cabinet on Wednesday is set to bring a slew of major changes including allowing top foreign universities to set up campuses to India, a greater proportion of students getting vocational education and a move towards institutes including IITs turning multi-disciplinary.

The policy aims at making “India a global knowledge superpower”.

One of the stated aims of the policy is to instill a “deep-rooted pride” in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being.

The policy also aims at “light but tight” regulation by a single regulator for higher education as well as o increased access, equity, and inclusion.

The NEP lays down that by 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions, each of which will aim to have 3,000 or more students. There shall, by 2030, be at least one large multidisciplinary institution in or near every district.

The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% to 50% by 2035.

Single-stream higher education institutions will be phased out over time, and all will move towards becoming multidisciplinary. The system of ‘affiliated colleges’ will be gradually phased out in 15 years.

The present complex nomenclature of HEIs in the country such as ‘deemed to be university’, ‘affiliating university’, ‘affiliating technical university’, ‘unitary university’ shall be replaced simply by ‘university’.

A university will mean a multidisciplinary institution that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition will allow a spectrum of institutions ranging from those that place equal emphasis on teaching and research i.e., Research-intensive Universities to teaching-intensive Universities.

The present nomenclature such as ‘deemed to be university’, ‘affiliating university’, ‘affiliating technical university’, ‘unitary university’ will be done away with.

- Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science.
- Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HEIs.
- The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options. For instance a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor’s degree after a 3-year programme. The 4-year multidisciplinary Bachelor’s programme, however, shall be the preferred option.
- An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned.
- The 4-year programme may also lead to a degree ‘with Research’ if the student completes a rigorous research project.

Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up

- Higher education institutions shall move away from high-stakes examinations towards continuous and comprehensive evaluation.
- India will be promoted as a global study destination providing premium education at affordable costs. An



International Students Office at each institution hosting foreign students will be set up.

- High performing Indian universities will be encouraged to set up campuses in other countries. Selected universities like those from among the top 100 universities in the world will be facilitated to operate in India.
- A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.
- In every education institution, there shall be counselling systems for handling stress and emotional adjustments.
- Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs..
- Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education.
- The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes.
- 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students.
The HRD ministry, which could be renamed education ministry, would constitute a National Committee for the Integration of Vocational Education.(NCIVE)
- The policy also speaks for creating a National Research Foundation (NRF).
- The policy also mentions the creation of a Higher Education Commission of India (HECI).

NCTE makes TET compulsory for all school teachers to promote quality education

The CTET and TET will help in testing the teaching aptitude, which will filter out the most-deserving candidates



In line with the National Education Policy (NEP) 2020, the

National Council for Teacher Education (NCTE) has decided to make the Teacher Eligibility Test (TET) and Central Teacher Eligibility Test (CTET) mandatory for teachers of all levels of school education.

Subsequently, all aspirants willing to teach students of class I-XII will have to qualify the TET, which was earlier only applicable to teachers of up to class VIII. It may be an additional task for postgraduate teachers (PGTs), who teach students of class IX-XII.

Vishnukant S Chatpalli, vice chancellor, Karnataka State Rural Development and Panchayat Raj University, Gadag, and member of the southern regional committee, NCTE, calls it a welcome move as teachers must upgrade along with the students.

"Teachers play an important role in the quality of education. Mandatorily qualifying TET will only help in recruiting the best teachers. The NCTE is developing all-inclusive guidelines and test structure components to extend the TET and CTET exams to class XII teachers," Chatpalli tells Education Times.

UN Khaware, retired additional commissioner of Kendriya Vidyalaya Sangathan (KVS) and advisor to the Navodaya Vidyalaya Samiti (NVS), says that it will help curb the malpractices in the field of teacher education.

"With thousands of BEd colleges across the country, it has become common to obtain a degree through unethical ways. While master's degree is required to become a postgraduate teacher (PGT) to teach students of class IX-XII, additional TET qualification will test the teaching aptitude and filter out the most dedicated and authentic candidates," he adds.

Khaware says that becoming a teacher is not just about acquiring knowledge but also being able to impart the understanding of concepts to the students, which can be tested through the TET.

Shilpika Dass, PGT (English), Lotus Valley International School, Noida, says that apart from subject knowledge, teachers transact the learning process for the students. An enabled teacher will always translate into an enlightened student population.

"Establishing a national benchmark for teacher quality and standardising recruitment protocols is crucial. The TET being made a mandatory requirement for PGTs will not have an adverse effect as teachers of the senior classes must have exemplary content knowledge and pedagogy. This move will facilitate bringing all teachers, regardless of the grades they teach, under the same umbrella of basic qualifications, thereby ensuring equity and equality," she says.

STAR RATING SCHOOL AWARDS





Budgeting for joyful, resilient school education

The impact of the disruptions brought by the Covid-19 pandemic on the school education will perhaps be felt by an entire generation of learners.



The impact of the disruptions brought by the Covid-19 pandemic on the school education will perhaps be felt by an entire generation of learners. While school closures have changed the methods of instruction delivery, those very closures have also strongly brought home the non-negotiable role of schools in the development of the cognitive, psychomotor and affective domains of the child. On one hand, the pandemic has shown some gaps that need to be filled and on the other hand, it has revealed the inherent capacity and propensity of the school education sector to innovate.

Over the years, we have been looking closely at the macro picture and registering progress in the enrolment rates, access ratios, pupil-teacher ratios, achievement rates, etc. While resilience has often been spoken about for management or mitigation of disasters or even the economy, it is for the first time that the National Education Policy (NEP), 2020, that was released amid the pandemic, discusses the need for being “ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible.”

The recent budget announcements for the school education sector need to be seen in light of the above. Keeping the child at the centre, the focus of allocations in FY 2021-22 is on the qualitative strengthening of schools and intensive capacity building of all teachers to deliver inclusive, holistic and joyful education that is also supported by an extensive IT infrastructure for education. The joy of learning becomes inculcated as a lifelong skill in a child only through positive intellectual and emotional experiences in the classroom and the school.

It is planned that around 15,000 schools from across the country will be flushed with good infrastructure and creative teaching methods to emerge as schools of excellence over three to five years, providing an inclusive and joyful school environment that takes care of the diverse background, multilingual needs, and different academic abilities of children. Besides, all other government schools will continue to be developed by providing budget allocation for basic infrastructure, facilities and resources for enhancing access, quality and equity.

Teachers are the backbone and the force that sustain a qualitative school education system. To be able to carry forward that vision, teachers will need to learn, re-learn as well as unlearn and strive to achieve certain standards, too. While unlearning the over-reliance on the chalk and talk method, teachers will need to learn about creative pedagogies — such as art/sport/storytelling/IT/activity/life skills/values integrated learning, how to use the mother tongue as the bridge language in early years, stage-appropriate learning outcomes, criterion-referenced assessment, etc.

During the year, teachers can look forward to systematic online NISHTHA (National Initiative for School Heads and Teachers for Holistic Advancement) training modules in the public domain that will encompass these and many other relevant areas for teaching foundational years to Class XII. Professional attributes, knowledge and skills to be achieved by all teachers shall be laid down as benchmarks through the National Professional Standards for Teachers to guide their actions in every classroom.

At the centre of it all, shall always be the child. Unique toy-based learning and pedagogy are on the anvil for pre-school to Class XII students. This will integrate not just indigenous toys as a tool for teaching and learning, but also games (including board games, card games, electronic games), puzzles, puppets, activities, etc. shall be used to educate children on topics and subjects ranging from languages to science, mathematics, history, etc. Teacher, parent, self and peer assessment of the uniqueness in each child through the holistic progress card will be piloted this year for foundational years.

This will become the harbinger for diminishing the focus on rote learning and textbook/syllabus completion and help the child become a critical thinker and problem solver, with excellent creativity and communication skills. Indian sign language will be standardised to ensure complete participation. The board exam reforms have already been initiated by the CBSE and this will accelerate the process of transformation.

Alongside the above interventions, resilience will be built in the school education sector through N-DEAR. The blueprint for the National Digital Education ARchitecture will be ready this year. It is being envisioned as an open, scalable and interoperable digital infrastructure that will be beneficial for the Centre and states in planning, administering and governing school education. As we look forward to the pandemic losing its steam, the Budget this year promises to infuse joy and resilience in the school education with the child-always-at-the-centre approach.

Anita Karwal, Secretary, department of school education & literacy, Ministry of Education

Highlights of Union Budget 2021-22.

Here are highlights of general and Direct and Indirect tax 2021 Union Budget presented by Finance Minister Nirmala Sitharaman



Highlights of budget for Education

1. 100 new sainik schools shall be set up in partnership with NGO's and Private schools.
2. In Higher Education, the registration for Higher Education Commission shall begin this year
3. Creating new formal umbrella structures in 9 new states for better synergy
4. For better higher education ladakh, a Central University has been proposed in Leh
5. For Scheduled Caste/scheduled tribe 750 eklavya model schools will be set up in tribal areas.
6. The unit cost of each such school shall be increased to 38 crore, and in difficult areas 48 crores.
7. 35, 219 crores for 6 years till 2026 to benefit 4 crore scheduled caste students.

Direct and Indirect tax

1. Senior Citizens: Reduced Compliance burden. 75 years and above. Proposal not to file ITR if only pension income and interest income.
2. Reduction in time for IT Proceedings: Reopening of Assessments period reduced from 6 years to 3 years except in cases of serious tax evasion cases
3. Proposal to constitute 'Dispute Resolution Committee'. (Taxable income 50 lakhs and disputed income 10 lakh).
4. National Faceless Income Tax Appellate Tribunal Centre
5. Relaxations to NRI: Propose to notify rules for removing hardship for double taxation.
6. Tax Audit Limit: Proposal of tax audit increased from 5 Cr. to 10 cr. (Only for 95% digitized payments business)
7. Propose to provide relief on advance tax liability on dividend income.
8. Propose to include tax holidays for Aircraft leasing companies
9. Prefiling of returns (Salary, Tax payments, TDS etc.) Details of Capital gains from listed Securities, dividend income, etc. will be prefilled

10. Small Charitable Trusts. Increased from 1 crore to 5 crores (Compliance limit)
11. Late deposit of employee's contribution by employer will not be allowed as deduction
12. Incentive to startup: Tax holiday exemption for one more year
13. Duties reduced on various textile, chemicals and other products
14. Gold and Silver (BCD reduced)
15. Agriculture Products: Custom duty increased on cottons, silks, alcohol etc.

NTA CMAT 2021: The Common Management Admission Test (CMAT) has been postponed as AICTE has proposed change in the exam pattern having an additional (optional) section in innovation and entrepreneurship. The exam was scheduled to be held on February 22 will now be held in early April. "The new date for CMAT 2021 exam will be intimated soon on the NTA website. It is likely to be held in the last week of March or early April 2021," the official notification mentioned.

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STAR RATING SCHOOL AWARDS





CBSE Classes 10, 12: Check guidelines issued for Practical Exams

CBSE Classes 10, 12: The Central Board of Secondary Education (CBSE) has issued guidelines for classes 10 and 12 practical examinations on its official website -- cbse.gov.in.

CBSE affiliated schools will conduct Class 10 and Class 12 practical exams and activities like project and internal assessments from March 1 to June 11.



CBSE has said that as the majority of the states have reopened their schools, it has helped students to prepare for practical and theory exams. Theory exams for CBSE Class 10 and 12 students will begin on May 4.

According to CBSE notification, schools will have to sanitize their labs after conducting practical exams for each batch. The students must wear face masks, gloves to maintain social distancing during examinations. In order to practice social distancing, a batch of 25 students could be divided into two subgroups for practical exams.

No proposal to relax UGC-NET requirement for lecturership posts in Universities - Education Minister

The Ministry of Education has ruled out any proposal to relax the requirement of UGC-NET exam for lecturership posts in government as well as private colleges. Union Minister of Education Ramesh Pokhriyal



'Nishank' made the statement in response to a written question in Rajya Sabha. "The University Grants Commission (UGC) has informed that there is no proposal at present to relax the UGC NET exam for lecturership posts," Nishank said.

CBSE Class 9, 11 exams: Board issues guidelines, directs schools to resolve learning gaps before holding exams

The Central Board of Secondary Education (CBSE) has directed schools to take steps to identify and resolve learning gaps before conducting examinations for Classes 9 and 11 with adherence to COVID-19 safety protocols.



The board has also recommended the beginning of the new academic session from April 1.

"For Classes 9 and 11, schools should take steps to identify and remedy the learning gaps and thereafter, conduct examinations by strictly following COVID-19 safety protocols as per the Examination Bye-Laws," the Central Board of Secondary Education (CBSE) Controller of Examination Sanyam Bhardwaj said in a letter to school principals.

"This exam will also help in identifying learning gaps which could be addressed by schools in the new academic session, at the beginning of classes, by having a bridge course specially designed to address learning gaps," he said.

Schools were shut in March last year as a precautionary measure following the outbreak of the coronavirus. During the subsequent nationwide lockdown, students moved to online classes. But as restrictions were gradually eased from June last year, schools reopened partially in a few states from October 2020 onwards.

In the letter, Bhardwaj said, "While holding examinations/classes, COVID-19 safety protocols should be followed strictly. It would be appropriate to start the academic session 2021-2022 from April 1 to the extent feasible subject to the instructions of state governments."



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DEFINING THE SCHOOL LEADER IN THE NEW NORMAL

Prof. C.B. Sharma

Former Chairman - NIOS, MHRD, Govt. of India

The Prime Minister Mr. Narendra Modi in his reply to the Motion of Thanks on the President's Address in the Lok Sabha on the 10th of February

2021 had sketched the roadmap for the New India that is Bharat. It appears that he was addressing and laying the future role of the school leaders. Amongst the many things he said he mentioned that stagnant water breeds disease but flowing water fills life with happiness. Challenge status quo and experiment, as no one is going to come to ask you to take initiatives, he said. He mentioned of many cases of status quo and also cases of innovative experiments. The expectation that someone will come and ask to take up new challenges, cannot be the thinking of a democracy i.e. the leader. If we have to interpret the message for school leaders it will be that your students, parents and society will not come to ask you to experiment, to innovate and to change. You have been privileged to be the school leader – take the actual leadership role and change the future of the country. Don't only talk the right things but do the right things; the PM emphasised. He also mentioned that the 'babus' that is the bureaucrats of the IAS cannot be handed over all companies and jobs. Unfortunately school education has been in the hands of the babus which must be handed over to those who have practiced teaching and have the domain knowledge.

