

Empowering NEP Nodal Teachers

Transforming The Child, The Teacher and The School



State Council of Educational Research and Training, Delhi

Living the NEP: Joyful, Reflective, and Transformative Practices for Teachers

NEP Implementation Manual (NEP-IM)

2025 – 2026



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We extend our sincere gratitude to the Ministry of Education, Government of India, for their visionary National Education Policy 2020 (NEP 2020), which serves as the foundational inspiration for this training booklet. The NEP 2020 represents a transformative roadmap for India's education system, emphasizing inclusivity, joy, equity, holistic development, and a deep rootedness in Indian ethos.

This NEP Implementation Manual (NEP-IM) “Living the NEP: Joyful, Reflective, and Transformative Practices for Teachers,” is a humble endeavor to celebrate the spirit of NEP 2020 on its 5th anniversary. We are particularly indebted to the dedicated NEP Nodal Teachers (NEP-NTs), who are the true torchbearers of this educational revolution at the grassroots level. Their commitment and enthusiasm are crucial to realizing the NEP's aspirations in every classroom and school.

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We also thanks to all the educators, policy makers, and community members whose collective efforts and insights have shaped the comprehensive vision of the NEP 2020, envisioning a future where every learner, teacher, classroom, and school thrives in a dynamic and enriching educational ecosystem.

It is our hope that this booklet serves as a valuable resource, inspiring NEP-NTs to become catalysts of change, equipped with joyful pedagogy and a bold vision, and fostering a continuous journey of improvement and innovation in our schools.

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Introduction

The **National Education Policy 2020 (NEP 2020)** is not merely a policy document—it’s a collective dream, a roadmap for transforming India’s education system to make it more **inclusive, joyful, equitable, holistic, and rooted in Indian ethos**. Five years into its journey, the role of teachers, schools, communities, and above all, learners, is being reimagined.

This NEP Implementation Manual (NEP-IM) has been created to **celebrate the spirit of NEP 2020** on its 5th anniversary. It is designed for all teachers, school leaders, administrators and especially for **NEP Nodal Teachers (NEP-NTs)**, who serve as the torchbearers of this transformation at the school level.

The NEP Implementation Manual (NEP-IM) envisions a dynamic and interactive learning environment where students are not passive recipients of information but active participants in their educational journey. The core philosophy is that learning should be “lived, not delivered,” transforming the classroom into a vibrant space for exploration and discovery.

In this transformative approach, teachers and students will actively **act, play, debate, sing, and create**. This goes beyond traditional rote learning, encouraging a holistic development of cognitive, emotional, and social skills. Every concept, regardless of its complexity, will be brought to life through engaging and experiential methodologies.

Learning will be deepened through a diverse range of activities, including **skits, games, role plays, and artistic expression**. Skits and role plays will allow students to embody different perspectives and understand concepts through direct experience. Games will foster problem-solving skills and strategic thinking in an enjoyable context. Escape rooms will challenge students to collaborate, think critically, and apply their knowledge to solve puzzles. Furthermore, artistic expression, encompassing drawing, painting, music, and dance, will provide alternative avenues for understanding and communicating complex ideas, nurturing creativity and imagination.

This emphasis on active, experiential learning is a direct response to the call of NEP 2020 for an education system that is engaging, relevant, and prepares students for real-world challenges. By moving away from a didactic model, the NEP-IM aims to cultivate a love for learning, critical thinking abilities, and a well-rounded personality in every student.

We invite NEP-NTs especially to reflect deeply, laugh freely, collaborate generously, and return to school as catalysts of change, equipped with a joyful pedagogy and a bold vision.

Vision of NEP 2020 and the Role of NEP- NTs

Vision of NEP 2020

NEP 2020 envisions an **education system rooted in Indian values**, with a strong emphasis on **holistic development, 21st-century skills, ethical reasoning, multilingualism, and competency-based learning**. It aims to make learning more **inclusive, accessible, experiential, and multidisciplinary**, while encouraging schools to become **vibrant community hubs**.

Key aspirations of NEP 2020 include:

- **Universal Foundational Literacy and Numeracy (FLN)** by Grade 3
- **Curriculum Reduction** with deeper learning
- **Joyful Classrooms** driven by play, dialogue, and exploration
- **Teacher Autonomy**, continuous professional development, and respect
- **School Complexes** for resource sharing and collective growth
- A strong focus on **Indian Knowledge Systems (IKS)** and cultural integration
- Strengthening **Assessment as Learning**, not just of learning
- **Equitable and Inclusive Education**- ensures equal access and quality learning for all.

Who is the NEP Nodal Teacher (NEP-NT)?

An NEP Nodal Teacher is a:

- Facilitator of the policy at school level
- **Bridge between Vision and Practice**
- **Mentor to Peers**; guiding classroom transformation
- **Reflective Practitioner**; leading by doing
- **Coordinator for implementation**, aligned with NEP's learner-centric ethos
- **Cultural Ambassador**; Promotes Indian Value, knowledge system, art, culture and heritage.
- **Advocate of Inclusive Education**; Supports children with special needs, gender equality and diverse learning needs.

Reading the Profiles Collectively

The NEP does not offer separate blueprints for the **Student, Teacher, Classroom and School—It weaves them together**, forming a single tapestry of educational change.

To understand the NEP learner, one must also understand the teacher who nurtures them, the classroom where they thrive, and the school that supports them.

In this NEP Implementation Manual (NEP-IM), these five portraits (**Student, Teacher, Parent, Classroom, and School**) will be:

- Explored through stories, skits, games, and drama
- Compared through before–after simulations
- Internalized through reflection and team discussion

In this NEP Implementation Manual (NEP-IM) we are presenting the core idea that NEP proposes for the learners, teachers, parents, classrooms and the school as a whole. The **profiles of the Student, Teacher, Parent, Classroom and School** have been carefully woven together by drawing from different parts of the NEP. They do not appear as one single list in the policy, but emerge across chapters—sometimes in the form of goals, sometimes as suggested practices, and often as values and aspirations.

Each profile captures the core ideas of what kind of child we are nurturing, what kind of teacher we are supporting, what kind of classroom we are creating, and what kind of school we are building.

These are not isolated parts. To fully understand the NEP learner, for example, one must also think about the NEP teacher, and the kind of classroom and school that supports such a learner. These profiles are meant to be read together, as a collective vision.

We invite you to read these profiles not just as descriptions, but as starting points for reflection:

- What does this look like in my school?
- What are we already doing?
- What can we do more intentionally?

Let this be the beginning of a shared journey of transforming our schools in the spirit of NEP 2020—rooted in our context, connected to our children, and driven by our collective hope for a better future.

2

Portrait of an NEP Classroom

The classroom is where policy becomes practice. The NEP Classroom Portrait illustrates the environment and pedagogical spirit the policy aspires to create: one that is joyful, inclusive, rooted in real life, and alive with curiosity and collaboration. Whether it's through play, dialogue, or projects, the classroom is imagined as a space where learning feels 'natural, meaningful, and connected'.

This portrait gathers threads from across the NEP through its emphasis on pedagogy, learning environment, assessment practices, and core foundational principles. Like the others, this portrait is most powerful when read in conjunction with the learner it supports, the teacher who shapes it, and the school that enables it.

As we read this, we might ask: *Does my classroom reflect this spirit? What small shifts can bring me closer to this vision?*

The NEP Classroom Portrait: A Vision for Transformative Learning

The classroom, often considered the heart of the educational experience, is where the aspirations of policy truly materialize into practice. The **NEP Classroom Portrait** offers a vivid depiction of the dynamic environment and pedagogical philosophy that the National Education Policy (NEP) endeavors to cultivate. It envisions a learning space that is profoundly joyful, inherently inclusive, deeply rooted in real-life experiences, and vibrantly alive with curiosity and collaborative spirit. This portrait moves beyond traditional, rote learning, imagining a classroom where the act of learning itself feels “natural, meaningful, and connected” – whether it unfolds through the spontaneous joy of play, the rich exchange of dialogue, or the engaging challenge of hands-on projects.

This comprehensive portrait is meticulously woven together from various interconnected strands that span across the NEP's foundational principles. It places significant emphasis on evolving pedagogical approaches, fostering a conducive and stimulating learning environment, implementing progressive assessment practices, and upholding core foundational principles that guide the entire educational ecosystem. Like the other interconnected portraits within the NEP framework – such as the learner it aims to empower, the teacher who meticulously shapes this environment, and the supportive school that enables its realization – this classroom portrait gains its most profound impact when understood in conjunction with these complementary elements. Each facet reinforces and enriches the others, creating a holistic vision for education.

As educators and stakeholders engage with this aspirational vision, it prompts profound self-reflection and encourages a forward-looking perspective. We are invited to critically assess: *Does my current classroom environment truly reflect this vibrant spirit? What small, yet impactful, shifts or deliberate changes can I initiate to incrementally move closer to realizing this transformative vision within my own teaching practice?* This introspection is crucial for bridging the gap between policy and practice, fostering a continuous journey of improvement and innovation in our classrooms.

A Classroom envisioned by NEP 2020 is:

1. Joyful and Play-Based

Classrooms must promote learning through play, stories, discovery, and hands-on experiences, especially in the foundational and preparatory stages. Classrooms are envisioned as vibrant hubs of interactive learning, particularly crucial during the foundational and preparatory years of education. The emphasis is on fostering an environment where learning transcends rote memorization and becomes an engaging journey of exploration and discovery. This pedagogical approach champions the integration of play as a fundamental tool for cognitive development, recognizing its power to stimulate creativity, problem-solving skills, and social-emotional growth.

Furthermore, the narrative element is given prominence through the strategic use of stories. Storytelling, in its various forms, serves as a powerful medium to convey complex concepts in an accessible and memorable manner. It encourages critical thinking, empathy, and a deeper understanding of diverse perspectives. By weaving educational content into compelling narratives, classrooms can ignite a lifelong love for learning and equip students with the ability to connect with information on an emotional and intellectual level.

The concept of “discovery” is central to this vision, promoting an inquiry-based learning model where students are encouraged to ask questions, investigate, and arrive at their own conclusions. This approach cultivates curiosity, independence, and a scientific temper, preparing students to be active participants in their learning journey rather than passive recipients of information. It involves creating opportunities for experimentation, observation, and critical analysis, allowing students to construct knowledge through their own explorations.

Finally, “hands-on experiences” are underscored as indispensable. This translates to a learning environment rich in practical activities, experiments, and real-world applications. Tactile and kinesthetic learning methods are prioritized, enabling students to grasp abstract concepts through direct engagement and manipulation. Whether it’s building models, conducting simple experiments, or participating in interactive projects, these experiences solidify understanding, develop fine motor skills, and bridge the gap between theoretical knowledge and practical application. Ultimately, this holistic approach aims to nurture well-rounded individuals who are not only academically proficient but also creatively inspired, critically adept, and practically skilled. *Reference: (NEP 2020 Para 1.2, 4.2, 4.6, 4.7)*

“Classroom transactions shall shift... toward play-based, activity-based, and inquiry-based learning.”

2. Experiential and Multi-disciplinary

Teachers integrate arts, sports, vocational skills, and real-life contexts into learning, fostering creativity and critical thinking across subjects. Teachers under the new educational paradigm are envisioned as facilitators who seamlessly weave together diverse disciplines and real-world applications within their pedagogical approaches. This integrated methodology ensures that arts, sports, and vocational skills are not treated as isolated subjects but as integral components of a holistic learning experience. By doing so, educators cultivate an environment where creativity flourishes, encouraging students to think outside conventional boundaries and explore innovative solutions.

Furthermore, the integration of real-life contexts into learning is paramount. This means moving beyond theoretical concepts and connecting classroom lessons to tangible, everyday scenarios. Such an approach not only makes learning more relatable and engaging but also significantly enhances critical thinking abilities. Students are challenged to analyze complex situations, identify underlying problems, and develop well-reasoned solutions, thereby preparing them for the challenges of an ever-evolving world. The ultimate goal is to nurture well-rounded individuals who are not only academically proficient but also possess the practical skills and innovative mindset necessary to thrive in various aspects of life. *Reference: (NEP 2020 Para 4.4, 4.2, 4.6, 4.7, 4.8, 22.12)*

“The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals.”

3. Inclusive and Equitable

Classrooms are dynamic and inclusive spaces that actively support children with special needs, recognizing and addressing their unique learning needs to ensure equitable access to education. They also embrace children from socially and economically disadvantaged groups (SEDGs), including those from marginalized communities, rural areas, and first generation school going learners, ensuring that no child is left behind. These classrooms uphold linguistic diversity, valuing and integrating students’ mother tongues and varied language backgrounds into the learning process. They promote gender equity, fostering an environment where all genders feel empowered, respected, and have equal opportunities to thrive. Furthermore, inclusive classrooms provide support for children from different cultural backgrounds, migrant families, and those affected by circumstances such as conflict or displacement. They also cater to varied learning styles, employing diverse pedagogical approaches and resources to engage every student—whether visual, auditory, kinesthetic, or other learning modes. By addressing

the needs of children with disabilities, gifted learners, and those requiring remedial support, classrooms become truly holistic spaces. This comprehensive approach ensures that every child, regardless of background, ability, or circumstance, feels a strong sense of belonging and is empowered to reach their fullest potential within the educational setting. *Reference: (NEP 2020 Para 4.22, 6.1, 5.21)*

“It will ensure that children with disabilities are able to fully participate in the regular schooling process.”

4. Multilingual and Culturally Rooted

Teaching leverages the child’s home language/mother tongue in early years and promotes cultural relevance in content and discussion. Teaching practices are deeply rooted in leveraging the child’s home language or mother tongue during their formative years. This approach acknowledges the profound connection between language, culture, and cognitive development. By building upon the linguistic foundation children acquire at home, educators can create a more accessible and meaningful learning environment. This not only eases the transition into formal schooling but also strengthens their sense of identity and cultural belonging.

Furthermore, a critical aspect of effective teaching involves promoting cultural relevance in both the content delivered and the discussions fostered within the classroom. This means incorporating diverse perspectives, histories, and traditions into the curriculum, making learning resonate with students’ lived experiences and backgrounds. When educational content reflects the rich tapestry of human cultures, it becomes more engaging, relatable, and inclusive. Discussions, in turn, become vibrant exchanges of ideas, where students feel empowered to share their unique insights and learn from the experiences of others. This approach moves beyond rote memorization, encouraging critical thinking, empathy, and a deeper understanding of the world’s interconnectedness. *Reference: (NEP 2020 Para 4.11, 4.12)*

“Wherever possible, the medium of instruction until at least Grade 5... will be the home language/mother tongue/local language.”

5. Competency-Based Teaching -learning and Assessment

Emphasizes competency-based learning with assessments aligned to learning outcomes, capabilities, and dispositions. Encourages assessment as, of, and for learning, integrated into experiential and hands-on pedagogies. The new educational paradigm places a strong emphasis on competency-based learning, a transformative approach that moves beyond rote memorization to focus on what students can truly understand, apply, and demonstrate. This requires a fundamental shift in assessment methodologies. Instead of traditional tests that primarily measure recall, assessments will be meticulously aligned to specific learning outcomes. These outcomes are not merely about acquiring knowledge but also about developing a range of capabilities and dispositions.

Capabilities encompass the practical skills and abilities learners acquire, such as critical thinking, problem-solving, collaboration, and creativity. Dispositions, on the other hand, refer to the attitudes, values, and mindsets that foster lifelong learning and responsible citizenship, including curiosity, resilience, empathy, and a growth mindset. Therefore, assessments will be designed to evaluate how well students can utilize their knowledge and skills in real-world contexts, demonstrating these capabilities and dispositions.

Furthermore, the framework actively promotes a multi-faceted approach to assessment: assessment *as* learning, *of* learning, and *for* learning. Assessment *as* learning empowers students to become active participants in their own learning journey through self-assessment and peer feedback. It encourages metacognition, allowing students to reflect on their learning processes, identify strengths, and pinpoint areas for improvement. Assessment *of* learning provides a snapshot of what students have learned at a particular point in time, often through summative evaluations, to gauge their overall proficiency against established standards. However, this is not merely a terminal judgment but an opportunity to provide comprehensive feedback. Most critically, assessment *for* learning is deeply integrated into the instructional process, serving as an ongoing diagnostic tool. It involves continuous monitoring of student progress, providing timely and constructive feedback to inform teaching strategies and guide learners toward mastery.

These comprehensive assessment approaches are inextricably linked with innovative pedagogical practices. The emphasis is on experiential and hands-on pedagogies, moving away from passive reception of information towards active engagement. This includes project-based learning, inquiry-based learning, collaborative tasks, simulations, and real-world problem-solving activities. In these dynamic learning environments, assessment is not an external, separate event, but rather an intrinsic part of the learning experience itself. Students are constantly applying their knowledge and skills, receiving immediate feedback, and refining their understanding through practical application. This integration ensures that learning is meaningful, relevant, and prepares students not just for academic success, but for the complex challenges and opportunities of the 21st century. *Ref: (NEP 2020 Para 4.6, 4.34, 4.35)*

To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education.

Flexibility and Empowerment: Child Centered Learning

Learning is personalized and flexible—allowing children to explore, collaborate, and construct meaning rather than memorizing information. Learning, within this framework, is envisioned as a deeply personalized and inherently flexible journey. It moves beyond the confines of rote memorization, instead empowering children to actively engage with their education. This approach encourages exploration, fostering a natural curiosity that drives deeper understanding.

Collaboration is central, recognizing that shared inquiry and the exchange of ideas enrich the learning process. Ultimately, the goal is for children to construct their own meaning from information, rather than passively receiving it, thereby building a robust and adaptable knowledge base. *Reference: (NEP 2020 Para 4.23, 22.8)*

“Children will be given regular opportunities for experiential learning with creative and analytical thinking.”

7. Tech-Enabled and Resource-Rich

Digital tools and content are integrated thoughtfully to enhance interaction, accessibility, and feedback and not to replace pedagogy. In modern educational environments, the thoughtful integration of digital tools and content serves as a powerful catalyst for enhancing learning experiences. These resources are strategically employed to enrich interaction within the classroom, making education more dynamic and engaging. Furthermore, they play a crucial role in improving accessibility, ensuring that diverse learners, including those with special needs or geographical limitations, can access educational materials and participate fully. Digital tools also significantly streamline and refine the feedback process, allowing for more timely, personalized, and actionable insights for students on their progress.

Crucially, this integration is approached with the understanding that digital resources are supplementary to, not a substitute for, sound pedagogical practices. The core principles of effective teaching, such as critical thinking development, collaborative learning, and fostering a deep understanding of concepts, remain paramount. Digital tools are viewed as instruments that amplify these pedagogical goals, providing new avenues for their achievement. They are designed to support and extend the reach of skilled educators, enabling them to create more immersive, adaptive, and personalized learning journeys for every student. The aim is to create a symbiotic relationship where technology empowers educators to deliver more impactful instruction, ultimately leading to superior educational outcomes. *Reference: (NEP2020 Para 4.24, 4.46, 23.6, 24.1, 24.4, 24.3)*

“Technology will be integrated... to support teacher preparation and classroom processes.”

8. Connected to Local Contexts (Outreaching to the community)

Teachers bring in local knowledge, environment, traditions, and real-life tasks to bridge school and life. Teachers, as pivotal figures in the educational landscape, play a crucial role in enriching the learning experience by seamlessly connecting theoretical knowledge with practical realities. They achieve this by strategically incorporating local knowledge, environmental awareness, traditional wisdom, and real-life tasks into their pedagogical approaches. This integration serves to bridge the gap between the structured environment of the school and the dynamic complexities of everyday life.

