



مولانا آزاد نیشنل اردو یونیورسٹی

MAULANA AZAD NATIONAL URDU UNIVERSITY

*(A Central University established by an Act of Parliament in 1998)*

*(Accredited with Grade "A" by NAAC)*

MANUU-College of Teacher Education, Bhopal

**REPORT**  
**OF**  
**SHIKSHAK PARV-2021**  
**(Webinars from 07<sup>th</sup> to 17<sup>th</sup> September, 2021)**



**SHIKSHAK PARV 2021**

Celebrating Azaadi ka Amrit Mahotsav

5th - 17th September 2021

## INTRODUCTION:

In recognition of valuable contribution of our teachers during the pandemic and to take the National Education Policy (NEP) 2020 a step forward, like previous year, this year too, the Department of School Education & Literacy, Ministry of Education would be celebrating Shishak Parv, 2021 commencing from 5<sup>th</sup> September 2021 till 17<sup>th</sup> September 2021 through virtual mode. The theme for this year's Shishak Parv has been decided keeping in view the Azadi Ka Amrit Mahotsav celebrations, as 'Quality and Sustainable Schools: Learnings from the Schools in India'.

During the Shishak Parv, it has been decided to organize a one-day Inaugural Conclave on 7<sup>th</sup> September 2021 in which the Hon'ble Prime Minister of India has consented to grace the occasion. He will be addressing a large number of teachers, parents and students on this occasion.

Hence, the following faculty members have been assigned to attend a day-wise webinars in the prescribed days and submit the report along with photographs to the undersigned after the completion of webinar. The link to attend webinar is given below.

Webpage link: <https://education.gov.in/shikshakparv>

The scheduled of the programme was as follows:

Date	Webinar Topic	Rapporteurs
07.09.2021	Quality and Sustainable Schools—Learning from Schools in India	Dr. Jeena K G Dr. Shabana Ashraf
08.09.2021	Technology in Education: NDEAR	Dr. Afaq Nadeem Khan Mr. Syed Md Kahful Wara
09.09.2021	Foundational Literacy and Numeracy: A Pre-requisite to Learning and ECCE	Dr. Neeti Dutta, Mr. Shabbir Ahmed
10.09.2021	Culture of Innovation in our Schools	Dr. Jeena K G Dr. Neheed Jahan Siddiqui
11.09.2021	Nurturing Inclusive Classrooms	Dr. Indrajeet Dutta Mr. Ahmad Husain
13.09.2021	Innovative Pedagogy to Promote Enjoyable and Engaging Learning	Dr. Jeena K G Dr. Jaki Mumtaj
14.09.2021	Promoting Quality and Sustainable Schools	Dr. Khan Shahnaz Bano Mrs. Tarannum Khan
15.09.2021	Transforming the System of Assessment: Holistic Progress Card	Dr. Talmeez Fatma Naqvi Dr. Rubeena Khan
16.09.2021	Stimulating Indian Knowledge System, Arts and Culture	Prof. Abdul Raheem Dr. Bhanu Pratap Pritam
17.09.2021	Reimagining Vocational Education and Skill building	Dr. Sakkeer V. Dr. Rafeedali E.

## **SHIKSHAK PARV-2021: THEME**

The National Education Policy 2020 (NEP 2020) was released on 29th July 2020 and envisions providing quality education and equitable access in a sustainable manner to all learners. During the last one year, schools have adopted many innovative practices to ensure continuity of education at all levels and to all learners in the prevailing COVID 2019 pandemic. To widely disseminate the learnings of the schools pertaining to quality, inclusive practices and sustainability, the theme of this year's Shikshak Parv has been chosen as ***“Quality and sustainable schools-learnings from schools in India”***. For encompassing all facets, the theme has been further segregated into nine sub-themes as listed below. Beginning 08th September, it is proposed to hold webinars of ninety (90) minutes duration on each of the sub-themes. The policy makers, administrators, academicians, experts, school principals, head-teachers and teachers will be invited to share their experience, learnings and provide a way forward to realize the aspirations of NEP-2020.

### **Sub-themes of the Webinars**

#### **1. Technology in Education: NDEAR**

The NEP 2020 stresses that new circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the NEP 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. (Para 24.1, NEP) National Digital Education Architecture is being envisioned to be a digital infrastructure for Education that will help not only the government at Centre, State and UTs but the entire education ecosystem including private sector, non-profit and technology players to enhance the quality of education in the country through innovation and experimentation. It is part of Govt of India's Digital India initiative and it endeavors to make lives simpler for students, parents, teachers and administrators.

#### **2. Foundational Literacy and Numeracy: A Pre-requisite to Learning and ECCE**

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

### **3. Culture of Innovation in our Schools**

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

### **4. Nurturing Inclusive Classrooms**

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

### **5. Innovative Pedagogy to Promote Enjoyable and Engaging Learning**

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

### **6. Promoting Quality and Sustainable Schools**

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

climate change, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skills. The initiatives taken by the schools to promote quality and sustainable practices will be deliberated during the webinar.

## **7. Transforming the System of Assessment- Holistic Progress Card**

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

## **8. Stimulating Indian Knowledge Systems, Arts and Culture**

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

## **9. Reimagining Vocational Educational and Skill-building**

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

The complied day-wise reports of Shikshak Parv-2021 is as follows:



## INAUGURAL SESSION OF SHIKSHAK PARV-2021

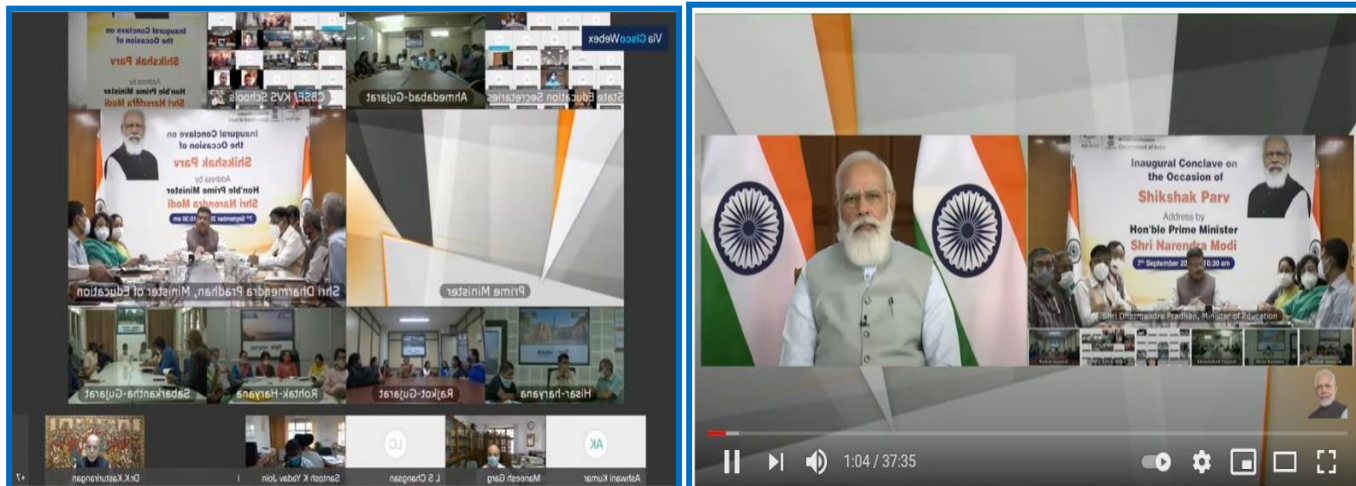
on

**Quality and Sustainable Schools –Learning from Schools in India**

**7<sup>th</sup> September 2021**

**By**

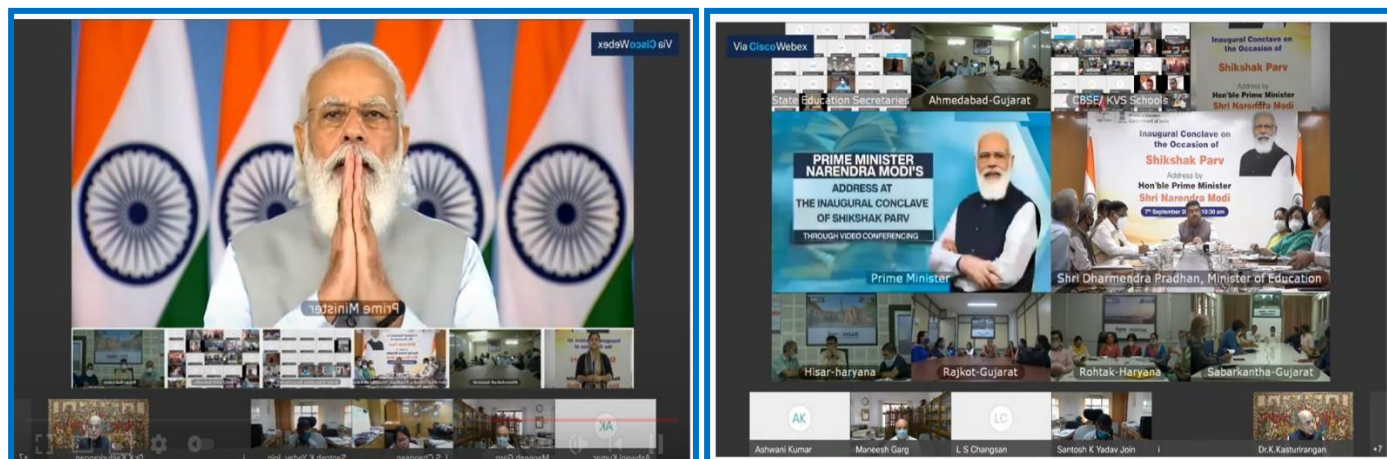
**Hon'ble PM Shri Narendra Modi Ji Address to the Nation on Shikshak Parv -2021**



7<sup>th</sup> September 2021 was a historic day in Indian calendar as Govt. of India in many counts. First it launched Shikshak Parv to mark the completion of one year of NEP 2020, Secondly to celebrate the Amrit Utsav of Azadi- 75 years of Independence and third to felicitate teachers, professors, academicians, policymakers, and others who have contributed in making of the policy, work tirelessly to take NEP-2020 to common people and making them aware how new education policy will transform Bharat into Vishwa Guru. The Shikshak Parv was celebrated as part of the Azadi Ka Amrit Mahotsav and the theme chosen for the purpose was **“Quality and Sustainable School – Learnings from Schools in India”**. In the inaugural session Hon'ble Minister of Education Shri Dharmendra Pradhanji welcome Hon'ble PM of India Shri Narendra Modiji and other dignitaries who are physically and virtually connected. Hon'ble Minister of Education Shri Dharmendra Pradhanji gave welcome address wherein he expressed his deepest gratitude to Hon'ble Prime Minister Shri Narendra Modiji for constant guidance in reimagining the role of education in country's progress, and inspiring teachers to develop a connection with the country's soul in realizing the nation's dreams. Hon'ble Education Minister also thanked teachers who played a pivotal role in continuing the education of the students through digital medium in-spite of pandemic. Shikshak Parv idea was originated on the behest of the Hon'ble Prime Minister guidance and vision to share and document the experiences of teachers about their journey of teaching-learning with their students in Covid times and beyond. On the occasion of Shikshak Parv Hon'ble MOE Shri Dharmendra Pradhanji apprised the august gathering about the several new initiatives to be launched by Hon'ble PM of India in the field of school education. These are:

- ISL Dictionary based on Universal Design of Learning
- Talking Books
- NISHTHA 3.0-NIPUN Bharat
- VIDYANJALI
- School Quality Assessment and Assurance (SQAA) Framework.

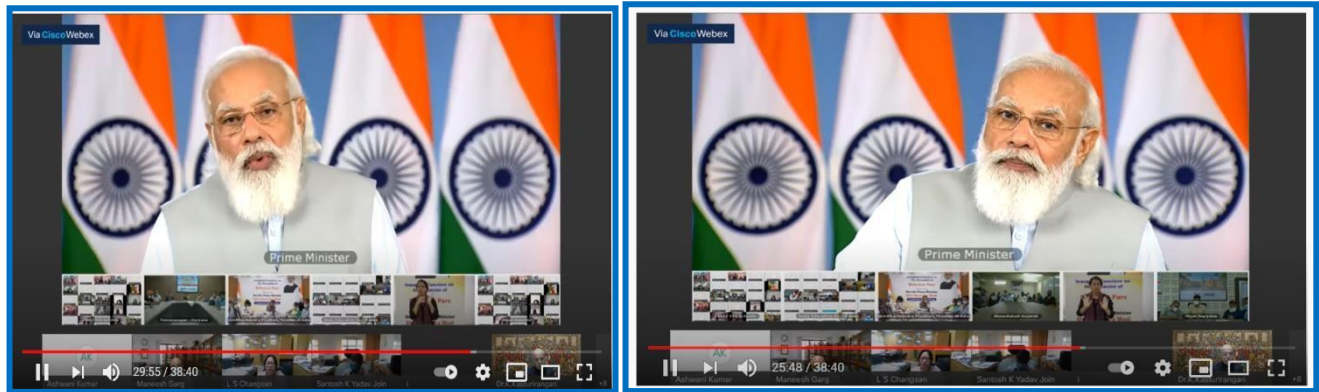
All these initiatives are apprised to the nation through small video clips. Hon'ble MOE Shri Dharmender Pradhanji requested Hon'ble PM to launch the above initiatives through virtual mode.



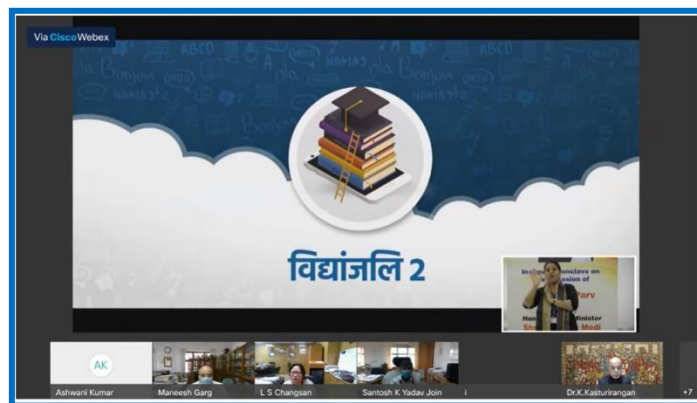
### **Address by Hon'ble Prime Minister Shri Narendra Modi**

Hon'ble Prime Minister Shri Narendra Modi started her address by greeting his cabinet ministers, minister of education of various states, members of NEP, educationist, experts, teachers, principals and students. In the starting of his speech, he congratulated this year national awardee teachers. He highlighted the contribution of teachers and praise them for their efforts in continuing the journey of teaching-learning in COVID time. He praised the teachers that within no span of time our teachers accepted the challenge of online education and overcome it successfully, but also innovated with technology for imparting education. While seeing the smiling face of the students on the screen, he said that smiling face of the students indicated that schools had been re-opened after a long gap of one and half years but cautioned the school and students to take extra caution and follow the covid protocols strictly. He highlighted that on the occasion of Shikshak Parv several new projects have been launched in which you have gained information about these initiatives through small film. These initiatives are important because country is celebrating the Azadi Ka Amrit Mahotsav and how India would look like in the 100<sup>th</sup> years of Independence these projects will determine it. He highlighted that project Vidyanjali 2.0, NISTHA 3.0, talking books and Universal Design of learning based Indian Sign language had been launched. PM further said that programme like School Quality Assessment and Accreditation Framework (SQAACF) not only makes our education system globally competitive but also make our children future ready.

He stressed that in this pandemic period our education system has shown that what potential we had and also how you had overcome all the challenges be it online teaching, examination, online conferencing etc. Many us had not heard these terms before but teachers, students, parents and youth all of them had make simple and part of daily life now we expand our potential and what we have learned give a new direction. We are fortunate that country is going through transformative changes and also, we have NEP which is modern and futuristic policy. That's why for last few years education sector is taking new decisions and taking transformative changes. He said that the base and the power behind these transformative changes is not the policy but rather it is the participative based. NEP formulation to Implementation level at each and every level has contributed and everyone is praiseworthy for that. We have to take this participation at new level and we have taken to community and urge them to join.