The PM was talking purely in terms of national interest and time and again in his address he mentioned that as the party in power it was expected that the Government would take decisions which will catapult Bharat to the leadership position in the world. School leaders are identically positioned. Just as the future of 1.3 billion Bhartiya rests on the government the future of all the school children rests on the school leader. The expectation from the school leader is that s/he will lead. There may be Government or private schools, funding may come from any source, the owner may be government or a private party but the leader has to be the school principal. Who are we waiting for to tell you what is the role

and responsibility of the school leader? You are the architect of the future India, and you have to take upon yourself the role of the leader and not expect someone to make you actual leader.

Even after seventy five years of independence we have not been able to practice what we have been preaching. National policies, government documents and the national leaders have all been repeatedly saying that the future of the nation is nurtured in the classrooms. The one who should be deciding on the classroom activities and so the future of the children and the nation has to be the class-teacher and the principal and no one else. The backbone of our education system has been autonomy of the institution and the freedom of the teacher. The King had to leave his weapons and take off shoes before entering the Gurukul. The King invariably asked the Guru, the modern day Principal or the Vice Chancellor for his approval on major decisions. Why are you not given the same position? School leaders must ask this on all decisions related to schooling. Our PM has invited to take the leadership position, to take initiative and not wait for someone to come and tell you. Do you agree with the existing norms and regulations on schooling? If not speak out, write and present your viewpoint that is most appropriate for your children and the nation.

The definition of school leader is – A Visionary. Challenge status quo. Shout against babugiri. Take the initiative and think of nothing but the future of your children and the nation. Let us all together demand the creation of an autonomous Statutory regulatory School Education Commission (SEC) through an Act of Parliament.

Balance the Imbalance through School Education Commission

There has been an imbalance in the schooling sector right since the British policy of education was introduced in India. In the Bartiya Parampara the

teacher was at the centre stage without isolating the learner. The teacher and the learner were always the two sides of the same coin. The British rulers took control of the schooling. The British babus became head of the schools. This imbalance has continued till date. This must change.

Government as well as private providers are sharing the responsibility of providing schooling facility to the children of the country. So, both the government as well as private providers are competitors in the business of schooling. However, the government is the regulator as well. The question that most stakeholders are raising is that the government is not providing level playing field. It changes the goal post as per its convenience. There is a strong demand from the parents, teachers and private school owners that government either be a regulator or a player. It cannot be both. The PM in his address has said in no unclear terms that we cannot afford to keep private partners out from the process of change.

It is suggested that an autonomous body by the name of School Education Commission (SEC) be established through an Act of Parliament. This will have the same status for school education that of the University Grants Commission has for higher education.

The Organisational Structure of SEC

The SEC will be a small body with a very slick staff structure. Unlike the existing statutory bodies it should remain away from inspections and accreditation. The job of the SEC will be to continuously interact with the stakeholders of the school sector and design regulations for school education. So a major activity of SEC will be to research on various areas of schooling for developing regulatory framework for school education. The existing bodies like the CBSE and state boards will keep accrediting schools as per the norms and regulations developed by SEC. Disputes will be settled by the government departments or the courts but SEC will not get into dispute settlement as well.

The Organisational Structure of SEC

The Governing Council
The Executive Council
Chairperson SEC
Vice Chairperson SEC (Three)
Administrative Officer; Finance Advisor; Directors (Five)

Quality Maintenance in Schools

The SEC will also undertake design and development of 'learning outcomes' and the National Curriculum Framework (NCF) for school education. The NCERT had developed learning outcomes and also conducted the National Assessment Survey (NAS). For a transparent and rigorous process the learning outcomes should be developed by an agency other than the one which designs the curriculum for inculcating the competencies which are identified. The schools are assigned with the task to transact the curriculum. A third party should assess whether the competencies as identified in learning outcomes are reflected in the text books are properly transacted and the competencies developed. Identification of the agency to conduct NAS should be left to the SEC. The score of the NAS will give the SEC feedback to review and revise the learning outcomes.

SEC	NCERT	Schools	Third (Private) party
Develop learning outcomes and National Curriculum Framework (NCF)	Develop text books	Transact curriculum	Conduct NAS

The Governing Council

The following may be the members of the Governing Council of the School Education Commission

- | | |
|--|------------------|
| i. Chairman SEC | Chairman |
| ii. Secretary, SE&L, Ministry of Education, | Member |
| iii. Vice-Chairman University Grants Commission | Member |
| iv. Member CABE, Expert in School Education
(To be nominated by the MOE) | Member |
| v. FICCI Representative | Member |
| vi. CII Representative | Member |
| vii. Chairman CBSE/NIOS
(Alternatively to be invited by Chairman SEC for a period of 3 years) | Member |
| viii. Director, NCERT | Member |
| ix. Chairman of a State School Board
(To be nominated by the Chairman SEC for a period of 3 years) | Member |
| x. Chairman, National Commission for the Protection of Child Rights (NCPCR) | Member |
| xi. Professor of Education (Eminent Educationist)
(To be nominated by the Chairman SEC for a period of 3 years) | Member |
| xii. Vice-Chairman SEC
(One of the Vice-Chairmen to be nominated by the Chairman SEC for a period of 3 years) | Member |
| xiii. Director Academic, SEC | Member Secretary |

Executive Council

The Executive Council of SEC may have the following Members:

- | | |
|---|----------------------|
| i. Chairman SEC | Chairman (One) |
| ii. Representative of Secretary SE&L | Member (One) |
| iii. Vice-Chairman SEC | Member (up to Three) |
| iv. Directors SEC | Member (Five) |
| v. Representatives of Govt./Public Schools: Kendriya Vidyalaya Sangathan, Jawahar Navodaya Vidyalaya, Army/Sainik Schools, State Govt. Schools, Central Tibetan School Association (CTSA), Railway Schools, Members (Three) | |
| vi. Representatives of Private Schools: Network of schools with more five hundred schools: DPS/DAV/Vidya Bharti | Member (Three) |

vii. Eminent Educationists	Members (Three)
viii. Media specialist (Expertise in Educational Media)	Member (One)
ix. Psychologist (Child psychology/Counsellor)	Member (One)
x. Special Educator (Representative of RCI & MoSJ)	Member (Two)
xi. Vocational Education (Rep of Min. of Skill)	Member (Two)
xii. Sports specialist	Member (One)
xiii. Artists (Creative areas: Painting, Dancing etc.)	Member (Two)
xiv. Finance Expert (Experience of auditing school/Board)	Member (One)
xv. Finance Officer, SEC	Member (One)
xvi. Administrative Officer SEC	Member Secretary (One)
[Eminent educationists: Professor of Education (serving or retired); Awarded School teachers/principals]	

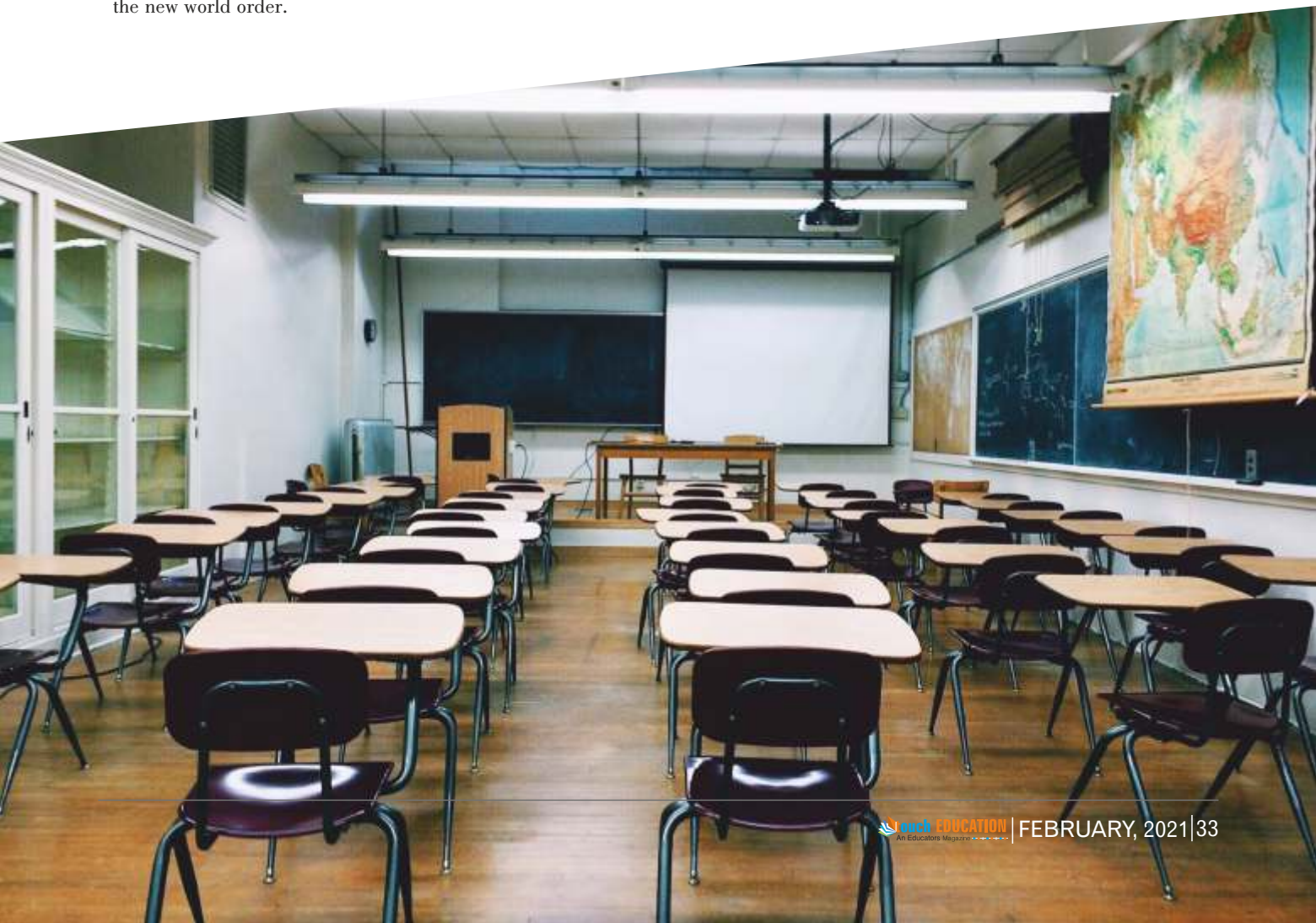
{It will be ensured that half the members are female. A proper mix of science, arts, vocational, co-curricular areas will be kept in mind while nominating members.}

In Conclusion

The Government reimburses school fees of its employees. Common person is questioning this decision of the government. On the one hand we pay education cess to subsidise primary and secondary education on the other hand employees who get salary from public exchequer are reimbursed for getting their children educated in private schools. Should it not be compulsory for all those who get salary from public fund to send their children to government schools? Government servants will continue to take irresponsible decisions for government schools until it becomes compulsory for them to send their children to government schools.

We either let experts decide on school policies or if the government wants to continue with the same structure of school governance then it should be made compulsory for all those who get paid from public fund to send their children to government schools.

School leaders – challenge the status quo as the PM has invited you to bring in new ideas and prepare Bharat for a new role in the new world order.



STAR RATING SCHOOL AWARDS







AMBITIOUS NEW EDUCATION POLICY

On track to transform

Mr. Anil Swarup
Former Education Secretary,
MHRD, Govt. of India

After a long wait of more than six years, the National Education Policy is finally out. And it has some very interesting and meaningful features that can actually transform school education. It could be debated whether there was indeed a need for such a policy for a country as diverse as ours.

“Children should not only learn but also learn how to learn”. This is the essence of the recently announced Education Policy. Most of the provisions of the Policy attempt to enable the child to learn how to learn. The intention and the direction that the Policy provides are, by and large,

laudable though there could be serious implementation related issues.

One of the most heartening features of the policy relates to inclusion of pre-school education. It is well established that the initial years of a child are critical for his overall development. The suggestion to the Ministries (Women and Child Welfare responsible for Anganwadis and School Education) to work in tandem for this purpose makes a lot of sense. Steps had been initiated three years ago by incorporating early childhood education in “Samagra Shiksha”. This new scheme sought to amalgamate the ongoing “Sarva Shiksha Abhiyan (SSA)” and “Rashtriya

Madhyamik Shiksha Abhiyan (RMSA). Incorporating this feature in the Policy will provide the desired thrust.

The focus on the teacher has been talked about for a while. Teacher lies at the pivot of school education. The Policy reiterates and endorses this. One of the biggest ‘mafias’ in school education “that were eating into the essentials of society like termites” (highlighted in “The Ethical Dilemmas of a Civil Servant”) is the group of such B. Ed and D. El. Ed colleges that existed only on paper. This scourge would hopefully be taken care of under the Policy as there is a provision for bringing forth 4-year integrated course

for pre-service training. Various other issues relating to selection of teachers and in-service upgradation of skills have also been appropriately highlighted. Some of these steps were initiated a few years ago. They can now be taken to logical conclusion.

Transfer of teachers is a racket in a number of states. One former Chief Minister is behind the bars on account of such a racket. The Policy recognizes this as a problem but does not provide an effective way forward. Some states, like Rajasthan and Karnataka, have managed to find a broad solution. Policy could have outlined such examples that could be replicated by other states. There are other similar instances where a road map has not been provided. After six years of deliberations, the two Committees that looked into such issues could have provided some way forward.

Students have been rightly empowered to select subjects of their choice. More flexibility has been advocated for this purpose in the curriculum. The emphasis given to vocational training and extra-curricular activities is critical and finds space in the Policy. These activities have been deservedly placed on the same pedestal as the 'regular' subjects.