By drawing upon local knowledge, educators can make lessons more relatable and resonant for students, fostering a sense of connection to their immediate surroundings and cultural heritage. This might involve exploring local history, geography, economy, or community issues. Similarly, by emphasizing environmental understanding, teachers cultivate an appreciation for ecological principles and the importance of sustainability, encouraging responsible stewardship of the planet.

Furthermore, the inclusion of traditions in the curriculum allows students to connect with their cultural roots, understanding the values, customs, and practices that have shaped their communities. This fosters a sense of identity and belonging. Crucially, the introduction of real-life tasks transforms abstract concepts into tangible experiences, enabling students to apply their learning in practical scenarios. This can range from problem-solving local challenges to engaging in project-based learning that mimics real-world situations.

Ultimately, this multifaceted approach by teachers ensures that education is not confined to textbooks but extends into the lived experiences of students, making learning more meaningful, engaging, and directly applicable to their lives beyond the classroom walls. This holistic method prepares students not just academically, but also as well-rounded individuals ready to navigate and contribute to the world around them. *Reference: (NEP2020 Para 4.27, 4.31)*

“Curriculum content will be reduced... to make space for critical thinking and local relevance.”

9. Emotionally Safe and Collaborative

The classroom is built on acceptance, trust, care, respect, and student voice, where children, regardless of background, ability, or identity—feel seen, valued, and supported.

It is a vibrant and equitable learning environment where diversity is not just acknowledged but celebrated. The 21st century classroom, envisioned as a vibrant hub of learning, is meticulously constructed upon a foundation of mutual trust, genuine care, and profound respect. This supportive environment is meticulously designed to empower and amplify the student voice, ensuring that every child feels unequivocally safe and encouraged to freely express their thoughts, bravely question prevailing ideas, and confidently assume leadership roles in their own educational journey. It's a space where vulnerability is embraced, curiosity is celebrated, and individual contributions are valued, fostering a sense of belonging and agency that is paramount for holistic development. *Reference: (NEP2020 Para 5.14)*

“A caring and inclusive culture will be promoted in the classroom.”

10. Bagless and Beyond the Classroom Learning

The vision for holistic development within the educational framework emphasizes a rich tapestry of activities designed to foster **well-rounded individuals**. This includes engaging students in practical, experiential learning through **field visits**, where direct observation and

interaction with real-world environments deepen understanding and curiosity. To nurture practical competencies and creative expression, dedicated **skill days** are incorporated, offering opportunities to explore various talents and develop specific abilities. The cultivation of artistic appreciation and physical well-being is promoted through vibrant **art and sports festivals**, which not only celebrate creativity and athleticism but also encourage teamwork and healthy competition. Furthermore, a crucial aspect of this vision involves meaningful **interaction with community experts**. This allows students to gain insights from professionals and experienced individuals in various fields, bridging the gap between theoretical knowledge and its practical application, and fostering a sense of civic engagement and responsibility. *Reference: (NEP2020 Para 4.26, 4.33)*

“Bagless days will be encouraged... where children intern with artisans or participate in creative projects.”

11. Critical Thinking, Life Skills and Interactive Learning

Classrooms prioritise core concepts and real-world applications, creating space for deeper thinking rather than content overload. Teaching is driven by inquiry, exploration, and collaborative problem-solving. Learners are encouraged to question, analyse, and reflect—building critical thinking as a core habit of mind. *Reference: (NEP2020 Para 4.5, pg-5)*

12. Respectful diversity of Local and Cultural Contexts

Lessons must draw upon local examples, diverse cultural narratives, and traditional knowledge systems to make learning relatable and rooted in students’ realities. The National Education Policy (NEP) emphasizes the profound importance of integrating local and cultural contexts into the educational framework. This principle ensures that learning is not an abstract endeavor but a deeply personal and meaningful experience for every student.

At its core, this means that lessons are meticulously designed to draw upon a rich tapestry of local examples. This could involve exploring the unique geography, history, and social dynamics of the community in which the school is situated. For instance, a science lesson might use local flora and fauna to illustrate ecological concepts, or a history class could delve into the stories of local heroes and historical events that shaped the region.

Furthermore, the NEP champions the inclusion of diverse cultural narratives. Education should be a window into the varied customs, traditions, arts, and beliefs of different cultural groups, both within the immediate community and across broader society. This fosters an understanding and appreciation of cultural richness, promoting empathy and respect among students. This could manifest in literature classes exploring folk tales from various communities, or art classes drawing inspiration from indigenous art forms.

Crucially, the policy advocates for the incorporation of traditional knowledge systems. Many communities possess a wealth of knowledge passed down through generations, encompassing areas like sustainable practices, traditional crafts, medicinal plants, and oral histories. Integrating

these systems into the curriculum not only validates and preserves this invaluable heritage but also offers alternative perspectives and practical applications of knowledge. For example, a mathematics lesson might explore the geometric patterns found in traditional textiles, or an environmental studies class could learn about traditional water management techniques.

By rooting learning in students' realities through these diverse elements, the NEP aims to make education profoundly relatable and relevant. When students see their own lives, communities, and cultural backgrounds reflected in the curriculum, it significantly enhances their engagement, motivation, and comprehension. This approach not only makes learning more effective but also cultivates a strong sense of identity, belonging, and pride in one's heritage, ultimately preparing students to be well-rounded individuals who appreciate and contribute to a diverse world. *Reference: (NEP2020 Para 22.1, 4.27)*

Key Thematic ideas through and by NEP 2020

- The NEP envisions empowering learners.
- Egoless teaching is a key aspect.
- The curriculum promotes a spiral learning approach over linearity.
- The curriculum is designed for discussion and continuous engagement rather than completion.
- Multidisciplinarity is emphasized.
- The language of instruction and mother tongue are given importance.
- The joy of learning is a core principle.
- Classroom spaces should be dynamic, not static.
- Inclusion is a fundamental value.
- Equity is a priority.
- The curriculum implementation approach is by and through.
- Integration of ICT in teaching and learning is crucial.
- Dialogic teaching is encouraged.
- Competency-based teaching is a focus.
- Phenomenon-based teaching and learning are promoted.
- Project-based teaching and learning are utilized.
- 21st-century skills are developed.
- Nurturing prevocational skills helps overcome vocational biases and academic supremacy.

- Classroom learning should extend to real life.
- Home assignments are a part of the learning process.
- Learning is for the 4 Ps: People, pets, plants, and the planet.
- The learning journey progresses from known to unknown to unknowable.
- The Indian knowledge system is integrated.

Portrait of an NEP Teacher

The National Education Policy (NEP) envisions a profound transformation in the roles of teachers, Student, classrooms, and schools, moving beyond traditional paradigms to foster a dynamic and holistic educational ecosystem. At the heart of this vision is the **NEP Teacher**, a figure far removed from the mere deliverer of content. This new portrait emphasizes the teacher's multifaceted role as a **facilitator**—guiding students through their learning journey rather than simply dictating information. They are a **guide**, helping learners navigate complex ideas and develop critical thinking skills. Crucially, the NEP teacher is a **lifelong learner**, continually engaging with new knowledge, pedagogical approaches, and educational technologies to remain effective and inspiring.

This comprehensive portrait of the teacher, pieced together from various tenets of the NEP, highlights several key dimensions:

- **Role:** Beyond instruction, their role encompasses fostering curiosity, creativity, and problem-solving abilities. They are mentors who inspire a love for learning and equip students with skills for a rapidly changing world.
- **Identity:** The NEP envisions a teacher who is respected, empowered, and recognized for their pivotal contribution to society. This identity is built on professional autonomy and a deep sense of purpose.
- **Support Systems:** The policy underscores the importance of robust support systems for teachers, including adequate resources, conducive working environments, and administrative backing to enable them to focus on teaching and student development.
- **Professional Growth:** Continuous professional development is not just encouraged but integrated into the teacher's career path. This includes opportunities for ongoing training, peer collaboration, and engagement with educational research to refine their practice and stay abreast of the latest educational advancements.

The NEP teacher is thus a deeply connected individual, attuned to the unique needs of their learners and the specific context in which they teach. This is not a rigid checklist of attributes but rather a vibrant “picture of possibility” – an aspirational model designed to prompt reflection. It encourages educators to consider: “What aspects of this vision do I already embody in my practice? What further aspirations can I cultivate, provided with the necessary support and resources?”

To fully grasp the transformative potential embedded within the NEP Teacher Portrait, it is imperative to understand that this vision does not exist in isolation. It is intricately woven into the broader fabric of the policy's aspirations for the entire learning experience. The NEP also articulates a clear vision for the **Student**, emphasizing active participation, experiential learning, and the development of 21st-century skills. Similarly, it envisions a dynamic and inclusive **classroom**, shifting from a teacher-centric model to a learner-centric environment that promotes collaboration, critical thinking, and personalized learning pathways. Finally, the policy re-imagines the **school** itself as a nurturing and empowering ecosystem that supports the holistic development of every child, fostering a sense of belonging and community.

These five elements – the NEP Teacher, the Student, the parent, the classroom, and the school – are deeply interconnected and mutually supportive. Each plays a vital role in shaping a rich and meaningful learning experience, with the teacher acting as a pivotal catalyst in bringing this comprehensive vision to fruition. The success of the NEP hinges on the synergistic interplay of these components, creating an educational landscape that prepares students not just for examinations, but for life itself.

A Teacher envisioned by NEP 2020 is:

Empowered and Respected Professional

Positioned as a facilitator of learning and recognised as a key driver of change. Teachers are positioned as crucial facilitators of learning, moving beyond the traditional role of mere information dispensers. They are recognized as key drivers of transformative change within the education system and society at large. This involves fostering a dynamic, interactive, and student-centric learning environment where teachers guide, mentor, and inspire rather than simply dictate. This expanded role necessitates equipping teachers with continuous professional development opportunities, robust support systems, and the autonomy to innovate within their classrooms. It also implies valuing their expertise, acknowledging their pivotal contribution to shaping future generations, and ensuring their professional dignity. The focus shifts towards empowering teachers to be adaptable, critical thinkers who can effectively address the diverse learning needs of students, integrate technology meaningfully, and cultivate 21st-century skills. Their role as change agents extends to promoting inclusivity, critical thinking, creativity, and a holistic understanding of subjects, ultimately contributing to the overall development of **well-rounded individuals** and a progressive society. *[Ref: Para 5.1]*

Reflective and Continuously Learning

Engages in ongoing professional development and reflective teaching practices. Teachers are encouraged to be deeply reflective practitioners, constantly evaluating their teaching methodologies, classroom management, and student engagement strategies. This involves a commitment to ongoing professional development, actively seeking out new pedagogical approaches, subject matter expertise, and technological advancements. They engage in self-

assessment, peer observation, and collaborative learning with colleagues, utilizing feedback to refine their skills. This continuous learning cycle ensures that educators remain adaptable, innovative, and responsive to the evolving needs of their students and the educational landscape. They are lifelong learners themselves, modeling this crucial attribute for their students and fostering a dynamic and growth-oriented learning environment. *[Ref: NEP2020 Para 5.24]*

Inclusive practitioner

Adapts pedagogy for children from diverse backgrounds, including children with disabilities. An inclusive practitioner is a highly adaptable and empathetic educator who consistently modifies their teaching methods and approaches to effectively cater to the diverse needs of all children. This encompasses a wide spectrum of backgrounds, learning styles, and abilities, with a particular focus on ensuring equitable access and meaningful participation for children with disabilities. Their pedagogy is not static but rather fluid and responsive, constantly evolving to create a learning environment where every child feels valued, supported, and challenged to reach their full potential. This involves a deep understanding of individualized learning plans, differentiated instruction, assistive technologies, and collaborative partnerships with specialists and families. Ultimately, an inclusive practitioner champions a classroom where diversity is celebrated as a strength and all learners are empowered to thrive. *[Ref: NEP2020 Para 5.21, 6.1, 6.14]*

Assessor for Learning

Uses interactive, experiential, and competency-based teaching practices aligned with learning outcomes. An Assessor for Learning plays a pivotal role in the educational ecosystem by employing a dynamic and learner-centric approach to evaluation. This goes beyond traditional summative assessments and instead focuses on continuous feedback and growth.

Key characteristics and practices of an Assessor for Learning include:

- **Interactive Teaching Practices:** Moving away from rote learning, the assessor integrates interactive methods such as group discussions, peer teaching, problem-based learning, and debates. This fosters active participation and critical thinking among students.
- **Experiential Learning:** Learning by doing is central to this approach. The assessor designs and facilitates activities that allow students to apply theoretical knowledge to real-world scenarios. This could involve simulations, field trips, experiments, projects, and case studies, leading to deeper understanding and retention.
- **Competency-Based Assessment:** Instead of merely measuring knowledge recall, the assessor focuses on evaluating students' ability to demonstrate specific skills and competencies. This involves assessing their analytical thinking, problem-solving capabilities, communication skills, creativity, and collaborative abilities. Rubrics and performance-based tasks are often utilized to provide clear criteria for success.

- **Alignment with Learning Outcomes:** Every teaching and assessment strategy is meticulously aligned with predetermined learning outcomes. This ensures that all activities contribute directly to students achieving the intended knowledge, skills, and attitudes. The assessor regularly checks for this alignment to ensure the effectiveness of their methods.
- **Formative Assessment Focus:** A significant emphasis is placed on formative assessment, which involves ongoing monitoring of student learning to provide timely and targeted feedback. This feedback is constructive and actionable, helping students identify areas for improvement and guide their learning journey. This continuous cycle of teaching, assessing, and feedback is crucial for student progress.
- **Personalized Learning Pathways:** Recognizing that each student learns differently, the assessor strives to create personalized learning experiences. This involves differentiating instruction, providing varied resources, and offering individualized support based on student needs and learning styles.
- **Self and Peer Assessment:** The assessor encourages students to engage in self-assessment and peer assessment, empowering them to take ownership of their learning and develop critical evaluation skills. This also fosters a collaborative learning environment where students learn from each other.
- **Data-Driven Decisions:** The assessor utilizes assessment data to inform their instructional decisions. By analyzing student performance, they can identify areas where students are struggling, adjust their teaching strategies, and provide targeted interventions.

In essence, an Assessor for Learning acts as a facilitator of learning, guiding students through engaging experiences, providing meaningful feedback, and fostering a deep understanding of concepts and the development of essential competencies. This approach ensures that education is not just about acquiring information but about developing well-rounded individuals prepared for real-world challenges. [Ref: *NEP2020* Para 4.6, 4.34, 4.35]

Experiential Learning through Arts and Sports Integration

Embeds hands-on learning, arts, storytelling, and sports into everyday teaching. This approach not only makes learning joyful and meaningful, but also helps students develop cultural appreciation, collaboration, fitness, and life skills. Experiential Learning through Arts and Sports Integration

The National Education Policy (NEP) champions a transformative pedagogical approach: the seamless integration of hands-on learning, diverse art forms, captivating storytelling, and dynamic sports activities into the fabric of everyday teaching and learning. This innovative strategy transcends traditional rote memorization, aiming to cultivate a holistic educational environment that resonates deeply with students.

By embedding these experiential elements, the learning process is fundamentally reimaged. It becomes a joyful exploration, igniting curiosity and fostering a genuine love for discovery

rather than a mere acquisition of facts. Furthermore, this approach imbues learning with profound meaning, connecting theoretical concepts to real-world applications and personal experiences.

Beyond academic enrichment, this integrated model cultivates a rich tapestry of vital skills and attributes within students. Through engagement with various art forms—be it visual arts, music, dance, or drama—students develop a profound cultural appreciation, understanding the nuances of different traditions and fostering empathy across diverse backgrounds. Collaborative projects inherent in arts and sports activities nurture essential teamwork and communication skills, preparing students for effective interaction in a globalized world. The consistent inclusion of sports not only ensures physical fitness and well-being but also instills valuable life skills such as discipline, perseverance, strategic thinking, and the ability to navigate both success and setbacks gracefully.

In essence, this experiential learning framework is designed to empower students not just with knowledge, but with a robust set of cultural, social, emotional, and physical competencies, equipping them to thrive in an ever-evolving world. [Ref: NEP2020 4.6, 4.7, 4.8]

Advocates of Indian Culture and Multilingualism

Teachers embed Indian languages, arts, and traditions meaningfully in curriculum and pedagogy, helping learners develop cultural identity and appreciation. Teachers play a pivotal role in fostering a deep appreciation for Indian languages, arts, and traditions. They achieve this by seamlessly integrating these rich cultural elements into both the curriculum and pedagogical approaches. This deliberate integration is crucial for helping learners develop a strong sense of cultural identity and a profound appreciation for their heritage.

In practice, this means educators actively seek opportunities to incorporate Indian languages, beyond mere translation, into daily lessons, encouraging students to speak, read, and write in them. They introduce various forms of Indian art, including classical and folk dances, music, painting, and sculpture, not as isolated subjects but as integral parts of learning across disciplines. Furthermore, teachers weave in traditional Indian customs, festivals, stories, and philosophical concepts, providing historical context and promoting understanding. Through such holistic methods, the classroom transforms into a vibrant space where cultural exploration is an organic part of the learning journey, ensuring that students grow up not only academically proficient but also culturally rooted and proud. [Ref: NEP2020 22.2, 22.3, 22.7]

Culturally Rooted and Locally Responsive Educator

Designs learning experiences that are grounded in India's cultural, linguistic, and geographical contexts. Uses local stories, traditions, art forms, and examples to make learning relevant, engaging, and meaningful for all learners—allowing creativity and abstract thinking to flourish from a place of familiarity. An educator who embodies this principle is deeply attuned to the rich tapestry of India's cultural, linguistic, and geographical diversity. They are not merely transmitters of information but curators of learning experiences that resonate with the

immediate environment and heritage of their students. This involves a deliberate and thoughtful integration of local narratives, time-honored traditions, indigenous art forms, and relatable everyday examples into the curriculum.

By grounding learning in these familiar contexts, the educator transforms abstract concepts into tangible, relatable ideas. This approach fosters a sense of belonging and relevance, making education not just an academic pursuit but a journey of self-discovery and cultural appreciation. For instance, mathematics might be taught using patterns found in traditional Indian textiles, science through observation of local flora and fauna, and history through the stories of regional heroes and historical sites.

Furthermore, this pedagogical philosophy encourages a flourishing of creativity and abstract thinking. When learners can connect new knowledge to their lived experiences and cultural understanding, they are more likely to engage deeply, ask insightful questions, and develop innovative solutions. This approach moves beyond rote memorization, empowering students to think critically, express themselves authentically, and build upon a foundation of familiarity to reach new intellectual heights. The educator, in essence, acts as a bridge between the universal principles of knowledge and the unique cultural landscape of the learners, creating an educational environment where every student feels seen, valued, and inspired to learn. [Ref: NEP2020 Para 4.29, 5.2, 5.3, 5.24, 15.1]

Digitally Capable and Adaptive

Integrates technology into teaching, assessment, and professional learning, making learning accessible and engaging. They are trained to use platforms like DIKSHA and SWAYAM. In an increasingly digital world, the modern educator must be not only familiar with technology but also adept at seamlessly integrating it into every facet of the learning experience. This involves a comprehensive approach that transforms traditional classrooms into dynamic, interactive environments. Teachers are expected to leverage digital tools and platforms to enhance their instructional methodologies, moving beyond conventional lectures to foster active student engagement.