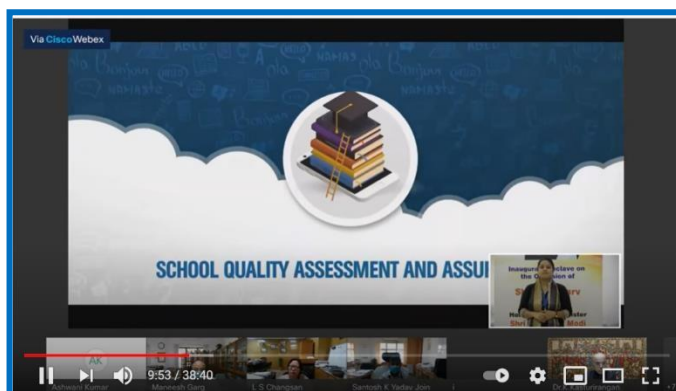
While addressing to the nation, Hon'ble PM highlighted a verse Sanskrit Shloka which says that that “out of all resources and out of all treasures, the biggest treasure is Vidya. Vidya Daan is the biggest Daan and if you share it will expand. Whoever you teach something new to another it would give immense satisfaction to self. He mentioned that all teachers must have experienced this sense of self-fulfillment.



He stated that the programme Vidyanjali 2.0 is an initiative which bring back the ancient tradition in today times with new flavour would strenthened. As Sabka Saath, Sabka Vikas Sabka Vishawas along with Sabka Prayas pledge the country had taken wherein all would come forward. The Vidyanjali 2.0 is dynamic and vibrant platform wherein society and private sector had come forward and contribute in improving the quality of public funded education system. He talked how since immemorial times India had the tradition and culture of working collectively in the society. When society work collectively, the outcomes were as desired. He further stressed that in last few years, Janbhagidaari have become the national character. In last 6-7 years in India, because of the power of Jaanbhagidari, country have initiated several projects which no one can even dream of like Swachh Bharat, Ujjawala Scheme, Digital payment, etc. in each area India has progressed had gain strength from the Janbhagidari. Vidyanjali is the next venture in this line. Vidyanjali gives an invitation to every Individuals, professionals and entrepreneurs to come forward and work in the schools to give a new direction to students' dreams and goals. He cited the example of a retired bank manager in Uttarakhand and a few others who played a significant role in connecting with children and making their lives better. He urged all Indian to come forward and nurture the young talents to realize their dreams, individual have both role and responsibilities.

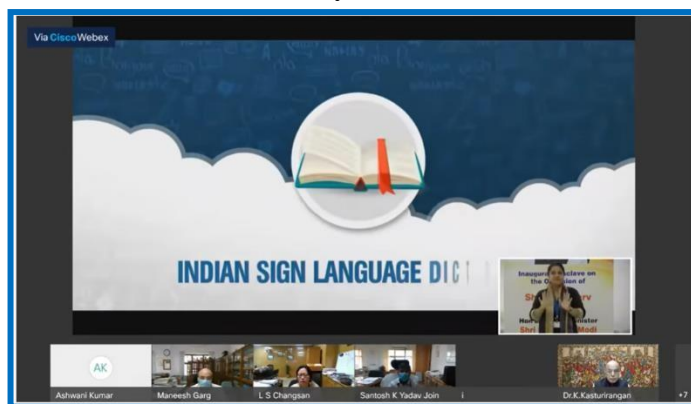
Further in his speech he talked about the brilliant performance of Indian athletes at the Tokyo Olympic and Paralympic Games. The Indian youth has been inspired by their exceptional performances. He informed the audience that during his meeting with athletes, he has requested that in India 75<sup>th</sup> year of Independence, these athletes must visit at least seventy-five schools which they had accepted gleefully. He requested teachers and principals to contact them and engage children in dialogue to inspire and encourage them to excel in sports.



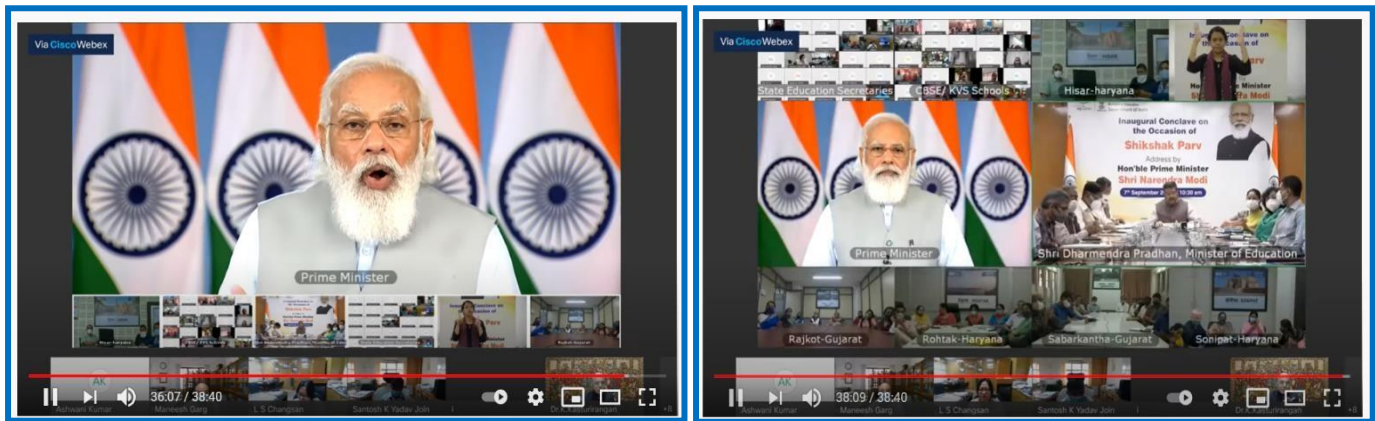


The Hon'ble Prime Minister then went on to discuss another milestone initiative viz. the establishment of School Quality Assessment and Accreditation Framework (SQAACF). He reiterated that till today for schools and education there had not been any common scientific framework and without the common framework all the aspects of education like pedagogy, assessment, curriculum, infrastructure, inclusive practices and governance process etc. and in the absence of standards in different schools present in different parts of the countries, it gave rise to inequalities in education. SQAACF would give States the flexibility to adapt it as per their needs and able to bridge the gap. Schools too would be able to evaluate self-based on these parameters/standards. It would motivate the schools to undergo transformational change.

The Hon'ble Prime Minister said that education will remove inequalities and make it modern the establishment of NDEAR platform will play a vital role. NDEAR all academic activities will act a super-connector whether students move from one school to other or get admission in higher education institutions or multiple entry or exit, academic credit bank record or record skills of all will be done through NDEAR. All these transformations would be the new face of the education which will not only remove inequalities in education but also remove the inequalities in quality education across the country.



All you know that for any country to progress education must be inclusive and equitable. That's why audio and talking books techniques are part of education. UDL based 10,000 words sign language dictionary is prepared. ISL has been part and parcel of our traditions in our art and culture. That's why for the first time Sign language in India has become a part of the subject of the curriculum. Those students who badly need it no more left behind in education. Especially this technique provides opportunities to Divyang students.



The Hon'ble Prime Minister further added that under NIPUN Bharat, FLN Mission had been launched for children from three to eight years of age. Initiatives have been taken up to bring quality in pre-primary years of education. Hon'ble PM while re-citing a verse of Sanskrit Shloka about the importance of teachers, he said that the role played by the Guru in the life of the students no one else can do it. That's why whatever the country is doing for the youth the epi-centre of it is our teachers. He further reiterated with the changing times; our teachers need to learn faster about the new technologies. He pointed to the fact that in this time of transition, teachers will benefit from NISHTHA 3.0 to build their professional capacities. When the teachers will professionally develop on the line of competency-based teaching, art integration, HOTS and creative and critical thinking, they would be in better position to nurture our youths. Hon'ble PM emphasized that Indian teachers has the potential to match the global standards as they inherit special capital within them i.e., Indian Samskaras. Recalling his visits to Bhutan and Saudi Arabia, he told that whether King of Bhutan or King of Saudi Arabia, they were taught by Indian teachers, their dedications and commitment towards their profession. Teachers leave an imprint with their sensitivity, bonding and ethical duties wherever they go and teach. He emphasized that for Indian teachers teaching is not merely a profession but a teaching is a human relationship and moral duty, that's why relationship between teacher taught is not professional but personal and family one and it extends till the end of life and this spirit take them to new heights and turn possibilities into opportunities to redefine and redesign teaching and learning. The spirit teachers have shown must be further carried to new heights.



The Hon'ble Prime Minister expressed his delight over the activities that will take place during the Shishak Parv in the form of series of webinars and workshops. He further stressed that culmination of Shishak Parv happens to be on 17 September, the day nation is celebrating Vishwakarma day, the architect and the creator with divine qualities. He highlighted that the deliberations of policy experts, academicians and teachers during the Parv will help in the successful implementation of NEP 2020. He urged people to engage in collective thinking in villages and cities so that the new forward-looking objectives of NEP 2020 can be achieved. He ended his address by reiterating that only collective efforts in education sector would lead to India's' progress.

## Day-1

7<sup>th</sup> September 2021

### Quality and Sustainable Schools—Learning from Schools in India

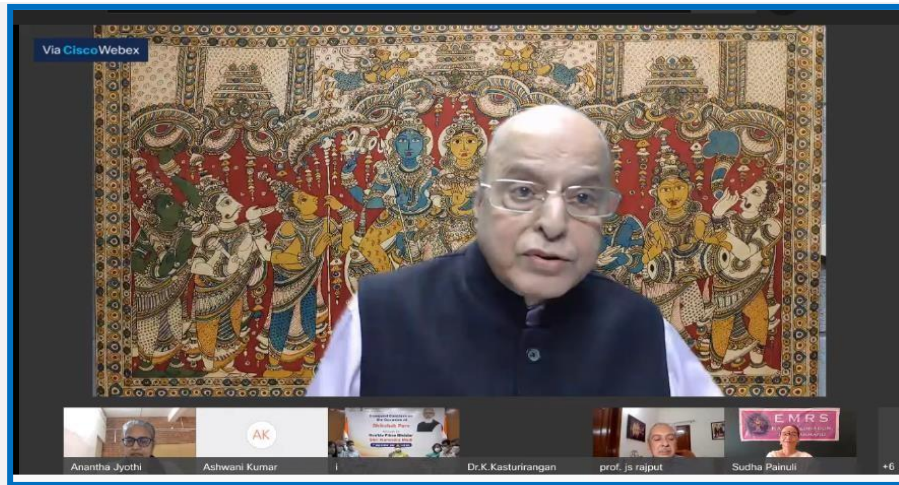
<b>Smt Annapurna Devi, Hon'ble Minister of State for Education</b>	Chief Guest
<b>Dr. K. Kasturirangan, Padma Vibhushan, Chairman, NEP Committee.</b>	Chairperson
<b>Prof. J.S. Rajput, Former Director, NCERT</b>	Presenter
<b>Dr Anantha Jyothi, Principal, Rishi Valley School.</b>	Speaker-1
<b>Dr. Arunabh Singh Principal-Director of Nehru World School Ghaziabad</b>	Speaker-2
<b>Sudha Painuli, Vice-Principal of EMRS (Eklavaya Model Residential School) Dehradun, Uttarakhand</b>	Speaker-3

**Address by Chief Guest:** The first day session was started with Address by chief guest, Hon'ble Minister of State for Education Smt. Annapurna Devi.



In her address, she emphasized on the use of technology to fulfil the diversified needs of students in order to achieve quality in education. She also opined that the meaning of education is not only providing knowledge but also all-round development of personality of students.

**Introductory Remarks by Chairperson:** After the speech of Smt. Annapurna Devi, the introductory remarks are given by chairperson Dr. K. Kasturirangan, Padma Vibhushan, Chairman, NEP Committee. Dr Kasturirangan, in his introductory remarks discussed NEP 2020 and its recommendations and issues in implementing for transforming schools.



He said that the quest for quality and sustainability have been a persistent challenge with regarding to learning from schools of India.

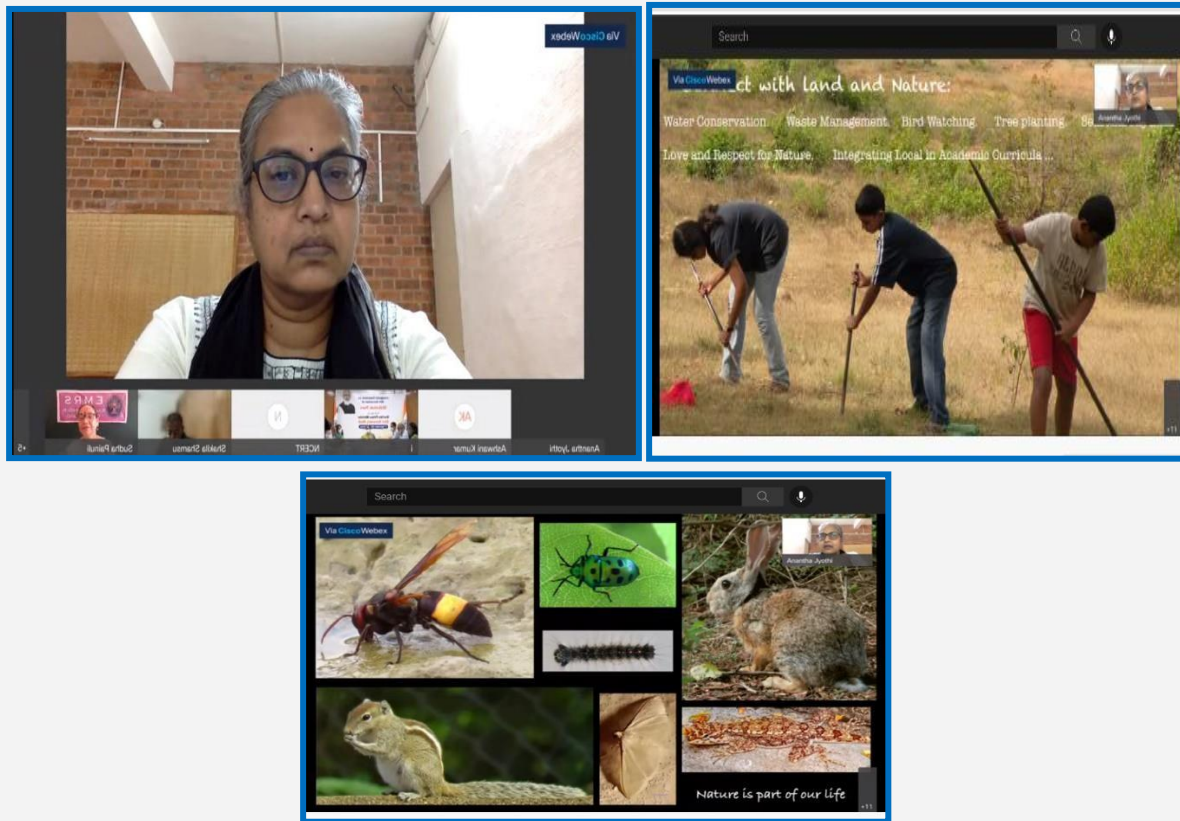
**Presenter:** Professor Prof. J.S. Rajput, Former Director, NCERT very well explained how different policies came to inculcate quality in schools after independence.



He stressed the importance of character education in his speech. He also opined the necessity to increase enrollment in government schools by transforming government school environment. He also necessitated the importance of lifelong learning and learning to learn in his speech.

**Speaker-1:** Dr Anantha Jyothi ( Principal, Rishi Valley School) emphasised on the connectivity of child towards lands and nature, community and their own life. She also focused on the conservation of water, birds and beauty of nature.





**Speaker-2:** The next speaker of first technical session was Dr. Arunabh Singh Principal-Director of Nehru world school Ghaziabad and he focused on the riddle of learning on the basis of three elements of circle of learning that are enable, build upon and consolidate.



**Speaker-3:** The next speaker was Sudha Painuli , Vice-Principal of EMRS (Eklavaya Model Residential School) . She laid emphasis on the preparation of a student as a responsible citizen, a good human being so that the child can serve the nation, the society in a better way.



Her view on education is to provide holistic development of child through enrichment of knowledge, moral values, skill development and Personality grooming.



The practices initiated in EMRS are theatre in Education, skill development, Tribal Museum and Birthday Garden. The programme concluded with concluding remarks at 1:40 pm.