Teaching in mother tongue till class five is theoretically a great idea and needs to be done as it is now established that it is easier for a child to learn and understand concepts in his mother-tongue. However, it will pose many practical problems. How will migrant children manage? Or will there be separate sets of teachers? Will it be affordable? These and many similar questions are neither raised nor answered in the Policy

The Policy provides for migration from existing structure to 5+3+3+4. One wonders how this step will help improve learning outcomes and whether it would be worthwhile spending time, effort and money to undertake such an overhaul.

The Policy incorporates large scale changes in the conduct of examinations by Boards as also introduction of examinations at various levels. Whereas

this may sound good in theory, its implementation could prove tricky. The State Boards are struggling to conduct just two exams. In fact, the effort should be to build capacities of these Board to conduct the ongoing exams efficiently to assess the competencies of the student

A separate regulatory authority for school education has also been provided in the policy. Yet again, this appears to be a sound move in principle as it separates execution from regulation. Right now the state Education Departments are performing both the tasks and there is indeed a conflict of interest. It is a moot point whether this change would help in qualitative improvements in learning outcomes. It could even morph into a new form of 'inspector-raj'

The delusionary farce of spiking marks, perpetrated by the respective Examination Boards, has led to a situation where a student can get and does get 100 percent marks in English Literature (Shakespeare must be turning in his grave). All this farce is to facilitate entry to good Universities. Reforming entrance system of entrance to higher education is a welcome move and will perhaps eliminate this farce. Similarly, setting up National Assessment Centre for School Education for periodic assessment of competencies is a positive move as it will reveal the ground reality. It will enable the authorities to take corrective steps based on such findings. This task is presently being performed by NCERT and they are doing a decent job but there is a need for an independent expert body.

The Policy virtually ignores private schools. Around 50 percent of children go to private schools. Encouraging investments by private sector in schools would have helped the cause of school education. There is a lot of space for both public and private schools. An opportunity to promote private sector investment in school education has been missed.

Non-Governmental Organizations (NGOs) are

playing an important role in the school education. They are partnering with the State Governments in a number of states to deliver and improve quality of education. There is just a passing reference to these organizations in the Policy. The joint efforts by NGOs and the State Governments should have been elaborated. These efforts should be leveraged, replicated and scaled. NGOs can also play a major role in managing and mainstreaming out-of-school children and drop outs.

There are indeed ambitious plans outlined in the Policy. There is a mention that 6 percent of the GDP would be allocated to Education. Let us pray that it happens. What gives hope is an outstanding team of officers at the Department of School Education at the Central level. They are capable of making-it-happen.

WITH NEP 2020- IT IS TIME TO MOVE ON!

Shri G . Balasubramanian

Former Director Academics, CBSE



The National Education Policy is on the table. It has taken its own time for deliberations, discussions, meetings, conferences, opinions,

viewpoints, perceptions, priorities and what not! It has accommodated all of the above, to the extent possible, to carry people and their interests together. Let us acknowledge, that a policy of such nature in a country with diverse interests, diverse cultures, diverse languages and diverse thought architectures cannot really meet the personal and social interests of all individuals and communities.

Somewhere it has to strike a balance, somewhere it has to define its pragmatic existence and somewhere it should become administratively feasible. I think it has done enough. It is time to move on.

Here are a few highlights which we need to focus and work on:

1. It is India Centric.

This policy has made its focus very clear- being India centric. If one had been working with earlier policies of 1986 and 2005 NCF, they will understand the focus was on globalization. I think the context demands a repositioning, and rightly so. With India, trying to seek its place and status as a competitive global leader in various dimensions of political, economic, industrial and social designs, unless the policy focuses an India-centric approach, the passion

for local enterprises, opportunities for exploring our skills, the efforts for seeking global markets would slowly vanish. Further, it rehabilitates the Indian mind and knowledge assimilated over thousands of years, as an opportunity to a fast-changing world seeking to rediscover itself with peace and prosperity. Education, has to focus on developing self-esteem, self-confidence and self-actualization both at the individual level and at the national level. So be it!

2. Focus on ECCE

While the earlier policies have certainly addressed to the issues of Universalization of primary education and further to universalization of school education, the gap between goals and achievements has continued to exist, thanks to wastage in our efforts in our designs, actions and priorities. This policy has, I must appreciate whole heartedly, focused on development from 0-3 years which was never considered in earlier policies. Extensive researches in cognitive development, both at the pre-natal stage and post-natal stages, clearly indicate the importance of its nurture as vital to the futuristic intellectual, emotional and social profile of the individual. Education of the families, parents and society with regard to the physical, emotional and developmental profiles in these years of growth has to be taken up extensively through mass media as a

priority. Sequencing early education in a package of 5-year scheme is in tune with the psychological development processes. Further, there is also evidence to show that brain development is faster, intensive, extensive and larger up to the age of 8- enabling curiosity, search and skills. Research also indicates the opportunities for extensive language skills and competencies during this period of growth. No wonder, the post 5 years of curriculum addresses to the issue of foundational literacy and numeracy. One of the major drawbacks of our system at the early levels of learning has been thrust on too formal systems of learning, which is basically against the way the brain learns. We need to informalize learning content, processes, structures and opportunities. Also, the fear of competitive testing has to be replaced by self-assessments and peer assessments reducing the authority and fear of the teacher. The new NEP does speak of such initiatives. We could only wish that our boards and educational administrators are willing to 'liberalize' education from the clutches of the 'licence raj' -walking into the nooks and corners of schools. We need to move from systems of 'mistrust' to systems of 'trust', simultaneous empowering the stakeholders.

3. Multi-lingualism

While one should acknowledge that the language has a very strong emotional and cultural content, thereby creating a positive ownership and belongingness to the motherland and its tongue, it is equally important to create a social fabric both at the national and global level for co-existence. The socio-political and economic growth dimensions do call for skills and abilities in multiple languages, and the learning at the formative level in mother tongue is to be encouraged to keep the learners in comfort zones for purposeful and extensive learning. Bilingual approaches to pedagogy in classroom are indeed a welcome step. With making three language formula more flexible accommodating study of any modern Indian language as an opportunity, the decision of the government appears to be much broader based and appealing to all linguistic segments. 'Freedom to learn' calls for saner approaches based on the selective priorities of the learners rather than policy makers. Any suggestion to downplay the important language as against science and technology is an outcome of turbid thought designs.

4. Reforms in curriculum

Many reforms have been suggested in approaches to curriculum – like focus on experiential learning, technology enabled learning, integrated learning, inclusive approaches to content with co-scholastic inputs, suggestions on use of Artificial intelligence, Virtual Reality, Coding and Blended learning. These suggestions are indeed forward looking and harmonious with the transformations in our knowledge systems and knowledge processing. They are essential to make our younger generation to stay in tune with their contemporary systems. However, all these call for two support systems to schools – teacher empowerment, trustworthy localized assessment systems. The educational authorities, both at the state and the central level, should focus more on developmental perspectives of education rather than control systems, while mentoring and monitoring has to be essential. Optimisation of their approaches is

important so that balance is maintained between education and enforcements.

5. Revisiting Assessments

The NEP has certainly recommended revisiting assessments patterns to make them more credible, valid, realistic and localized. The focus on self-assessment, peer assessment and teacher-led assessment, I think, is indeed a blended recipe, if both strategies and systems are put in place. The fear of learning because of assessments can largely be diffused through technology driven digital assessment patterns. The Governments, both at the state level and the central level should take initiatives to make the government schools and its students technology sensitive and competent. Focus should shift from 'Achievement' to 'pursuit of excellence', lest the purpose of the policy would stand defeated.

6. Focus on improving the quality of Government schools.

There is a recommendation of spending about 6% of the GNP on education. Personally, I feel it is not how much we spend, but how effective and productive is what we spend. That indeed implies on the compromises in quality education at schools run by the Government. While, I do admit that there are a number of good government schools with track records of academic performance, they are only far and few in comparison with the total population. Political interventions in appointments, appointment of persons with no aptitude for teaching, use of government teachers to various non-professional activities, lack of motivation due to low professional esteem and various other considerations haunt the quality pursuits of government schools. While 'subsidy' and 'free' education is vital for social justice and to ensure the deprived to be active and engaging participants in social architectures, non-provision of good quality education will be roadblocks to these glorious goals. Conscious efforts with accountability need to be put in place. Suggestions of NEP to have school

clusters for administration is indeed a wise and pragmatic suggestion to weave confidence through collaborative efforts.

7. Teacher Empowerment

Critical to successful implementation of the vision of the NEP, is teacher empowerment. The NEP in its draft has acknowledged without reservation, the evils that exist in our teacher education alongside the poor quality of the curriculum, fake colleges, unethical practices of certification and others. The Government needs to put in place some fresh thinking, by experts, drawn from different fields to re-articulate the curriculum liberating it from the controls of the dogmas in which they are imprisoned. The Indian Teacher Education system and their produces have been one of the outstanding features in global platforms. It is important to regain the status. The belief in ancient thought processes in defining and empowering the teacher are not alien to modern education. The teacher development processes should be akin to developing belief in Indian ethos, competence and wisdom.

With several new gateways to open education to more pragmatic and sensitive purposes, the new National Education policy has indeed done a commendable job. If there are certain inadequacies, let us acknowledge that scientifically perfection is just another Utopia.



STAR RATING SCHOOL AWARDS





IMPLEMENTATION OF NEP IN OUR EDUCATION SYSTEM

A mammoth task for better learning outcomes..

Dr. Bijay Kumar Sahu

Founder & Mentor, SAI International Education Group

Adviser & Working President, Odisha Adarsha Vidyalaya, Govt. of Odisha



The Union cabinet in July 2020 approved the New Education Policy (NEP), which aims at universalization of education from pre-school to secondary level.

NEP-2020, which will replace the National Policy on Education-1986, is an inclusive framework focusing on the elementary-level of education to higher education in the country.

As the objective of any education system is to benefit children so that no child loses any opportunity to learn and excel because of circumstances of birth or background, NEP-2020 has a target of 100% Gross Enrolment Ratio (GER), in school education by 2030.

The Policy reaffirms that bridging social gaps in access, participation, and learning outcomes in school education will

continue to be one of the major goals of all education sector development programmes.

Many government and non-government surveys done in the last several years had hinted at the precarious state of 'learning crisis' in India. However, the true picture emerged after a National Achievement Survey (NAS) was undertaken by the National Council of Educational Research and Training (NCERT), which was ably supported by the Union ministry of education.

The survey was aimed at understanding how effectively the school system is working in the country based on student learning. It was conducted across the country on November 13, 2017 for Classes III, V and VIII in government and government-aided schools. It was by far the largest assessment

survey conducted in the country and is also one of the largest conducted in the world.

The findings stated that students across 12 states scored significantly below the national average in mathematics ability. NAS identifies learning as big challenge facing Indian education. The next few years are critical as India could lose 10 crore or more students because of learning losses and lead to illiteracy unless proper action is not taken soon.

Union minister of education Ramesh Pokhriyal said that the fundamental principles of NEP is to accord highest priority to achieving foundational literacy and numeracy by all students by Grade III, which the government is committed to achieving by 2025.



To translate this particular vision of NEP-2020, under the 'Atmanirbhar Bharat' programme, a National Initiative for Proficiency (NIP) in reading with Understanding and Numeracy (NIPUN—Bharat) will be soon launched. This mission will fulfill the learning needs of nearly five crore children in the age group of 3 to 11 years. The mission will also take a holistic approach and involve all stakeholders actively for achieving the goals.

NEP would transform the education sector in the country as it focuses on making education accessible, equitable, inclusive but only if implemented at all levels.

The main challenge is to implement the highly comprehensive NEP 2020. Before we talk about the implementation let's understand why any policy fails?

There can be four major contributors to policy failure

1. **Overly optimistic expectations:** due to over optimism there is and

under estimation of cost and time for a policy to be implemented.

2. **Implementation in dispersed governance:** when the policy is tailor made to fit all irrespective of their constraints.
3. **Inadequate collaborative policymaking:** lack of collaboration with all the stakeholders
4. **Vagaries of the political cycle:** the policy makers concentrate on the short-term results as they don't want to be tagged for the failure, and take credit of the legislation that is passed rather than its implementation.

Therefore, to implement the NEP 2020 we need to work upon a **few major challenges**.

Content, Curriculum & Pedagogy

The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-

14, and 14-18 years respectively. The new system will have 12 years of schooling with three years of Anganwadi or pre-schooling.

To implement the changes at each level a thorough restructuring of the curriculum, pedagogy and the content needs to be done as per the NCF (National Curriculum Framework) and content rubrics needs to be revisited to modify the textbooks.

Blending of technology with the teaching and learning process

National Educational Alliance for Technology (NEAT) a regulatory body will be created to use technology for better learning outcomes. NEAT aims to use artificial Intelligence to make learning more personalized and customized as per the learner's requirement. It even proposes to create national alliance with EdTech companies for a better learning experience.

But a big challenge here is establishing a robust digital infrastructure that even caters to the remote areas.

Assessment

The proposal to set up a national assessment centre, the PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is to keep a regular check on the education system. Strengthening Teaching-Learning and Results for States (STARS) project will include CERC (Contingency Emergency Response Component) will help the Government tackle the learning losses due to School closures or any such emergency that arise in the state.

NEP 2020 recognises now the need to evaluate “higher-order skills, such as analysis, critical thinking and conceptual clarity,” and hence shifting the focus of assessments from marks based to competency based. The marking system should now be different, there will be a dire need to change the questions so as they have related answers, where based on the child's aptitude he answers and based on the answers the scores could be calculated.

Teachers training and availability

The NEP 2020 talks about creating higher **performance standards** for teachers clearly stating out the role of the teacher at different levels of expertise/stage and competencies required for that stage. Teachers will also have to be digitally trained to blend into the digital learning processes.