A key aspect of this digital capability is the strategic incorporation of technology into teaching practices. This includes utilizing interactive whiteboards, multimedia presentations, educational applications, and online resources to present complex information in an accessible and stimulating manner. Such integration facilitates differentiated instruction, allowing teachers to cater to diverse learning styles and paces.

Furthermore, digital proficiency extends to assessment strategies. Educators are encouraged to explore and implement technology-enhanced assessment methods that go beyond traditional pen-and-paper tests. This could involve online quizzes, project-based assessments facilitated by collaborative digital tools, e-portfolios, and performance-based tasks that leverage simulations or virtual labs. These methods not only provide a more comprehensive understanding of student learning but also offer immediate feedback, enabling timely adjustments to instruction.

Beyond the classroom, digital capabilities are crucial for ongoing professional learning. Teachers are expected to utilize online platforms and resources for continuous professional development, staying abreast of the latest pedagogical innovations and technological advancements. This includes participating in online courses, webinars, and virtual communities of practice.

Crucially, this digital transformation is supported by dedicated training in national initiatives like DIKSHA and SWAYAM. DIKSHA (Digital Infrastructure for Knowledge Sharing) serves as a national digital infrastructure for teachers, offering a wide array of e-content for various subjects and grades, along with training modules for professional development. SWAYAM (Study Webs of Active-learning for Young Aspiring Minds) provides a platform for online courses covering diverse disciplines, enabling teachers to deepen their subject matter knowledge and explore new areas of expertise. Through proficiency in these platforms, teachers can access a wealth of resources, collaborate with peers, and continuously refine their digital pedagogical skills, ultimately making learning more accessible, engaging, and relevant for all students. [Ref: NEP2020 24.3, 23.6]

Autonomous and Emotionally Attuned Practitioner

Exercises professional autonomy to design and adapt pedagogy that best suits their students' needs. Values and integrates socio-emotional learning into daily teaching, fostering a safe and nurturing classroom. Celebrated for using creative and context-responsive strategies that enhance student learning outcomes. An **Autonomous and Emotionally Attuned Practitioner** is a highly skilled educator who embodies the core principles of the National Education Policy (NEP) vision. This practitioner is characterized by their ability to exercise profound **professional autonomy**, which allows them to thoughtfully design and continuously adapt their pedagogical approaches. They are not bound by rigid, one-size-fits-all methods but instead possess the expertise and confidence to craft teaching strategies that are uniquely tailored to best suit the diverse and evolving needs of their students. This means they are adept at differentiating instruction, recognizing individual learning styles, and responding flexibly to classroom dynamics.

Beyond their pedagogical expertise, a defining characteristic of this practitioner is their deep commitment to and integration of **socio-emotional learning (SEL)** into the very fabric of their daily teaching practice. They understand that a student's emotional well-being is inextricably linked to their academic success and overall development. Therefore, they actively foster a **safe and nurturing Inclusive classroom environment** where students feel emotionally secure, valued, and respected. This involves cultivating empathy, promoting positive relationships, teaching conflict resolution, and creating a space where students feel comfortable expressing themselves and taking risks. Their approach goes beyond just academic content, recognizing the importance of developing emotionally intelligent individuals.

Furthermore, this practitioner is widely **celebrated for using creative and context-responsive strategies** that demonstrably enhance student learning outcomes. They are innovators in their field, consistently seeking out and implementing novel approaches to engage students

and make learning more meaningful and effective. Their strategies are not generic but are thoughtfully developed with an acute awareness of the specific cultural, social, and individual contexts of their students and the wider community. This responsiveness ensures that learning is relevant, relatable, and impactful, leading to significant improvements in student comprehension, critical thinking, and overall academic achievement. They are seen as exemplary educators who not only impart knowledge but also inspire a lifelong love of learning and personal growth. [Ref: *NEP2020* 5.14]

Committed to Continuous Professional Development

Actively engages in ongoing professional learning through in-person and online modules at local, regional, and national levels. Driven by personal interest and professional goals, teachers pursue at least 50 hours of CPD annually, including exposure to latest pedagogies like experiential learning, arts- and sports-integration, and formative assessment approaches

Committed to Continuous Professional Development

Teachers are deeply committed to their ongoing professional growth, recognizing it as an indispensable element for fostering dynamic and effective learning environments. This commitment is evidenced by their active engagement in a diverse range of professional learning opportunities, accessible through both in-person workshops and online modules. These opportunities span local, regional, and national levels, ensuring a broad and comprehensive approach to skill enhancement and knowledge acquisition.

Driven by a powerful combination of personal intellectual curiosity and clearly defined professional aspirations, teachers consistently dedicate a minimum of 50 hours annually to Continuous Professional Development (CPD). This dedication goes beyond mere compliance; it reflects a genuine desire to evolve their teaching methodologies and stay at the forefront of educational innovation. Their CPD activities are specifically designed to expose them to the latest pedagogical advancements, ensuring that their instructional practices are contemporary, research-informed, and highly effective.

Key areas of focus within this continuous learning journey include, but are not limited to, the exploration and mastery of innovative pedagogical approaches such as:

- **Experiential Learning:** Teachers delve into strategies that facilitate hands-on, immersive learning experiences, enabling students to construct knowledge through direct engagement and real-world application. This includes understanding how to design projects, simulations, and field trips that foster deeper understanding and critical thinking.
- **Arts-Integration:** Emphasis is placed on integrating the arts across the curriculum, recognizing their powerful role in enhancing creativity, problem-solving skills, emotional intelligence, and cross-curricular connections. Teachers learn how to leverage visual arts, music, drama, and dance to make learning more engaging, memorable, and accessible to diverse learners.

- **Sports-Integration:** Teachers explore methodologies that incorporate sports and physical activity into the learning process, not only for physical well-being but also to promote teamwork, discipline, strategic thinking, and healthy competition. This includes understanding how to embed movement and sports-related concepts into academic subjects.
- **Formative Assessment Approaches:** A significant portion of CPD is dedicated to mastering sophisticated formative assessment techniques. This involves understanding how to effectively monitor student learning during instruction and provide timely, actionable feedback to guide ongoing teaching and learning. The focus is on using assessment as a tool for learning, rather than solely for evaluation, to identify misconceptions, adjust instruction, and empower students to take ownership of their learning journey. This includes exploring various feedback strategies, questioning techniques, and student self-assessment tools.

Through this sustained and multifaceted approach to professional development, teachers ensure they remain highly skilled, adaptable, and equipped to meet the evolving needs of their students and the dynamic landscape of modern education. Their unwavering commitment to continuous learning directly translates into enriched classroom experiences, fostering an environment where students are inspired to achieve their full potential. [Ref: NEP2020 5.15]

Recognised, Rewarded, and Growth-Oriented Professional

Thrives in a system that values and rewards merit through clear career pathways, fair assessment, and opportunities for leadership. Teachers are supported with structured career progression within their teaching stage and recognized for excellence in practice, professional development, and community contribution. Exceptional educators are also encouraged and prepared to take on academic and institutional leadership roles over time. Teachers, as the bedrock of the education system, deserve to be recognized, rewarded, and provided with ample opportunities for continuous professional growth. This vision necessitates a systemic transformation that values and incentivizes merit, fostering an environment where educators can truly thrive.

Central to this transformation is the establishment of clear and transparent career pathways. Teachers should have a well-defined trajectory for progression within their teaching stage, allowing them to visualize their professional journey and work towards specific milestones. This includes opportunities for advancement based on their dedication, skill development, and impact on student learning.

Fair and comprehensive assessment mechanisms are crucial for recognizing and rewarding excellence. These assessments should go beyond mere quantitative metrics and encompass a holistic evaluation of a teacher's practice, their commitment to professional development, and their valuable contributions to the school community. This could involve peer reviews, student feedback, portfolio assessments showcasing innovative teaching methods, and documentation of participation in school-wide initiatives.

Furthermore, a truly growth-oriented professional system actively supports teachers in their pursuit of continuous learning and improvement. This means providing access to high-quality professional development programs, workshops, and courses that are relevant to their needs and current pedagogical advancements. Opportunities for collaborative learning, mentorship, and research should also be readily available, empowering teachers to refine their skills and adopt best practices.

Finally, exceptional educators should not only be recognized for their contributions but also encouraged and prepared to assume academic and institutional leadership roles. This involves identifying and nurturing leadership potential, providing specialized training in school administration, curriculum development, and policy implementation. By cultivating a pipeline of experienced and talented teachers for leadership positions, the entire education system stands to benefit from their expertise and vision, ensuring a virtuous cycle of continuous improvement and innovation. [Ref: NEP2020 5.17–5.19, 5.20]

Thematic ideas through and by NEP 2020

- **Acceptance of not knowing** is crucial for fostering a growth mindset.
- **Well-being** should be prioritized for both learners and educators.
- Being **consistent and persistent** is vital for effective learning and teaching.
- The **language of instruction and mother tongue** should be thoughtfully considered and integrated.
- **Integrated learning plans** promote holistic understanding.
- **Inclusion** ensures equitable opportunities for all learners.
- Clearly defined **goals, objectives, and learning outcomes** guide the educational process.
- Employing a **forward vs backward plan** helps in structuring lessons effectively.
- **Dialogic teaching** encourages active participation and critical thinking.
- **Competency-based teaching** focuses on practical skills and understanding.
- **Phenomenon-based teaching and learning** connects education to real-world experiences.
- **Project-based teaching and learning** fosters deeper engagement and practical application.
- Utilizing **stage-wise pedagogies** caters to developmental needs of learners.
- The **teacher as a friend, philosopher, and guide** supports student growth beyond academics.
- Understanding the **life of a teacher** is important for appreciating their role and challenges.
- **Readiness to learn and teach** is a prerequisite for effective education.
- **Intentional teaching** ensures purposeful and impactful instruction.
- Integrating the **Indian knowledge system** enriches the curriculum and cultural understanding.

4

Portrait of an NEP Student

The NEP Student Portrait brings to life the kind of learner that the policy envisions: curious, confident, ethical, creative, culturally rooted, and globally aware. This portrait draws from different sections of the NEP that speak of holistic development, multilingualism, early childhood, foundational and experiential learning. Understanding this learner is essential for every educator. It allows us to pause and reflect: *Are we creating the conditions that allow this kind of learner to thrive?*

But a learner doesn't grow in isolation. This portrait must be read alongside the vision of the teacher, classroom, and school. Together, they shape the child's journey.

The NEP Learner: Nurturing a Holistic and Future-Ready Individual

The National Education Policy (NEP) articulates a profound vision for the learner of today, recognizing that education extends far beyond rote memorization. It seeks to cultivate individuals who are not only academically proficient but also ethically grounded, creatively agile, and globally conscious. The NEP Student Portrait, a synthesis of various policy tenets, vividly brings to life the characteristics of this envisioned student:

- **Curious:** The NEP Student is driven by an innate desire to explore, question, and understand the world around them. This curiosity is the bedrock of lifelong learning, fostering an environment where inquiry is encouraged and discovery is celebrated.
- **Confident:** Equipped with a strong sense of self-belief, the NEP learner is empowered to take risks, voice their opinions, and embrace challenges. This confidence stems from an educational system that values individual strengths and promotes a growth mindset.
- **Ethical:** Integral to the NEP vision is the development of a strong moral compass. The learner is instilled with values of empathy, integrity, responsibility, and respect for diversity, enabling them to navigate complex social landscapes with wisdom and compassion.
- **Creative:** The NEP fosters an environment where innovation and imaginative thinking are paramount. Learners are encouraged to think outside the box, experiment with new ideas, and express themselves through various artistic and intellectual mediums, thereby nurturing their unique creative potential.
- **Culturally Rooted:** Recognizing the importance of heritage and identity, the NEP Student is deeply connected to their cultural roots. This involves an appreciation for India's rich linguistic diversity, traditional knowledge systems, and artistic expressions, fostering a sense of belonging and pride.

- **Globally Aware:** While rooted in their own culture, the NEP Student also possesses a broad understanding of global issues and interconnectedness. They are open to diverse perspectives, capable of critical thinking about global challenges, and prepared to engage meaningfully with the wider world.

This comprehensive portrait is meticulously crafted by drawing from various sections of the NEP that emphasize:

- **Holistic Development:** Moving beyond a narrow focus on academic achievement, the NEP prioritizes the all-round development of the child—intellectual, emotional, social, physical, and ethical.
- **Multilingualism:** The policy champions the importance of multilingualism, recognizing the cognitive and cultural benefits of learning multiple languages.
- **Early Childhood:** The NEP stresses the critical role of early childhood care and education in laying a strong foundation for future learning.
- **Foundational and Experiential Learning:** Emphasizing a shift from rote learning to understanding, the NEP promotes foundational literacy and numeracy, along with hands-on, experiential learning that connects knowledge to real-world applications.

The Educator's Imperative: Cultivating Thriving Learning Environments

For every educator, understanding this multifaceted learner is not merely an academic exercise; it is an essential professional imperative. It serves as a vital prompt for introspection: *Are we truly creating the conditions that allow this kind of learner to thrive?* This question necessitates a critical examination of pedagogical practices, curriculum design, classroom dynamics, and the overall school environment. It compels educators to continuously reflect on whether their approaches are nurturing curiosity, building confidence, instilling ethical values, fostering creativity, celebrating cultural heritage, and broadening global awareness.

A Symbiotic Ecosystem: The Learner, Teacher, Classroom, and School

Crucially, the NEP acknowledges that a learner does not grow in isolation. The envisioned learner portrait must be interpreted in conjunction with the policy's vision for the teacher, the classroom, and the school. These three elements form a symbiotic ecosystem that collectively shapes and influences the child's educational journey.

- **The Teacher:** The NEP envisions teachers as facilitators, mentors, and lifelong learners themselves—equipped to inspire, guide, and support the diverse needs of students. They are not merely transmitters of knowledge but architects of engaging learning experiences.
- **The Classroom:** The ideal NEP classroom is a dynamic, interactive space that encourages collaboration, critical thinking, and active participation. It is inclusive, welcoming, and responsive to individual learning styles, moving away from rigid, teacher-centric models.

- **The School:** The school, under the NEP framework, is envisioned as a vibrant learning community that fosters a culture of excellence, innovation, and holistic development. It is a safe, stimulating, and supportive environment that champions well-being and promotes active engagement with the wider community.

Together, the intertwined visions for the learner, teacher, classroom, and school form the bedrock of the NEP's transformative agenda, aiming to create an education system that is truly aligned with the demands of the 21st century and beyond.

A learner envisioned by NEP 2020 is:

Curious and Motivated to Learn

The NEP envisions Student who are inherently curious and deeply motivated by an intrinsic desire to learn. This goes beyond passive reception of information; it's about actively engaging with knowledge.

- **Asks questions and explores concepts through discovery, discussion, and inquiry-based methods:** Students are encouraged to be question-askers, not just answer-givers. They delve into topics through hands-on discovery, collaborative discussions with peers and educators, and structured inquiry-based learning. This means exploring 'why' and 'how' rather than simply memorizing 'what'. Lessons are designed to foster critical thinking and problem-solving skills, allowing students to construct their own understanding of concepts.
- **Does not resort to rote memorisation, rather is learning 'how to learn':** The focus shifts dramatically from rote memorization of facts to developing a meta-cognitive understanding of the learning process itself. Students are guided to understand *how* they learn best, to identify effective strategies for acquiring and retaining knowledge, and to develop the skills necessary for lifelong learning. This includes critical analysis, synthesis of information, and the ability to adapt to new information and challenges, preparing them for a rapidly changing world where continuous learning is paramount. [Ref: *NEP 2020* Para 4.4, 4.5]

Holistic and Well-Rounded

Develops cognitive, social, emotional, ethical, and physical skills—across arts, sciences, and life skills. The National Education Policy (NEP) envisions a comprehensive educational experience that transcends traditional academic boundaries, fostering the complete development of every learner. This “holistic and well-rounded” approach emphasizes the interconnectedness of various aspects of human potential, aiming to cultivate individuals who are not only intellectually capable but also socially responsible, emotionally intelligent, ethically grounded, and physically adept.

This vision entails a curriculum and pedagogical practices that actively nurture a broad spectrum of skills, carefully integrated across diverse domains:

- **Cognitive Skills:** This encompasses critical thinking, problem-solving, creativity, analytical reasoning, and the ability to synthesize information from various sources. The aim is to move beyond rote learning to foster deep understanding and intellectual curiosity.
- **Social Skills:** Learners will develop crucial interpersonal abilities such as communication, collaboration, empathy, teamwork, and an understanding of diverse perspectives. This prepares them to interact effectively and harmoniously within communities and the wider world.
- **Emotional Skills:** The NEP recognizes the importance of emotional intelligence, encouraging the development of self-awareness, self-regulation, motivation, and resilience. Students will learn to understand and manage their own emotions, as well as to recognize and respond appropriately to the emotions of others.
- **Ethical Skills:** Education will instill a strong moral compass, promoting values such as integrity, honesty, respect for all, compassion, and a sense of justice. This aims to cultivate responsible citizens who contribute positively to society.
- **Physical Skills:** Beyond traditional sports, this includes promoting overall physical well-being, healthy habits, coordination, and an understanding of the importance of physical activity for a balanced life.

Crucially, this development is integrated across all learning areas:

- **Arts:** Visual arts, performing arts, and literary arts will be integral to the curriculum, fostering creativity, imagination, aesthetic appreciation, and cultural understanding.
- **Sciences:** Scientific inquiry, critical observation, experimentation, and an understanding of the natural world will be emphasized, promoting a spirit of discovery and innovation.
- **Life Skills:** Practical abilities essential for navigating everyday life, such as financial literacy, digital literacy, health and wellness, problem-solving in real-world contexts, and effective decision-making, will be explicitly taught and integrated into the learning process.

The NEP's commitment to holistic and well-rounded development signifies a paradigm shift towards an education system that truly prepares individuals for a fulfilling life, equipped with the diverse skills and attributes necessary to thrive in an ever-evolving world. [Ref: NEP 2020 Para 4.4]

Capable of Critical and Creative Thinking

Equipped with higher-order thinking skills to adapt and solve problems in a changing world. The National Education Policy (NEP) envisions a future where learners are not just recipients

of knowledge but active participants in their own intellectual growth. A cornerstone of this vision is the cultivation of critical and creative thinking skills. This means moving beyond rote memorization to empower students to analyze information, form reasoned judgments, and engage in original thought.

Students will be equipped with higher-order thinking skills, enabling them to navigate an increasingly complex and rapidly evolving world. This includes the ability to:

- **Analyze:** Break down information into its component parts to understand its structure and relationships.
- **Evaluate:** Assess the validity, relevance, and importance of information, arguments, and ideas.
- **Synthesize:** Combine different pieces of information or ideas to form a new whole or understanding.
- **Problem-solving:** Identify challenges, explore various solutions, and implement the most effective approaches. This extends beyond academic exercises to real-world scenarios, fostering adaptability and resilience.
- **Innovate:** Generate novel ideas, approaches, and solutions, fostering an entrepreneurial mindset and encouraging out-of-the-box thinking.

This emphasis on critical and creative thinking is crucial for developing individuals who can not only adapt to change but also contribute meaningfully to society by solving novel problems and driving innovation. The NEP aims to nurture a generation of learners who are intellectually agile, curious, and prepared to thrive in an unpredictable future. [Ref: NEP 2020 Para 4.4, 4.5]

Ethical, Empathetic, and Responsible

Builds character and moral reasoning; embodies constitutional values and environmental awareness. The vision for learners, teachers, classrooms, and schools, as outlined in the National Education Policy (NEP), is deeply rooted in fostering individuals who are not only intellectually capable but also ethically sound, empathetically connected, and socially responsible. This comprehensive approach aims to cultivate well-rounded citizens who contribute positively to society.