**Dr Jeena K G**

**Assistant Professor, CTE – Bhopal**

**Dr Shabana Ashraf**

**Assistant Professor, CTE - Bhopal**

## Day-2

8<sup>th</sup> September 2021

### Technology in Education NDEAR

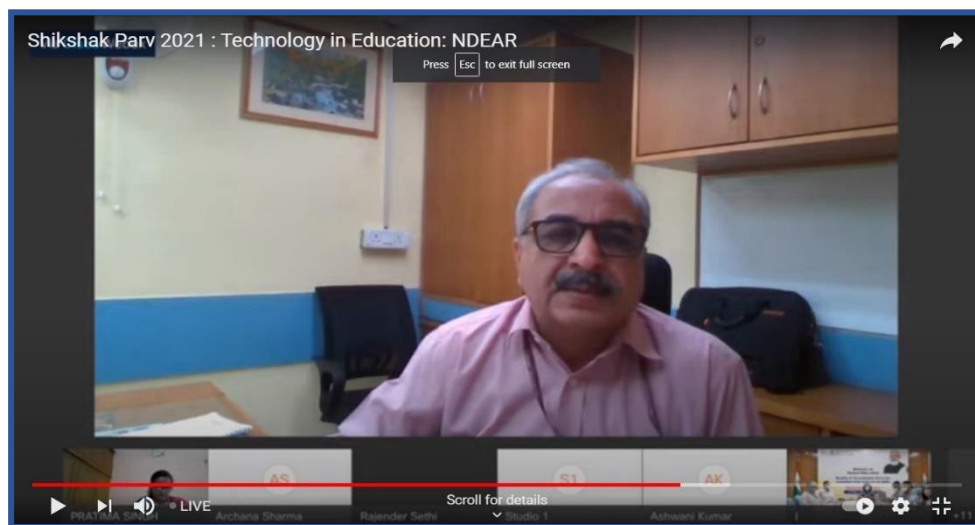
<b>Ms Anita Karwal, Secretary, School Education &amp; Literacy</b>	Chief Guest
<b>Dr. Rajendra Sethi, Deputy Director General of NIC</b>	Chairperson
<b>Mr. Rajnish Kumar, Director, Digital Education</b>	Presenter
<b>Dr. Sanjay Kumar, GPS Kuftu Distt, Himachal Pradesh</b>	Speaker-1
<b>Pratima Singh, National ICT Awardee 2017, Head Teacher, Primary School Dhusah, Balrampur, Uttar Pradesh</b>	Speaker-2
<b>Mr S. Simon Peter Paul, National ICT Awardee, PST GHS, Ariyarkuppam, Puducherry</b>	Speaker-3

On 8th of September 2021 at 10:00 AM. to 11:30 AM. Department of School of Education & literacy, Ministry of Education- New Delhi provided us a YouTube link, where around 2700 participants comprising of Panelists, Professors, Associate Professors, Assistant Professors, School Teachers and others from various schools, Colleges and Universities all over India participated in this webinar. The event started with the introductory remarks and welcoming Ms Anita Karwal, Secretary, School Education & Literacy and also welcoming Deputy Director General of NIC, Dr. Rajendra Sethi who chaired the technical session of this session with the theme “Technology in Education: NDEAR (National Digital Education Architecture)” with participants, all the NCERT Nodal Officers who had made possible this webinar to happen. Ms Anita Karwal, Secretary called for address and after this the DDC, Dr Rajendra Sethi the chairperson of technical session for take it forward by Mr. Santosh.

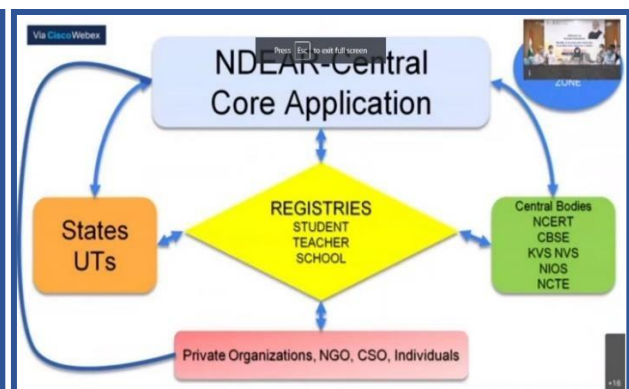
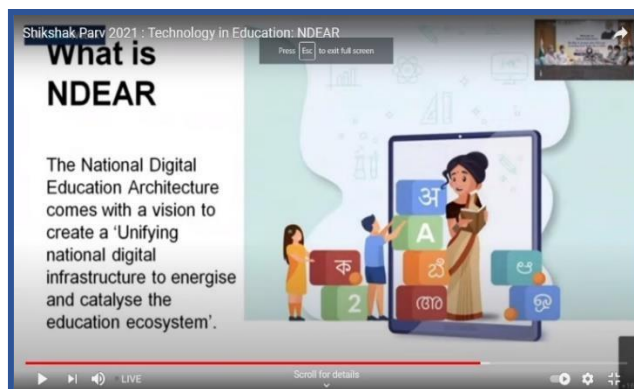
**Address by Chief Guest:** Ms Anita Karwal thanks to Mr santosh with Good morning to all participants, Panelists, Chairperson by wish all the Happy International Literacy Day (8<sup>th</sup> of September) with opening remarks on International Literacy Day and said why we choose the topic “Technology in Education: NDEAR (National Digital Education Architecture)” on this Day because UNESCO has declared 8<sup>th</sup> September as International Literacy Day. She aware us that UNESCO awarded NIOS ours National Institute of Open Schooling this year for the e-content that they have been developing, particularly differentially abled and also their reach and dissemination. And also mentioned that not only International body but also in our country there is a huge amount of focus and emphasis on Digital Literacy in fact the UNESCO this year has also mentioned on its website that the Digital Literacy is what we will need to focus upon. Literacy mean by foundation literacy not the literate (Adult Literacy). Digital literacy could be the literacy of media, literacy related to information, literacy related to technology and the digital age. Digital Literacy is the necessity of modern era. For good quality of life digital literacy is necessary to all for a progress economy and also talked about NDEAR.



**Introductory Remarks by Chairperson: Dr. Rajendra sethi** the chairperson for the technical session greet to all and invite to the Mr. Rajnish Kumar for presenting the objectives of NDEAR and NDEAR as a whole.



**Presenter: Mr. Rajnish Kumar**, Director , Digital Education introduce us with the NDEAR, NDEAR Guiding Principles (Para 24.4 (b) of NEP 202., Digital ecosystems of education needs to take a long-term view of aspects like interoperability, data governance, data quality, data standards, security and privacy besides promoting open innovation. Also discussed about the major challenges faced by Indian Education System, envisaged outcomes of NDEAR, Whom NDEAR caters to ( Parent, Teacher, students, Administrator, Community members etc.) , NDEAR-central Core application ( Diksha, Diksha pal, Learning, Diksha- Virtual school, Assessment, School Governance etc.) , NDEAR 12-categories & 36-building Blocks , Adoption of NDEAR by states and UT's.





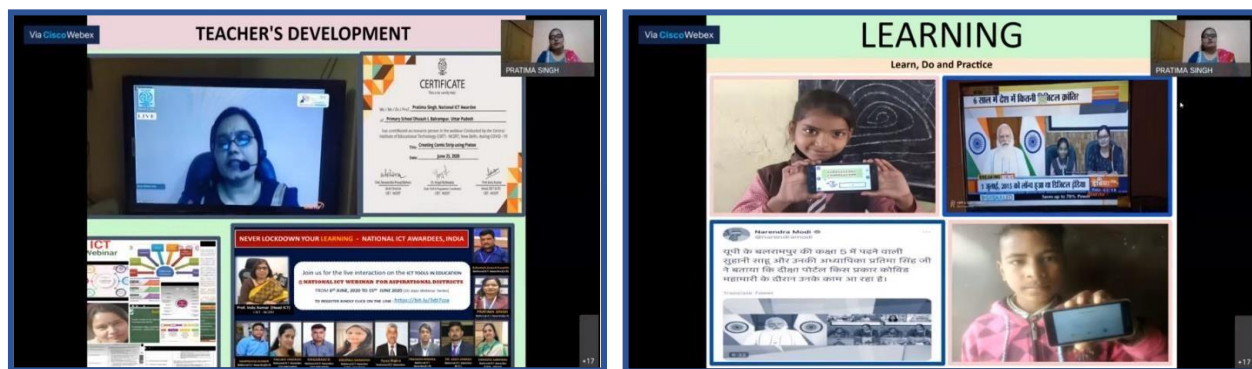
Dr. Rejendra sethi the chairperson for the technical session invite to the 1<sup>st</sup> speaker Dr. Sanjay Kumar, GPS Kuftu Distt. Himachal Pradesh their primary school experiences to fulfill the vision of NDEAR among the learners, teachers and the community.

**Speaker-1: Dr. Sanjay Kumar** discussed about the “Use of Technology in Primary Schools – NDEAR”, shared their experiences with some points like, How I am integrating ICT in Education, Don’t just teach the child but reach the child, Har Ghar Pathshala Initiatives, Encounter with technology based education during COVID-19, Content creation video making, Dissemination of content via various channels ( Har Ghar Pathshala, WhatsApp, You tube etc), Use of Google meet ( to Parents, Students and Teachers), Assessment and Feedback, How NDEAR can help me?, Diversified content services NDEAR and their community mobilization. His Lecture was in Hindi language so Dr. Sethi call Dr. Rejaul Karim, CEIT summaries Dr Sanjay Lectures in English.



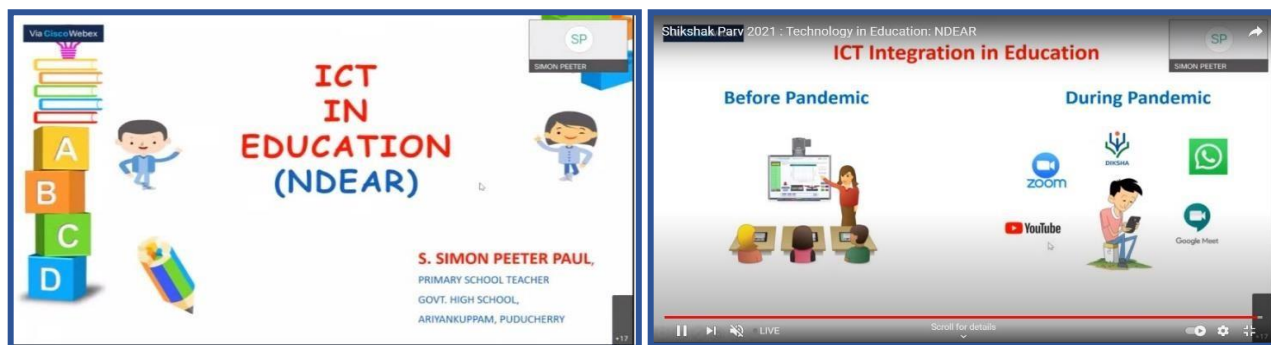
Dr. Rejendra sethi the chairperson for the technical session invite to the 2<sup>nd</sup> speaker Pratima Singh, National ICT Awardee 2017, Head Teacher, Primary School , Dhusah, Balrampur, U.P.

**Speaker-2: Pratima Singh**, shared their experiences on School Education Technology Landscape, Administration, Content Contribution and Creation, Learning to learn, Do and Practice, Diksha Telemetry and Analytics, Interaction & Collaboration, their Self development, Teacher’s Development, NDEAR.



Dr. Rejendra sethi the chairperson for the technical session invite to the 3<sup>rd</sup> speaker Mr S. Simon Peter Paul, National ICT Awardee, PST GHS, Ariyarkuppam, Puducherry.

**Speaker-3: Mr S. Simon Peter Paul** shared their school teaching experiences during the pandemic period and highlight the points regarding their personnel experience like ICT in Education ( Before pandemic and During pandemic) in the classroom teaching through JPEG, GIF, Videos, Animations, Interactive videos. How to reach the students?, Strategies adopted to reach the children, Online class for class –V students, How NDEAR would help the teachers/students.



The session was concluded by the Question and Answer Session by the Panelists. Dr. Sethi and Mrs Anita Karwal thanks to all and expressed special gratitude to the team for their informative and useful presentations. He also expressed gratitude to the for their constant encouragement and support in conducting the Webinar, the ICT team for hosting the event and participants in making the Webinar a grand success.

*hAan*

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*Kahful*

**Mr. Syed Md Kahful Wara**  
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## Day-3

9<sup>th</sup> September 2021

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

Ms Anita Karwal, Secretary, School Education & Literacy	Chairperson
Sh. Maneesh Garg, Joint Secretary, MoE	Presenter
Prof. Sridhar Srivastava, Director, NCERT	Speaker-1
Prof. Suniti Sanwal, Head of Department of Elementary Education, NCERT	Speaker-2
Smt. A. Sridevasena, IAS, State Project Director, Telangana	Speaker-3

#### Introductory Remarks by Chairperson: “Uniqueness of every child needs to be catered by teachers”-Ms. Anita Karwal

With a view to strengthening foundational literacy and numeracy skills among learners, teachers need to have a mindset of a bit of change in order to cater to the uniqueness of every child, said Ms. Anita Karwal, Secretary (SE&L), Ministry of Education.

“Foundational literacy and numeracy are going to be driven only by teachers and the teachers will need to be having a mindset of a bit of change in their way they deliver education in the classroom and also the mindset of looking at the unique possibilities, the uniqueness of every child,” stated Ms. Karwal while chairing a webinar through virtual mode on 09<sup>th</sup> September 2021.



The webinar on “Foundational Literacy and Numeracy: A Pre-requisite to Learning and ECCE” is part of Shikshak Parv 2021 commencing from 5<sup>th</sup> September 2021 till 17<sup>th</sup> September 2021. The Shikshak Parv 2021 is being celebrated by the Department of School Education & Literacy, Ministry of Education. The theme for this year’s Shikshak Parv has been decided keeping in view the Azadi Ka Amrit Mahotsav celebrations, as ‘Quality and Sustainable Schools: Learnings from the Schools in India’.

Ms. Karwal opined that every child learns at its distinct place, and therefore different interventions are required to deal with them. “In a classroom of 30-35-40-60 students, each and every child is

different and the typical chalk and board pedagogy that we have is not going to be adequate,” she said, adding that in a very challenging pandemic situation where children may have devices or may not have devices.

“It’s actually a very difficult situation which requires a lot of deliberations and that is the reason why today we have administrators, planners, and people who are experts at governance, speaking to us along with the experts who have developed the NIPUN Bharat developmental goals and learning outcomes,” she said.

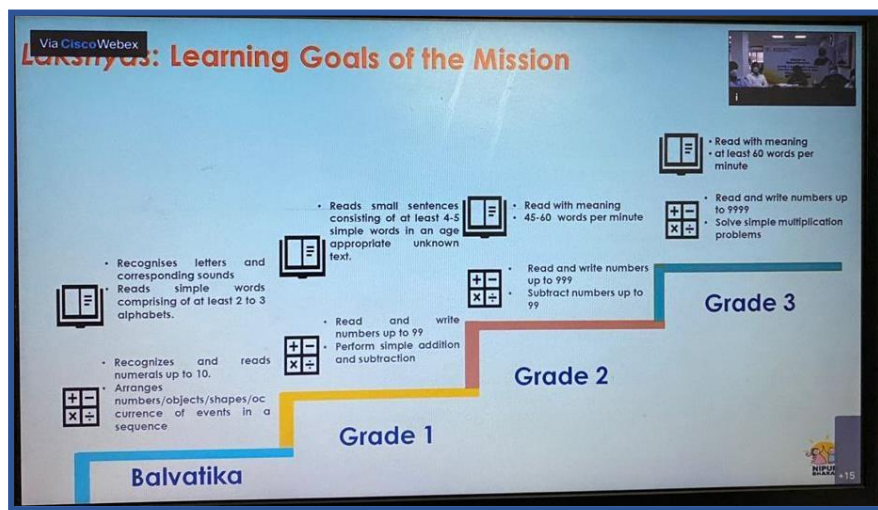
“We lay a lot of emphasis on the foundational aspects of learning what we have seen in the last National Achievement Survey 2017. There is a long journey ahead of us,” Ms. Karwal said.

“We need 100 % of our children to be proficient in their learning outcomes ... and that is what we are working towards with the help of National Mission of Foundational Literacy and Numeracy that is NIPUN Bharat (launched on 5<sup>th</sup> July this year),” she said.

The Secretary said that in a country with 36 states/UTs where very few of us has managed to open schools at the foundational level, adding that twenty (20) odd states have opened schools partially in the country, and only three (03) states (such as Lakshadweep and Ladakh) have opened schools from Class 1 onwards. “The need to continue education through various formats and modes is very essential,” she said.

Now delivering foundational learning to children who have never seen school particularly the new entrants in class 1 last year who have now gone to class 2, and the entrants in class 1 this year who have never seen schools. “It’s actually one of the most challenging exercises that the teacher will be required to deliver. In the center of all this is the teacher,” she said.

**Presenter:** While explaining the NIPUN Bharat intervention, Mr. Maneesh Garg, Joint Secretary, Ministry of Education, said that an enabling environment needs to be created to ensure universal acquisition of foundational literacy and numeracy so that by 2026-27 every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III and not later than Grade V.