How to successfully implement the NEP

1. To implement NEP successfully at all levels the government will need to create stakeholder incentives so that the implementation is smooth and uniform.
2. Formulate instruments in the form of legal, policy, regulatory and institutional mechanisms
3. Build reliable information repositories
4. Develop adaptability across HEIs, regulatory bodies and government agencies

5. Develop credibility through transparent actions and participation of all stakeholders;
6. Develop sound principles of management

Schools will actually need to redefine the teaching and learning process for a proper implementation of NEP 2020 to actually witness a trajectory of transformation for a phenomenal outcome.

- Schools need to focus on the literacy and numeracy skills in order to get a remarkable metamorphosis in the reading, writing and speaking skills of the children up to Class III. Schools will have to revisit the strategies of teaching and learning.
- Emphasize on practical and experiential learning which will lead to instilling the 21st century skills of creativity and critical thinking in the children.
- There needs to be a tectonic shift in the pedagogical structure where the outcome of learning should not be based on the completion of course but on the understanding of the topic.
- The assessment as I said earlier needs a complete revamp. The assessment should not define a child in terms of marks but should be an outcome of a qualitative analysis of the child. As every child is different and the same question can be

understood in numerous ways by the different children.

- There needs an integration of technology in education with component of digital literacy, scientific temper and computational thinking for a holistic learning experience of the students.
- Vocational or skill-based learning should also be included right from class VI.
- Teachers should be encouraged to be bilingual as study shows that children pick up different languages quickly in the early ages. Till Class V education can be imparted in mother tongue if feasible.
- There will be no hard discrimination between subjects and disciplines. Children will be encouraged to take multidisciplinary projects for better learning outcomes.

The NEP, which is designed to ease the burden of classroom teaching and examination on students, will play an important role in creating the future of the country. It's success, however, lies in uniform and transparent implementation all levels, with an equitable distribution of resources. This mammoth task can be realized only when there is a 100% cooperation and collaboration between the Central, State Government and the Ministry of Education.



NATIONAL EDUCATION POLICY (NEP) AND IMPORTANT POINTS FOR FOUNDATIONAL YEARS

By Dr. Swati Popat Vats

President - Early Childhood Association, Association for Primary Education and Research and Podar Education Network



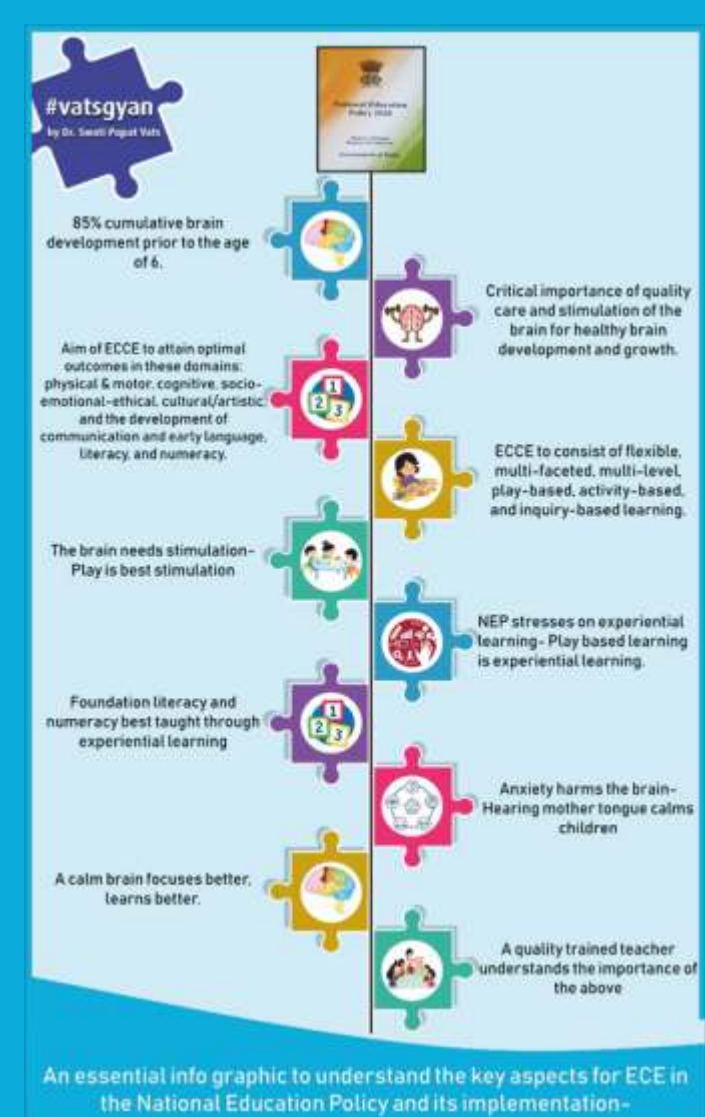
It's a proud moment for our country that after 34 years, we have our new National Education Policy. We may dissect it all we want, but let's start by congratulating the government and the committee that worked hard on ensuring that vision of millions of Indian educators and policy makers is developed for the larger enhancement of education of our country. Also an important move is to rename Ministry of HRD to Ministry of Education (MoE). The new policy is an integrated yet flexible approach to education and **"The National Education Policy 2019 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all."**

One of the most important and required change in this policy is it envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.

Point 4.4 of the policy is of utmost importance- The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.

Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth

ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation.



The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds, aligned with the above guidelines, the latest research on ECCE, and national and international best practices. In particular, the numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as a guide both for parents and for early childhood care and education institutions.

Most importantly, the Commitment of ECCE to children from age 3 onwards has been honored in the new education policy. ECE for all by 2030, this is worth applauding and achievable only with cooperation of all state governments. A national curriculum framework for ECCE is laudable. A welcome initiative is the National foundation of Literacy and Numeracy Mission.

The Policy takes cognizance of the differences in the development of cognitive abilities in children. The flexibility in the first five years will enable equalizing of the multiple

cognitive abilities of children. Parakh the National assessment center, we sincerely hope that they also define assessment for early years so that developmental delays and learning lags can be identified and rectified early on.

The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8). The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE

In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, and story-telling-based pedagogy, among others

It takes a village to raise a child, and the village identified in this policy for ECE is jointly the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. How this village works together will decide the success of ECE in this country. NCERT will develop a **National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE)** for children up to the age of 8. A welcome move, ECA is hopeful that states will ensure the implementation of the same and thus remove the traditional, formal, stressful curriculums being followed by many preschools. The policy advocates that children of ages 3-8 have access to a flexible, multifaceted, multilevel, play-based, activity-based, and discovery-based education.

ECCE will be delivered through a significantly expanded and strengthened system of institutions including Anganwadis and pre-schools that will have teachers and Anganwadi workers trained in the ECCE pedagogy and curriculum. Teaching in mother tongue again is a great inclusion in the policy and it is important for us to understand that the point is stated as- Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.

A very heartening inclusion is that all school children to undergo regular health check-ups and health cards will be issued- we hope this will include ECE children too. A good initiative for health of young children is the inclusion of an energizing breakfast in addition to midday meals.

Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The policy stresses on ensuring that teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. The awareness and knowledge of how to teach

children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes

Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

Overall the new education policy is a great vision to change the educational landscape in this country and it vitalizes education by ensuring that **ECE becomes the starting point of education** for all children.

NEP 2020's recommendations for early childhood care and education (ECCE).

NEP 2020 clearly acknowledges that over 85 percent of a child's cumulative brain development happens prior to the age of six years and that ECCE is the foundation of all future learning. That is something to celebrate. To its credit, the policy has made sensible proposals to improve all ECCE programmes except in the area of teacher training. For the past decade ECA has continuously demanded introduction of a common pan-India ECCEd study programme. While the policy has made elaborate proposals for introduction of a four-year B.Ed. programme for primary-secondary education, it has ignored formal training of preschool teachers.

Implementation/suggestions for the following:

National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE)

- NCERT has been tasked with developing NCPFECCE within two sub-frameworks -- for 0-3 year-olds and 3-8 year-olds. I hope the philosophies and pedagogies of international ECCE pioneers such as Friedrich Froebel and Maria Montessori and Indian educationists Gijubhai Badheka, Rabindranath Tagore, Mahatma Gandhi, Tarabai Modak and Anutai Wagh will be reflected in the framework.
- We need to follow the lead of developed countries that have designed common core ECCE curriculum guidelines such as EYFS (UK), EYLF (Australia) and EYDL (Singapore). These are excellent documents that detail standards covering infrastructure requirement, safety processes, curriculum goals, assessment systems, etc., providing high-quality benchmarks for ECCE centres, teachers and parents. NCERT must study these countries' ECCE policies and adapt their best practices. There's no point in wasting time to reinvent the wheel.

- NCERT and SCERT should invite curriculum and child development experts and organisations such as the ECA that have a wealth of experience to contribute to design of NCPFECCE.
- Currently, there is too much focus on the development of cognitive rather than social skills in ECCE curriculums. NCPFECCE should strike a balance between the two to develop capable and productive school-ready children.

Strengthening the country's 1.4 million anganwadis & integration into school complexes/clusters as recommended by NEP 2020.

Under the ICDS 1975 programme, anganwadis started out as health and nutrition centres for lactating mothers and new-borns. Subsequently, a mandate for them to provide early childhood education was added without adequate investment and training of anganwadi teachers. Therefore, the country's anganwadis lack qualified ECCE teachers, quality learning materials and infrastructure.

Against this backdrop integrating anganwadis into school complexes/clusters as proposed by NEP 2020 is a good idea as it enable them to share resources and ensure learning continuity. But care needs to be taken to ensure that the development needs of youngest children are prioritised. Most important we need to develop a mechanism to develop quality of teachers and improve learning outcomes in anganwadis countrywide. ASER has developed an assessment scale for preschools that should be strengthened and deployed in all preschools countrywide. But to do this it is imperative to increase the budgetary allocation for the ICDS programme, this needs to be tripled to implement the ECCE reforms proposed by NEP 2020.

Restructuring of ECCE to include 5 years of foundational learning (3-8 years)

For this proposed restructuring to succeed, clear planning is needed. First, continuity of curriculum needs to be ensured. Second, a massive national campaign needs to be launched to recruit and train teachers to deliver education to children in the 3-8 years age group. Third, standalone private preschools, most of whom provide education until the age of five, need to be assured that their children will be automatically enrolled in the nearest school for learning continuity until they attain the age of eight years.

Developing a cadre of high-quality ECCE teachers.

This will be dependent on creating a national ECCE qualification and formally training all in-service ECCE teachers. The ECA has developed an excellent ECCE teacher's training module for providing high-quality ECCE to children in the 0-8 years group.

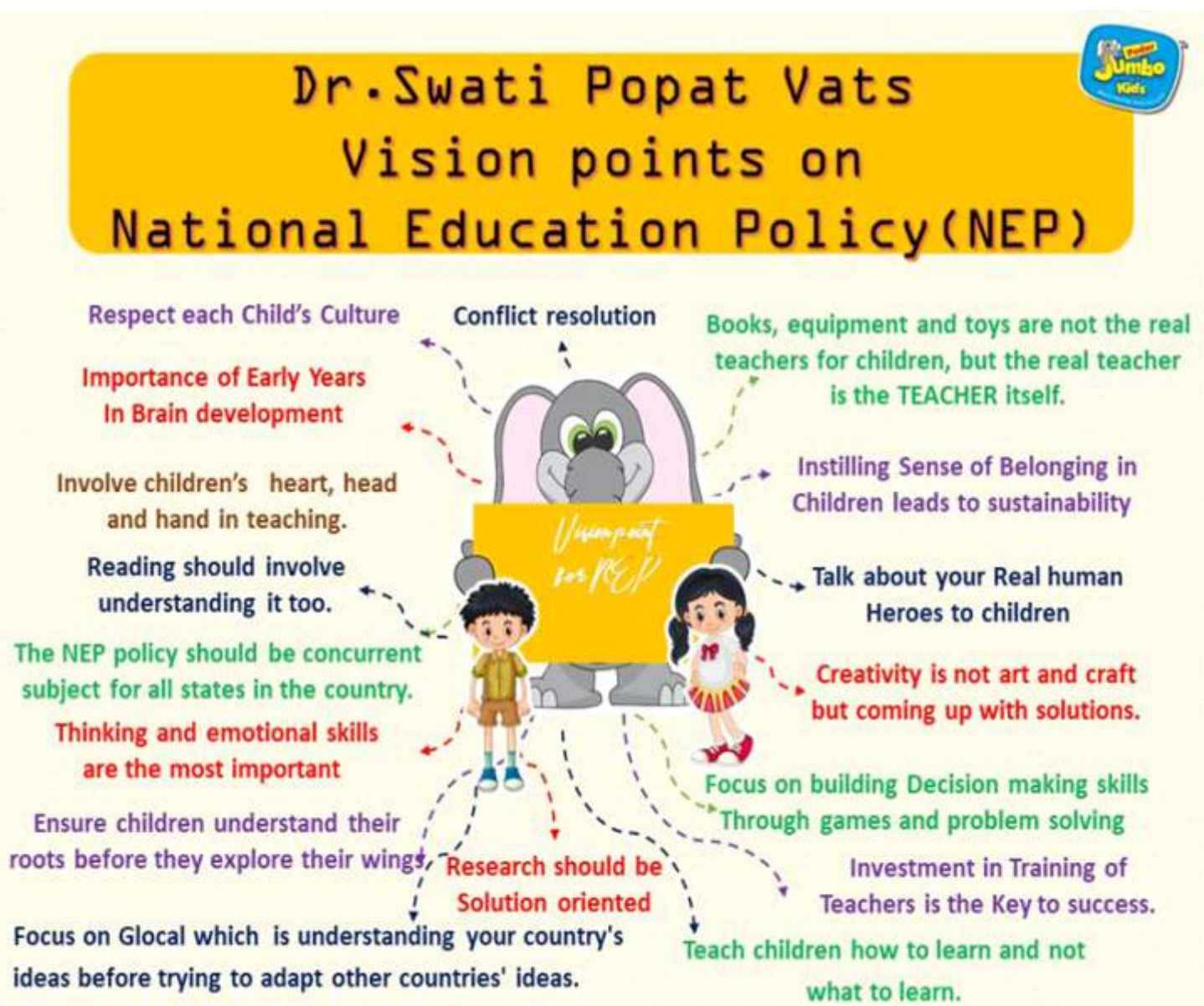
Major implementation roadblocks-

According to NEP 2020, four ministries are in charge of ECCE -- education, women and child development, health and family welfare, and tribal affairs. A special joint task force should be constituted to ensure smooth integration of ECCE into primary education. One hopes ECCE is not lost in boundary disputes between these ministries.