At its core, this pillar emphasizes the development of strong character and robust moral reasoning. Education is envisioned as a process that goes beyond rote memorization and factual recall, instead nurturing an innate sense of right and wrong, and the ability to make principled decisions. This involves integrating discussions on ethics, values, and responsible conduct into the curriculum, encouraging critical thinking about societal dilemmas, and providing opportunities for students to apply ethical frameworks in real-world scenarios.

Furthermore, the NEP stresses the importance of embodying constitutional values. This means instilling in every learner a profound understanding and appreciation of the foundational principles upon which the nation is built – justice, liberty, equality, and fraternity. It entails promoting respect for diversity, upholding democratic ideals, and fostering a sense of national unity and civic duty. Education will actively encourage active participation in democratic processes, critical engagement with societal issues, and a commitment to upholding human rights.

Crucially, the vision also highlights the need for heightened environmental awareness. In an era of escalating ecological challenges, it is imperative that individuals develop a deep understanding of their relationship with the natural world and their responsibility to protect it. This includes educating about sustainable practices, ecological conservation, climate change, and the importance of responsible resource management. The goal is to cultivate environmental stewardship, inspiring learners to become proactive agents of change in safeguarding the planet for future generations.

Ultimately, the NEP envisions a system where ethical development, empathetic understanding, and responsible citizenship are not merely add-ons but are interwoven into the very fabric of the educational experience. This holistic approach aims to produce individuals who are not only academically proficient but also compassionate, principled, and committed to building a more just, equitable, and sustainable world. *[Ref: NEP 2020 Para 4.4, 6.20] (pg 6)*

Skilled Communicator

Speaks, listens, and expresses clearly in multiple languages. A skilled communicator possesses the ability to articulate thoughts, ideas, and information with clarity and precision across various contexts and audiences. This proficiency extends beyond mere linguistic competence to encompass effective listening, thoughtful expression, and adaptability in diverse communication scenarios.

This core attribute of a skilled communicator highlights the importance of multilingualism in an increasingly interconnected world.

- **Speaking Clearly:** This involves not only grammatical correctness and appropriate vocabulary but also an understanding of tone, pace, and articulation to ensure the message is easily understood. It encompasses the ability to present complex ideas simply, engage in productive discussions, and deliver compelling presentations.
- **Listening Effectively:** Beyond simply hearing words, effective listening demands active engagement with the speaker's message, both verbal and non-verbal. It requires paying attention, comprehending nuances, asking clarifying questions, and providing appropriate feedback. This skill is crucial for understanding perspectives, building rapport, and resolving conflicts.

- **Expressing Clearly:** This refers to the comprehensive ability to convey messages in a way that is unambiguous and impactful. It involves choosing the right words, structuring thoughts logically, and utilizing appropriate communication channels (verbal, written, visual) to ensure the intended meaning is received and understood. This includes the capacity to tailor communication style to different audiences and purposes, whether it's for academic discourse, professional presentations, or personal interactions.
- **In Multiple Languages:** In today's globalized society, proficiency in multiple languages is an invaluable asset. It allows individuals to connect with a wider range of people, understand different cultures, and access a broader spectrum of information and opportunities. A skilled communicator in multiple languages can navigate diverse linguistic landscapes, facilitating cross-cultural understanding and collaboration. This also implies an awareness of cultural communication norms that may differ between languages.

Ultimately, a skilled communicator is a versatile and adaptable individual who can effectively bridge communication gaps, foster understanding, and build strong relationships, regardless of the language or cultural context. [Ref: NEP 2020 Para 4.11, 4.12]

Future-Ready and Multidisciplinary

Prepared with 21st-century competencies—communication, collaboration, and digital literacy. The National Education Policy (NEP) envisions a future where learners are not just recipients of information but active participants in their educational journey, equipped to thrive in a rapidly evolving world. This means fostering individuals who are:

- **Prepared with 21st-Century Competencies:** Moving beyond rote learning, the NEP emphasizes the development of critical skills essential for success in the modern era. These include:
- **Communication:** Learners will be articulate, able to express complex ideas clearly and persuasively, both orally and in writing. They will also be adept at active listening and understanding diverse perspectives.
- **Collaboration:** Recognizing the interconnectedness of global challenges, the NEP promotes teamwork and cooperation. Students will learn to work effectively in diverse groups, contributing to shared goals, respecting different viewpoints, and resolving conflicts constructively.
- **Digital Literacy:** In an increasingly digitized world, proficiency in technology is paramount. Learners will be digitally fluent, able to navigate digital environments, critically evaluate online information, utilize various digital tools for learning and problem-solving, and understand the ethical implications of technology.

- **Multidisciplinary in Thought and Approach:** The NEP encourages a holistic and integrated approach to learning, breaking down traditional subject silos. Learners will be encouraged to:
- **Connect Concepts Across Disciplines:** Understand how different subjects are interlinked and apply knowledge from one field to solve problems in another. This fosters a more comprehensive understanding of the world.
- **Develop Critical Thinking and Problem-Solving Skills:** Move beyond memorization to analyze information, identify patterns, formulate questions, and devise innovative solutions to complex real-world problems.
- **Embrace Creativity and Innovation:** Foster an environment that encourages out-of-the-box thinking, experimentation, and the development of original ideas.

This comprehensive approach aims to cultivate well-rounded individuals who are adaptable, resilient, and ready to face the challenges and opportunities of the future, contributing meaningfully to society and the global community. [Ref: NEP 2020 Para 23.2, 23.3, 23.5, 23.6, 23.12]

Culturally Aware and Expressive

They understand and express themselves through various forms of Indian art, languages, and cultural practices, building strong personal and national identity. In the vision of the NEP, learners are not merely recipients of information but active participants in their cultural heritage. They are encouraged to delve deep into the rich tapestry of Indian art forms, embracing their diversity and complexity. This includes not only classical and folk traditions but also contemporary artistic expressions that reflect the evolving cultural landscape.

Furthermore, the NEP emphasizes the mastery and appreciation of Indian languages. Beyond mere communication, language is seen as a conduit for understanding diverse worldviews, literary traditions, and historical narratives. Learners are provided with opportunities to explore various Indian languages, fostering linguistic dexterity and a profound respect for linguistic diversity.

Crucially, this cultural awareness extends to the understanding and active participation in various cultural practices. This encompasses rituals, festivals, social customs, and ethical frameworks that are integral to Indian society. Through hands-on engagement and experiential learning, students develop a nuanced understanding of their cultural context and its significance.

This multifaceted engagement with Indian art, languages, and cultural practices serves a dual purpose. Firstly, it fosters a strong sense of personal identity. By connecting with their roots and understanding the traditions that have shaped them, learners develop a secure and confident sense of who they are. Secondly, it cultivates a robust national identity. Through a shared appreciation of India's diverse cultural heritage, learners develop a sense of belonging

and a collective consciousness that transcends regional or linguistic differences. This holistic approach ensures that future generations are not only academically proficient but also culturally grounded and proudly Indian. *[Ref: NEP 2020 Para 22.2, 22.3]*

Thematic ideas through and by NEP 2020

- Lifelong learning is crucial.
- An involved learner is essential.
- Well-being is a priority.
- Learners participate in and co-design their learning journey.
- Independent learning is encouraged.
- Information does not equate to knowing.
- Intentional learning is key.
- Equitable Access to Quality Education
- Language and Cultural Inclusivity

Portrait of an NEP School

The NEP School is not just a building—it is a space of safety, joy, inclusion, and inspiration. This School Portrait captures the spirit of the NEP’s vision for what a school should look and feel like, how it connects with the community, supports its teachers, and creates opportunities for all children to succeed. This vision is drawn from various chapters of the NEP, where the school is reimagined as an institution of pride, equity, and holistic learning.

As we read this, we can reflect about: *How does our school culture align with this vision? How can we make our school a place that celebrates learning and community?* This portrait comes alive fully only when seen alongside the roles of the NEP teacher, the NEP learner, and the NEP classroom. All four are parts of the same tapestry.

The NEP School transcends the traditional definition of a mere building; it is envisioned as a vibrant and nurturing environment—a sanctuary of safety, boundless joy, profound inclusion, and unwavering inspiration. This comprehensive School Portrait meticulously encapsulates the very essence of the NEP’s grand vision for what a school ought to embody in its appearance and atmosphere. It delves into how the school organically integrates with its surrounding community, how it steadfastly supports its dedicated teachers, and how it ingeniously crafts myriad opportunities for every single child to flourish and succeed. This profound vision is meticulously distilled from various pivotal chapters within the National Education Policy (NEP), where the concept of the school is radically reimagined, evolving into an institution brimming with immense pride, fostering genuine equity, and cultivating holistic learning experiences.

As we immerse ourselves in this detailed depiction, it compels us to engage in profound introspection: *How profoundly does our current school culture resonate with, and align with, this expansive and transformative vision? What tangible and meaningful steps can we undertake to transform our school into an authentic hub that passionately celebrates the very act of learning and profoundly nurtures a vibrant sense of community belonging?*

This intricate portrait of the NEP school truly awakens and reaches its zenith of vitality only when it is viewed in conjunction with, and understood alongside, the equally crucial roles of the NEP teacher, the NEP learner, and the NEP classroom. These four distinct yet intrinsically interconnected elements are not isolated entities; rather, they are inextricably interwoven threads, forming an indivisible and magnificent tapestry—each thread indispensable to the richness and integrity of the whole.

A school aligned with NEP 2020 is:

Committed to Universal Access and Retention

Focuses on enrolling and retaining every child through upper primary and secondary education, working to achieve 100% Gross Enrolment Ratio from preschool to Grade 12 by 2030

The National Education Policy (NEP) places a strong emphasis on ensuring that every child has the opportunity to access and remain within the educational system. A core objective is to achieve a 100% Gross Enrolment Ratio (GER) from preschool through to Grade 12 by the year 2030. This ambitious goal signifies a comprehensive approach to education, aiming to:

- **Broaden the Scope of Education:** By including preschool education, the policy recognizes the critical importance of early childhood care and education in laying a strong foundation for future learning.
- **Ensure Continuum of Learning:** The focus extends across all stages of school education, from foundational learning to secondary education, to prevent dropouts and ensure a continuous learning journey for all students.
- **Address Systemic Barriers:** Achieving 100% GER necessitates identifying and overcoming various barriers to access and retention, which may include socio-economic disparities, geographical challenges, gender inequality, and disabilities. This involves implementing targeted interventions and support systems.
- **Promote Inclusive Education:** The policy aims to create an inclusive learning environment where all children, regardless of their background or circumstances, feel welcome and are able to thrive. This includes special provisions for children with disabilities and those from marginalized communities.
- **Strengthen Infrastructure and Resources:** To accommodate a 100% enrolment rate, significant investments are required in building and upgrading school infrastructure, ensuring adequate classrooms, sanitation facilities, and access to necessary learning resources and technology.
- **Enhance Teacher Capacity:** A key aspect of retention is the quality of education provided. This requires continuous professional development for teachers, equipping them with the skills and knowledge to cater to diverse learning needs and create engaging classroom environments.
- **Community Engagement and Awareness:** Success in universal access and retention also relies on active community participation and raising awareness about the importance of education among parents and guardians.
- **Data-Driven Monitoring and Evaluation:** Robust monitoring systems will be crucial to track enrolment, attendance, and learning outcomes, allowing for timely interventions and adjustments to policies and programs to ensure the 2030 target is met.

This commitment to universal access and retention underscores a vision where education is a fundamental right for every child, paving the way for a more equitable and knowledgeable society. [Ref: NEP 2020 Para 3.1, 3.2, 3.3]

Inclusive and Equitable

Ensures no child is left behind—offering support for re-entry, alternative pathways, and SEDG inclusion. The vision for education, as outlined in the National Education Policy (NEP), is fundamentally rooted in the principles of inclusivity and equity. This commitment ensures that every child, regardless of their background, circumstances, or abilities, has the opportunity to access quality education and thrive.

A core tenet of this approach is the proactive effort to identify and support children who may have previously been excluded from the mainstream educational system. This includes, but is not limited to, children who have dropped out of school, those from marginalized communities, or individuals facing unique learning challenges. The policy explicitly emphasizes offering comprehensive support for their re-entry into education, providing flexible and tailored solutions to meet their individual needs.

Furthermore, the NEP advocates for the creation of diverse and alternative pathways to learning. Recognizing that a one-size-fits-all approach is insufficient, these pathways might include open schooling, vocational training, skill development programs, or community-based learning initiatives. These alternative routes are designed to cater to different learning styles, paces, and life circumstances, empowering learners to pursue education in ways that best suit them.

Crucially, the policy places a strong emphasis on the inclusion of Socio-Economically Disadvantaged Groups (SEDGs). This encompasses a wide range of communities and individuals who face systemic barriers to accessing education, including those from economically weaker sections, Scheduled Castes, Scheduled Tribes, Other Backward Classes, minorities, and children with disabilities. The NEP aims to dismantle these barriers by providing targeted interventions, scholarships, infrastructure improvements, and specialized pedagogical support to ensure that all SEDG children have an equal opportunity to succeed. The goal is to create a truly equitable educational landscape where every child feels valued, supported, and empowered to reach their full potential, ultimately fostering a more just and inclusive society. [Ref: NEP 2020 Para 6.1, 3.3, 5.21]

Vibrant and Collaborative

Part of school complexes; shares resources, best practices, and fosters peer learning. A school environment envisioned as vibrant and collaborative, extends beyond individual classrooms to become an integral part of larger school complexes. This interconnectedness allows for the seamless sharing of resources, including specialized facilities like science labs, libraries, and

sports fields, which might be beyond the capacity of a single school to maintain. More importantly, it fosters a culture of sharing best practices among educators. Teachers from different schools within the complex can regularly meet, exchange innovative teaching methodologies, discuss effective classroom management strategies, and collaborate on curriculum development. This peer learning environment not only elevates the quality of instruction but also provides continuous professional development opportunities for teachers, ensuring they stay updated with the latest pedagogical approaches and educational research. The collective effort of these schools within a complex creates a dynamic and supportive ecosystem that enriches the learning experience for all students. *[Ref: NEP Para 7.9, 7.10]*

Promotes Holistic and Multidisciplinary Learning

The National Education Policy (NEP) envisions a learning environment that transcends traditional academic boundaries, fostering a holistic and multidisciplinary approach to education. This paradigm shift aims to nurture well-rounded individuals equipped not only with intellectual abilities but also with practical skills, emotional intelligence, and a strong sense of social responsibility.

A core tenet of this holistic vision is the deliberate integration and equitable emphasis on academics, sports, arts, and life skills. No longer are these domains treated as disparate or secondary; instead, they are recognized as integral components of a comprehensive educational experience.

- **Academics:** While maintaining rigorous academic standards, the NEP encourages a more experiential, inquiry-based, and flexible approach to learning. This involves fostering critical thinking, problem-solving, creativity, and adaptability, moving away from rote memorization. The curriculum is designed to be relevant to real-world challenges, promoting a deeper understanding and application of knowledge across various disciplines.
- **Sports:** Physical education and sports are given due importance, not merely for physical fitness but also for developing teamwork, discipline, leadership, and resilience. A variety of sports and physical activities are encouraged, ensuring that every student has the opportunity to participate and develop a healthy lifestyle. This goes beyond competitive sports to include activities that promote overall well-being and active living.
- **Arts:** The arts, encompassing visual arts, performing arts (music, dance, drama), and literary arts, are woven into the fabric of the curriculum. This inclusion aims to cultivate creativity, imagination, aesthetic appreciation, cultural awareness, and emotional expression. Students are encouraged to explore diverse art forms, fostering their individual talents and understanding the rich cultural heritage. The arts are viewed as essential for cognitive development and fostering innovative thinking.

- **Life Skills:** The NEP-2020 places a strong emphasis on the development of essential life skills. These include, but are not limited to, critical thinking, communication, collaboration, creativity, problem-solving, decision-making, digital literacy, financial literacy, empathy, and responsible citizenship. The curriculum is designed to embed these skills within various subjects and through co-curricular activities, preparing students to navigate the complexities of life, adapt to change, and contribute meaningfully to society. This focus on life skills ensures that education is not just about acquiring knowledge, but about developing the competencies needed for success in personal, professional, and civic life.

By embracing this balanced approach, the NEP aims to create a dynamic and enriching learning environment where every student can discover their potential, develop their strengths, and become a confident, capable, and compassionate individual ready to face the challenges and opportunities of the 21st century. [Ref: NEP Para 4.4]

Rooted in Indian Ethos and Ethical Values

Promotes deep knowledge of India's heritage, contributions, and diverse knowledge systems, also nurtures ethical reasoning, constitutional values, and moral reflection from early grades, enabling students to act with empathy, integrity, and social responsibility.

The National Education Policy (NEP) envisions an educational system deeply embedded in India's rich heritage and ethical traditions. This foundational principle aims to cultivate within learners a profound understanding and appreciation of India's diverse knowledge systems, historical contributions, and vibrant cultural legacy. Beyond academic knowledge, the NEP emphasizes the holistic development of individuals, nurturing their capacity for ethical reasoning, internalizing constitutional values, and fostering profound moral reflection from the earliest stages of their educational journey.

By integrating these elements into the curriculum from pre-primary grades, students are encouraged to develop a strong moral compass. This includes fostering empathy, enabling them to understand and share the feelings of others; promoting integrity, ensuring they act with honesty and strong moral principles; and instilling a deep sense of social responsibility, empowering them to contribute positively to their communities and the wider world. The goal is to produce well-rounded citizens who are not only intellectually capable but also ethically grounded, socially conscious, and proud of their Indian identity. This approach seeks to equip future generations with the wisdom of the past, the skills for the present, and the foresight to shape a responsible and compassionate future. [Ref: NEP Para 4.27, 4.28]

Supportive and Enabling Environment

Creates a safe, inclusive, and well-equipped learning space that motivates both teaching and learning; fosters a culture of collaboration among teachers, students, parents, and support staff with the shared goal of improving learning. A Supportive and Enabling Environment: Fostering Growth and Collaboration

Creating an optimal learning environment is paramount to educational success. This involves establishing a space that is not only safe and inclusive but also meticulously well-equipped, igniting a genuine motivation for both teaching and learning. Beyond the physical attributes, a truly supportive environment cultivates a vibrant culture of collaboration. This collaborative spirit extends to every stakeholder: teachers, who are empowered to innovate and share best practices; students, who feel secure enough to take risks and engage actively; parents, who are seen as vital partners in their child's educational journey; and support staff, whose contributions are recognized as integral to the school's overall functioning. The overarching objective of this synergistic collaboration is the continuous improvement of learning outcomes for every student, ensuring they thrive academically, socially, and emotionally. This holistic approach to environment creation ensures that the school becomes a dynamic hub of growth, discovery, and shared success. *[Ref: NEP Para 5.8, 5.9, 5.10, 5.11, 5.12, 5.13]*

Hubs of Local and Cultural Knowledge

The school curriculum includes Indian Knowledge Systems, local traditions, and indigenous practices, integrating these across disciplines and activities. Schools are envisioned as vibrant centers that deeply embed and celebrate the rich tapestry of Indian Knowledge Systems (IKS), local traditions, and indigenous practices. This integration transcends mere theoretical learning; it is woven into the fabric of the school curriculum, permeating all disciplines and daily activities.