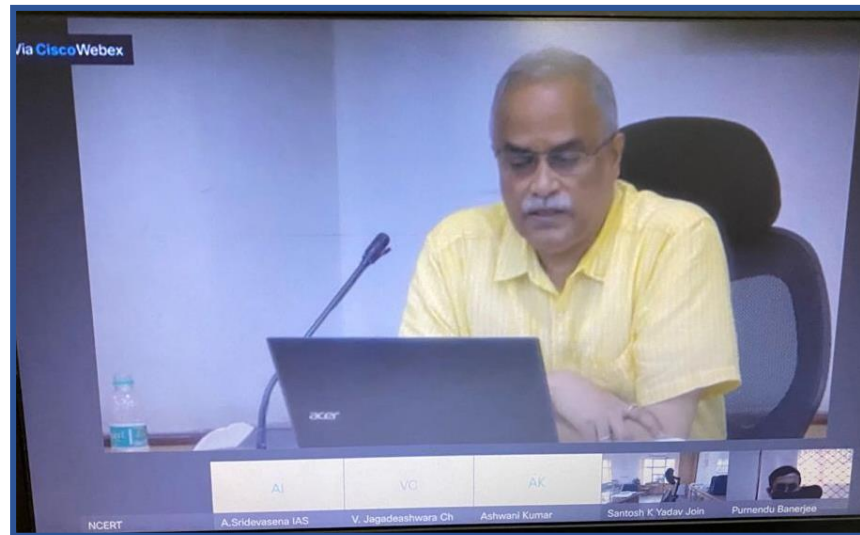


**Speaker-1:** Explaining the developmental goals at the foundational stage, Prof. Sridhar Srivastava, Director (I/C), NCERT, said the first goal is to provide experience for health and well-being, socio-emotional development, nutrition, hygienic practices, and safety. Key competencies of the first goal



are awareness of self, development of positive self-concept, self-regulation, pro-social behavior, decision-making and problem solving, healthy habits, hygiene, sanitation and self-protection, fine motor skills, eye-hand coordination, gross motor skills, and participation in individual and team games and sports.

He stated that the second goal is to build the foundations of language and literacy, adding its key competencies are broadly categorized into—talking and listening, reading with comprehension, and writing with purpose.



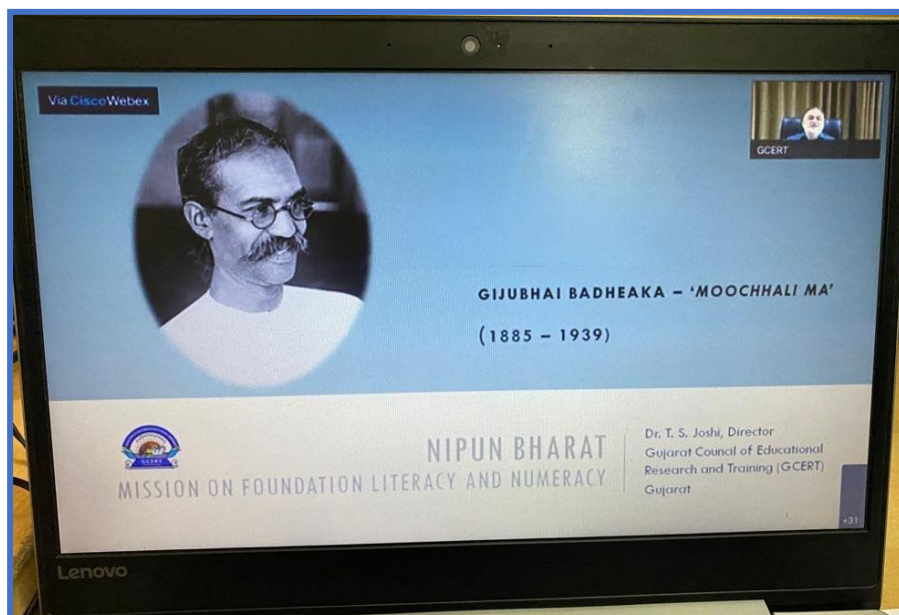
Prof. Srivastava said the third goal is to build foundations of numeracy, and provide direct experience and interactions with the physical, social and natural environment. Key competencies of the third goal are sensory development, cognitive skills, concepts related to environment, concept formation, number sense, number operations, measurement, shape, and data handling.

**Speaker-2:** Prof. Suniti Sanwal, Head, Department of Elementary Education, NCERT, said for holistic development of children, developmental goals at the foundational stage (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>) is to develop competency among children that would ultimately bring learning outcomes.



Prof. Sanwal further explained that competency mainly consists of three components—knowledge, skills, and attitude. Development in all these three components of competency will bring learning outcomes (observable and measurable in nature) among children. These learning outcomes among children will enable transfer of knowledge in real life situations.

**Speaker-3:** Speaking at the webinar, Dr. T S Joshi, Director, Gujarat Council of Educational Research and Training (GCERT) quoted “*Gijubhai Badheka*” (1885-1939.) He was an educator who had helped to introduce Montessori education methods to India. He is referred to as "Moochhali Maa".



Dr. Joshi connected the New Education Policy 2020 with the efforts and contributions of Gijubhai Badheka in the field of education.

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## Day-4

10<sup>th</sup> September 2021

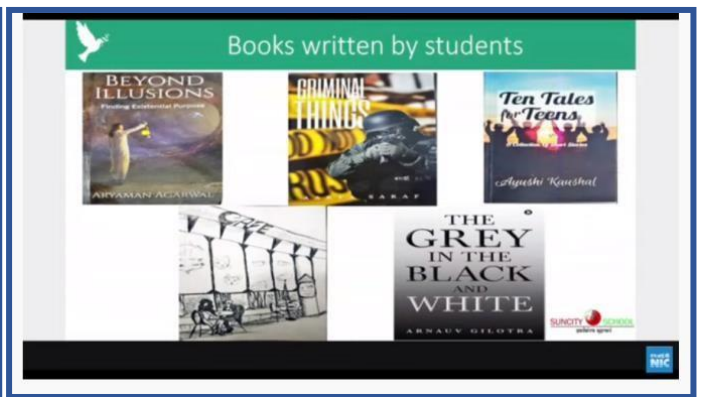
### Culture of Innovation in our school

Dr. Abhay Jere, Chief Innovation Officer, MoE	Chairperson
Dr. Arunabh Singh, Director, Nehru World School	Co-Chairperson
Ms Rupa Chakravorty, Suncity Group of Schools, Gurugram, Haryana	Presenter
Sh. Manish Jain, IIT Gandhinagar, Gujarat	Speaker-1
Mr. Santosh Kumar Tarak, Asst. Teacher, Govt. Primary School Shuklabhata, Cluster Gona Mainpur Block, Chhattisgarh	Speaker-2
Mr. Anil Pradhan, Founder, Young Tinker, Founder, School for Rural Innovation (IPSFRI), Founder, Navonmesh Prasar Foundation	Speaker-3

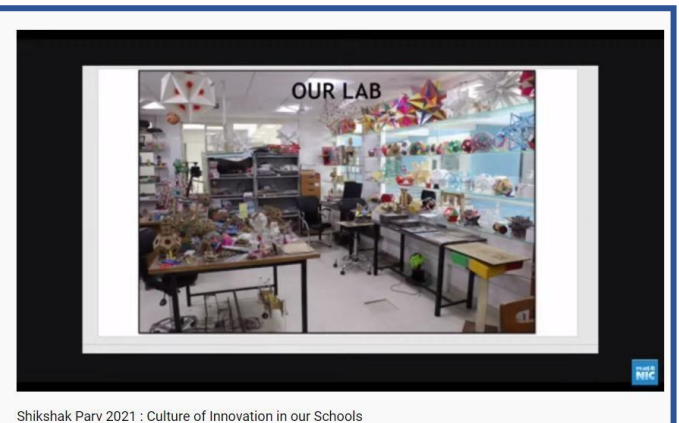
**Remarks by Co-chairperson:** Dr Arunab Singh, in his address described about the programme at his school - Start-up Super Stars! – where every child of class I has to run a business on his/her own. However, he pointed out that the focus is not on running the business, but on generating their own idea and the programme was a great success.



**Presenter:** Ms Rupa Chakravorty, Suncity Group of Schools, Gurugram, Haryana was the presenter of the session. She emphasized how they enhanced multiple intelligences of students by innovative activities in schools. Peer teaching, compilation of question papers by students are some of the activities in school. She also mentioned that students written many books during lock down period.



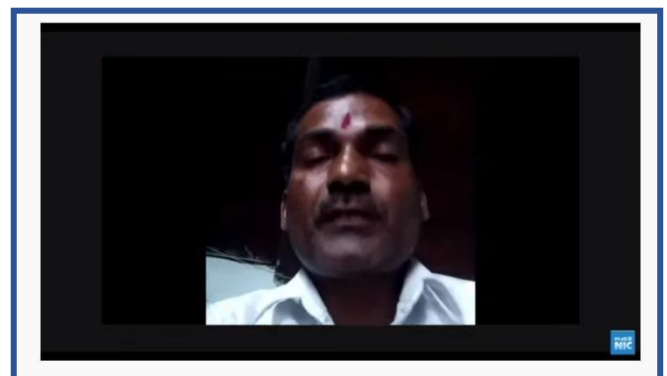
**Speaker-1:** The first speaker of the session was Mr. Manish Jain from IIT Gandhinagar. He gave a amazing, vibrant presentation on how to make students curious to learn and ask questions. He showed his wonderful lab Centre for creative learning at Sabarmati.



### Lab- Centre for Creative Learning

He emphasized that teachers and schools should create situations where students are compelled to think. The content should be interdisciplinary and related to real life.

**Speaker-2:** Mr. Santosh Kumar Tarak, Assistant Teacher, Government Primary School Shuklabhat, Mainpur Block, Chhattisgarh, was the next speaker and shared his experiences regarding innovation in education. Mr. Tarak made a presentation on the initiatives taken by his school during the Lockdown period to stimulate the learners. He said that they formed the Professional Learning Community (PLC) and organised an orientation programme for teachers who were members of PLC. Big book was developed for children for giving information about their environment through stories. He also started Education in the Courtyard (ANGANAA ME SHIKSHA) in the village .



**Speaker-3:** The 3<sup>rd</sup> speaker was Mr. Anil Pradhan, Founder, Young Tinker, Founder, School for Rural Innovation (IPSFRI), Founder, Navonmesh Prasar Foundation , presented on the topic “From Indian Villages to NASA” where he shared the story from Odisha’s village to selection in NASA Human Exploration Rover Challenge (HERC).



He in his school established several labs like Tod Phod Jod where basic tools were given to students to develop different types of protopyes and students innovatively taken up the task to develop novel things. Anoter innovative project is the Kabaad se Jugaad , which is s related to issue of climate change where students learn about reuse, recycle and reduce. He also shared the motivational story of a boy and girl who were earlier road-side bicycle mechanic and welder respectively. They were selected by his organization keeping in view their skills and became part of the team which has received the prestigious NASA award.



The session was coordinated and moderated by the co-chair Dr. Arunabh Singh and selected questions were put up to the speakers. Concluding remarks were given by Dr. Abhay Jere. He in his concluding remarks encouraged all teachers for bringing ideas to foster innovation in education.

**Dr. Jeena K G**  
**Assistant Professor**  
**CTE- Bhopal**

**Dr Naheed Jahan Siddiqui**  
**Assistant Professor**  
**CTE-Bhopal**

## Day-5

### 11<sup>th</sup> September 2021 Nurturing Inclusive Classrooms

<b>Ms Tarika Roy, Joint Secretary, Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment</b>	Chairperson
<b>Ms. Ritu Sain, Director, Inclusive Education MOE</b>	Presenter
<b>Dr. Sudha Acharya, Principal, ITL Public School, Delhi</b>	Speaker-1
<b>Ms. Sunita Chavare, Air Force School, Pune</b>	Speaker-2
<b>Dr. Sanjeev Kumar, Lecturer, DIET Shamlaghat, Himachal Pradesh</b>	Speaker-3

One of the major highlights of NEP 2020 is focusing on five major identities i.e., socio-cultural, geographical, differently abled, socio-economic and gender grouped under as Socio-Economically Disadvantaged Groups (SEDG) and mainstreaming them through equitable and inclusive education. Means and ways of mainstreaming be different for each of these identities but it is equally important that system should be responsive to the needs of these groups. As part of the Shikshak Parv programme, the webinar on “Nurturing Inclusive Classrooms” was organized on 11 September 2021.

**Introductory Remarks by Chairperson:** The session was chaired Ms Tarika Roy, Joint Secretary, Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment. In her opening remarks she apprised the listeners that the theme of the webinar “Nurturing Inclusive Classrooms” chosen that it fits into the broader theme of the Shikshak Parv - “Quality & Sustainable Schools: Learning from Schools in India”.

In the start of the webinar, she introduced the esteemed panel members invited from across the India who has been continuously engaged themselves in promoting and practicing inclusive classrooms in their organizations which includes policy makers, practitioners and researchers. Her entire introductory speech was focused on different types of disabilities and how they can be made part of the inclusive classrooms. She highlighted that though legal provisions were being made in India consonance with international treaties but major challenges were increased number of disabilities and inherent diversities within the specific categories that has increased challenges related to inclusive classrooms, curriculum, examinations etc. She also highlighted that the major provisions of NEP 2020 like zero rejection in admissions, provision of transportation, need-based home-based education to children requiring high support, provision of teaching-learning material in Braille and sign language, holistic progress card and teacher training, neighborhood schools, home schooling etc. in tune with RPWD Act of 2016. She further highlighted that in recent times Govt. of India has promoted inclusive classrooms by initiating several projects like extra time guidelines and scribes prepared by MSJE, Priya- The Accessibility Warrior an e-comic cum activity book in collaboration with NCERT and DEPwD, MSJE and the launch of 14 early childhood intervention centers in June 2021.

**Presenter:** The presenter of the day was Ms. Ritu Sain, Director Inclusive Education, Ministry of Education, recipient of PM award and silver medal from President. She started her presentation on “Leaving no child behind and Learning for All”. With the help of UDISE data of 2019-20 she rationalized why India need inclusive classrooms especially with the respect of low percentage (23.17%) of students completing class 12. She emphasized that inclusive classrooms cannot only be possible if we adopt inclusive teaching practices,

accessible environment, inclusive curriculum and adaptations, child-centric pedagogy and peer support. To support her information, she shared three success stories- Manomoy Hira (Andaman & Nicobar Island), Rekhadi Raju (Assam), Ripsita Nag (Tripura) and Thaikunj Kinglin (Manipur), how these students in spite of all odds, if proper support is provided results would always be favorable. She concluded her presentation by saying that an inclusive classroom can only bring inclusive society.

**Speaker-1:** Thereafter Ms. Traika Roy, invited the next speaker Dr. Sudha Acharya, Principal, ITL Public School, Delhi. Dr Acharya share her experiences from the ground zero level i.e/. her own school is an example of inclusive school. She shared in her presentation various curricular and co-curricular activities that are being adopted for making the children part of the classrooms. She believed that involvement and empowerment where the inherent worth and dignity of all learners is recognized. She highlighted the difference between traditional and inclusive classrooms in terms of philosophy, instructional strategies, resources and support to learners. She believed that key for inclusive classrooms is sensitization, awareness, responsibility and leadership. Building an inclusive climate in the school is an essence of inclusive education. She showed how her schools is working towards inclusive education including the practices of inclusive education.

**Speaker-2:** Ms Tarika Roy then introduced Ms. Sunita Chavare, Air Force School, Pune to share her experiences. Ms. Chavare's presentation focused on the ten-step model of inclusive education being followed in her school. The ten steps discussed in detail during her presentation included: identification and assessment; teacher training; instructional strategies which are multi-sensorial and based on VAKT; Individualized Reasonable Accommodation Support Plan (IRASP); one-on-one therapy sessions; counseling for parents and children; classroom modification; curriculum modification; examination modification; and encouraging participation in all school events with significant sharing of responsibilities.

**Speaker-3:** Ms Tarika Roy invited the last speaker Dr. Sanjeev Kumar, Lecturer, DIET Shamlaghat, Himachal Pradesh to speak. Mr. Kumar had started a project called **Mathematics on Wheel** wherein he had developed variety of teaching aids of teach mathematics to teach mathematics. He demonstrated in his presentation how simple and complicated concepts of mathematics can be Easily comprehend by gaming, activity, etc. He ended by saying that "if one is ready to learn, they will fall in love with mathematics!"

In the last session, question and answer wherein few questions were answered by panelist and moderated by Ms Tarika Roy. Ms Sain highlighted one of the initiatives that govt. of India is starting is development of e-platform for sharing of common resources so to have multiplier effect. common sharing of resources for multiplier effect.