NEP 2020 states that regulation should be light but tight. I fear that state governments may take this as a license to come down hard on private preschools.

Area of ECCE which NEP 2020 has failed to address-

- The policy should have prescribed a common national ECCE teacher qualification. This would have enhanced societal respect for teachers and ensured better salaries.
- The policy has failed to stress the need for parent education.
- The PARAKH National Assessment Centre proposed by NEP 2020 should have been tasked with assessment of early years' education. This would have ended many regressive testing practices of preschools.



KEEP THE BONDS STRENGTHENED

Captain (Dr.) Dinisha Bhardwaj Singh
Principal, Global Indian International School Kuala - Malaysia

The transition: COVID 19 did not come only as pandemic, rather it came as transforming agent, may it be for the health, may it be our forgotten concern for the mother earth, may it be for Economy or Peace for countries and ultimately the touch to humanity. How fast everything can change, the work process health and hygiene norms, interactions relations and to top it all the teaching learning Process. It cleared the Calendars, emptied venues and shuttered entire world but it opened just one thing with an invisible key and that is the lock of adaptability to open the door of learning powerful lessons. The lessons of life to be learnt as to how important are the smallest things to us, as small as meeting friends, taking haircut, small games routines or even evening walks. We understood one thing and that is, our differences are not as great as our similarities are. How big the life is in front of the trivial issues which actually take down our energies and distract us from the purpose of life. The transition for entire segment of teaching learning from F2F Mode to online system had been a big transition of the era which gave a great leap to technical amalgamation in Education which probably would have taken a decade under no COVID Circumstances. These lessons are well taken by Gen Zee and Gen Alpha as 21st generation learners on one side and on the other side a great gap is bridged by our teachers to be the 21st century educators.

The Gaps : When there is a transition, there is a mix of planned and unplanned journey with invisible obstacles. We prepared, we progressed, we paced well and we are traveling, but this doesn't mean that everything is a cakewalk. In every journey there are gaps and so were there in this too. There were technical challenges, distractions and time management and more than everything there were expectations. Expectations from teachers to students and vice versa. Expectations to perform and receive ...and they were multi-fold in nature. How much we came up to the level from both stakeholders i.e. teachers and students side, is a big question mark. One thing which probably justifies the gap is ...the gap ...the gap created by lack of in person interactions and uncertainty about the future. The most important aspects are to understand and bridge these gaps. The first step for all of us was to come to transitioning mode and we all did very well. The second step is to understand and analyse, which we are doing now and the third and the most important aspect is now to skim it further to benefit our Gen Zee and Gen Alpha who actually have struggled along with our enthusiastic 21st century teachers to keep pace with. How to go about it?

Keep the Bonds strengthened : Every interaction is a relation and every relation needs a strong bond. So is the relation of students and teachers. Both are in transition mode, now the time has come to strengthen and revitalize the education through strengthening the bonds, the bond of understanding, the bond of creating comfort zone despite being on virtual platform. Yes ...this is possible through a connect by creating in-person interaction so that no student is left behind as a silent student. A small talk/interaction in the beginning catering for more hands on activities, in between casual talks and the seed gets sown. It generates comfort zone for students. They will feel desired in class. They recognize the recognition howsoever small it may be, and would try to become strong members of the classroom as a family rather than just an online classroom. Just try it and feel the difference.



STAR RATING SCHOOL AWARDS





The AI Super Power For Educators



AI Correction Of Descriptive Handwritten Answers

Question - What are the functions of heart ?

The human heart is a organ that pumps blood throughout the body via circulatory system, supplying oxygen and nutrients to the tissues and removes Carbon dioxide.

Context Statistics
50 Students

Context	Attended
0	13
1-25%	12
26-50%	15
51-75%	06
76-100%	05

Point 1 - the cardiovascular system

The heart pumps the blood around the blood vessels. Functions of blood and circulation:
Circulates OXYGEN and removes Carbon Dioxide

Never Before Seen
& Humanly Impossible To Create

The Deep Reports

Answer Analysis 50 Students

	Attended	Marks	Avg
1 The cardiovascular system	12	2	1
2 Pumping oxygenated blood	19	1	1
3 Pumping hormones	15	1	0.5
4 Receiving deoxygenated blood	04	1	0.5

— You are here

Spell Check

Grammar error

Mistaken word	Correct Spell	Message	Replacement
oxyjen	oxygen	"Use 'an' instead of 'a' if the following word starts with a vowel sound, e.g. 'an article', 'an hour'."	an

DeepGrade Score

1.5 / 2

Benefits

 Intelligent Data Driven Decisions	 Grading Accuracy	 Unconscious Bias Removal	 Data Traceability	 30-40% Time Saving	 Learning Gap	 Learning Effectiveness	 Continuous Upskilling
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ART INTEGRATED LEARNING

(Art is not extra; it is integral to learning.)

Ms. Mansa Pande

Education Coach & Master Trainer



One of the key takeaways of the National Education Policy is its focus on developing and nurturing arts integrated education and by extension extra-curricular learning. It envisions no hard separation between the academic streams and also between sports, cultural and vocational crafts. This holistic multidisciplinary approach will eliminate the detrimental hierarchies that exist among different subject domains and ensure that the students have more choice and learn not only what's in their syllabus but also the essential life skills.



What is Art Integrated Learning?

Art Integrated Learning (AIL) is a teaching-learning model which is based on learning 'through the arts' and 'with the arts': it is a process where art becomes the medium of teaching-learning, a key to understanding concepts within any subject of the curriculum. Learners explore creatively while building connections between different concepts through various art forms. Art experiences, both in visual (drawing and painting, clay modelling, pottery, paper crafts, mask and puppet making, heritage crafts etc.) and performing arts (music, dance, theatre, puppetry etc.) lead to a better understanding and construction of knowledge about different concepts. Arts have the flexibility to accommodate ageappropriate opportunities for learners who can explore at their individual pace. This resonates with the experiential learning approach.

(As stated in NCERT's 84 paged AIL Guidelines Manual)

What are the different ways of integrating art into education?

1. The arts are used as a pedagogical tool. This is the most common form of artsintegration and any of the art forms (visual, performing, culinary, martial, etc) can be used to teach as well as assess academic content.

2. Art and academic subject learning outcomes are aligned, taught and assessed equitably. Here, collaborative planning between core subject teachers and arts educators is necessary and scheduled intentionally.

3. The arts are used to enhance the inquiry mindset and are not linked to any specific academic content. Therefore, it may not be considered as arts-integration by many. In this, students explore the arts through inquiry-based learning methods and develop 21st century skills such as critical thinking, problem solving, collaboration, communication, and creativity. (Excellent to try out on the bagless days suggested by the NEP)

Why bring in Arts Integrated Learning?

1. When kids learn through the arts, they end up getting a deeper understanding and the concepts end up sticking much better.

2. Arts integration broadens the horizon and enables the learner to identify the links between different topics/ subjects and to real life.

3. It improves test scores because student engagement goes up as they access the core subject content through the arts.

4. It creates equity because the creative process is naturally differentiated. This means students can learn and show their learning in a manner that best meets their needs.

5. Arts integration helps build community engagement. Parents love to see their children perform in a play or see their work displayed at an exhibition. It enables the school to connect with all the stake holders in a positive way.

Why doesn't Arts Integration have many takers?

To start with, generally, the arts have been considered secondary to academic subjects by all the stake holders. Arts integration does require a change in mindset as well as in the functioning of the school. Plus, most teachers don't like any change because there's already so much on their plates. They are afraid of what a new approach might do TO them instead of what it will do FOR them. The arts scare teachers who are not familiar with the arts. Even parents have a hard time letting go of the obsolete industrial method of education. Most of them want their kids to study something that clearly leads to a conventional job. Despite the NEP calling for arts integration in schools, artistic ability isn't recognized as a skill equal to computer coding or engineering by society.

What are the best practices for Arts

Integration in schools?

1. There has to be a clear understanding of the arts integration approach by all the stakeholders – school management, principal and teachers, students, parents and community members. Everyone needs to be brought on-board and have a clear understanding about what AIL entails.

2. The collaboration necessary to integrate arts into academics doesn't happen naturally. One can't just tell people to collaborate and expect it to happen. The schools MUST make room for grade-level core subjects and arts teachers to collaborate regularly. Schedules should be created to provide time to plan for arts integration during the school hours.

3. Assessment should be continuous and authentic. If you treasure it, you must measure it. The question to ask is that are formal data, peer reviews and self-reflections being collected, analyzed and used to make adjustments to classroom instruction?

4. Teachers (teaching academic subjects as well as the arts) should be provided with professional development opportunities in arts integration strategies and assessment practices on a consistent basis.

5. And finally, the school should actively establish arts partnerships with local museums and, artisans and crafts persons. The NEP does talk about having artist(s)-in-residence in schools or school complexes to expose students to art and creativity.

There's no two ways about it - the arts foster and encourage creativity. Gurudev Rabindranath Tagore rightly said, "In art, man reveals himself and not his objects." Some of the greatest minds from the past have incorporated art into their scientific, mathematical and technological discoveries, Da Vinci being the best known example. If you are a teacher, the best way would be to start small and ease your way into it. This will help to build up confidence and make the process so much more feasible for you as well as your students. The trick is to embrace the change and keep learning.

REVIVE AND REVITALIZE. (BALANCE -IMBALANCE:) “NEW NORMAL” & NEW EDUCATION POLICY

Mrs. Nivedita Madkikar

Education Director, Lokseva Group of schools.
Academic Director, Mentor International School.

It is not the strongest species that survives nor is it the most intelligent species that survives. It is the one that is most adaptable to change.
- Charles Darwin



The present situation we are grappling through has yet again humbled mankind. The terror, predicament of human contact, the vulnerability and impuissance lasted a short while. We were resilient and our evolutionary malleability soon rendered ways to sustainable solutions.

Educational institutions were the earliest of social facets to close down as the very the most vincible. Technology came to our rescue but again with a lot of apprehensions and limitations. Many were technologically challenged, infra structurally challenged. Our brave warriors, our teaching and non-teaching staff confronted all issues within no time. The concept of learning from home has become a norm.

The past year has also opened up ideas and means to counter traditional methodologies, media of instruction, assignments and assessments. The year gave us time to explore many concepts wherein the established and orthodox learning modules gave way to avant garde practices such as inverted classrooms or flipped classrooms, focused approach on concept delivery and assistance and assignments for applications and experiential erudition. The teacher visited your private quarters virtually to impart the subject.

This, by no means, can be constituted

didacticism. The physical interactions with the teacher, the peers, the discipline of routine etc... hones our life skills, social and communication skills. The reality of experience and existence comes through these exchanges.

However, the approach to a subject matter, the use of available technological advances can be accommodated to save time and energy. It can open up avenues to repeatedly going through concepts and free up the teacher and class for discussions, assignments and experiments.

When we speak of technology we are essentially talking about the working class strata with reasonably good

monetary approach to devices and internet connections. As a community we must be mindful that a large section of society is bereft of these basic requirements. We also need to take into account the adaptability of students towards learning through virtual contact unit, mental-physical-emotional wellbeing of the learner at school age, accountability of the student towards being mentally present during the session and assignment submission.

Most of all, the bridging of discrepancies in learning and special needs education requires to be dealt with more research and involvement. Allied behaviour issues need to have guidelines to be dealt with.

The pandemic situation has made it evident that parent participation builds developmental partnership which provide sustainable solutions. It has taught us that learning does not primarily and necessarily happen only in schools. Has it opened us up to the idea of home schooling? Only time can tell. Shouldn't this global crisis broaden the scope of education and schooling? The mundanity of school schedule, assignments and their submissions and assessments essentially for being pushed into a higher category we called grade have been ratified globally. Many have tried challenging this pedagogical tradition and have not succeeded. But with a worldwide standstill we have grown braver in questioning them and giving new approaches a try. Let us realize every system has its boons and banes, pros and cons. We should select the best practices that work for our children. That is the system we need to establish.

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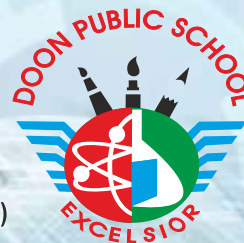


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RECOVER AND REVITALIZE EDUCATION FOR THE COVID-19 GENERATION

Dr. Dheeraj Mehrotra

Author & Academic Evangelist





The world watched the Scenario of code 19 and was referenced as Home Office for the majority.

The work related to the majority of the professionals but for sure the students had a great time as they had a great home holiday. Both working and learning with the capsules of digital connect, the digital tablets and the digital framework, helped them to become smarter, innovative and guaranteed a new supportive mechanism of learning.

The aid to learning with reference to getting to know, learning to know and learning to execute for themselves, became the new normal for months. The teachers also reflected with a very view of identity, the innovation and the reflective idea of making Teaching a Priority without the classrooms and the real student in a room.

Friends, post corona, we are also looking forward with the new contributor to stand alone learning scenario. At taste, we tend to come together to the very reflective idea of making a difference in the classroom learning scenario now with the march of time and requirements.

The pandemic truly brought us together not real but in the cloud with a fascinating learning opportunity, not by choice but by chance. This was not only limited for the educators, the teacher in particular, but also for the parents and students. This positively came out in preface towards the standardized reference for making learning a priority of the new age. With an attribute of facing the new normal, with reflective ideas, the narration, the identity on the go, fortunately, we could manage.