This approach ensures that students not only gain academic knowledge but also develop a profound connection to their heritage and local environment. For instance, mathematics can be taught through traditional Indian algorithms, science through indigenous ecological wisdom, and literature through regional folklore and storytelling. Art and music classes would focus on traditional Indian forms, while physical education could incorporate local martial arts and traditional games.

Furthermore, the curriculum will actively encourage interdisciplinary connections, demonstrating how IKS and local traditions offer unique perspectives and solutions across various fields of study. This holistic integration aims to cultivate a generation that is not only globally competent but also deeply rooted in its cultural identity, fostering respect for diversity and sustainable living practices. *[Ref: NEP Para 22.1, 22.3]*

Promotes all streams of learning and Flexible learning

Holistic development by removing rigid boundaries between curricular, co-curricular, and extracurricular domains. Promoting all subjects and disciplines (Arts & Science, Vocational and academic streams, curricular and co-curricular activities) to eliminate harmful hierarchies and preconceived notions. The national Education Policy 2020 (NEP) champions a paradigm shift towards promoting all streams of learning and fostering flexible learning pathways. This vision is rooted in the belief that holistic development can only be achieved by dismantling the traditional, rigid boundaries that have long separated curricular, co-curricular, and extracurricular domains.

A core tenet of this approach is the active promotion of all subjects and disciplines, encompassing the traditionally distinct fields of Arts and Science, as well as vocational and academic streams. Furthermore, the NEP emphasizes the seamless integration of curricular and co-curricular activities. The overarching goal behind this inclusive approach is to eliminate harmful hierarchies that have historically devalued certain disciplines and to challenge preconceived notions about the relative importance or merit of different fields of study. By removing these artificial barriers, the NEP aims to create an educational ecosystem where every learner can pursue their interests and talents across a broad spectrum of knowledge and skills, fostering a more well-rounded and adaptable individual. [Ref: NEP Para 4.9, 4.23, 4.24]

Champions of Multilingualism and Literary Growth

School libraries are strengthened with Indian language materials, and schools promote reading habits through clubs, events, and local language use. The National Education Policy (NEP) envisions a vibrant educational ecosystem where schools are not merely centers of academic instruction but dynamic hubs for fostering multilingualism and cultivating a deep love for reading. This transformative vision recognizes the profound importance of language and literature in a child's holistic development, shaping their cognitive abilities, cultural understanding, and critical thinking skills.

A cornerstone of this vision is the revitalization and strengthening of school libraries. These are no longer to be static repositories of books but interactive, inviting spaces brimming with a diverse collection of materials. Crucially, the NEP emphasizes stocking these libraries with a rich array of Indian language materials. This commitment ensures that children have access to literature in their mother tongues and other regional languages, celebrating India's linguistic diversity and providing a pathway to connect with their cultural heritage through stories, poems, and informational texts. This approach aims to nurture a sense of pride in one's linguistic identity while also encouraging exposure to other Indian languages, thereby broadening horizons and fostering inter-cultural understanding.

Beyond the mere provision of resources, schools are tasked with actively promoting and embedding reading habits into the very fabric of daily school life. This goes beyond the traditional classroom setting and involves a multifaceted approach. The establishment and active promotion of reading clubs are central to this initiative. These clubs provide a dedicated platform for students to explore their literary interests, share their reading experiences, engage in discussions, and discover new authors and genres. Such clubs can foster a sense of community among readers and make reading a social and enjoyable activity rather than a solitary pursuit.

Furthermore, the NEP encourages the organization of a diverse range of literary events throughout the academic year. These events can include author visits, storytelling sessions, poetry recitations, book fairs, and inter-school literary competitions. Such activities serve to make literature come alive, inspire creativity, and provide opportunities for students to

showcase their talents and engage with the literary world in meaningful ways. These events also help to create a school-wide culture that values and celebrates reading.

Finally, the policy strongly advocates for the consistent and intentional use of local languages within the school environment, both inside and outside the classroom. This extends beyond formal instruction and encompasses casual conversations, announcements, and various school activities. By normalizing and encouraging the use of local languages, schools can create a more inclusive and familiar environment for students, particularly those who may be less comfortable with the medium of instruction. This approach not only supports linguistic development but also reinforces a child's connection to their immediate community and cultural context, making the learning experience more relatable and effective. Ultimately, the NEP's vision for schools is one where every child becomes a confident and enthusiastic champion of multilingualism and a lifelong lover of literature. [Ref: NEP Para 21.9, 22.4, 22.5]

Collaborative and Clustered

Works in resource-sharing complexes and encourages peer learning. The vision for future educational institutions emphasizes the creation of collaborative and clustered learning environments. This approach is designed to foster a rich ecosystem of resource-sharing and peer learning, moving beyond isolated educational silos.

Resource-Sharing Complexes:

- **Optimized Resource Utilization:** Instead of each school operating independently with its own set of resources, the concept proposes the formation of “resource-sharing complexes.” These complexes would allow multiple schools, often geographically proximate, to pool and share high-value resources. This could include specialized science laboratories, supportive services for children with disabilities, advanced computer facilities, art studios, sports grounds, libraries, and even expert teaching staff.
- **Enhanced Accessibility:** By centralizing and sharing resources, even smaller or less-funded schools within a cluster can gain access to facilities and equipment that would otherwise be prohibitively expensive or logistically impossible for them to acquire individually. This democratizes access to quality educational infrastructure.
- **Financial Efficiency:** From an administrative perspective, resource-sharing significantly improves financial efficiency. Duplication of expensive equipment and infrastructure across multiple institutions is minimized, allowing for better allocation of funds towards other critical areas like teacher development or student support programs.
- **Sustainable Development:** This model promotes a more sustainable approach to educational infrastructure development by reducing the overall carbon footprint associated with construction and maintenance of redundant facilities.

Encourages Peer Learning:

- **Inter-School Collaboration:** The clustered approach naturally encourages interaction and collaboration among students and teachers from different schools within the complex. This creates opportunities for joint projects, inter-school competitions, shared cultural events, and collaborative research initiatives.
- **Knowledge Exchange among Educators:** Teachers from various schools can regularly meet, share best practices, discuss innovative pedagogical approaches, and collectively develop curriculum materials. This fosters a professional learning community that benefits from diverse perspectives and experiences.
- **Student-to-Student Learning:** Students are exposed to a wider range of peers, facilitating diverse perspectives and problem-solving approaches. Peer tutoring, social learning, collaborative assignments, and group discussions across schools can enhance understanding and retention of complex concepts.
- **Development of Social Skills:** Engaging with peers from different backgrounds and schools helps students develop crucial social and interpersonal skills, including communication, teamwork, negotiation, and empathy, preparing them for diverse real-world interactions.
- **Broader Exposure and Networking:** Students gain exposure to different school cultures and academic strengths, potentially broadening their interests and aspirations. It also lays the groundwork for early networking opportunities within a wider educational community.

In essence, the collaborative and clustered model envisions a dynamic and interconnected educational landscape where resources are optimally utilized, and learning is enriched through constant interaction and mutual growth among all stakeholders. *[Ref: NEP Para 7.6, 7.7]*

Health and Well-being Focused

Ensures children's nutrition, physical and mental health through regular checkups, nutritious meals, and access to counselors and support staff. A holistic approach to education, as envisioned by the NEP, places paramount importance on the health and well-being of every child. This goes beyond mere academic instruction to encompass a comprehensive framework designed to nurture both physical and mental health.

Ensuring Children's Nutrition: The provision of nutritious meals is a cornerstone of this focus. This includes not only mid-day meal programs, but also an emphasis on promoting healthy eating habits and educating children about balanced diets. The goal is to ensure that children have the necessary energy and nutrients to learn effectively and thrive.

Prioritizing Physical Health: Regular health check-ups are integral to identifying and addressing potential health issues early on. This proactive approach helps in preventing more

serious conditions and ensuring that children are physically fit to participate in school activities. Beyond check-ups, there's an emphasis on promoting physical activity, sports, and outdoor play to foster overall physical development and a healthy lifestyle.

Nurturing Mental Health: Recognizing the critical role of mental well-being in a child's development, the NEP emphasizes access to qualified counselors and support staff. These professionals play a vital role in providing emotional support, addressing behavioral concerns, and guiding children through various challenges they might face. The aim is to create a safe and supportive environment where children feel comfortable seeking help and developing emotional resilience. This also includes promoting mindfulness, stress management techniques, and fostering a positive school culture that values mental health as much as academic achievement.

By integrating these elements, the NEP strives to create an educational ecosystem where children are not just learners, but also healthy, happy, and well-adjusted individuals, ready to reach their full potential. *[Ref: NEP Para 2.9]*

Encourages Multilingualism with Flexibility

Implements the three-language formula in a flexible manner, respecting regional and student choices while promoting national unity and multilingual proficiency.

The National Education Policy (NEP) places a strong emphasis on fostering multilingualism within the educational system. This is achieved through the flexible implementation of the three-language formula, a cornerstone of the policy's approach to language learning. This flexibility is crucial, as it allows for adaptation to regional contexts and individual student choices, ensuring that language acquisition is both practical and engaging.

The core principle behind this approach is to promote national unity by encouraging proficiency in multiple languages, including the mother tongue, regional languages, and English, along with other Indian languages. By respecting the linguistic diversity of India and empowering students to choose languages that resonate with their backgrounds and future aspirations, the NEP aims to create a generation that is not only linguistically competent but also culturally aware and globally connected. This flexible framework ensures that multilingualism is not merely an academic exercise but a dynamic and enriching experience that contributes to a more cohesive and understanding society. *[Ref: NEP Para 4.13]*

Invests in Leadership Development

Supports school principals and complex leaders with ongoing opportunities for professional growth through modular workshops and online platforms. Investing in robust leadership development is paramount for the success of any educational system. This involves actively supporting school principals and complex leaders by providing them with continuous and diverse opportunities for professional growth. These opportunities should be multifaceted,

incorporating both hands-on modular workshops and accessible online platforms. The goal is to equip these leaders with the necessary skills and knowledge to navigate the evolving educational landscape, foster a positive school culture, and drive instructional excellence. This continuous development ensures that leaders remain abreast of best practices, technological advancements, and pedagogical innovations, ultimately benefiting students and the wider school community. *NEP [Ref: Para 5.16]*

Community-Centered and Celebrated Institution: A Hub of Pride and Social Cohesion

The school is envisioned as a space of pride and social cohesion for the entire community. It actively involves local people in events like Foundation Day and honours notable alumni to foster belonging and shared ownership.

The vision for the school extends far beyond a mere educational facility; it is fundamentally conceived as a vibrant, dynamic space that instills a profound sense of pride and social cohesion within the entire community it serves. This aspiration is rooted in the understanding that a school, when truly integrated into its local fabric, becomes a powerful catalyst for collective identity, shared values, and mutual support.

Fostering Belonging and Shared Ownership:

A cornerstone of this vision is the active involvement of local people in a myriad of school events and initiatives. This engagement is not passive but rather a deliberate and ongoing process designed to create a genuine sense of belonging and shared ownership among all stakeholders. Examples of such involvement include:

- **Foundation Day Celebrations:** These annual events are transformed into significant community gatherings, inviting residents, local leaders, and former students to partake in the school's heritage and celebrate its milestones. Such celebrations can feature cultural performances by students, historical exhibitions showcasing the school's journey, and opportunities for community members to share their memories and aspirations for the institution. This active participation strengthens the emotional connection between the community and the school, reinforcing its role as a bedrock of local identity.
- **Honoring Notable Alumni:** Recognizing and celebrating the achievements of former students is a powerful mechanism for inspiring current learners and fostering a sense of pride in the school's legacy. This can take various forms, such as:
 - **Alumni speaker series:** Inviting successful alumni from diverse fields to share their experiences and insights with current students, offering mentorship and career guidance.
 - **Alumni recognition ceremonies:** Publicly acknowledging and honoring alumni who have made significant contributions to their professions, communities, or society at large.

- **Establishing an “Alumni Wall of Fame” or “Hall of Fame”:** A permanent display within the school that showcases the accomplishments of distinguished graduates, serving as a constant source of inspiration and a testament to the school’s enduring impact.
- **Alumni-led mentorship programs:** Connecting current students with alumni who can offer guidance, support, and networking opportunities.

By actively involving local people in these ways, the school transcends its traditional role as merely a place of instruction and evolves into a central hub for community life. This collaborative approach fosters a deep sense of shared responsibility for the school’s success and well-being. When the community feels invested in the school, they are more likely to support its endeavors, contribute resources, and participate in its ongoing development. This symbiotic relationship creates a virtuous cycle where the school enriches the community, and in turn, the community strengthens the school, ultimately creating a truly celebrated and cherished institution. *[Ref: NEP Para 3.7, 7.12]*

Transparent and Accountable for Quality Learning

The school upholds a culture of trust, transparency, and continuous improvement. It ensures regular public disclosure of key operational and educational data, actively engages in self-evaluation, and supports feedback-based accountability. Performance is assessed holistically—not just based on exam scores—but through collaborative effort and developmental benchmarks aligned with student learning outcomes.

The school is deeply committed to fostering an environment built on trust, transparency, and a relentless pursuit of continuous improvement in educational quality. This commitment is demonstrated through several key practices:

- **Regular Public Disclosure of Key Data:** The institution believes in open communication with its stakeholders. To this end, it ensures regular and accessible public disclosure of essential operational and educational data. This includes, but is not limited to, information on student progress, curriculum implementation, teacher qualifications, resource allocation, and overall school performance metrics. This transparency empowers parents, students, and the wider community to stay informed and engaged in the school’s journey.
- **Active Engagement in Self-Evaluation:** A cornerstone of the school’s philosophy is proactive self-assessment. The school consistently engages in rigorous internal evaluations, critically analyzing its strengths, identifying areas for growth, and strategizing for enhanced educational delivery. This self-reflective process is dynamic and adaptive, ensuring that the school remains responsive to evolving educational needs and best practices.

- **Support for Feedback-Based Accountability:** The school recognizes the invaluable role of constructive feedback in driving progress. It actively solicits and integrates feedback from all members of the school community—students, parents, teachers, and administrators. This feedback is not merely collected but is systematically analyzed and utilized to inform decision-making, refine policies, and improve educational outcomes. This feedback-driven accountability system fosters a culture of shared responsibility and collective improvement.
- **Holistic Performance Assessment:** Understanding that true learning extends far beyond standardized tests, the school employs a holistic approach to assessing performance. While exam scores may be one data point, they are not the sole determinant of success. Instead, performance is evaluated through a comprehensive lens that encompasses a wide range of factors, including:
 - **Collaborative Effort:** The school values and assesses students' ability to work effectively in teams, communicate ideas, and contribute to shared goals.
 - **Developmental Benchmarks:** Progress is measured against age-appropriate developmental milestones and learning objectives, recognizing the unique learning pace and journey of each student.
 - **Alignment with Student Learning Outcomes:** The ultimate measure of success is the extent to which students achieve clearly defined learning outcomes, demonstrating not just rote memorization but deep understanding, critical thinking, and the application of knowledge in real-world contexts.

This comprehensive approach ensures that the school is not only accountable for its operations but is also deeply committed to fostering a supportive, transparent, and continuously improving learning environment where every student can thrive and reach their full potential. [Ref: NEP Section 8.1, 8.6–8.8]

Thematic ideas through and by NEP 2020

- Curriculum reduction must be understood and actively promoted through horizontal expansion.
- The language of instruction must be the mother tongue.
- Schools must serve as dynamic learning hubs.
- Inclusion is paramount.
- Equity is non-negotiable.

- ICT integration in teaching and learning is essential.
- School structures and complexes require strategic development.
- Sustainability is a core principle.
- Developing robust learning communities is vital.
- The community must take ownership of education.
- An academic bank of credit will empower learners.

Portrait of an NEP Parent

The National Education Policy (NEP) 2020 recognizes parents as integral to the educational ecosystem, weaving their role into the larger tapestry of educational change alongside students, teachers, classrooms, and schools. While the NEP does not offer a separate blueprint for parents, their profile emerges across various chapters in the form of goals, suggested practices, values, and aspirations.

The Vision for an NEP Parent:

The NEP envisions parents as active partners in their child's learning journey, deeply connected to the school and community. This partnership is crucial for fostering a holistic and enriching educational experience.

- **Collaborators in Learning:** Parents are encouraged to be more than just observers; they are seen as collaborators who support their child's learning at home and engage with the school's pedagogical approach. This includes understanding and reinforcing the experiential, play-based, and multidisciplinary learning methods promoted by the NEP.
- **Advocates for Holistic Development:** The NEP emphasizes the holistic development of children, encompassing cognitive, emotional, social, and ethical dimensions. Parents play a vital role in nurturing these aspects, aligning with the school's efforts to build character and well-rounded individuals.
- **Promoters of Indian Ethos and Multilingualism:** With a strong focus on Indian Knowledge Systems and cultural integration, the NEP encourages parents to promote Indian values, art, culture, and heritage. Furthermore, the policy stresses the importance of multilingualism, leveraging the child's home language or mother tongue in early years. Parents are key in fostering this linguistic diversity.
- **Supporters of Inclusive Education:** The NEP aims for inclusive and equitable education, supporting children with special needs and those from socially and economically disadvantaged groups. Parents are seen as crucial allies in ensuring that every child, regardless of background, ability, or circumstance, feels a sense of belonging and is empowered to reach their fullest potential.
- **Engaged Community Members:** The NEP envisions schools as vibrant community hubs, and parents are an essential part of this outreach. Their interaction with community experts

and participation in school activities help bridge the gap between school and life, bringing local knowledge and real-life contexts into the learning process.

- **Reflective Participants:** Just as teachers are encouraged to be reflective practitioners, parents are invited to reflect on their role and how they can more intentionally contribute to their child's education and the school's vision. This includes asking questions like: "What does this look like in my home?" and "What can we do more intentionally to support our child's learning in the spirit of NEP 2020?"

Reading the Profiles Collectively:

To truly understand the NEP parent, it is essential to read their profile in conjunction with the NEP learner, teacher, classroom, and school. These five portraits are intricately woven together, forming a single tapestry of educational change where each element supports and enriches the others. The success of the NEP hinges on the synergistic interplay of these components, creating an educational landscape that prepares students not just for examinations, but for life itself.

Reading the Profiles Collectively: A Holistic Vision for Educational Transformation

To truly grasp the profound and transformative vision of the National Education Policy (NEP), it is imperative to view its various profiles not in isolation, but as interconnected threads woven into a single, cohesive tapestry of educational change. The NEP parent, learner, teacher, classroom, and school are not disparate entities; rather, they are intricately linked and mutually reinforcing components, each playing a vital role in shaping a dynamic and future-ready educational landscape.

This holistic perspective is crucial because the success of the NEP hinges on the synergistic interplay of these five elements. Imagine them as gears in a finely tuned machine: if one gear is out of alignment, the entire mechanism falters. Similarly, if the aspirations of the NEP parent are not aligned with the experiences of the NEP learner, or if the innovative practices of the NEP teacher are not supported by the NEP classroom and school environment, the desired transformation will remain elusive.

The NEP parent, for instance, is envisioned as an active partner in their child's education, fostering a home environment that encourages curiosity, critical thinking, and a love for learning. This parental engagement, however, is most effective when mirrored by the NEP learner, who is empowered to be an active participant in their own educational journey, embracing experiential learning and developing essential 21st-century skills.