In the concluding remarks Ms Tarika Roy, chairperson of the session highlighted that NEP 2020 has given all of us an opportunity to break the silos and work in collaboration especially special and regular teachers. She further stressed that we need cooperation from all stakeholders especially parents' engagement. She concluded the webinar by thanking presenters, viewers who had joined from all across countries.

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**Mr. Ahmad Hussain**

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## Day-6

13<sup>th</sup> September 2021

### Innovative Pedagogy to Promote Enjoyable and Engaging Learning

Dr. N. V. Varghese, Vice Chancellor, NIEPA, New Delhi	Chairperson
Dr. T. S. Joshi, Director, GCERT, Gandhinagar, Gujarat	Co-chairperson
Mr. Joseph Emmanuel, Director (Academics), CBSE	Presenter
Mr. Naresh Kumar, Lect. (Sn) Physics, GSSS Mahunag, Distt Mandi, H.P.	Speaker-1
Mr. Rudra Pratap Singh Rana, Assistant Teacher, Village – Sakda, P.O - khadgawan Distt- Koriya	Speaker-2
K. Revathi, Primary School Teacher, Govt. Primary School, Puducherry	Speaker-3

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

As part of Shikshak parv , a webinar held on 13<sup>th</sup> September on the theme “**Innovative Pedagogy to Promote Enjoyable and Engaging Learning**”. This webinar began at 10.00 am and chaired by the famous educationist and education planner , Prof. N.V. Varghese, Vice Chancellor, NIEPA, New Delhi.

**Introductory Remarks by Chair: Dr. N. V. Varghese** Vice Chancellor, NIEPA, New Delhi. : He said in his introductory remark that technology intervention learning has become a common practice in all schools during the period of corona period. Covid-19 has introduced new dynamics and open possibilities on relying on technology related teaching-learning process. It also introduced many reforms not only in teaching but also learning process, classroom atmosphere and also in term of the assessment of students.



**Remarks by Co-chair: Dr. T. S. Joshi, Director, GCERT, Gandhinagar, Gujarat.** He said that the need and importance to promote enjoyable and engage learning also discussed in NEP-2020 chapter-4. He also discussed about the innovative areas and activities introducing to promote enjoyable and engage learning in Gujarat and how the workshops conducting on educational innovative festival across the state level. He focused that the teacher should give experiential learning to the children so that they do not get tired and try to teach on the basis of case studies and by making tab logs of drama.





**Presenter: Mr. Joseph Emmanuel, Director (Academics), CBSE:**

He was the presenter in this session and highlighted the good characteristics of innovative pedagogy and the recommendation of National Education Policy to promote innovative pedagogy in the classroom teaching learning process. He said that the more innovative the teachers the more effective will be the classroom transaction. Innovation in teaching and learning means we need to leave the factory model of education and we prepare our students for successful life. He said the world is very fast changing and it is interconnected and rapidly moving with technological advancement so according to the change of time we need to change in the classroom. Innovation is based on passion, dedication, joy, curiosity, creativity as all is essential for bringing innovative pedagogy in classroom. The pedagogy should be purposeful and should be created imagination, excitement, adventures, resilience and confidence in the learner. He also elaborates the steps towards bringing innovation in the classroom. The steps are as change your beliefs and ideas, create a learning culture of enquiry where students feel empowered to act in their own learning, enable the student with deep learning, engaging the students in meaningful & purposeful learning, empower students with the capabilities to make decision about the learning and work flexibly on what they need in their own time and in their own way and manage innovation in collaboration spaces. He said that pedagogy is the heart of teaching-learning and preparing young people to become lifelong learners with a deep knowledge of subject matter and broad set of social skill requires better understanding of pedagogy influence learning.

In his conclusion, he discussed the various forms of innovative pedagogy which can be applied in the classroom as experiential learning, project-based learning, cross over learning, art-based learning, game-based learning, blended learning, flipped classroom learning, learning through story, computational thinking and collaborative augmentation etc. So there is a need to be shift in the classroom transaction towards competence based learning and education.

There were three excellent speakers in this session who presented the story of their innovation initiated and practiced in their school to make learning enjoyable and engaging in a very effective and interesting manner.

**Speaker-1: Mr. Naresh Kumar, Lect. (Sn) Physics, GSSS Mahunag, Distt Mandi, H.P.** He talked about the incident at the time of joining school in Himachal Pradesh. He has seen an article in the school magazine written by the student which shows the fear of maths among the students of school. The student have written –

He felt very bad and worried for his students after knowing the math phobia among them. He decided to tried



his best to overcome the students from the fear of maths. He has presented his efforts and innovations practiced

in the area of mathematics and science for his students in the school. He has initiated the following innovative efforts in his school to promote the enjoyable and engage learning in mathematics and science: -

- Maths Camp
- Maths Science Lab developed by the students
- Math Science Fair
- Math-Science Magazine
- Achievements of Learning Outcomes
- Online Math Science quiz software developed
- School Math Science on You Tube Channel
- Exposure Visit to IIT, Science City, Science parks with parents
- Art Integrated Learning (Assessment, Origami, Local Culture)
- Moral Values Development
- Campaign to different school all over Himachal Pradesh

He has elaborated the exercise that he has done in his school in this session effectively.



**Speaker-2: Mr. Rudra Pratap Singh Rana, Assistant Teacher, Village – Sakda, P.O - khadgawan Distt-**

**Koriya:** He has received innovation award from the collector as well as from the Block CEO. He has presented his efforts and innovations practiced in his school to make the teaching-learning process interesting, enjoyable. He also promotes engaging learning and elaborated his work in very brief through slide presentation.

He has initiated the following innovative efforts in his school to promote the enjoyable and engage learning:

- Started Chatri wale Guru Ji ki Mohalla Class during Covid-19 and more than 60-70 students were benefited in 1<sup>1/2</sup> year.
- Community Participation to change the condition of school



- Use of ICT
- Use of E-Rikshaw for those students came from the 4 to 5 km. it is also used for various purpose of school also.
- 3H (Hand, Heart, Head) Based education in school kitchen garden
- Skill Based Education (Nai Taleem) through experiences (Fan repairing, Hand pump Repairing, use of boundary wall etc) to the students
- Celebration of festivals in school for developing integrity and values among students
- Education through role play and games
- Use of instruments by the students
- Received gifts and prizes from the community

He has redefined the teaching learning process through his innovation and experimentation. He has tried to linking the teaching learning process with outside the world.

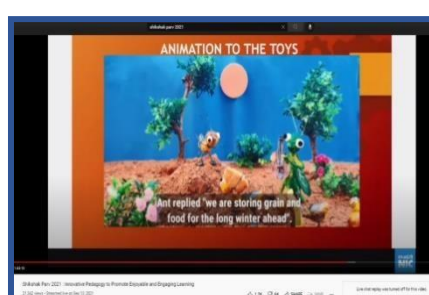


**Speaker-3: K. Revathi, Primary School Teacher, Govt. Primary School, Pillaiyarkuppam No. 17, 4th cross, Kamarajarnagar, Ariyankuppam, Puducherry:** She has received National ICT Award in 2019 and introduced Toy Based Pedagogy. She has presented details of the activities involved in her innovation named Toy Based Innovation and her efforts practiced in her school to promote the enjoyable and engage learning. She elaborates her work in very brief through slide presentation. The positive points of her innovation and efforts are as follows:

- This innovation is helpful to facilitate children from diverse group to achieve learning outcomes.
- Changed text books to practical work through appropriate innovative technique to make teaching and learning enjoyable.
- Introduced Toy based Pedagogy. In this pedagogy she was using toys for the teaching-learning process to achieve the learning outcomes. She used hand crafted animated toys, easily available eco-friendly materials for making toys.
- Students prepare toys for the content and it helps to enrich creativity and fine motor skill among them. They also work together with the collaboration and group activities enhancing the social cognitive development among them.
- Learning through stick puppet. Children conducted puppet show in the classroom and narrated the story on their imagination,
- Prepared show case for various chapter of English as Robinson Crusoe (Class-5), Curly Locks the three bears (Class-2), Hellen Keller (Class-4) etc.
- Prepared Miniature toys on English wonderful waste (Class-5), Hunter Character of Flying together (Prose-class-5), The ice-cream man (Poem Class-5), Life cycle of butterfly etc. She has created the joyful atmosphere in her classroom with these toys and students were excited and enthusiastic towards learning
- She has also converted the animated toys into video lessons to make the content more realistic.
- During the period of covid-19 pandemic she has tried to reach the children and using whatsapp to involve them in co-curricular activities, assignment work also.



- Students of her school participated in the regional and state level project presentation and painting competition for energy conservation and also show their talent in different activities.
- She has conducted Reading Festival in her school to exhibit the language skill. Teacher, Head master/Mistress of other school and parents appreciate the students
- ICT activities also encourage in the classroom and students participated in creation of E-content, making of the chapter-3D Toys, stop motion animation, scanning QR codes, Recording voice over and listening of moral stories, learning video editing in king master App, using of smart boards with regular time tables, learning camera focus and angle, using of educational App for learning games, spelling, puzzles and G.K.
- She also discussed about the outcomes of toy based pedagogy and revealed that content wise all the students are equal in understanding, nurturing creativity and imagination, cognitive social development, involvement in making of the toys and reaching the learning outcomes with the help of the toys.
- Finally, she explained about her future plan which is to make her teaching learning process as the skill based and to convert the crafted toys prepared using eco-friendly materials in to a standardized.



**Question-Answer Session:** Question Answer session conducted by the chair Dr. N. V. Varghese. He asked some relevant questions which are as follows:

- Every teacher says that innovation is important and good but they have always complained that they do not have time. How do we overcome these difficulties?
- When we change the pedagogy, the assessment process will remain same?
- If CBSC wants to try to make these experiments to change the pedagogical dimension in school education. How do we ahead?
- 

**Wrap Up by Chair:** All the speakers and presenter given the satisfactory answers. At the end, chair Dr. N. V. Varghese and co chair Dr. T.S. Joshi concluded the session and praised the speakers for their valuable efforts in making learning more meaningful holistic and interesting.

**Dr. Jaki Mumtaj**  
Assistant Professor  
CTE-Bhopal

**Dr. Jeena KG**  
Assistant Professor  
CTE-Bhopal



## Day-7

14<sup>th</sup> September 2021

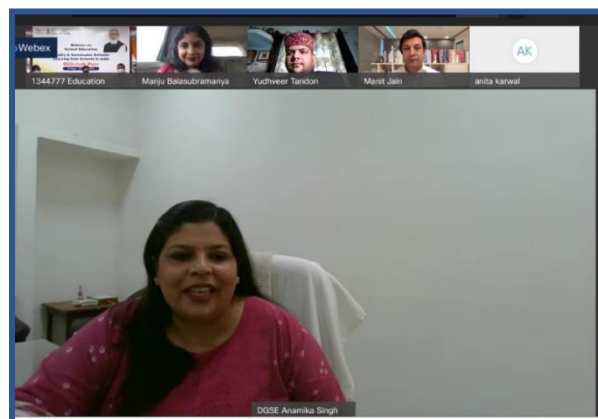
### Promoting Quality and Sustainable Schools

Ms. Anamika Singh, Secretary, Basic Education, U.P.	Chairperson
Sh. Rahul Pachori, Deputy Secretary, MoE	Presenter
Sh. Yudhveer Tandon, State Awardee, GPS, Anoga District, H.P.	Speaker-1
Ms. Manju Balasubramanya, Principal, Delhi Public School, Bangalore	Speaker-2
Sh. Mani Jain, Co-founder, Heritage School, New Delhi	Speaker-3

The Shikshak Parv 2021 is being celebrated by the Department of School Education & Literacy, Ministry of Education. The theme for this year's Shikshak Parv has been decided keeping in view the Azadi Ka Amrit Mahotsav celebrations, as 'Quality and Sustainable Schools: Learnings from the Schools in India'. The webinar conducted on 14<sup>th</sup> September 2021 on "Promoting Quality and Sustainable Schools" is part of Shikshak Parv 2021 commencing from 5<sup>th</sup> September 2021 till 17<sup>th</sup> September 2021.

**Introductory Remarks by Chairperson:** The session was chaired by Ms. Anamika Singh, thanks to Ministry, NCERT and CBSE for giving the opportunity and conducting such kind of webinar series as this is the better time for this activity when schools are opening with learning gaps. She introduced the speakers and gratitude them.

She stated that some interventions are required to illuminate the issues related the quality education. On Maslow's Hierarchy Pyramid of needs, she introduces the elements of Quality Schools like; space in school, feeling of acceptance & safety, elimination of violence even fear of violence. She focussed on some requirements for quality and sustainable schools like;



1. Schools should be equipped with basic infrastructure: Books, printed material, teaching-learning material should be available and accessible to end users.
2. Qualified Teachers: teachers should have good command over their subjects and content and good communication skills. More flexibility should be given to teachers for curriculum transaction, experiential learning should be provided to students and teach students multiple language and skills.

She stated that there is a time to focus on the motto of '**Leaving no one behind**', universal enrolment, quality schools, sustainability and learning across the classroom. She suggested to practice 4 values;

1. Humanity
2. Constitutionalism
3. Polite behaviour
4. How to interact with each other in social circle.

In concluding remarks, she said that with these elements we will go for better tomorrow and help making students good not only academically but better citizens and human overall.

**Presenter:** Mr. Rahul Pachori, presenter of the day talks about ‘Quality in Schools’. He opined that for quality schools, quality curriculum design and better pedagogy is required. Quality is to know; what, how and how much to learn. Wastage should be reduced. He said that we should care ourselves and planet. NEP 202 is focussing on quality and sustainable schools. He also talks about Samagra Shiksha Scheme 2.0, Exemplar Schools, Aided Projects, Whole School Sustainability Framework, Sustaining the education outside the schools and the way forward.

**‘Bijli Banao Desh Bachao’**

**‘Sabko hum sikhayenge Bijli hum bachayenge’**

Via CiscoWebex

## Sustainability & Sustainable School

- A Sustainable School prepares young people for a lifetime of sustainable living, through its teaching and day-to-day practices.
- It is guided by a commitment to care:
  - for ourselves (our health and well-being)
  - for others (across cultures, distances and generations)
  - for the planet (both locally and globally)
- A Sustainable School puts a high value on the well-being of its pupils and the school environment.
- Sustainability is concerned with sound management of resources (environmental and others) that requires a change in thinking and practice.

Shikshak Parv 2021 : Promoting Quality and Sustainable Schools  
1,040 watching now • Started streaming 13 minutes ago

Via CiscoWebex


## NEP 2020: Focus on Quality & Sustainable Schools

- Universal Access from pre-primary school to Grade 12
- Early Childhood Care Education
- Multilingualism and the power of language
- National Professional Standards for Teachers (NPST)
- Equitable and inclusive education
- Standard-setting and Accreditation for School Education
- Exposure to vocational education
- Reforms in assessment

Shikshak Parv 2021 : Promoting Quality and Sustainable Schools  
1,040 watching now • Started streaming 13 minutes ago

Via CiscoWebex

## Sustaining Education Outside the Schools



Shikshak Parv 2021 : Promoting Quality and Sustainable Schools

Via CiscoWebex

## Focus on the Quality of Education under Samagra Shiksha Scheme 2.0



Shikshak Parv 2021 : Promoting Quality and Sustainable Schools

Via CiscoWebex

## Exemplar Schools

- More than 15,000 schools will be qualitatively strengthened to include all components of the National Education Policy.
- They shall emerge as exemplar schools in their regions, handholding and mentoring other schools to achieve the ideals of the Policy (NEP, Para 116)
- The aim of these schools will not only be cognitive development, but also creating holistic and well-rounded individuals equipped with key 21st century skills
- More than 15 lakh students are expected to be the direct beneficiaries of the scheme.
- KVS and NVS schools will also be included
- States/UTs can create cluster/complex around these exemplar schools to enable the benefit to reach to more schools/students in the cluster.

Promoting Quality and Sustainable Schools

Via CiscoWebex

## Externally Aided Projects Strengthening Teaching-Learning and Results for States Program (STARS)

STARS program aided through World Bank funding focuses on:

(Participating States are MP, HP, Odisha, Kerala, Maharashtra, Rajasthan)

- Improved learning and strengthening of school governance
- Strengthening early childhood education and foundational learning
- Facilitating schools to work transition through vocational education
- Improve learning assessment mechanisms
- Support teacher development
- Strengthening of service delivery
- Ensure achievement of outcomes (Result based lending model is deployed)

Promoting Quality and Sustainable Schools

Via Cisco Webex

## Whole School Sustainability Framework

Promoting Quality and Sustainable Schools

Via Cisco Webex

## The Way Forward

- Quality and Sustainable Schools means involving the school and its mechanisms in an action research like process
- Accepting that school development is not only a complex process but also partially unforeseeable
- It needs to be a continuous quest embedded in a structure with regular assessment and revision of quality criteria proposed and concrete action plans
- Promoting Quality and Sustainable Schools is an ongoing quest of developing schools, building school culture and communities in directions that benefit all learners, now and in the future and at the same time minimize our negative environmental impact.