For now, with the pass of time and orient modules we are now recovering

and revitalizing the education platform. It is for sure a brighter probability and for that reason, a reality on normal times on cards. As we recall we shifted to the online teaching and learning and now when we are preparing to gain step back physically in schools with so many doubts in everybody's minds, like, how to go? Ahead of all is the priority to task, is to Orient and aware the people of the standards. And of the new normal particularly, the teachers, the non-teaching staff and the parents. We also need to refer about the fact that it's not going to happen just by creating our tools being in use for meetings and it's actually going to happen by reaching out to each stakeholder for assistance.

The post COVID arena demands in particular that's happening and the schools need to be prepared for the new normal in a big way. The parents need to do what they never did, support the school management with the very approach of locating themselves as extended educators. Also the schools need to harness and protect and come to the conclusion with a very idea of assuring the safety net within the schools.

Above all, keeping the spectrum of COVID-19 also the objective shall be to promote the school - parents partnership, to enhance the safety measures for students. In addition, the other stakeholders need to consider this practice as a safety measure beyond the school campus. The reflective idea has to be that we need to contribute and strengthen activity, the attribute that schools need to follow, environmental cleaning and decontamination procedures as a habit now. Also there has to be a reference to be routed to teachers via regular meetings every week to assure safety and regulations to be followed in a big way.

As a priority, the schools need to avoid any community events meeting scheduled on school premises. The schools also need to reinforce frequent hand washing and sanitization and procure the needed supplies. Also, as a priority the schools need to update the school emergency plans and share the information via messages videos and pictures. It is further mandatory on safety ground that the schools be clean and explore information sharing needs as a favourable task, towards the assurance of the health and the safety clause.

The modular execution need concern too, with all the students and the staff in particular the schools must ensure online communication channel to be stronger and updated with proper backup of data cloud and software update. The monitoring of the school attendance and tracking of the participation of the staff and the students act so very important too. This takes a lead towards ensuring the regular health updates in particular. Also the teachers need to engage themselves with updated and street smart teaching strategies using various creative and innovative teaching platforms online and offline. The teachers need to engage the students with exercises, home study and also promote podcast as optional to Internet based. In addition the framework has to promote radio FM transmission for imparting lessons and the coordinators in the vice principals and the senior teachers need to come together to promote remote based learning as a regular feature. Also on the go is the priority with the significance of assuring the restroom signage posted detailing the Covid 19 recommendations and the students must be asked to practice these recommendations in a positive note and religiously.

BALANCE-IMBALANCE: NEW NORMAL & NEW EDUCATION POLICY

Mrs. Manjula Baijal

Xavier Group of Schools, Navi Mumbai



The world is going through a strange situation since last few months where almost all the parameters are challenged. Each aspect of our life has a new definition now.

New education policy visualizes the formation of a new curriculum and structure of education which will help the students at their different stages of learning. The change has to be done in the existing education system in order to make education reach up to all, ranging from urban to rural areas. It will be towards meeting sustainability by fulfilling Goal 4- Quality Education.

Objective

The main motive is making a child learn along with becoming a skilled one, in whatever field they are interested. In this way, the learners are able to figure out their aim, and their capabilities. The learners are to be provided with integrated learning i.e. having the knowledge of every discipline. The

same is applicable in higher education too. The new education policy also lays emphasis on the reformation of teacher's education and training processes.

The Vision of the New Education Policy

The new education policy is the reworking of the earlier national education policy. It is the change of the entire system of education by new structural outlines.

The vision laid in the New Education Policy is turning the system into a high-spirited and energetic one. There must be an effort in making the learner responsive and skilled.

Advantages and Disadvantages of the New Education Policy 2020

Advantages

The new education policy focuses on the integrated development of the learners.

It replaces the 10+2 system with 5+3+3+4 structure, which states 12 years of schooling and 3 years of pre-schooling, thus kids with the experience of schooling at an earlier stage.

The examinations will be conducted in 3, 5, and 8th grades only, others will go for the regular assessments. Board exams will also be made easier and, and held twice in a year so that each child gets two attempts.

The policy envisages a multi-disciplinary and integrated approach to the under-graduate programmes with greater flexibility of exit from the course.

The state and central government both will work together towards greater public investments by the public for education will give rise to GDP by 6%, at its earliest.

The new education policy focuses on enhancing practical education instead of laying stress on books for learning.

NEP allows for the development and learning of children by general interaction, group discussions, and reasoning.

The NTA will conduct a common entrance exam for universities at a national level.

The students will have the freedom to select the course they desire to learn along with the course subjects, thus promoting skill development.

The government will be setting up new ways of research and innovations at the university and college level by setting NRF (National Research Foundation).

Disadvantages

The implementation of the language i.e. the teaching up to 5th grade to be continued in the regional languages is the utmost problem. The child will be taught in regional language and therefore will have less approach towards the English language, which is required after completing 5th grade.

Kids have been subject to structural learning, which might increase the burden on their small minds.

But, there was a need for change to the existing education policy which was earlier implemented in 1986. The resulting change is the approval of the New Education policy. The policy has many positive features but the same can only be achieved by strictly making it happen. Mere consideration for the layout will not work efficiently instead of actions.

The new policy seeks rectification of poor literacy and numeracy outcomes associated with primary schools, reduction in dropout levels in middle and secondary schools and adoption of the multi-disciplinary approach in the higher education system.

Apart from this, the policy also focuses on early childhood care, restructuring curriculum and pedagogy; reforming assessments and exams, and investing in teacher training and broad-basing their appraisal.

Though the NEP 2020 seeks to bring a holistic change in the education system of India, its success depends on the will and way in which it will be implemented.

The new National Education Policy (NEP) 2020, is a good policy as it aims

at making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21st century and the 2030 Sustainable Development Goals. The intent of policy seems to be ideal in many ways but it is the implementation where lies the key to success.

Present paper focuses on initiatives of schools in developing international dimensions through a variety of activities and ICT driven delivery. It advocates promotion of networking, learning and collaborating among the students through leadership programs and sharing the platforms to meet common challenges.

International Dimension

We are committed to looking outwards to the wider world. We are helping children to take their World Citizenship seriously, with all its exciting possibilities and responsibilities. That is why Internationalism is an integral part of our curriculum and why we seek to reach out to other schools as ambassadors for Internationalism. For several years we have enjoyed working on International projects with partners overseas and have received accreditation from the British Council in recognition of our commitment to Internationalism. We have overseas links with schools in several countries.

During this Webinar era we collaborated with our partners globally exciting projects:

***Exchange of songs**

***Exchange of playground games for P.E.**

***Collaborative language-learning project based on a comparison of our daily routines**

***“Peace Card” design Competition using recycled materials**

***International integration Through Cooking with students and their Parents and Carers.**

***Contemporary Artist Study culminating in an exhibition of artwork from both schools in an art Gallery !**

***International Day A day focused on celebrating the differing background of the children.**

***INMUN was conducted on webinars.**

Etc.

At the end of each international activity students received a certificate to show what they have learnt and a revision sheet to help them review their learning ready for next grade.



EFFECTIVE SCHOOL LEADERS

February 2021

AS PER ONLINE SURVEY & STATISTICS



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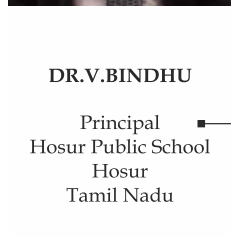
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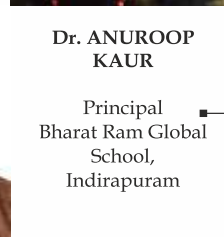
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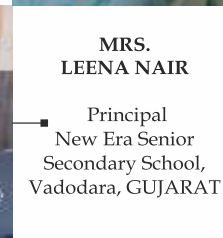
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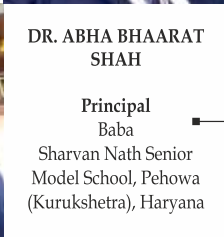
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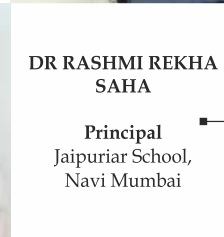
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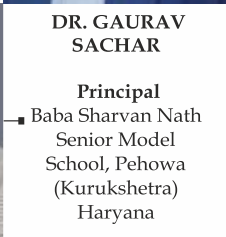
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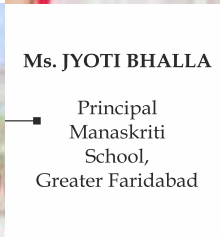
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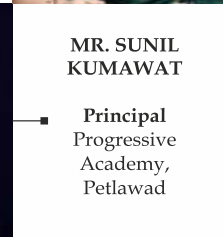
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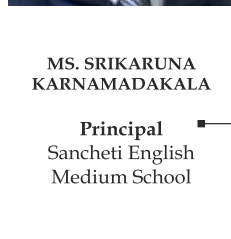
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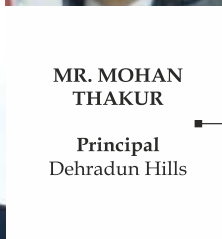
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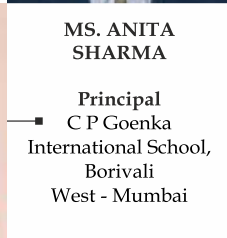
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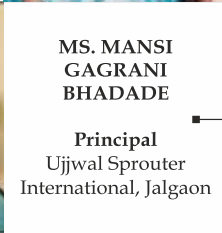
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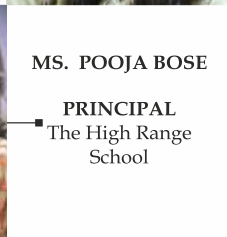
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BALANCE-IMBALANCE: 'NEW NORMAL' AND NEW EDUCATION POLICY

Sanjana Bakshi Datta
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With over 1.36 billion students, India has one of the highest school-going population and the largest education systems worldwide. The nationwide lockdown posed as an emergency for all the schools, colleges, universities and coaching institutes compelling them to switch to the E-learning to ensure the completion of the academic year and continued learning.

The Union cabinet in July 2020 approved the New Education Policy (NEP), which aims at universalization of education from pre-school to secondary level. NEP would transform the education sector in the country as it focuses on making education accessible, equitable, inclusive but only if implemented at all levels.

The Policy reaffirms that bridging social gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes. Union minister of education Ramesh Pokhriyal said that the fundamental principles of NEP is to accord highest priority to achieving foundational literacy and numeracy by all students by Grade III, which the government is committed to achieving by 2025. To translate this particular vision of NEP-2020, under the 'Atmanirbhar Bharat' programme, a National



Initiative for Proficiency (NIP) in reading with Understanding and Numeracy (NIPUN—Bharat) will be soon launched. This mission will fulfill the learning needs of nearly five crore children in the age group of 3 to 11 years. The mission will also take a holistic approach and involve all stakeholders actively for achieving the goals. NEP would transform the education sector in the country as it focuses on making education accessible, equitable, inclusive but only if implemented at all levels. Some of the key areas of policy are:

I. Content, Curriculum & Pedagogy

The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. The new system will have 12 years of schooling with three years of Anganwadi or pre-schooling. To implement the changes at each level a thorough restructuring of the curriculum, pedagogy and the content needs to be done as per the NCF (National Curriculum Framework) and content rubrics needs to be revisited to modify the textbooks.

II. Blending of technology with the teaching and learning process

National Educational Alliance for Technology (NEAT) a regulatory body will be created to use technology for better

learning outcomes. NEAT aims to use artificial Intelligence to make learning more personalized and customized as per the learner's requirement. It even proposes to create national alliance with EdTech companies for a better learning experience. But a big challenge here is establishing a robust digital infrastructure that even caters to the remote areas.

III. Assessment

The proposal to set up a national assessment centre, the PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is to keep a regular check on the education system. Strengthening Teaching-Learning and Results for States (STARS) project will include CERC (Contingency Emergency Response Component) will help the Government tackle the learning losses due to School closures or any such emergency that arise in the state. NEP 2020 recognises now the need to evaluate "higher-order skills, such as analysis, critical thinking and conceptual clarity," and hence shifting the focus of assessments from marks based to competency based. The marking system should now be different, there will be a dire need to change the questions so as they have related answers, where based on the child's aptitude he answers and based on the answers the scores could be calculated.

IV. Teachers training and availability

The NEP 2020 talks about creating higher performance standards for teachers clearly stating out the role of the teacher at different levels of expertise/stage and competencies required for that stage. Teachers will also have to be digitally trained to blend into the digital learning processes.

NEP can be successfully implemented:

1. To implement NEP successfully at all levels the government will need to create stakeholder incentives so that the implementation is smooth and uniform.

2. Formulate instruments in the form of legal, policy, regulatory and institutional mechanisms
3. Build reliable information repositories
4. Develop adaptability across HEIs, regulatory bodies and government agencies
5. Develop credibility through transparent actions and participation of all stakeholders;
6. Develop sound principles of management
7. Schools will actually need to redefine the teaching and learning process for a proper implementation of NEP 2020 to actually witness a trajectory of transformation for a phenomenal outcome.

Schools need to focus on the literacy and numeracy skills in order to get a remarkable metamorphosis in the reading, writing and speaking skills of the children up to Class III. Schools will have to revisit the strategies of teaching and learning.

*Emphasize on practical and experiential learning which will lead to instilling the 21st century skills of creativity and critical thinking in the children.

*There needs to be a tectonic shift in the pedagogical structure where the outcome of learning should not be based on the completion of course but on the understanding of the topic.

*The assessment as I said earlier needs a complete revamp. The assessment should not define a child in terms of marks but should be an outcome of a qualitative analysis of the child. As every child is different and the same question can be understood in numerous ways by the different children.

*There needs an integration of technology in education with component of digital literacy, scientific temper

and computational thinking for a holistic learning experience of the students.

*Vocational or skill-based learning should also be included right from class VI.

*Teachers should be encouraged to be bilingual as study shows that children pick up different languages quickly in the early ages. Till Class V education can be imparted in mother tongue if feasible.

*There will be no hard discrimination between subjects and disciplines. Children will be encouraged to take multidisciplinary projects for better learning outcomes.