The NEP teacher, at the heart of this transformation, is envisioned as a facilitator, mentor, and innovator, equipped with the pedagogical tools and professional development necessary to

nurture each student's unique potential. This vision necessitates the NEP classroom to be a vibrant, inclusive, and adaptive space that fosters collaborative learning, creativity, and critical thinking, moving beyond rote memorization to truly engage students.

Finally, the NEP school acts as the overarching ecosystem, providing the infrastructure, resources, and leadership that enable all these elements to flourish. It is a community hub that embraces diversity, promotes well-being, and serves as a beacon of lifelong learning.

When these five portraits—parent, student, teacher, classroom, and school—are read and understood in conjunction, they reveal a comprehensive and integrated strategy for educational reform. Each element supports and enriches the others, creating a virtuous cycle where parental involvement empowers learners, innovative teachers transform classrooms, and supportive schools cultivate an environment for holistic growth. This integrated approach ensures that the educational system prepares students not merely for examinations and the acquisition of academic knowledge, but for life itself—equipping them with the skills, values, and resilience needed to navigate an ever-evolving world and become responsible, engaged, and productive citizens. The collective understanding and implementation of these profiles are therefore paramount to realizing the NEP's ambitious and vital promise.

7

Stagewise Suggestive Celebration Activities: Introduction

It is inspired by the spirit of NEP 2020—one that promotes joy, creativity, collaboration, critical thinking, and experiential learning.

*Instead of talking about NEP 2020, we will **live its essence** through:*

- *Skits and role plays that bring classroom realities to life*
- *Games and quizzes that make policy concepts playful*
- *Collage-making, classroom theatre, and school parades that activate imagination*
- *Escape rooms and debate courts that challenge your strategy and understanding*
- *Dialogues and reflections that personalize your NEP journey*

“Tell me and I forget, teach me and I may remember, involve me and I learn.” — Benjamin Franklin

What Will NEP-NTs Take Back?

By the end of the workshop, each NEP-NT will walk away with:

- A deep, lived understanding of NEP 2020’s vision
- Readiness to mentor other teachers through CPD and school-based training
- Activity templates and facilitation tools
- Refined leadership and implementation strategies
- A celebration mindset for future NEP events

Key themes:

1. Joyful & play based Learning
2. Empowered & Lifelong Learner
3. Multilingualism & Culturally rooted
4. Multi-disciplinary and Experiential learning
5. Cultural heritage and diversity

A Tentative 3 Day Course Design NEP Nodal Teacher

Day	Session 1 10:00 to 11:15	T E A	Session 2 11:30 to 12:45	L U N C H	Session 3 1:30 to 02:45	Session 4 02:45 to 04:00
1	1. NEP Orientation/ Sensitization		2. Joyful & Play-based Learning		3. Joyful & Play-based Learning	4. Empowered & Lifelong Learner
2	5. Empowered & Lifelong Learner		6. Multilingualism & Culturally rooted		7. Multilingualism & Culturally rooted	8. Multi-disciplinary and Experiential learning
3	9. Multi-disciplinary and Experiential learning		10. Cultural heritage and diversity		11. Cultural heritage and diversity	12. Feedback

Session Flow

Each day is divided into 4 sessions of approximately 75 minutes each.

Session 1: Revisiting NEP 2020

Objective: To revisit the key ideas of NEP 2020 with the nodal teachers and reflect on how we are putting NEP into practice.

Flow:

- **Opening and Context Setting:** Share the goals of the NEP nodal teacher program and the objectives of the three-day workshop, emphasizing the roles and responsibilities of a nodal teacher.
- **NEP Walk- Talk:** Teachers participate in a walk- Talk focusing on 8-10 key themes of NEP (e.g., holistic development, multilingualism, foundational learning, assessments, teacher development, ECCE, inclusion, school governance). This includes pre-reading discussion, sticky note reflections, and an open-floor discussion on impactful ideas.
- **NEP Quiz:** An online quiz (e.g., on Mentimeter) on various aspects of NEP to facilitate quick discussion and understanding.
- **Videos and PPT on NEP:** Discussion on NEP 2020 through a PowerPoint presentation, videos, and reflective questions to provide an overall understanding, potentially including historical perspectives of education policies.

- **NEP in Our Practice: Reflection Mapping:** Teachers work in groups of 5 to identify and elaborate on systemic practices aligned with NEP vision (e.g., competency-based assessment, school-community connect, TLM for FLN). They present their thoughts, with the facilitator probing for deeper connections to NEP practice.

■ **Session 2 & 3: Theme 1: Joyful & Play-Based Learning**

Objective: Nodal teachers *see* and *feel* what an NEP-aligned classroom looks and feels like.

Flow:

This session focuses on the exploration of joyful and play-based learning. The expectation for teachers is to deepen their understanding of how to implement play and joy in their teaching.

1. Recap & Reflection:

- Begin by briefly reviewing key takeaways from previous discussions on joyful and play-based learning.
- Open a discussion where teachers share their initial attempts to integrate these concepts into their teaching and any challenges or successes they encountered.

2. Deep Dive into Play-Based Learning Principles :

- Explore specific theories and research supporting the effectiveness of play-based learning (e.g., Vygotsky, Piaget, Montessori).
- Discuss the various types of play (e.g., dramatic, constructive, exploratory) and their developmental benefits.
- Analyze how different subject areas (e.g., math, science, language arts) can be taught through play.

3. Designing Joyful Learning Experiences:

- Introduce a framework for designing joyful learning experiences, emphasizing elements like choice, curiosity, challenge, and connection.
- Brainstorm strategies for creating an emotionally safe and stimulating classroom environment that encourages joy and risk-taking.
- Discuss the role of teacher enthusiasm and passion in fostering a joyful learning atmosphere.

4. Practical Application & Activity Design:

- Divide teachers into small groups based on grade level or subject.
- Each group selects a specific learning objective and designs a 15-20 minute joyful and play-based activity to achieve that objective.

- Provide resources and materials (e.g., art supplies, manipulatives, storybooks) to aid in their design process.

5. Activity Showcase & Feedback:

- Each group briefly presents their designed activity to the larger group.
- Facilitate a constructive feedback session, focusing on how the activities integrate joy, play, and learning objectives.

6. Addressing Challenges & Solutions:

- Open the floor for teachers to voice potential challenges they foresee in implementing joyful and play-based learning (e.g., curriculum constraints, parent expectations, classroom management).
- Collaboratively brainstorm solutions and strategies to overcome these challenges, sharing best practices and personal experiences.

7. Planning for Implementation & Next Steps:

- Encourage teachers to commit to trying at least one new joyful or play-based strategy in their classroom before the next session.
- Discuss how to document and reflect on these implementations.
- Preview the topics for the upcoming session.

Activities:

- **“Playful Learning Scenario Cards”:** Provide teachers with scenario cards describing common classroom situations. In pairs, they discuss how they could transform these scenarios into joyful and play-based learning opportunities.
- **“Joyful Classroom Audit”:** Teachers work individually to “audit” their current classroom setup and practices, identifying areas where they can infuse more joy and play. They share their findings and proposed changes.
- **“Build-a-Game Challenge”:** In small groups, teachers are given a random set of common classroom items (e.g., paper clips, sticky notes, rubber bands) and challenged to create a short, educational game that incorporates play.
- **“Empathy Walk”:** Teachers walk around the room and imagine what a particular learning activity might feel like from a student’s perspective. They note down emotions and engagement levels, then brainstorm ways to enhance the joy.
- **“Teacher as Playwright”:** Teachers are given a learning objective and asked to write a short “script” or outline for a mini-play or dramatic activity that teaches the concept through engaging and joyful means.

- **“Joyful Learning Gallery Walk”:** After designing their activities, groups can display their plans around the room, and other teachers can walk around, leaving sticky note feedback or “likes” on the ideas they find most inspiring.

■ Session 4 & 5: Theme 2: Empowered & Lifelong Learner

Objective:

To understand the characteristics of an NEP-envisioned empowered and lifelong learner and how to foster these attributes.

Flow:

This session will likely involve discussions, activities, and case studies focused on cultivating curiosity, confidence, ethical reasoning, and critical thinking in students. It will explore strategies for students to learn “how to learn” and to become self-directed, continuous learners.

It will likely involve a rich blend of:

- **In-depth Discussions:** Engaging in thoughtful dialogues to collectively define and interpret the nuances of NEP-envisioned characteristics such as curiosity, confidence, ethical reasoning, and critical thinking. Participants will share insights and perspectives on how these attributes manifest in real-world learning scenarios.
- **Collaborative Activities:** Participating in hands-on exercises and group work designed to simulate various learning environments and challenge participants to apply theoretical concepts. These activities will provide opportunities for practical skill development in fostering the desired student attributes.
- **Illuminating Case Studies:** Analyzing real-world scenarios and success stories that demonstrate effective strategies for cultivating curiosity, building confidence, promoting ethical decision-making, and enhancing critical thinking skills in students across different age groups and subject areas. These case studies will offer concrete examples and best practices.
- **Focus on Cultivating Key Attributes:** A dedicated focus will be placed on understanding the developmental stages and pedagogical approaches required to nurture:
 - **Curiosity:** Exploring techniques to spark and sustain intrinsic motivation for inquiry and exploration.
 - **Confidence:** Developing strategies to empower students to take intellectual risks, embrace challenges, and believe in their own learning capabilities.
 - **Ethical Reasoning:** Engaging in exercises that promote a strong moral compass, empathy, and the ability to make responsible decisions.

- **Critical Thinking:** Delving into methods for developing analytical skills, problem-solving abilities, and the capacity for independent thought and evaluation.
- **Strategies for Learning “How to Learn”:** A significant portion of the session will be dedicated to exploring metacognitive strategies and self-regulated learning techniques. Participants will learn how to guide students in understanding their own learning processes, setting effective goals, monitoring their progress, and adapting their learning approaches. This will include:
 - Teaching study skills and time management.
 - Promoting self-assessment and reflection.
 - Encouraging effective information processing and retention.
- **Empowering Self-Directed, Continuous Learners:** The ultimate goal is to equip students with the tools and mindset to become autonomous and lifelong learners. The session will explore strategies that encourage:
 - Intrinsic motivation and a love for learning.
 - Proactive engagement with new knowledge and challenges.
 - Adaptability and resilience in the face of evolving information.
 - The ability to seek out and utilize diverse learning resources.

Activities:

To achieve the aforementioned objectives and facilitate a comprehensive understanding, the session will incorporate a variety of engaging activities, including but not limited to:

- **Brainstorming Sessions:** To generate ideas on fostering specific attributes.
- **Role-Playing Scenarios:** To practice facilitating discussions and resolving ethical dilemmas.
- **Group Problem-Solving Challenges:** To apply critical thinking and collaborative skills.
- **Lesson Plan Development Workshops:** To design and integrate NEP principles into practical classroom settings.
- **Peer Feedback and Discussion Forums:** To share best practices and learn from each other’s experiences.
- **“Think-Pair-Share” Activities:** To encourage individual reflection and group discussion.
- **Mind Mapping and Concept Webbing:** To visualize connections between different learning concepts.
- **Debates and Argumentation Exercises:** To develop ethical reasoning and critical thinking skills.

- **Guest Speaker Presentations:** Featuring educators who have successfully implemented NEP-aligned practices.
- **Resource Exploration and Curation:** Identifying and evaluating effective learning materials and tools.

■ Session 6 & 7: Theme 3: Multilingualism & Cultural Rootedness

Objective:

To explore the importance of multilingualism and cultural rootedness as envisioned by NEP, and how to integrate them into the curriculum.

Flow:

This session will likely cover strategies for promoting multilingual proficiency, integrating Indian knowledge systems, local traditions, and diverse cultural practices into classroom activities. It will emphasize fostering a strong personal and national identity while also encouraging global awareness.

Activities:

- **Language Exchange Circles:** Students form small groups and teach each other basic phrases and cultural nuances from their native languages or languages they are learning.
- **Multilingual Storytelling:** Encourage students to retell a familiar story in multiple languages, using props or drawings to aid understanding.
- **“Language of the Day” Challenge:** Introduce a new word or phrase in a different Indian language each day, and have students try to incorporate it into their conversations.
- **Role-Playing Scenarios:** Create scenarios where students need to use different languages to communicate, such as ordering food in a restaurant or asking for directions.

Integrating Indian Knowledge Systems, Local Traditions, and Diverse Cultural Practices:

- **Traditional Art and Craft Workshop:** Invite local artisans to teach students traditional Indian art forms (e.g., Warli painting, Madhubani art, pottery, block printing).
- **Cultural Storytelling and Folk Dances:** Students research and present traditional Indian folk tales or perform folk dances from different regions.
- **“Know Your Roots” Project:** Students interview family members about their family’s local traditions, customs, and knowledge systems, and share their findings.

- **Celebration of Festivals:** Organize mini-celebrations of various Indian festivals, explaining their significance and involving students in related activities (e.g., decorating, preparing traditional snacks).
- **Ayurveda/Yoga Introduction:** Introduce basic concepts of Ayurveda or demonstrate simple yoga poses, emphasizing their origin and benefits in Indian knowledge systems.

Fostering a Strong Personal and National Identity:

- **“My India, My Pride” Collage:** Students create collages using images, words, and symbols that represent what India means to them.
- **Biographies of Indian Leaders/Innovators:** Research and present on influential Indian personalities who have contributed significantly to various fields.
- **Debate on National Issues:** Facilitate a respectful debate on a current national issue, encouraging students to form informed opinions.
- **“What Makes Me Indian?” Reflections:** Students write or discuss what aspects of Indian culture, history, or values resonate with their personal identity.

Encouraging Global Awareness:

- **“Passport to the World” Project:** Each student or group chooses a different country to research, presenting on its culture, geography, and current events.
- **Global Issues Discussion Forum:** Discuss contemporary global challenges (e.g., climate change, poverty, human rights) and explore India’s role and perspective.
- **“Pen Pal” Program (Virtual or Actual):** Connect with students from other countries to exchange letters or virtual messages, fostering cross-cultural understanding.
- **Documentary Screenings:** Watch documentaries about different cultures or global issues, followed by a discussion.
- **“Global Village” Exhibition:** Students set up booths representing different countries, showcasing their unique cultural aspects.

Session 8 & 9: Theme 4: Multi-disciplinary and Experiential Learning

Objective: To understand and implement multidisciplinary and experiential learning approaches in the classroom, as promoted by NEP.

Flow:

This session will likely involve hands-on activities, project-based learning examples, and discussions on how to break down traditional subject silos. It will focus on connecting learning to real-world experiences and developing higher-order thinking skills through integrated approaches.

Activities:

- **“Subject Mash-up” Challenge:** Divide participants into small groups. Provide each group with a common real-world problem (e.g., designing a sustainable community, organizing a school fair, creating a public awareness campaign). Ask them to brainstorm how different subjects (science, math, art, language arts, social studies) would contribute to solving or addressing this problem. They could create a mini-presentation or a visual representation of their integrated approach.
- **“Experiential Learning Scenario” Design:** Present groups with a specific learning objective (e.g., understanding the water cycle, exploring local history, learning about healthy eating). Challenge them to design a short experiential learning activity that goes beyond traditional textbook learning. This could involve a simulated field trip, a role-playing exercise, or a mini-project.
- **“Building Bridges” Activity:** Provide participants with various unrelated objects or concepts (e.g., a piece of string, a historical event, a mathematical equation, a poem). Ask them to find creative connections and “build bridges” between these disparate elements, demonstrating how seemingly unrelated things can be integrated.

Project-Based Learning Examples:

- **“Reverse Engineering a PBL Project”:** Present participants with a completed project (e.g., a student-created documentary, a prototype of an invention, a community garden initiative). In groups, have them “reverse engineer” the project to identify the different subject areas involved, the skills developed, and how it connected to real-world experiences.
- **“PBL Brainstorming Session”:** Facilitate a guided brainstorming session where participants, in groups, develop a potential project-based learning idea for their own classrooms. They should outline the driving question, potential activities, subject integration, and assessment methods.
- **“Showcase of Exemplar Projects”:** Present short case studies or videos of successful multidisciplinary and experiential learning projects from different schools or age groups. Follow each example with a discussion on its key elements and how it aligns with NEP principles.

Discussions on Breaking Down Traditional Subject Silos:

- **“Challenges and Solutions” Fishbowl Discussion:** Set up a fishbowl discussion where a small inner circle discusses the challenges of breaking down subject silos, while an outer circle observes. After a set time, participants can switch roles. The discussion should then transition to brainstorming practical solutions.

- **“Curriculum Mapping for Integration”:** Provide participants with a sample curriculum unit (from any subject). In groups, ask them to identify opportunities for integrating other subjects and real-world connections. They could use a graphic organizer to map out these connections.
- **“Teacher Collaboration Strategies”:** Facilitate a discussion on effective strategies for inter-departmental or cross-curricular collaboration among teachers to facilitate integrated learning. This could include sharing resources, co-planning, and team-teaching.

Connecting Learning to Real-World Experiences:

- **“Community Connection Brainstorm”:** In groups, have participants brainstorm ways to connect their existing curriculum to local community resources, experts, or issues.
- **“Problem-Solving Scenarios”:** Present participants with real-world problems (e.g., local environmental issues, community needs, technological advancements) and ask them to discuss how classroom learning can equip students to address these challenges.

Developing Higher-Order Thinking Skills through Integrated Approaches:

- **“Blooms Taxonomy Integration”:** Provide participants with examples of activities and ask them to map them to Bloom’s Taxonomy, discussing how integrated approaches can naturally lead to higher-order thinking skills (analysis, synthesis, evaluation, creation).
- **“Questioning for Deeper Learning”:** Engage in a short session on effective questioning techniques that encourage critical thinking and exploration across disciplines.
- **“Rubric Design for Integrated Skills”:** Discuss how assessment rubrics can be designed to evaluate not just content knowledge, but also the application of skills, critical thinking, and collaboration in integrated projects.

Session 10 & 11: Theme 5: Cultural Heritage and Diversity

Objective:

To delve deeper into the role of cultural heritage and diversity in education, fostering appreciation and integration.

Flow:

This session will likely build on the previous day’s theme, exploring specific ways to incorporate Indian art forms, languages, and cultural practices into the curriculum. It will aim to cultivate a sense of pride in India’s rich heritage and promote respect for its vast diversity.

Activities:

1. Cultural Showcase & Discussion:

- **Activity:** Invite students to present on a specific Indian art form, language, or cultural practice that resonates with them or their family background. This could be a short presentation, a demonstration, or even a brief performance.
- **Discussion:** After each showcase, facilitate a discussion on the historical significance, regional variations, and contemporary relevance of the presented cultural element. Encourage students to share their personal connections and perspectives.

2. “Cultural Mosaic” Art Project:

- **Activity:** Provide students with various art materials (e.g., colored paper, fabric scraps, natural elements). Task them with creating a “cultural mosaic” that visually represents the diversity of India, incorporating symbols, patterns, or colors inspired by different regions or traditions.
- **Discussion:** Once completed, have students explain their artistic choices and how their mosaic reflects the theme of cultural appreciation and integration. Display the mosaics prominently in the classroom.

3. Language Exploration Workshop:

- **Activity:** Introduce students to basic greetings and common phrases in several Indian languages. Use audio clips, visual aids, and interactive games to make the learning engaging.
- **Application:** Encourage students to practice these phrases with each other and discuss the regional variations in language and dialect within India.