Promoting Quality and Sustainable Schools

Via Cisco Webex

## The Yellow Train School

An alternative Model

Bogie Library — Yellow Train

Yellow Train: Coach in the playground

Promoting Quality and Sustainable Schools

Via Cisco Webex

Promoting Quality and Sustainable Schools

The speakers share their practices to improve quality and make sustainable schools.

**Speaker-1:** Mr. Yudhveer Tandon is a school teacher in Himachal Pradesh, awarded for his innovative ideas implemented in his school for quality education and sustainable school. He is the inspiration for all of us, because he is practicing his innovative ideas for the betterment of the students and society in such a worse condition, in hilly area of Himachal Pradesh. He taught us **‘jahan chah wahan raah’ ‘koshish karne walo ki haar nhi hoti’**.

He explained the components of school quality and sustainability:

1. Physical infrastructure
2. Innovative ideas for quality education
3. Execution of ideas
4. Possible outcomes

He shares his practices for quality and sustainable schools like; **ICT in school, shiksha vahini, imandari ki dukaan, swatch aao inam pao, baal samvidhaan, baal sansad, baal bachat bank, rakshabandhan + environment, yoga education, classroom and playground as TLM, etc.**



Via CiscoWebex

## ICT in Daily Class room Teaching

Outcome of efforts

✓ Smart Class

Smart English Kit Language Learning

Google Read Along App

Smart Class Education

✓ Computer  
✓ Laptop  
✓ Projector  
✓ Wi-Fi Campus  
✓ Camera  
✓ Sound Speaker  
✓ Mike  
Smart English Kit  
✓ SMS Services

Wi-Fi Facility

Yudhveer Tandon

+15

Via CiscoWebex

## विश्व जल दिवस

Yudhveer Tandon

+15

Via CiscoWebex

## विज्ञान दिवस

Yudhveer Tandon

+15

Via CiscoWebex

## Yoga Education

Yudhveer Tandon

+15

Via CiscoWebex

## Lower & Kitchen Garden at GPS Anoga

Herbal Garden in progress

Yudhveer Tandon

+15

Via CiscoWebex

## पीरपंजाल यूथ एवं इको क्लब

पीरपंजाल यूथ एवं इको क्लब

पेड़ों को राखी बंधते हुए बच्चे

Yudhveer Tandon

+15

Via CiscoWebex

## विद्यालय समुदाय में विशेषज्ञों से सीधे संवाद व मुलाकात के अवसर।

Yudhveer Tandon

+15

Via CiscoWebex

## समुदाय विद्यालय में विशेषज्ञों से सीधे संवाद व मुलाकात के अवसर।

Yudhveer Tandon

+15

Via CiscoWebex

## बाल बचत बैंक

- प्रत्येक शनिवार को आधे घंटे के लिए
- बच्चे ही बैंक प्रबन्धक, लिपिक व सहायक
- बचत की आदत का विकास।
- लेन देन की व्यवहारिक जानकारी बैंक की कार्यप्रणाली का व्यवहारिक ज्ञान।

Yudhveer Tandon

+15

Via CiscoWebex

## भोक्तंत्र की प्रयोगशाला में भावी नागरिक

बाल

सं स द

Yudhveer Tandon

+15



## Outcomes of innovation

- लोकतांत्रिक मूल्यों का विकास हुआ है।
- बच्चे स्वयं को विद्यालय का और विद्यालय को स्वयं का हिस्सा मानने लगे हैं।
- प्रतिनिधित्व एवं दायित्व निर्वहन।
- अपना पद/दायित्व छिन जाने का अहसास रहता है।
- बच्चों में बैठक का उत्साह रहता है।

## Question Box

- ✓ कक्षा कक्ष के ही एक कोने में एक बॉक्स रख दिया जाता है।
- ✓ इसमें बच्चे अपने मन के सभी सवाल सभी उलझनें कभी भी डाल सकते हैं।
- ✓ फिर प्रातः कालीन सभा में अध्यापक बारी बारी से उन सवालों को पढ़ते हैं और उनके संतोषजनक जवाब बच्चों को Brain Storming की सहायता से देते हैं।
- ✓ बच्चे को चूँकि अपना नाम इसमें लिखना जरूरी नहीं होता है इसलिए वे बिना झिझक के भी शुरू में अपना सवाल डाल सकते हैं।

## बाल समाचार पत्रिका

- पाठशाला में प्रतिमाह एक हिन्दी मासिक बाल समाचार पत्रिका "नन्हें उस्ताद" का प्रकाशन किया जाता है। यह बच्चों की बच्चों के लिए और बच्चों के द्वारा प्रकाशित एक पत्रिका है जिसमें सारा कार्य स्वयं बच्चे ही करते हैं।

**विशेषताएं**

- पाठशाला समाचार।
- बाल सभा समाचार।
- सम्पादकीय लेख।
- बच्चों द्वारा रचित रचनाएँ।
- संकलित रचनाएँ।
- अतिथि लेख।

➢ अध्यापक स्तम्भ।

➢ बाल अतिथि।

➢ पाठशाला के माह भर के सफल बच्चे।

➢ माह भर की प्रमुख झलकियाँ।

➢ समन्वयक की कलम से।

➢ आदि शामिल रहता है।

## बाल संविधान

बच्चों का बच्चों के लिए बच्चों द्वारा बनाया गया संविधान

## “मैं हूँ सबसे स्वच्छ” का बैज पहनते हुए बच्चे

व्यक्तिगत स्वच्छता किट के साथ बच्चे

## स्वच्छ आओ इनाम पाओ

बच्चों की बाल स्वच्छता कमेंटी का निर्माण

- 1 बच्चों को व्यक्तिगत स्वच्छता किट का वितरण
- 2 पाठशाला में स्वच्छता कालाश की व्यवस्था
- 3 स्वच्छता हेतु प्रोत्साहित करने का प्रयास
- 4 स्वच्छ आओ इनाम पाओ (स्वच्छता पुरस्कार)
- 5

## ईमानदारी की दुकान

लाभ

ईमानदारी की भावना का विकास। जरूरत के समान का समय पर मिलना। बच्चे की उपस्थिति बढ़ाने में सहायक। समाजिकता का अभ्यास। लेन देन की व्यवस्था का समझ। साविधानियाँ। इसे साध्य नहीं साधन समझा जाये समय निर्धारित हो। बच्चों की किसी गलत हरकत को नजरअंदाज न करें। अविभावकों का सहयोग व विश्वास हो सके तो एक बच्चे को इसका प्रभाव बनाया जा सकता है।

## वर्तमान स्वरूप

एक प्रयास ...

Education is training for the country and love for the nation

## पाठशाला स्थान नामकरण

- बच्चों द्वारा स्वयं अपनी
- पाठशाला के हर कक्षा कक्ष, खेल मैदान व स्थान का देश के महापुरुषों के नाम पर नामकरण।
- ज्ञानात्मक व भावनात्मक विकास।
- राष्ट्र निर्माण व देश प्रेम।

## विभिन्न माध्यमों से ई कंटेंट निर्माण

Youtube 21K Sub. & 25 Lkh Views.

Online e magazine Shiksha Vahini

हर घर पाठशाला के माध्यम से पिछले दो वर्षों से प्रदेश के बच्चों को शिक्षा दे रहा हूँ।



**Speaker-2:** Ms. Manju Balasubramanya (Principal, Delhi Public School, Bangalore) started presenting her practices in her school for quality and sustainable school by quoting Mahatma Gandhi:

**‘The world has enough for everyone’s need, but not enough for everyone’s greed’**

She exhibited initiatives taken in her school for quality and sustainable school such as; green project, waste management, social action and inclusion, ATAL and innovations, ATAL Lab, reduce+reuse+recycle, reimagine+recreate+restore, innovation and creation, collaboration, community involvement, use of solar power, growing own crops for canteen, empowering girls, etc

**Ensuring Inclusive and Equitable Quality Education and Promoting Lifelong Learning Opportunities for all -SDG 4 Quality Education**  
 CBSE-NEP Webinar Series 2021-22  
 Training of all Secondary Level Teachers in NISHTHA Modules  
 Free online training courses on Experiential Learning and Competency based Education available on DIKSHA Platform

**Waste management**  
 Plastic mixed roads  
 Sewage treatment plants  
 Waste segregation & Management

**Green Projects**  
 Plantation drives  
 Solar Panels  
 Rain water harvesting  
 Medicinal & organic farming

**Innovations & events**  
 ATAL  
 Trips & excursions  
 SPIC MACAY  
 Habba

**Social action**  
 Walkathons  
 Crowdfunding  
 JaIPoshan  
 Reap Benefit  
 1M1B  
 Behtar India

**Sustainability is the balance between the Environment, the Economy and Ethics**

**Toycathon 2021 reg.**  
**The India Toy Fair 2021**

**Inclusive environments are sustainable and promote**  
 Survey on Inclusive Practices in Schools affiliated to CBSE  
[http://cbseacademic.nic.in/web\\_material/Circulars/2021/74\\_Circular\\_2021.pdf](http://cbseacademic.nic.in/web_material/Circulars/2021/74_Circular_2021.pdf)

**Trips & Excursions- Learning with and for the environment**  
 FIT India School Quiz 2021  
 Physical Education and Community Coaching Program for all Women Teachers, March 2021 – 2022

**Awareness Programme on 'Whole School Approach to Fitness' and 'Khelo India National Fitness Assessment Programme' by CBSE in collaboration with Sports Authority of India (SAI) under the FIT INDIA MISSION in online mode**

**Events- Platforms to share best practices & replicate models**

**A beautiful environment begins with us**  
 CBSE EXPRESSION SERIES: CHARTING INDIA'S PROGRESS@75  
 SEWA

*"We cannot solve our problems with the same thinking we used when we created them"*  
 - Albert Einstein, Physicist

**Beti Padhao- Beti Bachao**

Their project, AARAMBHA supports the college education of underprivileged girls between the age of 16 to 22 years. Rs. 14L raised for education of 44 young girls, now coaching girls to be job ready.

**Haneen & Disha**  
 6 students have been selected to present their social good projects at the 1M1B Activate Impact Summit at the United Nations Head quarters in New York representing India as Young Global Citizens working towards achieving the SDGs.

**Empowering the Girl Child- Women are key to sustainable societies**  
 Webinar on 'Inculcating Entrepreneurial Mindset among Students' in association with Entrepreneurship Development

Normalises the topic of menstruation by getting men into the discussion & sensitizing the boys to remove negative mentalities through the project **MENstruation** while also supporting underserved women - 17000 menstrual kits distributed, 630 women impacted, 1.5 L raised.

**Krithi & Khushi**  
 The project RUTU, is helping female frontline workers menstruate comfortably & sustainably through their long working hours as their battle the COVID -19 pandemic. Rs.1.3L collected, 1050 people impacted, hours of webinars & 8 in person sessions conducted, 150 women converted to sustainable menstrual methods.

**Harshada & Maliha**



Via CiscoWebex

## Engaging with & Involving the community

"Never doubt that the small group of thoughtful, committed citizens can change the world; indeed it is the only thing that has ever." - Margaret Mead

+15

Via CiscoWebex

## Raising Awareness and being advocates of sustainable

Cleanliness Drive for Swachh Bharat – Swachhata Pakhwada (1st to 15th September, 2021)

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Via CiscoWebex

## Environment Conservation- Local & Global

[http://cbseacademic.nic.in/web\\_material/Circulars/2021/29\\_Circular\\_2021.pdf](http://cbseacademic.nic.in/web_material/Circulars/2021/29_Circular_2021.pdf) SKILL EDUCATION TERI GREEN OLYMPIAD 2021

+15

Via CiscoWebex

## REIMAGINE, RECREATE, RESTORE– Innovate

Celebration of World Environment Day on June 5, 2021

The proper use of science is not to conquer nature, but to live in it.  
- Barry Commoner

+15

Via CiscoWebex

## Green Measures

"If it can't be reduced, reused, repaired, rebuilt, refurbished, refinished, resold, recycled, or composted, then it should be restricted, designed or removed from production."  
- Pete Seeger, Folk Singer & Social Activist

+15

Via CiscoWebex

## Reduce, Reuse and Recycle

'Saksham' National Competition 2020-21: Painting, Essay Writing and Quiz Competition - reg.

Plans to protect air and water, wilderness and wildlife are in fact plans to protect man.  
- Stewart Udall

+15

Via CiscoWebex

## ATAL & Innovations- Together we succeed

AI For All - A joint initiative by CBSE and Intel India  
[http://cbseacademic.nic.in/web\\_material/Notifications/2021/02\\_Notification\\_2021.pdf](http://cbseacademic.nic.in/web_material/Notifications/2021/02_Notification_2021.pdf)

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Via CiscoWebex

## ATAL Lab

(Spaces that nurture creativity & innovation, promote projects that provide sustainable solutions, encourage)

CSIR Innovation Award for School Children (CIASC 2021) - reg  
Celebration of National Science Day (NSD) 2020-21 on 28th February 2021

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Via CiscoWebex

## ATAL & Innovations- Together we succeed

AI For All - A joint initiative by CBSE and Intel India  
[http://cbseacademic.nic.in/web\\_material/Notifications/2021/02\\_Notification\\_2021.pdf](http://cbseacademic.nic.in/web_material/Notifications/2021/02_Notification_2021.pdf)

+15

Via CiscoWebex

## Infrastructure(Inclusion)

"Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone." - George De

+15

**Speaker-3:** Mr. Manit Jain started talking about five mega trends of industrial revolution slightly move towards today's society's severe and thoughtful problem of declining values from human, skill gap and unemployability. He questioned the education system and ask **“are we educating for becoming more human or more machines?”** He said that teachers should promote and inculcate social and creative intelligence in children. He emphasises on experiential learning and asking for building a vision for quality education through experiential learning. He said that Experiential learning not only include hands on experience, but authentic purpose, relevance, real problem not simulation which brings real change. Further he articulates about his initiatives to overcome these problems, like Bicycle project, survival for humanist, rahgiri day, experiential learning and bicycle expedition.

ARE WE EDUCATING FOR BECOMING MORE **HUMAN** OR MORE MACHINE?