The NEP, which is designed to ease the burden of classroom teaching and examination on students, will play an important role in creating the future of the country. It's success, however, lies in uniform and transparent implementation at all levels, with an equitable distribution of resources. This mammoth task can be realized only when there is a 100% cooperation and collaboration between the Central, State Government and the Ministry of Education.

Conclusion

Covid-19 has created a long-lasting impact on the world and its outlook to almost everything. We used to consider e-learning to be a supplementary tool for school or college education which has now shifted to as a primary source of learning. If policies like NEP approached in the right manner, e-learning can redefine the education system of the country.



NEW EDUCATION POLICY & ITS IMPLEMENTATION IN SCHOOL CURRICULUM

Ruchi Sharma

Principal, The Hazelmoon School



Talking about NEP, many terms float into our thoughts such as inclusion, excellence, a vision of India as Educational superpower, vocational courses, coding, Art Integrated Curriculum, Experiential Learning, blended learning approach.

We always talk about, how crucial education is, to shape our lives, but unfortunately we can't deny the fact that our Indian education system has been grappled with several issues needed to be reform the existing education model.

Before we talk about NEP and the new Normal, let's look at the imbalances the current education system have, and how NEP is planned to eradicate these imbalances.

1. Good Bye Rote Method, Hello Conceptual Learning

Drawing inspiration from the "Bhagvad Gita" and the Krishna-Arjun dialogue, Our Honorable President Shri Ramnath Kovind reiterated the concept of free communication and discussion between the teacher and the student.

The New Education Policy also encourages educators to introduce conceptual learning and avoid students to mug up what they are being taught. Having the free discussion and open communication will help students to understand the concepts better, they will also be able to retain and apply them better.

2. Evaluation system

Instead of focusing the evaluation on a three-hour written exam, the focus of evaluation will be classroom participation by a student, projects, communication and leadership skills and extra-curricular activities.

3. Equal Footing to all subjects

We continue to survive in the education system where students are pushed to become a machine which only goes for high-





profile subjects and subjects like languages, communications, arts and vocational courses are looked down and are not considered high-profile.

As per NEP, Students would rather be pushed to pursue the subject that they like and be prepared for the real world instead of creating a differentiation between subjects.

4. Educators Empowerment

Teachers are the knowledge Heroes and Education warriors. They

play the most important role in shaping up our future responsible Indians and hence, they should be given the best of class training in a way that

while teaching, they should create a congenial and home-like atmosphere where students can feel the empathy and love in the classroom and which can then be reflected in their behaviors.

5. Embrace Technology

As we are living the era of the fourth industrial revolution, so the technology and education system cannot be kept apart. As per NEP Students shall be taught about technology right from the early years of their education and cultivate the same where their future lies.

Whenever and wherever traditional and physical modes of education are not possible, NEP promotes online education as an alternative way to impart quality education.

Even as governments increasingly rely on technology, we have certain limitations of this approach, not all students and teachers have access to adequate internet connection, equipment, skills and working conditions to take advantage of available platforms.

Besides the disruption in the school year, there is a risk that prolonged out-

of-school learning may lead to alienation of children from school systems and exacerbation of existing inequalities.

The pandemic and lockdown have impacted the poor adversely across the globe and blatant emphasis on technology-driven education has excluded many children from continuing school education. To ensure equity and quality in education, the one nation, one channel or one digital framework needs to be re-conceptualized.

6. Personalization of education

Where students will be able to choose the subjects of their own interest.

Some of the key features of the NEP 2020 are a single regulator for higher education institutions, multiple entry and exit options in degree courses, It brings early childhood education under the scope of formal schooling. The NEP indicates that students until Class 5 should be taught in their mother tongue or regional language. NEP's proposes that every university as well as college must aim to become multidisciplinary by year 2040.

Grades 6-8 students will learn vocational courses through physical as well as online mode is one of the key focus areas of the policy. Thus by 2025, at least 50 percent of learners through the school and higher education system shall have exposure to vocational education. Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education, with support of educators with cross disability training, resource centers, accommodations, assistive devices, appropriate technology-based tools and other support mechanisms tailored to suit their needs. Every state/district will be motivated to establish "Bal Bhavans" as a special daytime boarding school, to participate in art-oriented, play-oriented

and career-oriented activities.

7. To know the motive of education

Seeing the previous examples whenever emergencies took place, unfortunately the different stakeholders were not having the development priority on building a Disaster Risk Reduction (DRR) plan in India that leads to catastrophic outcomes, some of which are already becoming visible.

It is high time that we start taking education above the mediocre level and our educators must teach the students to think intensively and to think critically to perceive education from the holistic approach. The Indian education system to be incorporating a holistic vision to achieve generalization of education while also establishing a discrimination-free education system.

The return of children to schools will bring a New Normal, set by the outbreak of the pandemic. On one hand, the school 'space' will be used for the benefit of the whole community/'public', blurring the gaps between the community and school, and on the other hand community participation will be reduced by social/physical distancing and limited movement from the close precincts of homes. The country always came together on several occasions to show solidarity.

In this 'new normal', changed behavior of people and changed centralized norms and guidelines could lead to a situation where forms of governance and participation may change. On one hand virtualization of teaching has impacted social relation between peers, teachers and school and community on the whole on the other hand digitalization has given us a new horizon to impart quality education. We wish that the social class gaps between the teachers and students to be reduced after the school reopens post-lockdown.

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Ministry of Education
Maldives



Mr. Maszlee Malik
Former Minister
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(Currently MP of
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Dr. Konstantin Rybachuk
Deputy Director of the
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NEW EDUCATION POLICY 2020

**Dr. Manimekalai Mohan,
Founder & Managing Trustee, SSVM Institutions,
Mettupalayam & Coimbatore, Tamil Nadu**

|||||



The Union Cabinet approved and recommended the National Education Policy 2020 on 29th July 2020, paving the way for transformational reforms in Indian school and higher education sector. It aims to overhaul India's education system. The COVID-19 Pandemic, due to its unprecedented gauge and unique response strategies, had a critical impact on students' education. Incessant lockdowns have posed many challenges for school education globally, and India is no exception. A detailed introspection and a shift in mindset are needed to include NEP amidst Covid-19 and 'New-normal' Post Pandemic period.

The extensive shift from the NEP 1986/1992 had led to some of the most significant highpoints of the NEP 2020 such as a single regulator for higher education institutions, multiple entries and exit choices in degree courses, discontinuation of MPhil programs, low stakes board exams and standard entrance exams for universities. It brings pre-school education for children of ages 3 to 5 years under formal schooling, including the very innovative breakfast program. The NEP directs that until Class 5, the

students should be taught in their mother tongue. The policy also recommends phasing out of all institutions that offer single streams and all colleges and universities must prepare to become multi-disciplinary by 2040. One of the policy's key focus areas is that every child must learn at least one vocational subject and be exposed to several during Grades 6-8. Thus by 2025, at least 50 per cent of learners through the school and higher education system shall have vocational education exposure, including holiday periods.

With educational institutions being locked down due to COVID-19, educators worldwide have moved to virtual classes ensuring uninterrupted learning. India has used a blend of all central systems for educational continuity by providing a host of collaborative and interactive tools on a single platform. Still, not all teachers and students have access to the adequate internet connection, equipment, skills and working conditions to utilise available media.

The extent of the lockdown's impact on schools, teachers, community and children is proportionally very high. Despite many shortcomings, teachers are playing a significant role. Lack of

infrastructure in some education institutions is a considerable challenge, impacting uninterrupted learning such as lack of teaching and non-teaching staff, including sanitation workers; safe drinking water, hand-washing facilities, toilets, electricity, and cramped classrooms. The lack of these essential requirements to reopen will immensely impact children's education, during and post-COVID 19.

The safe return of the senior children to schools has brought about a new normal, set by the pandemic outbreak. The social interactions and connections between the teachers and students have widened after the school reopened post-lockdown.

The NEP 2020, may require some revision if the 'new normal' turns out to be the norm and the policy will need to situate equity, inclusion and diversity in the new frame. Nevertheless, "One nation, one channel or one digital framework" may show an imbalance at large if it is the same pattern as before where the policies favour the advantaged population. There should be a balance in terms of 'new normal' and New Education Policy, leading to universal education for all.



MAJOR TRANSFORMATIONAL REFORMS IN EDUCATION SECTOR - NEP 2020



Dr. Inder Malik

Principal, RPM Lovely Public Sr. Sec. School, NLP Delhi

The chapters of history cannot be Re-written but learning from them evolution and adaptation can surely be done. 2020 came as a night mare globally. The new year generally is awaited and acknowledge with new hopes, aspirations and many folds promise to self so as to accomplished with the outbreak of covid19 in the month of February 2020 in India, the situation started falling squat. Slowly & Gradually the entire globe was engulfed with atrocities and Plight. Lockdown came up as the Temporary solution for it. The covid19 Pandemic due to its unprecedented scale and unique response strategies, had a critical impact on various impact of life inclusive of education and too Particularly with marginalized sectors/sections of the society. The pandemic not only came up as a nerve freezing factor but also was a trigger to deteriorate the health living standards of the people. It spread posed multiple challenges for school education globally where India is no exception to it.

Admst the scenario, Union cabinet approved and launched New Education Policy (NEP) on July 29, 2020. Whenever board results were lingered and were history creators. Launching of NEP was a pavement to transform reforms in schools for higher education aiming to overhaul the country's education system. As per NEP, Students till class V should be taught their mother tongue or regional language. Every student should master at least one vocation to several during VI-VIII Standard. Thus by 2025, app 50% of learners through school higher education system would be familiar to vocational education. This will not only facilitate all the students including the one with Special Heads/ physically challenged. Day boarding in Name of Bal Bhawan should be established to encourage participation in art related activities and play related learning

“Education is the very basis of Society”

During Lockdown although NEP was launched but still its implementation and execution is awaited. During the lockdown the schools were shut down but the educators locked inside their houses technically upgraded themselves to shift classrooms virtually educators did not leave any stone unturned so as to connect to the students and enhance teaching learning process. Education system responded with distance learning solutions. The extent of impact of lockdown on students and schools is very high. Being Indian we always aim at VALUE BASED EDUCATION FOCUSING ON HOLISTIC DEVELOPMENT OF CHILD to achieve Universalization of Education while establishing a discrimination free education system. Right to Education is an important attribute in India. But pandemic has Knocked it down badly. The pandemic has magnified inequalities like never before. The emergency has actually deviated the dates of education, its enrollment, dropouts and many more. The impact of atrocity has been double faced directly withering condition of school building, uncertainty of opening school & meagre attendance whereas indirectly seclusion of children, silent exclusion of children belonging to families in distress due to migration which is again an alarm to child labour & Child trafficking.

Its not only schools & Students but the teachers have been equally impacted. Many of the educators on contractual basis had to give up their jobs. A bunch of teachers at various levels were debarred off their salaries even the basic pay scales were not made available to them. Which again rose to the uncertain unemployment, whereas teachers irrespective of their position were providing their services from morning till night.

Inspite of several challenges, RTE brought a normative framework to ensure equality and quality at elementary education. "Schools are more than learning centres for poor children"

Schools, in disguise of education provide social protection, nutrition,

health & emotional support to disadvantaged/ unprivileged students. the one nation, one channel, one digital framework needs to be conceptualized to ensure equality and quality in education.

The return of children to schools in the above circumstances will bring a 'New Normal', set by the outbreak of the pandemic. On One hand, the country came together on several occasion to show solidarity and on other hand fellow villagers were attacked in their own village. **This new normal changed behaviour of people and changed centralized norms and guidelines** could lead to a situation where forum a governance and participation may change. If the new normal becomes the norm, the policy will need to situate the equality, inclusion of diversity in new frame of things further achieving (SDG) sustainable development goals, targeting no poverty, Zero Hunger, good health & well being, gender equality, sustainable cities and communities.

NEP (New Education Policy) will embrace the new normal to build a self reliant India. The introduction of this policy at such a critical juncture empowers the future of education. The key aspect of this policy is enhancement which has been promptly noticeable in field of technology. The extensive use of technology in teaching – learning, Removing language barriers.

Increasing access as well as education & Planning. The vision of education for future generation will be a critical tool for the educated and educators to embrace in this intractive field of education.

Covid19 has also prepared schooling and school system to face such pandemic in future more efficiently. The pandemic has indeed taught how schooling is not merely equivalent to learning, but encompasses social space, a social process, to learn, to live, think and act for one's self and collective good. Thus, in a nutshell can be said that **"Even the worst hit with something good hidden into it"**.





ENVISION POLICY AND A STEP TOWARDS IT

Dr. Rashmirekha Saha
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The Covid-19 pandemic has resulted in an unprecedented disruption to schools and learners in India and the World.

Schools across India were closed from March 2020. The pandemic challenged established paradigms of educational system and forced the educational institutes to extend modes of teaching learning processes beyond the confines of the classroom and students adopted methods of E-learning within home environments. Technology has indeed come a long way in enabling the virtual teaching learning process. Most children in India were expected to learn remotely and many schools pan India provided learning materials for home use or digital lessons.

Even after the vaccine for the virus is found, it is highly unlikely that the world will resort to the old ways of doing things. Operating schools in the post COVID era would be a challenge and the schools will have to come to term with the new normal. The schools would require a total revamping and restructuring of its policies to ensure the safety of the children. Post-COVID classrooms will be much different from what they were before the Pandemic. Social distancing is something that is going to be practised long after we've found a vaccine for COVID-19. To tackle this challenge, the schools will resort to blended learning. As the name suggests, it is a way of teaching where education is partially imparted online with the help of web cameras, digital platforms, and internet. Under this method, the students will be able to attend school in alternate shifts or on alternate days thus ensuring social distancing.

COVID-19 has made us realise that our education system should prepare children for life and not for exams. There has been significant focus on 'recovering' the existing system but there is also an opportunity to 'build back better'. It has opened opportunities for rethinking education in a new light of emerging opportunities and here comes the inclusion of NEP amidst COVID-19 which focuses on a responsive curriculum leading to the development of preparedness in times

of disaster and emergency situations in life i.e. Education through experiential learning and practical knowledge.