4. Traditional Games & Storytelling:

- **Activity:** Teach students how to play a traditional Indian game (e.g., Ludo, Carrom, Gilli Danda, or a regional folk game).
- **Activity:** Share a traditional Indian folktale or mythological story. After the story, encourage students to discuss the moral lessons or cultural values embedded within the narrative.

5. Curriculum Integration Brainstorm:

- **Activity:** Divide students into small groups. Provide each group with a specific subject (e.g., Math, Science, Social Studies, English). Task them with brainstorming specific ways to integrate Indian art forms, languages, and cultural practices into the curriculum of that subject. For example, how can traditional Indian architectural principles be taught in Math, or how can Indian scientific discoveries be explored in Science?

- **Presentation:** Have each group present their ideas to the class, fostering a collaborative approach to curriculum development.

Session 12: Feedback

Objective:

To gather feedback from the nodal teachers on the three-day workshop and identify areas for further support and development.

Flow:

This session will likely involve open discussions, and perhaps a concluding reflection on the overall learning experience and readiness to implement NEP initiatives.

- **Structured Feedback Mechanisms:**
 - **Surveys/Questionnaires:** Provide a standardized survey with a mix of Likert scale ratings (e.g., “1 = Strongly Disagree” to “5 = Strongly Agree”) and open-ended questions.
 - *Example questions:* “How relevant were the workshop topics to your teaching practice?”, “What specific strategies from the workshop do you plan to implement?”, “What additional support do you need to successfully implement NEP initiatives?”
 - **Exit Tickets:** At the end of each workshop day or session, ask participants to write down one key takeaway and one lingering question/challenge.
 - **Plus/Delta Feedback:** Ask teachers to identify what went well (“Plus”) and what could be improved (“Delta”) about the workshop content, delivery, or logistics.
- **Open Discussions:**
 - **Small Group Discussions:** Divide teachers into small groups to discuss specific aspects of the workshop. Provide guiding questions to ensure focused conversations.
 - *Example topics:* “How will NEP principles impact your subject area?”, “Share a challenge you anticipate in implementing NEP and how you plan to address it.”, “Brainstorm resources or support needed for NEP implementation.”
 - **Fishbowl Discussion:** A small group discusses a topic in the center, while the larger group observes and can occasionally join the inner circle. This can be effective for sharing diverse perspectives on NEP implementation.
 - **Q&A Session with Workshop Facilitators:** Dedicate time for teachers to ask questions and seek clarification on any aspect of the workshop or NEP.

- **Concluding Reflection:**

- **Individual Reflection Journaling:** Ask teachers to write a personal reflection on their learning journey throughout the workshop, their readiness to implement NEP, and their commitment to ongoing professional development.
- **“My NEP Action Plan” Creation:** Guide teachers to create a simple personal action plan outlining 1-3 specific steps they will take in the next month to begin implementing NEP initiatives in their classrooms or schools.
- **Gallery Walk of Action Plans:** Have teachers display their action plans and conduct a gallery walk, allowing them to see and be inspired by their peers’ commitments.
- **Sharing Success Stories (Anticipatory):** Ask teachers to envision and share one potential success they hope to achieve in their classroom/school by implementing NEP.
- **Commitment Ceremony:** A symbolic activity where teachers verbally or in writing commit to embracing the spirit of NEP and working towards its successful implementation.

Stagewise Suggestive Celebration Activities

This chapter outlines a series of suggestive celebration activities designed to foster a vibrant and engaging learning environment, aligning with the vision of NEP 2020

Theme 1: Joyful & Play- based Learning (game/art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Foundational Stage

Activity 1 : Focused approach: Game

Description & Procedures: Children play this joyful game in an open area. One child begins as the catcher and runs to tag another child. When a child is caught, they join hands with the catcher, forming a small chain. Now together, the two children run (holding hands) to catch the next child. Every time a new child is caught:

1. The group loudly counts: “1, 2, 3...!”
2. The newly caught child performs a simple happy step — stepping forward and backward joyfully.
3. Then they join the chain by holding hands.
4. The chain continues to grow as each child is caught and joins in. The game ends when all children are linked in one long chain, celebrating their collective effort. This simple yet joyful activity keeps children physically active, encourages counting, and promotes inclusion and cooperation.

How the Activity Aligns the foundational stage pedagogy:

1. Play-Based Learning:

The core of the activity is movement-based group play. Children engage freely in physical exploration, which is at the heart of play-based learning in the foundational years.

2. Joyful Learning:

The activity is filled with laughter, movement, and collective excitement as the chain grows. Children experience delight in being part of something together — a joyful celebration of inclusion.

3. Foundational Motor Development:

The game supports gross motor skills, body coordination, and spatial awareness as children run, move rhythmically, and adjust to the growing chain.

4. Social-Emotional Learning:

Children cheer for each other, wait their turn, and celebrate everyone being included — nurturing empathy, patience, and team spirit.

5. Early Numeracy and Rhythm:

Counting together aloud (“1, 2, 3...”) after each child joins promotes early number sense, sequence recognition, and rhythmic recall.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge:

1. Understand and practice number sequences through chanting (“1, 2, 3...”).
2. Recognize simple game rules and group participation logic.

Skills:

1. Develop gross motor skills: running, turning, and stopping with awareness.
2. Build rhythm, coordination, and reaction timing in movement.
3. Strengthen cooperation and spatial awareness in a growing group dynamic.

Through Curriculum (Attitude Change)

Attitude Change:

1. Experience the joy of collective success and inclusive play.
2. Develop patience and empathy while waiting for and welcoming others.
3. Foster confidence in physical self-expression and being part of a group.
4. Build a sense of responsibility and care for group safety and fairness.

Linkages with concept/ textbook

1. Mathematics (Early Years): Number sequencing, counting aloud.
2. Physical Education/Development: Movement-based learning.
3. Social & Emotional Development: Inclusion, turn-taking, empathy.
4. Language Development: Group chants and verbal interaction.

(References: NCF 2023, Section 1.4i, CG-1 & CG-2, Pages 216–217. Chapter on “Counting” – Foundational Numeracy Curriculum)

Role of NEP Child (Ownership + Lifelong learning)

1. **Joyful Participant:** The child plays actively, expresses excitement, and engages confidently in movement and rhythm.
2. **Inclusive Thinker:** Experiences inclusion and the happiness of being part of a group.
3. **Early Learner:** Develops number sense, body awareness, and interpersonal interaction in a joyful setting.
4. **Creative Contributor:** Suggests new ways to play or chant, showing emerging creativity and agency.
5. **Lifelong Skill Builder:** Through running, chanting, and group rhythm, the child builds social and physical foundations for lifelong learning and collaboration.

Role of a NEP teacher (Friend+ Philosopher +Guide+ Facilitator)

1. **Facilitator:** Organizes a safe space, introduces the game with clarity, and ensures everyone is included.
2. **Friend:** Joins the chant or celebration, creating a warm and approachable learning space.
3. **Guide:** Models positive social behavior like cheering and fair play; helps children take turns and reflect on the group experience.
4. **Philosopher:** Encourages empathy and discussion around feelings of inclusion and shared joy.
5. **Observer:** Watches for children’s comfort, movement ability, and social interaction; uses observations to inform future learning needs.

Role of a NEP School (Vibrant, collaborative and inclusive Learning hub)

1. **Facilitator:** The school ensures a safe and supportive space where foundational numeracy activities like Chain Chain can be conducted with ease. It provides time, materials (if needed), and encourages the integration of movement-based learning into the daily schedule.
2. **Learning Hub:** The school acts as an active learning environment where play-based activities are used to connect physical movement, early math skills, and social interaction. Teachers observe and respond to children's needs during the activity, fostering inclusion and participation.
3. **Observer and Enabler:** The school encourages facilitators to observe children's responses during the game to informally assess numeracy skills like counting, turn-taking, and sequencing. It enables differentiated instruction based on observed learning needs.

Role of a NEP Parent(Encourager, Reinforcer, Partner)

1. **Encourager:** The parent encourages the child to talk about their classroom experience at home, appreciating efforts like counting aloud or taking turns, thus building confidence and connection.
2. **Reinforcer:** By playing similar counting or movement games at home (e.g., clapping games, hop counting), parents help reinforce concepts of number sequencing and joyful learning.
3. **Partner in Play:** The parent becomes a partner in the child's early learning journey by understanding the importance of play-based education and actively supporting school initiatives aligned with NEP and NCF-FS goals.

Remark:

This activity exemplifies the NEP's holistic approach by integrating physical, social, emotional, and cognitive development within a single, enjoyable play experience, fostering foundational skills crucial for lifelong learning.

Theme 1: Joyful & Play- based Learning (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Foundational Stage

Focused approach: Game

Activity 2 : PASS THE BALL

Description & Procedures:

1. Ask all the children to sit in a big circle on the floor or in an open space.
2. Give one child a soft ball. Turn on some cheerful music.
3. While the music plays, the children start passing the ball around the circle from one to the next.
4. Suddenly, stop the music at any random moment (this creates excitement!).
5. The child who is holding the ball when the music stops has a special job to do! They can:
6. Say a fun rhyme they know (like “Machhli Jal Ki Rani Hai” or any classroom rhyme)
7. Do a simple action — like clap 3 times, hop like a rabbit, spin in a circle, make a funny sound, or dance a little.
8. Everyone claps or cheers for them.
9. Start the music again and continue the game!

How the Activity Aligns:

1. Play-Based Learning:

Children engage in active, hands-on learning where they move, listen, think, and respond. The unpredictable nature of who gets the ball next keeps energy high and attention focused. The playful format removes performance pressure.

2. Joyful Learning:

The excitement of passing the ball and anticipating the question brings natural joy. Laughter, spontaneous clapping, and supportive peer interaction create an emotionally safe and happy learning atmosphere.

3. Holistic Development:

This activity simultaneously touches cognitive, emotional, and social domains. It strengthens memory recall, encourages spontaneous thinking, and nurtures classroom bonding.

4. Social-Emotional Learning:

Children learn to listen patiently, respect peers’ responses, and build emotional resilience. Shy children gain confidence when supported by the group. The teacher models and reinforces empathy and encouragement.

5. Language and Concept Integration:

Language development is supported as children speak, listen, and respond in full sentences. Teachers can tailor the prompts to deepen understanding of current academic topics.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge: Recall academic facts from language, social science, EVS, or general awareness.

-Reinforce vocabulary, concepts, and general knowledge through oral prompts.

Skills:

1. Strengthen listening, quick thinking, and verbal articulation.
2. Develop turn-taking and cooperative play in a group setting.
3. Enhance rhythm and coordination through the pass-and-stop format.

Through Curriculum

Attitude Change:

1. Build confidence in self-expression, especially for quieter students.
2. Develop appreciation for diverse answers and viewpoints.
3. Cultivate patience, empathy, and a non-judgmental attitude in peer interactions.
4. Encourage joyful participation in group learning, fostering classroom harmony.

Linkages with concept/ textbook

Language Development: Use of rhymes and spoken expression (e.g., foundational rhymes or simple poetry from the early language curriculum).

Foundational Literacy: Phonemic awareness, rhythm recognition, vocabulary building.

Social and Emotional Learning: Cooperative turn-taking, sharing space, listening to others.

Physical Development: Motor skill development and active listening.

(References: NCF 2023, Section 1.4, CG-1 & CG-3, Page - 216-17)

Role of NEP Child (Ownership + Lifelong learning)

Player and Thinker: The child actively participates in the game, anticipating their turn and formulating responses.

Collaborator: Learns to take turns, respect peers, and enjoy collective activities.

Expressive Learner: Builds confidence in speaking and expressing opinions in a safe environment.

Mind-Body Engager: Practices coordination, movement, and self-awareness through play.

Role of a NEP teacher (Friend+ Philosopher +Guide+ Facilitator)

Facilitator of Joy: Designs an environment that merges play with purposeful learning.

Observer and Encourager: Observes responses to assess comprehension and encourages hesitant children to participate.

Prompt Generator: Crafts age-appropriate, open-ended, and diverse questions to stimulate curiosity.

Community Builder: Uses the game to foster trust, inclusivity, and mutual respect in the classroom.

Role of a NEP School (Vibrant, collaborative and inclusive Learning hub)

Supportive Enabler: Provides resources (like space, ball, sound system) to conduct such activities regularly.

Joyful Environment Promoter: Recognizes the importance of play in foundational learning and prioritizes it in daily routines.

Inclusive Culture Builder: Celebrates small classroom moments that reflect happiness, engagement, and growth.

Role of a NEP Parent(Encourager, Reinforcer, Partner)

Encourager: Shows interest by asking the child to demonstrate or share their classroom experience at home.

Co-Player: Engages in similar games at home, building on classroom learning.

Value Reinforcer: Understands and supports the value of play-based learning in the child's development.

Remark

This engaging “Pass the Ball” activity exemplifies the NEP vision for foundational stage learning. It seamlessly integrates joyful, play-based methods with clear learning objectives and aligns with holistic child development. The detailed roles for children, teachers, schools, and parents highlight a collaborative ecosystem supporting comprehensive growth and fostering lifelong learning through fun.

Theme 1: Joyful & Play- based Learning (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Preparatory Stage

Activity 1 :Rotational Learning Stations

Description & Procedures:

Set up 4 play-based activity corners, each facilitated by 1–2 support facilitators. Every group will spend 5 minutes per station, rotating in order. Station 1: Music & Movement Zone (Language + Joy)

Activity: Action Rhymes & Rhyming Train

- Do a rhyme like “Chhuk Chhuk Rail Gadi...” with actions.
- End with a “Rhyming Train” — each participant says a rhyming word. Station 2: Animal Moves Arena (Gross Motor + Imagination)
- Activity: “Walk Like an Animal”

Cards with animals: participants act and move like that animal.

Include crawling, hopping, jumping, slithering. Station 3: Touch & Tell Corner (Cognitive + Sensory)

Activity: “Mystery Box”

- A closed box with household items (spoon, sponge, toy, fruit, etc.).
- Trainers touch and guess without seeing. Emotion Garden (Socio-emotional Learning)
- Activity: “Emotion Flashcards & Puppets”
- Participants pick an emotion flashcard and act it out with a puppet.
- Others guess the emotion, then share what makes them feel the same.
- Discuss: “How would a child describe or explore this?”

How the Activity Aligns with NEP Vision:

Play-Based Learning: The activity inherently promotes play-based learning by allowing children to freely explore, experiment, and interact with their environment and peers. It provides a structured yet flexible framework for learning through joyful engagement, aligning with the NEP’s emphasis on learning through discovery and experiential engagement rather than rote memorization. This approach fosters intrinsic motivation and a deeper understanding of concepts.

Joyful Learning: The very nature of the activity, with its emphasis on movement, rhythm, and social interaction, creates a joyful and stimulating learning environment. Children are more likely to be engaged and absorb information when they are enjoying the process. This aligns with the NEP’s vision of making learning a pleasant and positive experience, reducing academic pressure and promoting a love for lifelong learning.

Foundational Motor Development: The activity directly supports the development of both gross and fine motor skills. Gross motor skills are honed through large movements like running, jumping, balancing, and coordinated actions, while fine motor skills can be developed through more intricate manipulations of objects or specific hand-eye coordination tasks integrated into the play. This foundational motor development is crucial for overall physical development and can positively impact cognitive abilities.

Social-Emotional Learning: Through collaborative play, turn-taking, sharing, and problem-solving within the activity, children develop essential social-emotional skills. They learn empathy, cooperation, communication, and conflict resolution, all of which are vital for healthy relationships and well-being. The activity provides a safe and natural setting for children to practice these skills, fostering emotional intelligence and social competence as envisioned by the NEP.

Early Numeracy and Rhythm: The activity can seamlessly integrate early numeracy concepts through counting, sequencing, pattern recognition, and spatial awareness. For instance, children might count steps, identify groups of objects, or follow rhythmic patterns. The inherent rhythm in many play-based activities also aids in developing a sense of timing, coordination, and a foundational understanding of mathematical patterns, laying a strong groundwork for future mathematical learning.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge:

- Understanding of basic emotions (happy, sad, angry, surprised, etc.)
- Recognition of different animal movements and sounds.
- Awareness of various household items through touch.
- Exposure to rhyming words and simple song structures.

Skills:

- **Reflection:** Children will be able to reflect on their own feelings and how different situations make them feel, as well as consider the emotions of others.
- **Visualization:** Through activities like “Walk Like an Animal” and “Mystery Box,” children will practice visualizing concepts and objects without direct visual input.
- **Speaking Skills:** Opportunities for sharing rhyming words, describing emotions, and guessing in the “Mystery Box” will enhance vocabulary, articulation, and overall verbal communication.

- **Gross Motor Skills:** Development through large movements involved in animal imitation and action rhymes.
- **Fine Motor Skills:** Engagement with puppets and manipulation of items in the “Mystery Box.”
- **Social Skills:** Practiced through turn-taking, cooperation, and empathy in group activities.
- **Cognitive Skills:** Enhanced through problem-solving in guessing games and sensory exploration.

Auditory Discrimination: Improved by listening for rhyming words and identifying sounds.

Through Curriculum (Attitude Change)

Attitude Change: Joyful & play-based learning as the foundation of the Foundational Stage.

- Encouragement of multi-sensory learning, whole-body movement, and emotion-rich engagement.
- Learning that is developmentally appropriate, not rote.
- Builds self-esteem through successful participation and expression.
- Develops understanding and sensitivity towards others’ feelings.

Linkages with Concept/Textbook

Language Arts: The activities within this framework significantly enhance language arts skills. **Phonological awareness** is fostered through playful activities like rhyming games and songs, which help children recognize and manipulate the sounds in language. **Vocabulary development** is a continuous process, with new words introduced and reinforced through interactive storytelling and descriptive language exercises. **Storytelling** is encouraged as a means for children to express their ideas, sequence events, and develop narrative skills, both orally and through creative writing prompts.

EVS (Environmental Studies): This approach integrates EVS by encouraging an **awareness about animal characteristics**, including their unique features and behaviors. Children learn about different **body movements** of animals through imitation and observation, fostering a connection to the natural world. Understanding animal **sounds** further deepens their appreciation for biodiversity and promotes listening skills.

Science: Fundamental scientific concepts are explored through hands-on experiences. Children develop an **understanding of senses** by engaging in multi-sensory activities that encourage them to observe, touch, smell, and listen. They also learn about the **properties of materials** through playful exploration, discovering how different objects feel, behave, and interact.

Arts & Crafts: This framework champions **creative expression** through various artistic mediums. The use of **puppets** encourages imaginative play, role-playing, and the development of character voices. **Imaginative play** is a cornerstone, allowing children to construct their own worlds, develop problem-solving skills, and express their inner thoughts and feelings.

Social-Emotional Learning (SEL): SEL is deeply embedded, focusing on critical life skills. Children are guided to **recognize and express emotions** in healthy ways through discussions, role-playing, and creative activities. **Empathy** is cultivated by encouraging children to understand and share the feelings of others, fostering a sense of community and kindness. Role of NEP Child (Ownership + Lifelong Learning)

Role of NEP Child:

The National Education Policy (NEP) envisions the child as an active and empowered learner, fostering a lifelong love of learning and a sense of ownership over their educational journey.

Active Participant: The NEP child is not a passive recipient of information but an enthusiastic and engaged participant in all activities. This means they are involved both **physically** (through movement, hands-on exploration) and **mentally** (through critical thinking, questioning, and problem-solving).

Curious Explorer: Driven by innate curiosity, the NEP child actively **uses their senses to discover and understand the world around them**. They are encouraged to observe, experiment, and ask questions, transforming everyday experiences into learning opportunities.