RESULT: **UNEMPLOYABILITY**

MIND THE SKILLS GAP

RESULT: **UNEMPLOYABILITY**

**“UNEMPLOYABILITY”**  
A BIGGER PROBLEM THAN UNEMPLOYMENT

INTRODUCING FACTS:

- MORE THAN 50 LAKH STUDENTS GRADUATE PER YEAR VERY FEW ARE FIT TO BE EMPLOYED.
- MORE THAN 50% OF INDIAN GRADUATES LACK BASIC EMPLOYABILITY SKILLS
- GROSS ENROLLMENT RATIO (GER) FOR HIGHER EDUCATION
- 1000000 PEOPLE WILL JOIN THE LABOUR FORCE EVERY MONTH FOR THE NEXT 20 YEARS WITHOUT ADEQUATE TRAINING
- 80% OF INDIA'S HIGHER EDUCATION SYSTEM UP TO THE YEAR 2020 IS YET TO BE BUILT

**SOCIAL INTELLIGENCE**

- PERSUASION
- COLLABORATION
- NEGOTIATION
- FAILURE
- INFLUENCING
- REJECTION
- BRAINSTORMING
- MULTIPLE PERSPECTIVES
- HOLDING EACH OTHER ACCOUNTABLE

**CREATIVE INTELLIGENCE**

- DATA ANALYSIS
- DEEP ENGAGEMENT
- DATA INTERPRETATION
- PRESENTATION
- RESEARCH
- ORGANIZING
- MAKING CONNECTIONS
- ORIGINAL THINKING
- INQUIRY

PREPARING CITIZENS FOR TOMORROW

**CREATIVE INTELLIGENCE**

- CURIOSITY
- PROBLEM SOLVING
- ORIGINAL THINKING
- DEEP INQUIRY
- INCLUSIVE PERSPECTIVE

PREPARING CITIZENS FOR TOMORROW

**SOCIAL INTELLIGENCE**

- EMPATHY
- COLLABORATION
- PERSUASIVE COMMUNICATION
- ASSISTING AND CARING
- SHARING

**BICYCLE EXPEDITION**

- SCIENCE**
  - HOW BICYCLES WORK
  - SIMPLE MACHINE
  - FRICTION AND DRAG
- HUMANITIES**
  - HISTORY OF BICYCLE
  - ROLE OF BICYCLE IN WOMEN EMPOWERMENT
  - ACTIVE CITIZENSHIP
- LITERACY**
  - READING & COMPREHENSION
  - WRITING TRAITS & RESEARCH WRITING
- MATH**
  - DATA COLLECTION
  - DATA ANALYSIS
  - RATIO AND PROPORTION
- VISUAL ARTS**
  - STILL LIFE SKETCHING
  - DEVELOPING SKILLS OF OBSERVATION & RECORDING



Via Cisco Webex

### BICYCLE EXPEDITION PHASE 1

PARTS & FUNCTIONS OF A BICYCLE

**UNIT PLAN:** OBSERVATION & ILLUSTRATION OF BIKES ASSEMBLING & DISMANTLING BICYCLES RE- DESIGN, REMODEL, REPAIR AND INNOVATE A BICYCLE IN SMALL GROUPS

**FINAL PRODUCT:** A BIKE MANUAL FOR DUMMIES DONATING REFURBISHED BICYCLES

**PEDAGOGY:** USING HANDS ON PRODUCTIVE WORK WORKING WITH COMMUNITY EXPERTS AND ARTISANS WORKING THROUGH MULTIPLE DRAFTS

**SKILLS:** DEVELOP THE CAPACITY TO CREATE, THINK, DESIGN AND INNOVATE, BUILDING AN ETHIC OF EXCELLENCE AND CRAFTMANSHIP

Mansi Jain

Via Cisco Webex

### BICYCLE EXPEDITION PHASE 2

HISTORY, PRESENT & FUTURE OF BICYCLES

**UNIT PLAN:** HISTORY OF BICYCLE ANALYSING HOW EACH BICYCLE COMPONENT EVOLVED BICYCLES AND EMPOWERMENT OF MINORITY GROUPS

**FINAL PRODUCT:** PROTOTYPE OF FUTURISTIC BICYCLES LITERACY ASSIGNMENTS ON HYPOTHETICAL WRITING

**PEDAGOGY:** RESEARCH GROUP WORK & COUNTER FACTUAL THINKING, PROTOTYPING

**SKILLS:** HABITS OF A HISTORIAN CAPACITY TO THINK, CONNECT, ANALYSE AND SYNTHESISE

Mansi Jain

Via Cisco Webex

### BICYCLE EXPEDITION PHASE 3

CREATING A BIKE FRIENDLY CITY

**UNIT PLAN:** TRAFFIC ECO- SYSTEMS & INTELLIGENT TRAFFIC MANAGEMENT CHANGE JOURNEYS OF OTHER GLOBAL CITIES CIVIC ACTION

**FINAL PRODUCT:** DOCUMENTARIES AND CASE STUDIES ON OTHER BIKE FRIENDLY CITIES FEASIBILITY & RECOMMENDATION REPORT TO GOVT. AGENCIES

**PEDAGOGY:** COLLATING PRIMARY & SECONDARY DATA, CASE STUDY ANALYSIS, UNDERSTANDING STAKEHOLDER NEEDS

**SKILLS:** DESIGN THINKING  
PROPOSAL WRITING  
CIVIC ACTION & CHANGE MANAGEMENT

Mansi Jain

Via Cisco Webex



Mansi Jain

Question-answer session conducted by the chair and the thought provoking and insightful session was wrap up by the Chair, Ms. Anamika Singh.

**Dr. Khan Shahnaz Bano**

**Associate Professor**

**MANUU-College of Teacher Education, Bhopal**

**Mrs. Tarannum Khan**

**Assistant Professor**

**MANUU-College of Teacher Education, Bhopal**

## Day-8

15<sup>th</sup> September 2021

### Transforming the System of Assessment: Holistic Progress Cards

Sh. Manoj Ahuja, Chairperson, CBSE	Chairperson
Dr. A P Kuttykrishnan, State Project Director, Kerala	Co-chairperson
Dr. Pragya M. Singh, J.S. (Academics), CBSE	Presenter
Ms. Anju Chazot, Mahatma Gandhi International School, Ahmedabad	Speaker-1
Dr Vasanthi Tyagrajan, Principal, Shishya School, Hosur, Tamil Nadu	Speaker-2
Mr. Parvinder Kumar, winner of the State Award, Principal, GBSSS, Tikri Kalan (currently posted with Govt of NCT)	Speaker-3

Shiksha Parv is being organized by the Ministry of Education, Government of India from 7<sup>th</sup> to 17<sup>th</sup> September 2021. The theme for today, i.e. 15<sup>th</sup> September, 2021 is “Transforming the System of Assessment: Holistic Progress Cards”.

**Introductory Remarks by Chairperson:** The introductory remarks was given by Sh. Manoj Ahuja, Chairperson, CBSE. At the outset Sh. Ahuja pointed out that the System of Assessment needs to be transformed, as has been emphasized in the New Educational Policy 2020. The aim of assessment needs to be shifted from summative based on rote memorization skills, to more regular and formative based skills and methods. The assessment should be more competency based and should be promoting learning and the development of students, testing their higher order skills like analysis, critical thinking and conceptual clarity.


**Remarks by Co-chairperson:** A P Kuttykrishnan, State Project Director, Kerala, who was the Co-Chairperson, also presented his views on the Holistic Assessment, which he said is need of the hour. He cited Kerala School Model for better understanding of the concept of Holistic Assessment. With every child being unique, a school's focus should be on holistic development and assessment rather on merely record maintenance. Thus, assessment should also focus on various or holistic performances of the learner.

Via CiscoWebex

Who am I ?

Who am i? Am I a human?  
Am I an animal? Am I a  
soul?  
Or just a body? But though  
now I lie in this bed,  
one day I will be on my own  
feet running and  
all of my dreams will come  
true. But I still have to find  
who i am...

(2012)

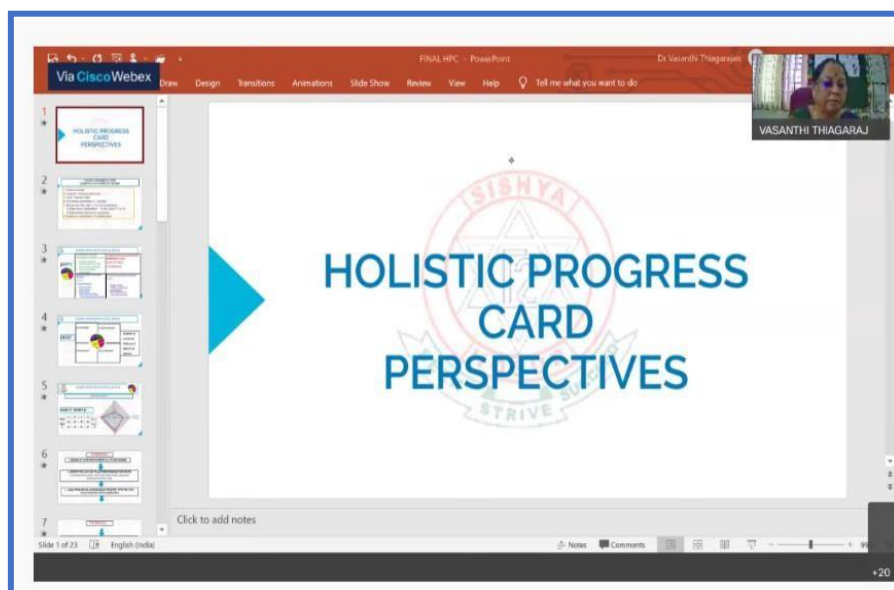


Tara Chazot

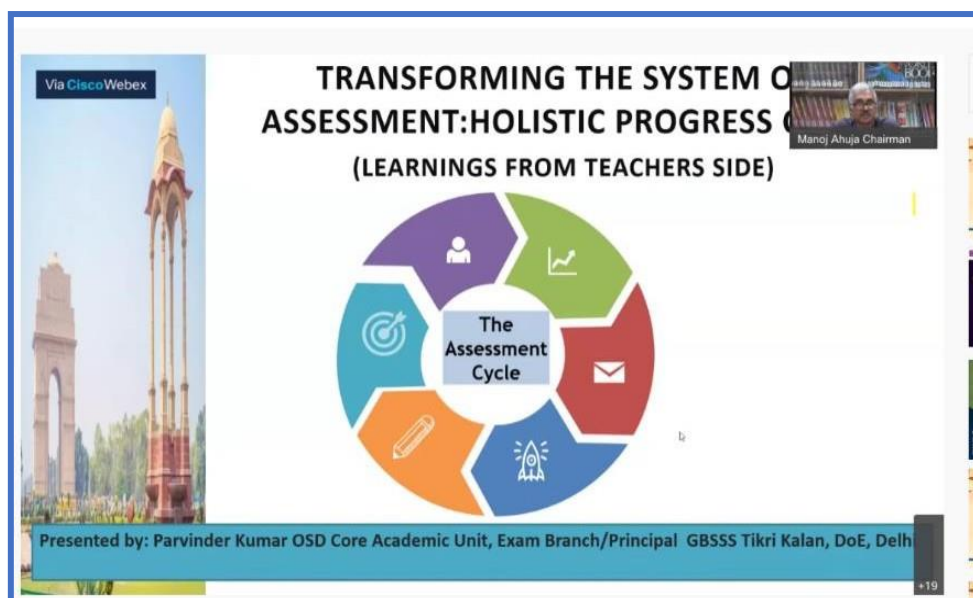
Anju Chazot

+20

**Presenter:** Dr. Pragya M. Singh, J.S. (Academics), CBSE was the presenter of the day. She provided the Nipun Guideline for Primary Grade Holistic Progress card. The various learning outcomes and key competencies that can be developed and assessed were presented. Three development goals were discussed: peer reflection, self-reflection and parental reflection. Along with this, it was mentioned that a more rounded and comprehensive approach should be developed over time focusing on Holistic Development and assessment.



**Speaker-1:** Ms. Anju Chazot, Mahatma Gandhi International School, Ahmedabad emphasized the importance of co-creative experiential learning. She mentioned that *ahimsa* should be brought into student assessment, and that report cards should be joyful to go along with joyful learning. She further pointed out that technology alone cannot fulfill all purposes, and that modern-day schooling should take into account the dignity for manual work as well. Learning and assessment should focus on various manual activities. Assessment should be focused on self-evaluation, peer evaluation and parental evaluation as well.



**Speaker-2:** Dr Vasanthi Tyagrajan, Principal, Shishya School, Hosur, Tamil Nadu, focused on essential features for holistic progress card. The need and purpose of the HPC should be clear. This needs to be done for child-centered learning, as well as reflective practices. The data should be user-friendly, and the assessment needs to be authentic. She further discussed the framework for Holistic Progress Card.



**Speaker-3:** Mr. Parvinder Kumar, winner of the State Award, Principal, discussed the paradigm shift from assessment of learning to assessment of learning approach. He discussed in detail the transformation of assessment, as was mentioned in the NEP 2020 with reference to the holistic progress card. He further discussed the challenges faced in the implementation of this transformation.

This very impressive and insightful discussion was concluded by thanks given by Dr. Ahuja.

**Dr Talmeez Fatima Naqvi**

**Associate Professor**

**Dr. Rubeena Khan**

**Assistant Professor**



## Day-9

16<sup>th</sup> September 2021

### Stimulating Indian Knowledge System, Arts and Culture

<b>Dr. Harshad P. Shah, Vice Chancellor, Children's University</b>	Chairperson
<b>Dr. Rabin Chettri, Director, SCERT, Sikkim</b>	Co-chairperson
<b>Prof. Ms. Saroj Sharma, Chairperson, NIOS, New Delhi</b>	Presenter
<b>Prof Girishwar Misra, Ex Vice-Chancellor, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha</b>	Speaker-1
<b>Dr. Ameeta Mulla Wattal, Chairperson and Executive Director, DLF Foundation Schools and Scholarships</b>	Speaker-2
<b>Dr. Praveen Kumar Tiwari, Associate Professor, Department of Education, Mahatma Jyotiba Phule Rohilkhand University, Bareilly</b>	Speaker-3

**Introductory Remarks by Chairperson:** Dr. Harshad P. Shah began with the Indian spiritualism and its extent to the Indian ancient wisdom. Further, he also highlighted the importance of Indian philosophy and ancient trend of education deliberation. Importance of Philosophy and Sanskrit language and its uplifting process must be continued as per his suggestions.

**Remarks by Co-chairperson:** He began with the importance of new National Education Policy after a long waiting of 34 years. Tribal population and their capacity neither promoted nor utilized so far, and recent NEP 2020 has given special attention to enhance the need and scope of potential development of tribal students. He recalled that modern science that got delayed attention in India due to unfortunate political system during the medieval period in India. A narrative created between science and religion as anti-thesis was the key point covered in his speech which needs to be reviewed. Indians are suffering civilization amnesia for a long time which needs self-introspection in contemporary India. He further emphasised on the need to change and transform Indian knowledge system to modern knowledge society, also need to change the psyche of western education system to Indian education system which is the need of the hour.

**Presenter:** She began with the importance of Shikshak parve as a major milestone in the recent decades. Further, focus was given on ancient script and old tradition of knowledge system which were much superior to any education system in the other part of civilization. Role of philosophy and science are paramount to understand the Indian system of education. Relinking Vedas-Puran with current research system and the need of the empirical research on the ancient Indian education system has been emphasized in her speech. Survival of the fittest was related with Indian scriptures even during ancient India. Ancient Indian universities like Nalanda, Taxila and Vikramshila was the evidence of fully developed Indian knowledge system even during thousands of years ago which need to be cherished and celebrated.

Westernization of Indian education has been one of the biggest threats to the existence of ancient education system, therefore education with ancient tradition and knowledge system need much more attention. Importance on education and language in the curriculum at both school and higher education were reemphasised in her speech. Indian art, culture and drama are equally important as western art and need to be brought back to the humanities discipline in India and Indian curriculum.

She lauded the role of NIOS in integrating Indian education system through curricular intervention and the goals set by the NEP 2020 to be realized soon by emphasising the above discussion. Further, she highlighted the role of Vocational skills and education, ancient education and role of NIOS curriculum in contemporary

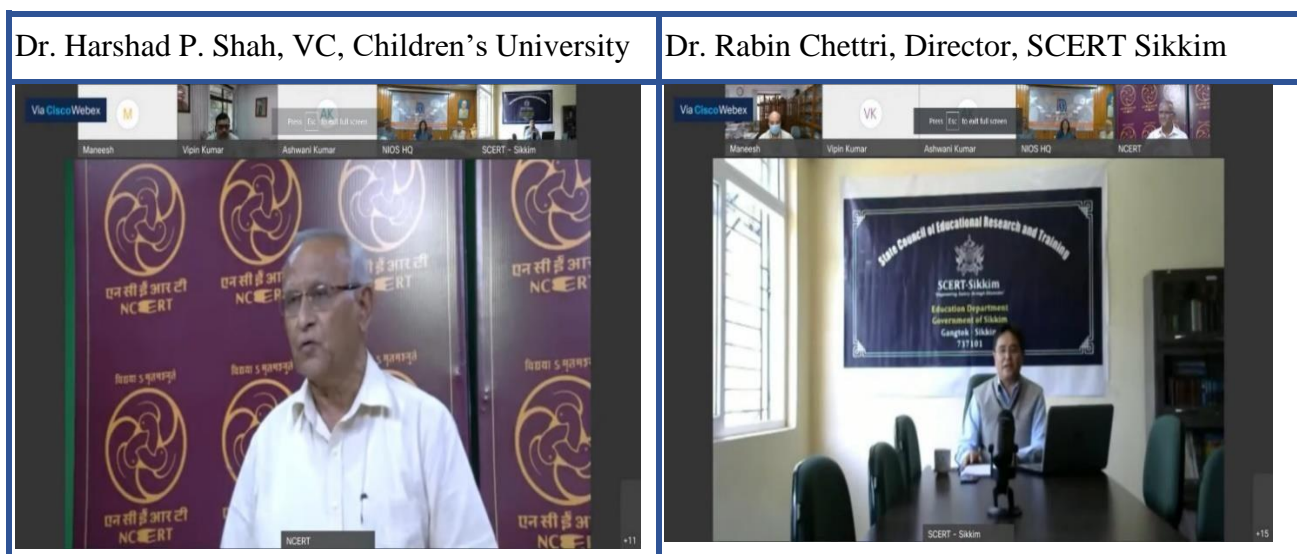
Indian education. Deen Dayal Upadhyay's importance on Panchkosh and ancient Indian science & mathematics were also reiterated in her speech. Vedas and Sanskrit in NIOS Curriculum are embedded recently making it more Indian rather mere imitation of western knowledge. Finally, she also spoke on the importance of self-identity creation for the India, and feel proud on Indian identity.