As per the changes outlined by the NEP 2020, the way the educational authorities assess students' understanding of concepts would also change. Instead of focusing solely on students' ability to memorize the syllabus, the exams would assess their overall development. The school-based progress cards of all students will be completely redesigned by the authorised educational agencies and there will be a holistic approach, 360-degree, multidimensional report that will reflect students' ability regarding cognitive, affective, and psychomotor domains. The progress of the child will be based on project-based and inquiry-based learning through quizzes, role plays, group work, portfolios, etc., along with teacher's assessment. This will provide a holistic approach in understanding the child's interest and development.

Indeed, with the quickly changing socio Economic fabric and employment landscape it is becoming increasingly demanding that children not only learn, but more importantly learn how to learn. Education will thus, provide more emphasis on learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. Thus, NEP included basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. It emphasised more on character building, to be ethical, rational, compassionate, and caring, while at the same time will prepare them to be a smart competent citizen.

One of the primary goals of the schooling system under Samagra

Shiksha and RTE is to ensure that children are enrolled in and are attending school. India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education. Once infrastructure and participation are in place, quality will remain at the centre point to retain the students from all strata of the society. NEP will focus on existing discrimination based on Gender, geographical aspects and to facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs). To address the issues in India Open schooling system and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and will be strengthened along parallel to the traditional physical schools. This will benefit the remote areas and will reduce the geographical gaps.

The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18). This will help in monitoring the development at every stage, the existing gaps and can be bridged. A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT which will include art, stories, poetry, games and songs. In school education 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. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning processes at every level. This art-integrated approach will strengthen the linkages between education and Indian culture. Sports-integration is another cross-curricular pedagogical approach that will focus on pedagogical practices in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Students will adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement.

As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages, starting from the Foundational Stage onwards. All languages will be taught in an enjoyable and interactive style, with plenty of interactive conversation, and with early reading and subsequently writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond. There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India

A concerted curricular and pedagogical initiatives have been taken and contemporary subjects like Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. will be included at relevant stages to develop

various important skills in students at all levels.

A pool of competent teachers will be recruited to ensure quality teaching across India. - particularly in subjects such as science, languages, art, physical education and vocational education. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD every year for their own professional development, driven by their own interests.

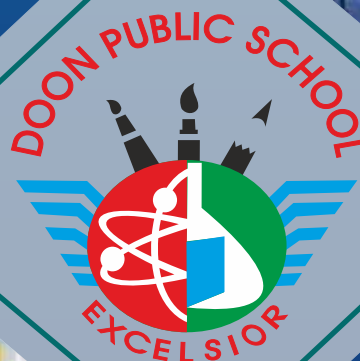
Before Covid 19 pandemic Technology was not in extensive use in education unlike some pockets existing in some urban international educational platforms although India is a global leader in information and communication technology. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes. It is certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. New technologies involving artificial intelligence, smart boards and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn. Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers and students with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two way-audio interfaces for holding online classes are a real necessity as the present pandemic has cited.

The implementation of this Policy will be led by various Government bodies and Education Boards. A plan will be executed with proper review, in order to ensure that the policy is

implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education. India will definitely progress with such envision and will achieve an equitable and developed Nation. It will bring India at a leadership role on Global stage in terms of economy, scientific advancement, social justice and will make India culturally rich with quality human resource.



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EVOLUTION OF EDUCATION POLICY

Indu Arora

PGT English, (Red Roses Public School, Saket, New Delhi)



and learning, removing language barriers, increasing access as well as education planning and management'. The role of technology has been recognized in aiding teachers, bridging the gap of language barriers, creating digital libraries and ensuring greater access to education (specifically differently abled children). Coding is also proposed to be introduced in school curriculum as an important skill that students must develop. The policy also encourages the use of online platform for teacher training and can

prove to be an effective tool in facilitating teacher education.

The policy addresses the challenges arising on account of the widespread use of Artificial Intelligence ("AI") and highlights the need to adopt changes occurring on account of increased use of AI across sectors. It has tasked the NETF with identifying and categorizing emergent technologies based on their 'potential' and 'estimated timeline for disruption'. NETF shall also present a periodic analysis of the same to the MHRD, who shall then formally identify such technologies which require appropriate responses from the education system. This will further 'generate awareness as well as to research various aspects of the emerging disruptive technologies,

including concerns of data handling and protection.

The policy, under the initiative of digital India, mentions working around digital infrastructure, development of tools and platforms for online teaching, creation of virtual labs, and digital repositories. It also focuses on training teachers to become high-quality online content creators, designing and implementing online assessments, establishing standards for content, technology, and pedagogy for online teaching-learning. As we have realised that 'normal' isn't coming back, we also need to realise that we are being born into a 'new normal'. New circumstances and realities require new initiatives so that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. 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 maximized while addressing or mitigating the downsides. In the meantime, it calls for the optimization and expansion of the existing digital platforms and ongoing ICT-based educational initiatives to meet the current and future challenges in providing quality education for all.

Although the Policy has done an outstanding job in imbibing technology in 'education', there are certain concerns, which need to be considered. For example, in the context of

The new National Education Policy (NEP) was announced at a time when academic activity had come to a standstill due to Covid-19 and had challenged the system of education that we have been practising for many decades. The introduction of this policy at such a critical juncture is even more significant, as it envisages the vision of education for future generations and to embrace the 'new normal' to build 'Atmanirbhar Bharat'. The new Policy is expected to change the way we teach and evaluate the students' activity. It is a comprehensive document that effectively tackles the shortcomings of previous two policies and paves the way for a better future.

The key aspect of this policy among multiple aspects is the interplay of education and technology in teaching

education, it is important that each student, in both urban and rural areas, has access to digital devices, whether in the form of smartphones, computers or tablets, exclusively for their use. As of today, majority of students from underprivileged economic backgrounds or those living in remote areas, have limited or no access to exclusive digital devices/ internet/ or even electricity.,

As per a government survey, published in 2019, there is a large gap regarding the availability of computers/laptops/ smart phones and accessibility of internet connection between rural and urban India. The survey revealed that only 4.4% of households have computers as against 23.4% of urban households and nearly 14.9% of rural households have internet facility as against 42.0% of urban households. As per the same survey, in rural areas, among persons aged 5 years and above, 9.9% were able to operate a computer as against 32.4% in urban areas, and 13.0% of rural users were able to use the internet as against 37.1% in urban areas. Research has

shown that internet penetration in urban areas is higher, but rural penetration is growing at a faster rate. Even then, access to the internet was almost always through mobile phones in both urban and rural areas.

While the Policy does note the existence of these limitations and suggests to eliminate it through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices, it is important to find out immediate practical solutions around these issues and that efforts are supplemented with access to other basic facilities such as uninterrupted power supply and the infrastructure. General awareness on the importance and usage of technology should also be spread through different mediums

We must understand that technology can be used only as a supporting tool to strengthen the learning experience and should not overlook the 'human-element'. It is also essential to assess the way technology is used, processed, transferred and stored. Important

necessary safeguards need to be built in to protect the privacy of the users and protect against data thefts.

Overall NEP is a novel and progressive document, that acknowledges the invaluable role of technology in facilitating learning and teaching. It is the time when we should think of developing a coherent plan of action for fostering technological proficiencies to aid successful engagement with technology and providing effective safeguards for data protection and privacy.

In this regard, the ed-tech companies can collaborate with educational institutions as well as develop customised online platforms/courses to increase reach among students. The Policy is mindful that education in the future will involve greater dematerialisation and digitalisation of content. The success of the Policy depends on the means and mode of its implementation, as well as the ability to effectively integrate technology in the otherwise conservative education system of India.



MEDIA CAPTURED BEST SCHOOLS OF INDIA

A leadership philosophy contains value-

based ideas of how a leader should be and act and the sources of their power. Any leadership philosophy is a way of thinking and behaving. It is a set of values and beliefs. A philosophy is a series of reference points or a foundation upon which processes, decisions, actions, plans, etc. can be built, developed and applied. Ultimately, a leadership philosophy connects leadership with humanity, morality and ethics, and crucially, trust.

Leadership philosophies help us to understand how a leader comes to power and stays in power. They are not 'designed' to be applied like a model or a style, but they do enable much greater insight into the wider causes of, and effects upon, leadership from the widest possible human viewpoint. This section explores a range of leadership philosophies, such as Servant Leadership, Authentic Leadership, Ethical Leadership and Values-Based Leadership.

Ultimately, leadership is a matter of personal conviction and believing strongly in a cause or aim, whatever it is. It's almost a state of mind. You don't have to be 'born' a leader to lead, you just need to adjust your mind-set or be suitably driven by a particular cause.

150 School leaders across India were felicitated on 27th January 2021 as TOP RATED SCHOOLS OF INDIA.....few glimpses are captured by print media.



Mount Litera Zee School Tarore (Samba) has been honoured with prestigious reward 'Five Star Rating-A Futuristic School Award' by Centre of Education Development Foundation- an organization recognised by Ministry of MSME, Government of India in its 6th annual conference held at New Delhi. The award was handed over by Minister of Maldives, Anurag Trinathi Secretary, CBSE

शुक्रवार, 29 जनवरी 2021



दून ने प्राप्त किया 5 स्टार स्कूल अवार्ड

हाथरस(स्वराज्य टाइम्स)। दून पब्लिक स्कूल, हाथरस के लिए यह गौरवशाली क्षण था, जब उसे भारत की राजधानी दिल्ली में महानुभाव अनुराग त्रिपाठी सी० बी० एस० ई० सेंक्रेट्री और डॉ० अब्दुल्ला रशीद अहमद राज्यमंत्री, शिक्षामंत्रालय, मालदीव के द्वारा संयुक्त रूप से विद्यालय प्रबंधन समिति सदस्य और प्रधानाचार्य डॉ० प्रियदर्शी नायक जी को वर्ष 2020 का 5 स्टार स्कूल अवार्ड प्रदान किया गया। यह अवार्ड दून पब्लिक स्कूल को उसके सर्वव्यापी महामार्ग के दौरान गुणवत्ता युक्त ऑनलाइन शिक्षण पद्धति को प्रभावी रूप से प्रदर्शित करने के लिए प्रदान किया गया है। यह संपूर्ण दून परिवार के लिए गर्व का विषय है। वह उत्तरोत्तर शिक्षा के क्षेत्र में नई-नई ऊँचाईयाँ को प्राप्त कर रहा है।

जम्मू संस्कृति स्कूल को मिला 5 स्टार रेटिंग स्कूल का दर्जा

जम्मू, 28 जनवरी (बुन्द) : जम्मू संस्कृति स्कूल जम्मू को 5 स्टार रेटिंग स्कूल का दर्जा मिलने से स्कूल प्रबंधन व स्कूल बच्चों में खुशी का अलम है। एस.एस.एम.ई. मंत्रालय, भारत सरकार द्वारा मान्यता प्राप्त और एक एनुकेलन डिप्लोमा अवैयवजन द्वारा 5 स्टार रेटिंग स्कूल को मान्यता दी गई है। यह पुरस्कार नई दिल्ली में आयोजित अपने 6 वें वार्षिक सम्मेलन में दिया गया है। इस संदर्भ में यह उल्लेख करना उचित हो जाता है कि जम्मू संस्कृति विद्यालय, जम्मू को भारत के अविश्व, रचनात्मक और भविष्य के स्कूल होने के लिए 5 स्टार रेटिंग स्कूल पुरस्कार से मान्यता दी गई है। अकादमिक उत्कृष्टता, गुणवत्ता



समस्तों में पुरस्कार हस्तित करने दि. दिल्ली आइया।

विश्व, सह-युद्धकर्म सर्वविधियों और जैसे विविध कार्यक्रमों के अन्तर्गत एक सर्वेक्षण किया गया है और प्रत्येक विद्यार्थी को राई से पुरा किया है। 5 स्टार रेटिंग स्कूल पुरस्कार के रूप में मूल्यांकन

Doon International School adorned with 5 Star rating

EARLY TIMES REPORT
JANMILA, Jan 31: Adding yet another feather to the cap of Doon International School, Jaipur, the Centre for Education Development (CED) has conferred a five star rating to the school and awarded Dr. Sanjay Gupta with the Futuristic School Award at its 6th Annual Conference held at the Leela Ambience, Gurugram. The award was presented to the school by the Minister of State for Education, Maldives, Anurag Trinathi. The award was handed over by Minister of Maldives, Anurag Trinathi. The award was handed over by Minister of Maldives, Anurag Trinathi.

The principal of the school, Dr. Sanjay Gupta, was felicitated with the award. The award was handed over by Minister of Maldives, Anurag Trinathi.

DPS Udhampur becomes first rated school", ranked at no.1

EARLY TIMES REPORT
UDHAMPUR, Jan 28: Delhi Public School Udhampur, accredited with 5 star Rating School by Centre of Education Development Foundation, an organization recognised by Ministry of MSME, Govt. of India at its 6th annual conference held at Delhi. A survey was conducted based on various parameters like academic excellence, quality of infrastructure, co-curricular activities etc. Almost 1200 schools applied for the Rating and only 15 schools were accredited with a 5 star rating. DPS Udhampur was judged best in academics, board results and students' holistic development. 5 star school award itself

TheHitavada Chhattisgarh WINDOW ON

SATURDAY, January 30, 2021

Principal Dr Gupta awarded D Lit

JORHA, Jan 29
NDUS Public School Principal Dr Sanjay Gupta has been awarded with D Lit for his research and contribution in the field of education. He received the award at Leela Ambience, Gurugram on January 27. He received this D Lit award from Dr Gupta, Commonwealth Vocational University, Education Minister, Maldives Chairman of NIOS CB Sharma, IGNOU Vice Chancellor of University of Delhi Pn founder and Mentor of Sai International C Sahu and others were present. Talking about Gupta said that he had always made effort teaching-learning environment for up to result of these constant efforts had culminated in this award all the direct and indirect support



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