**Speaker-1:** Indians are physically Indian but mentally western as Prof. Mishra began with this very critical opening remarks. Holisticity in Indian thinking and practice is a very ancient ways of looking and understanding the world. Saving the self-conscience to save humanity was the tagline in his speech. He said that 'Moksha' means leaving the desire and humanity prevails over service in Indian philosophy. His lecture largely cantered around the Indian philosophy rather Indian education.

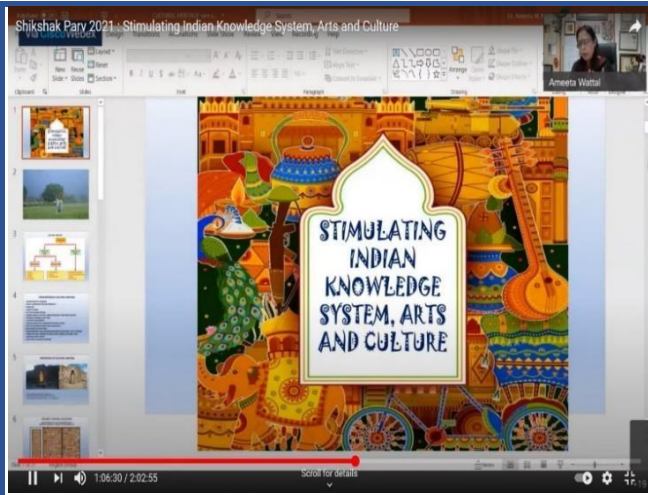
**Speaker 2:** "Bharat ka Pran tatva uski Atma hai" was her opening remarks. She initiated the deliberation with the ancient history, art, culture and greatness of Sindhu Ghati civilization which created India. She further observed the depth of Indian wisdom and need to preserve education heritage for the future Indian generations besides role of Indian education in preserving cultural heritage, ancient Indian languages and importance of Indian dance, art, culture, food, language, etc. Importance was given on Multilingualism of Indian languages, culture, art with reasonable logic and also on the Tagore's ideology which is the need of the hour.

**Speaker-3:** He began with Indian Vyas and Sanatan Parampara and its importance to manifest legacy of ancient Indian education system. Conflict between western and Indian tradition and its propagators were largely the west oriented intellectuals. He further emphasised on the need for aggression against westernization of Indian education culture, language and art in order to save the Indian education and culture from western forces. He also emphasised on the importance of Indian way of knowledge, subjects and disciplines and how & why Indians are detached with ancient Indian system and give up the western supremacy.

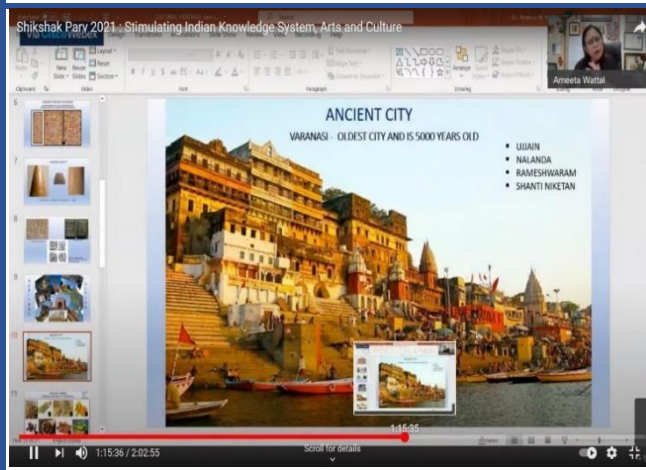
Need to integrate the philosophy of Deen Dayal Upadhyay and a paradigm shift from western education to Indian education are given by the NEP 2020. Sarve Bhavantu Sukhina, Shubh-Labh, Samposhan, Competition vs Indian Cooperation, Ek Bharat Shreshth Bharat are the soul of Indian culture and he proposed a knowledge and awareness series for Bharat darshan; state wise knowledge and history to be showcased every month to sensitize Indian students.



## Dr. Ameeta Mulla Wattal, Chairperson and Executive Director, DLF Foundation Schools and Scholarships



## Dr. Ameeta Mulla Wattal, presenting ancient city



## Prof. Ms. Saroj Sharma, Chairperson, NIOS, N. Delhi



## Prof Girishwar Misra, Ex Vice-Chancellor, Mahatma Gandhi Antarrashtriya, Hindi Vishwavidyalaya, Wardha



## Dr. Praveen Kumar Tiwari, Assoc. Prof., Dept. of Edu., Mahatma Jyotiba Phule Rohilkhand University, Bareilly



Prof. Abdul Raheem  
Associate Professor  
MANUU College of Teacher Education, Bhopal

Dr. Bhanu Pratap Pritam  
Assistant Professor  
MANUU College of Teacher Education, Bhopal



## Day-10

17<sup>th</sup> September 2021

### Reimagining Vocational Education and Skill Building

<b>Dr Nirmaljeet Singh Kalsi, Chairman, NCVET</b>	Chairperson
<b>Manish Sabharwal, Chairman TeamLease Services Ltd</b>	Co-chairperson
<b>Dr Biswajith Saha, Director (Training &amp; Skill Education), CBSE</b>	Presenter
<b>Mr. Raj Gilda, Lend-A-Hand, Delhi</b>	Speaker-1
<b>Ms. Sheetal Bapat, ShyamchiAai Foundation, Maharashtra</b>	Speaker-2
<b>Dr. B Shaji, Vocational Teacher, Kerala</b>	Speaker-3

**Introduction:** On the eve of VishwaKarma day ( day of skills) ,The Ministry of Education, India has conducted a national webinar on Reimagining vocational Education and Skill building. The programme was under the celebration of Sikshak Parv 2021 on 17-09-2021.Dr Nirmaljeet Singh Kalsi IAS (Retd.), Chairman of NCVET chaired the webinar. The Revenant chairman of Team Lease Service Limited Mr.Manish Sabharwal has co chaired the sessions. Notable experts in the field of vocational education, Dr Biswajith Saha, Mr Raj Gilda,Ms Sheetal Bapat, Dr Shaji B have presented their expert experience and experiments regarding the innovative approaches in the field of vocational education in the country. The webinar started at 10 am and ended at 11:39 am. The crux of each presenter's remarks is presented below.

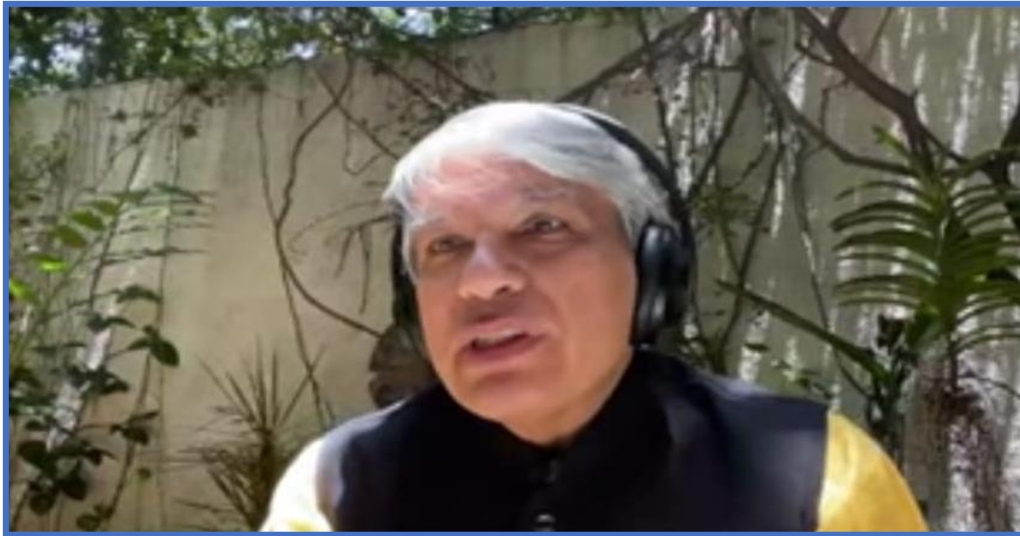
**Introductory Remarks by Chairperson:** Dr Nirmaljeet Singh Kalsi IAS (Retd.), Chairman of NCVET has presented the following vision of vocational education in India in the light of NEP 2020.



Make India skill capital of India, make vocational education 'Aspiration', prepare youth for future skill, ensure quality improvement in Vocational education, outcome centric vocational education, Ensure the Employability of vocational courses, Enable higher education facility of those who are completed vocational education stream. Integration of school education with vocational education since grade 6<sup>th</sup>. Facility to proceed vocational education in higher educational institutions, Expand the accessibility for vocational education in colleges, At least one skill should be taught by every student in the school, establish linkage between schools, colleges, industries at local level, leveraging ICT integrated skill training, introduction of a robust credit system in vocational education stream, focus on new age courses like, artificial Intelligence, data science, block chain, machine learning etc, Ensure academic equivalence to vocational course for higher education and employment.



**Remarks by Co-Chairperson:** The chairman of Team Lease Service Limited Mr. Manish Sabharwal has co-chaired the sessions. He has given the opening remarks by pointing three important self-explanatory questions for making vocational education effective and futuristic.



Question like 1) what I /we have learned 2) what are the possible short-term solution 3) what are the possible long-term solution. Education should be the reflection of once of experience. Facilities should be provided to reflect on students' experiences. That creates learning. Soft skill should be developed to cater the need of effective skilled employees. Soft skills are not taught in formal setting but it should be caught in informal environment. Three problems of employment sector have been mentioned. 1) Matching: connecting demand and supply of labour market 2) Pipeline: an industry/ training centre cannot train an employee within three or four months 3) Mismatching: Repairing supply and demand. The most important emphasis was on financing on training, to produce skilled citizen India has to reimagine the financing of training. Another important focus was on signaling value of higher education. It is a value conflict whether the person or institution is important. It can be done through controlling the entry which opens wide opportunity in its exit gate. He has given the concluding remarks that 1) fragmentize the universities in to Research University and skill university 2) Provision for fulltime employed learner 3) Concern on good governance and performance of government institutions.

**Presenter:** The presenter was Dr Biswajith Saha, Director Training and Skill education CBSE. He predicted the demand for 3.5 billion work forces at global level by 2030. Among the workforce 40 million will be for high skilled areas, 90 million skill work forces are already ready. But there is a challenge that at that point of time the present available work force will be irrelevant that point of time. Hence it necessitates a transform in the education system of our country to capitalize of our human resources.



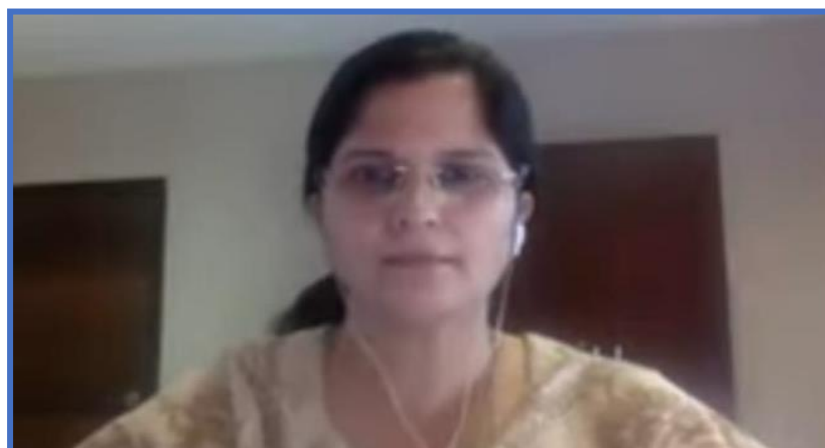
He recommended for the skill intervention in academic area to produce a skilled educated employees. Further he state that education should be provided based on the requirements of global industrial market. Hence school education and higher education should be integrated with skill education. He pointed out the CBSE initiatives towards skill education. CBSE has running 39 vocational subjects, 19 modern vocational courses, which include technology, agriculture, food processing, financial management etc. CBSE has been offering 8 courses in modular structure for its students. To make school ecosystem practical CBSE is also trying to promote project based learning. It promote apprentice training for its students by linking the local industries with the institutions. The NEP has targeted 50 percent of learner should opt for vocational education. Hence school should provide such an aspiration and inspirational vocational education system in its campuses.

**Speaker-1:** Mr Raj Gilda, a famous head of NGO, Lend a Hand India and wide experience personality in vocational education. He presented the experience and success story of the NGO and in the field of vocational education. The NGO has introduced innovative internship programme for senior secondary school students placing them in small or microenterprises near to the school or their home. He has given apprentice training to more than 10000 students across four states. It was as a result of integrating academic subject with vocational education.



The internship programme was initiated as part of samagra siksha programme project and in collaboration with state governments. The internship programme has given much priority for girls and it has provided them to become a good entrepreneur. The agenda was skill on wheel. Vocational education has to be taken as applied learning. He also revealed about the the multi skill foundation course initiated for grade 9-10 students, where skill training on food processing, bamboo work, electrical work,, nursing etc have been provided.

**Speaker-2:** Ms. Sheetal Bapat is belongs to Shyamchi Aai Foundation, Maharashtra. They worked for Right education that is a move from right to education to right education and right direction. For achieving this aim they have been working on a project for ten years. The aim of education should be reorganizing identifying, nourishing the potentials of every child in the school.



For empowering the vocational education sector the SAF has initiated Avirata, twenty first century online teacher training programme for in-service teachers. Apart that, SAF have provided holistic career guidance programme for students. For the purpose

career mitra programme has been introduced. Through this programme one crore students have been conducted online interest & aptitude test from 39000 schools across five states in the country. More broad and relevant curriculum has been Introduced by incorporating life skills in their curriculum.



**SAF**  
SHYAMCHI AAI FOUNDATION  
श्यामची आई फाऊंडेशन

1. Setting the context
2. Brief overview of 3 key projects -
  - A. **Online In-Service teacher training**  
Reach **41607** secondary school teachers in Maharashtra.
  - B. **Holistic Career Guidance project**  
Reach more than **1 crore students**, 5 states
  - C. **Life Skills curriculum**  
Reach **34 lac** students every year.

**RIGHT EDUCATION.  
RIGHT DIRECTION.**

**Speaker-3:** Dr B shaji, a teacher of vocational school from Kerala has presented some important inputs regarding the vocationalisation of school education in Kerala. The vocational education has introduced training partnership with industries. It promoted experiential learning. Three level training programme have initiated, 1) Micro Level 2) Meso Level 3) Macro level.



The vocational education sector of Kerala has collaborated with 53 industries as industrial training partners for providing training to the students of vocational education sector. It provides real work environment for students. The programme like 5days hand on training for trainees, conducting industrial expert interaction, 12 days on the job training for students based on job expert ( not based on educational qualification) , 3 day field visit for students, Panel discussion with industry to explore latest trend in industry, Community linked programme , Online training programme for vocational areas etc. The government of Kerala has a plan to explore the vocational skill of students at middle stage level. Skill development centre will be set up in each district of Kerala giving focus on 5 potential areas.

**AREAS OF PARTNERSHIP**



- o Trainers' Upskilling.
- o Experts' Interactions.
- o On the Job Training.
- o Field Visits.
- o Panel Discussions – Exploring the latest trends.
- o Entrepreneurship Development camps.
- o Community Linked Programmes.

**Conclusion:** The webinar emphasized the importance of integrating the academic, skill and industry for the bright future of our nation. The expert suggested the following measures to make vocational education successful in government schools in India. Raj Gilda has given stress on customizing school education, giving equal importance to vocational education and awareness on all job and dignity of each labour. Sheetal Bapat remarked that a conducive environment should be created in school to adopt vocational education and prepare

able and skilled teacher for giving vocational education to the children. Dr B Shaji identified the problems of lack of opportunity of higher education and the present vocational education output have no scope in government job market. To solve this problem equalization of common school education to vocational education should be established. Manish Sabharwal stressed on governance and performance of government school system. We have many policies and project to implement to achieve the target, but we are confusing with how to be done instead what is to be done. Finally the webinar has recommended some suggestive measures to government of India for improving the status and efficiently of vocational educational in India and to implement the vocational educational plan of NEP2020. Some Important recommendations are like, Integrate vocational education as part of school education, Academic equalization of vocational subject to common school subjects for Higher education and employment, Make ITI equal to Higher education, Scope of Internship Programme should be extended to UG level, Suitable credit accumulation system should be developed, Learn from bigger Industries of India.

The webinar was a big success in analysing the problems and challenges of vocationalisation of education in India. Further it succeeded in identifying the creative ways to overcome those identified challenges and problems. Let us hope for a bright future of our country towards better education, employment and quality of life and thereby ensuring sustainable development in our country.

Dr. Sakeer V  
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MANUU CTE Bhopal

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