Creative Expresser: The NEP child utilizes **multiple modes to communicate** their understanding and ideas. This includes verbal language, artistic expression, physical movement, and imaginative play, allowing for diverse forms of self-expression.

Collaborative Learner: Collaboration is key. The NEP child interacts positively with peers in group activities, fostering teamwork and mutual respect. They develop crucial communication skills by listening to others and contributing their own perspectives.

Joyful Learner: Learning is framed as an exciting and rewarding experience. The NEP child finds excitement in the process of discovery, learning, and play, understanding that mistakes are opportunities for growth and that curiosity leads to new insights.

Holistic Developer: The NEP aims for the all-round development of the child. This encompasses cognitive growth (thinking, problem-solving), motor skills (gross and fine motor development), and sensory exploration (engaging all senses), ensuring a well-rounded foundation for future learning. Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

Role of NEP Teacher:

The NEP teacher is a multifaceted figure, adapting their role to meet the diverse needs of learners and create a dynamic learning environment.

Creative: The NEP teacher is an innovator, actively creating and setting up engaging, multi-sensory learning stations. They design activities that cater to different learning styles and stimulate curiosity.

As a Facilitator: Beyond direct instruction, the teacher maintains an enthusiastic atmosphere, encouraging active participation from every child. They guide learning rather than dictating it, empowering children to explore and discover.

Keen Observer: A crucial aspect of the NEP teacher's role is to watch students closely to understand their learning styles, strengths, and areas needing support. This allows for individualized attention and tailored learning experiences.

Language Modeler: The teacher acts as a strong language model, introducing new and rich vocabulary and actively encouraging children to use descriptive language in their communication, expanding their linguistic abilities.

Fostering Empathy and Self-Awareness: The NEP teacher actively cultivates empathy by guiding children to understand and share the feelings of others. They also promote self-awareness by encouraging children to reflect on their own emotions, thoughts, and actions.

Resourceful Innovator: The NEP teacher is resourceful, finding creative ways to utilize available materials and adapt lessons to unexpected situations, always innovating to enhance the learning experience. Role of a NEP School (Vibrant, Collaborative, and Inclusive Learning Hub)

Role of NEP School:

The NEP envisions the school as a dynamic and welcoming space that fosters holistic growth and a love for learning.

Promoter of Play-Based Learning: The school is a strong advocate for **play-based learning**, recognizing its critical role in cognitive, social, and emotional development. It provides ample opportunities and resources for children to learn through play.

Creator of Active and Enabling Learning Environment: The school actively designs and maintains an **active and enabling learning environment** that is stimulating, safe, and conducive to exploration and discovery. This includes flexible learning spaces and a rich array of learning materials.

Promoter of Holistic Development: The NEP school is dedicated to the holistic development of every child. It explicitly values sensory, physical, and socio-emotional learning alongside cognitive gains, ensuring that all aspects of a child's growth are nurtured. Role of a NEP Parent (Encourager, Reinforcer, Partner)

Role of NEP Parents:

Parents are integral partners in the NEP framework, working in synergy with the school to support their child's learning journey.

Encourager: NEP parents are active **encouragers**, providing positive reinforcement and celebrating their child's efforts and achievements, fostering confidence and motivation.

Reinforcer: Parents act as **reinforcers** of learning at home, extending classroom concepts through everyday activities and conversations, solidifying their child's understanding.

Partner: The NEP parent is a true **partner** with the school, actively communicating with teachers, participating in school events, and collaborating to ensure their child's well-being and academic success.

Remark

The National Education Policy (NEP) outlines a comprehensive and child-centric approach to education, emphasizing active learning, holistic development, and a collaborative ecosystem involving children, teachers, schools, and parents. This framework aims to cultivate curious, creative, and compassionate individuals who are lifelong learners, well-equipped to navigate the complexities of the modern world.

Theme 1: Joyful & Play-based Learning (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Preparatory Stage

Activity 2: Nature Scavenger Hunt

Description & Procedures: This section will detail the specific activity. It will include a step-by-step guide for teachers to implement, outlining materials needed, setup instructions, and how to facilitate the activity. For example, if the activity is a "nature scavenger hunt," the description would include a list of items to find, safety guidelines, and suggestions for group formation. The procedures would then outline how to introduce the activity, guide the children through it, and facilitate a debriefing or sharing session afterward.

Materials:

- Printable scavenger hunt checklists (one per child or group)
- Pencils or crayons
- Small bags or containers for collecting items (optional)

Setup:

1. **Prepare checklists:** Print out enough copies of the “Nature Scavenger Hunt Checklist,” which lists items like “a smooth rock,” “a feather,” “a green leaf,” “something fuzzy,” “a pinecone,” etc. You can customize the list based on your outdoor environment.
2. **Define boundaries:** Clearly mark the area where children are allowed to explore for the scavenger hunt. This could be a playground, a nature trail, or a designated section of the schoolyard.
3. **Safety talk:** Before starting, conduct a brief safety talk. Emphasize staying within boundaries, not eating anything found, and being respectful of nature.

Procedure:

1. Introduction (5 minutes):

- Gather the children and explain the activity: “Today, we’re going on a nature scavenger hunt! Your mission is to find as many items on your checklist as you can. We’re going to be like nature detectives!”
- Show them the checklist and explain each item. If children are too young to read, use pictures on the checklist.
- Explain the rules: “Remember to stay within our special hunt area, be gentle with plants and animals, and put things back where you found them if you don’t need to collect them for your bag.”

2. Guiding the Hunt (20-30 minutes):

- Divide children into small groups (2-3 children per group) or allow them to work individually, depending on their age and your preference.
- Distribute checklists and pencils/crayons.
- Encourage children to explore and search for the items. Circulate among the groups, offering prompts and assistance. For example, “Where might we find a smooth rock?” or “Look closely at the ground for a feather!”
- For younger children, you might need to provide more direct guidance, pointing out items or helping them identify what they’ve found.
- If children are collecting items, remind them to only take one of each item and not to overfill their bags.

3. Debriefing/Sharing Session (10-15 minutes):

- Gather all the children together.
- Go through the checklist item by item. Ask each group or child to share what they found for that particular item.
- Encourage discussion: “Who found a green leaf? What kind of leaf was it? Did anyone find something fuzzy? What was it?”
- Ask children to describe their favorite find and why.
- Facilitate a discussion about what they learned about nature during the hunt. “What new things did you notice today?” or “How can we protect the nature around us?”
- Conclude by praising their efforts and curiosity.

How the Activity Aligns:

Play-Based Learning: The activity will be designed to encourage exploration, experimentation, and problem-solving through hands-on engagement. Children will learn by doing, using their imagination and creativity, rather than through rote memorization. This approach recognizes that play is a natural and effective way for young children to make sense of the world around them.

Joyful Learning: The activity will be inherently engaging and fun, fostering a positive emotional connection to learning. Elements like novelty, choice, and opportunities for social interaction will be incorporated to create a sense of excitement and wonder. The goal is to make learning an enjoyable experience, inspiring curiosity and a lifelong love of discovery.

Foundational Motor Development: The activity will incorporate movements and actions that contribute to the development of both fine and gross motor skills. This could involve activities that require hand-eye coordination (e.g., drawing, building with blocks), balance (e.g., navigating an obstacle course), or large muscle movements (e.g., running, jumping). These physical developments are crucial for overall growth and readiness for academic tasks.

Social-Emotional Learning: The activity will provide opportunities for children to develop essential social and emotional competencies. This includes collaborating with peers, sharing materials, expressing emotions appropriately, resolving conflicts, and developing empathy. Group activities, role-playing, and discussions will be integrated to foster these critical life skills.

Early Numeracy and Rhythm: Depending on the specific activity, elements of early numeracy and rhythm will be woven in. This could involve counting objects, recognizing patterns, sorting by attributes, or engaging in rhythmic movements and songs. These foundational concepts are introduced in a natural and engaging way, laying the groundwork for future mathematical and musical understanding.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge

Children will acquire specific knowledge related to the chosen theme, such as animal habitats, characteristics, or sounds (if the activity focuses on animals). This knowledge will be developmentally appropriate and presented accessibly.

Skills

The activity will cultivate a range of cognitive, social, and physical skills, including critical thinking, problem-solving, communication, collaboration, observation, classification, and creative expression. The emphasis is on developing transferable skills applicable across various learning contexts.

Attitude Change (Through Curriculum)

The activity aims to foster positive attitudes towards learning, self, and others, including curiosity, perseverance, a growth mindset, empathy, respect for diversity, and a sense of responsibility towards the environment. The focus is on nurturing holistic development beyond mere academic achievement.

Linkages with Concept/Textbook
The activity will complement and reinforce concepts introduced in existing textbooks or curriculum frameworks, providing a practical, hands-on application of theoretical knowledge. For example, a virtual tour of a historical site could link directly to a history lesson in a textbook.

Role of NEP Child (Ownership + Lifelong Learning)

The National Education Policy (NEP) envisions a child who actively participates in their learning journey, taking ownership by setting personal goals, making choices, and reflecting on progress. This fosters a sense of agency and cultivates a lifelong love for learning, moving beyond passive reception of information.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The NEP teacher is a multi-faceted support system: a “friend” building trusting relationships, a “philosopher” encouraging critical thinking, a “guide” steering students towards understanding, and a “facilitator” creating an environment for independent discovery. This role emphasizes personalized learning and fostering a supportive classroom environment.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

An NEP school is envisioned as a dynamic, welcoming, and vibrant space where learning is exciting and engaging. It is collaborative, fostering partnerships between students, teachers, parents, and the wider community. It is inclusive, catering to the diverse needs and learning

styles of all students, promoting equity and access. Ultimately, it is a learning hub where knowledge is created, shared, and applied in real-world contexts.

Role of a NEP Parent (Encourager + Reinforcer, Partner)

Parents are crucial in the NEP framework, acting as “encouragers” providing emotional support, “reinforcers” solidifying concepts through home activities, and “partners” actively participating in their child’s educational journey through communication, feedback, and involvement in school initiatives.

Remark:

This section is for additional observations, reflections, or notes regarding the activity, including insights into student engagement, unexpected outcomes, areas for improvement, or suggestions for future adaptations. It serves as a space for ongoing assessment and refinement of the learning experience.

Theme 1: Joyful & Play- based Learning (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Middle Stage

Activity 1 : Ideasmart (just an example from social science, other subjects can also be dealt with. More such activities can be designed at the part of the students and teachers.)

Description & Procedures:

Students are assigned roles (seller, buyer, trader, etc.) in a local market scene created. They may enact trade, negotiation, and interdependence in the local economy.

This activity embodies joyful and play-based learning and some ways to enhance it:

How the Activity Aligns:

Enactment Based learning: The core of the activity is that the students are taking on roles and actively participating in a simulated scenario, which is a key element of enactment-based learning.

Play-Based learning : Creating a local market scene allows for imaginative play and exploration of real-world concepts in a safe and engaging environment.

Joyful learning: The interactive nature of the roles, the negotiation, and the sense of a created community can make the learning experience enjoyable and motivating for students.

Interdependence for learning: The activity naturally highlights how different roles and actions within the market are connected, fostering an understanding of interdependence in a local economy.

Ways to Enhance the Activity:

Increase Student Ownership: Encourage students to have more say in designing the market scene, creating the goods or services to be traded, and establishing the rules of engagement. This increases their ownership and makes the learning more personal and joyful.

Incorporate Creative Elements: Encourage students to use props, costumes, and simple set designs to make the market scene more vivid and immersive. This adds a layer of creative play to the enactment.

Introduce Challenges and Problem-Solving: Present simple challenges within the market scenario that require students to think critically and collaborate to find solutions. This could involve unexpected shortages, price fluctuations, or ethical dilemmas in trade.

Reflect and Discuss to reinforce their experiences: After the enactment, facilitate a discussion where students can share their experiences, reflect on what they learned about the roles, the economy, and interdependence, and connect it to real-world situations.

Vary the Roles and Scenarios: Introduce different types of markets (e.g., farmers market, craft market etc.) and a wider variety of roles to provide diverse learning opportunities and keep the activity fresh, engaging and inclusive.

Note: By focusing on these aspects, the activity can become an even more powerful example of joyful and play-based learning through enactment, helping students develop both knowledge and positive attitudes towards economic concepts and social interaction.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge:

1. Students will understand basic economic concepts such as trade, negotiation, and interdependence within a local economy.
2. Students will identify the roles of different participants in a market (e.g., seller, buyer, trader).

Skills:

1. Students will develop negotiation and bargaining skills through simulated trade interactions.

2. Students will practice communication and interpersonal skills while enacting various market roles.
3. Students will enhance their problem-solving abilities by navigating challenges within the simulated market environment.

Through Curriculum (Attitude Change)

Attitude Change:

1. Students will appreciate the importance of fair trade and ethical practices in economic interactions.
2. Students will develop an understanding of the interconnectedness of individuals within an economic system.
3. Students will cultivate empathy by experiencing different perspectives within the market roles.
4. Students will foster a collaborative mindset by working together to create and sustain the market scene.

Linkages with concept/ textbook

Knowledge of local economies, skills in negotiation, language use, and real-world application. Builds empathy, active participation, respect for others' work

(References: NCF 2023, Section 1.4, CG-1 & CG-3, Page - 216-17

Chapter on “Understanding Markets” (Social Science - Class 7) or relevant chapter in language textbook (dialogue writing/oral skills)

Role of NEP Child (Ownership + Lifelong learning)

Based on the activity where students are assigned roles in a local market scene, the Role of the NEP Child, focusing on Joyful and Play-based learning, involves:

Active Participation and Enthusiasm: The child actively participates in the activity with enthusiasm, showing confidence and engagement in their assigned role.

Ownership of Learning: By taking on a specific role (seller, buyer, trader, etc.), the child takes ownership of the learning experience, understanding the responsibilities and interactions associated with that role in a local economy.

Developing Lifelong Learning Skills: Through enacting trade, negotiation, and interdependence, the child develops practical skills such as communication, problem-solving, and critical thinking, which are essential for lifelong learning and navigating real-world economic interactions.

Experiencing Interdependence: The activity allows the child to experience firsthand the interdependence of different roles within an economy, fostering an understanding of how individual actions contribute to the larger system.

This active and engaged participation, coupled with the development of practical skills and an understanding of economic relationships, embodies the principles of Ownership and Lifelong learning for the NEP Child in this play-based activity.

Role of a NEP teacher (Friend+ Philosopher + Guide + Facilitator)

Facilitator: The teacher facilitates the activity by setting up the market scene, assigning roles, and providing guidance as students enact trade and negotiation. They ensure a smooth and engaging learning experience.

Guide: The teacher acts as a guide, helping students understand the concepts of trade, interdependence, and local economy through their participation in the activity. They may offer prompts and ask questions to deepen student understanding.

Friend and Philosopher: The teacher creates a supportive and encouraging environment, acting as a friend to the students. They also encourage critical thinking and reflection, embodying the role of a philosopher by prompting discussions about fair trade, ethical practices, and the value of different roles in the economy.

Encourager of thinking time: The teacher encourages every child to participate freely and confidently in the game, ensuring that all students get appropriate thinking time and feel comfortable exploring their assigned roles.

Role of a NEP School (Vibrant + collaborative inclusive Learning hub)

Facilitator: The school understands and provides the space and resources necessary to organize and conduct the market activity. It facilitates the collaboration between NEP Children and NEP Teachers.

Learning Hub: The school serves as a vibrant and inclusive learning hub where such play-based activities can thrive. It fosters a collaborative environment where students can learn from each other and engage in hands-on experiences.

Organizer and Celebrator: The school assists in organizing and celebrating the successful implementation of the activity, recognizing the efforts of both students and teachers.

Role of a NEP Parent(Encourager, Reinforcer, Partner)

Encourager: The parent encourages the child to share their game experience at home, reinforcing the learning that took place during the activity.

Reinforcer: By engaging in conversations about market activity, parents can help reinforce the concepts of trade, negotiation, and interdependence that the child learned.

Supporter: Parents can support the school and teacher in implementing such activities, understanding their value in promoting joyful and play-based learning.

Remark: This activity and the different roles enacted by participants highlight the collaborative effort of all stakeholders in creating a joyful and play based learning experience for the NEP Child through this market enactment activity.

Theme 1: Joyful & Play- based Learning (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Middle Stage

Activity 2 : Treasure Hunt(Example from math)

Description & Procedures: Clues involving math puzzles (fractions, area, ratios, time) are placed across the school campus. In groups, students solve puzzles to find the next clue. The last clue leads to a “treasure” (reward or reflection task).

How the Activity Aligns:

The activity is designed to integrate several key pedagogical approaches advocated by the NEP:

- **Play-Based Learning:** Learning is not confined to rote memorization but encouraged through playful exploration and discovery. This approach leverages children’s natural curiosity and enthusiasm to make learning enjoyable and effective.
- **Joyful Learning:** The activity emphasizes creating an environment where learning is a source of delight and engagement, rather than a chore. This fosters a positive attitude towards education and encourages lifelong learning.
- **Foundational Motor Development:** Recognizing the importance of physical development, the activity incorporates movements and actions that contribute to the refinement of gross and fine motor skills, crucial for overall growth and learning.
- **Social-Emotional Learning (SEL):** The activity provides opportunities for children to develop essential social and emotional competencies, such as empathy, cooperation, communication, and self-regulation. These skills are vital for personal well-being and successful interactions within a community.
- **Early Numeracy and Rhythm:** Through the activity, foundational mathematical concepts are introduced in an accessible and engaging manner, often incorporating rhythm and patterns to enhance understanding and retention.

Learning Objectives:

The activity aims to achieve specific learning outcomes across different dimensions:

By Curriculum (Knowledge + Skills):

- **Knowledge:** Learners will acquire a deeper understanding of mathematical concepts, particularly those related to fractions, ratios, proportions, time, and distance.
- **Skills:** Participants will develop practical problem-solving abilities, learn to apply mathematical concepts in real-life contexts, and enhance their collaboration and communication skills through group activities.

Through Curriculum (Attitude Change):

- **Attitude Change:** The activity fosters a positive attitude towards mathematics by presenting it as an active and joyful pursuit. It encourages teamwork, cultivates curiosity, builds confidence in tackling challenges, and promotes a willingness to take risks in the learning process. This shift in attitude is crucial for sustained engagement and mastery.

Linkages with Concept/Textbook:

The activity directly connects to and reinforces concepts taught in standard textbooks, specifically the chapter on “Fractions, Ratio and Proportion, Time & Distance” typically found in Math textbooks for Class 6 or 7. This ensures that the experiential learning gained through the activity complements and strengthens classroom instruction. Role of an NEP Child (Ownership + Lifelong Learning):

In the NEP framework, the child is envisioned as:

- **Active Explorer:** A curious and engaged learner who actively seeks knowledge and understanding through hands-on experiences.
- **Problem Solver:** An individual who is encouraged to identify challenges, think critically, and devise creative solutions.
- **Collaborator:** A participant who works effectively with peers, shares ideas, and contributes to collective learning. This fosters a sense of ownership over their learning journey and instills the foundation for lifelong learning.

Role of an NEP Teacher (Friend + Philosopher + Guide + Facilitator):

The NEP redefines the teacher’s role as a multifaceted professional who acts as:

- **Designer of joyful learning tasks:** Crafting engaging and stimulating activities that make learning enjoyable and meaningful.
- **Observer:** Keenly observing individual and group dynamics to understand learning styles, identify challenges, and provide targeted support.

- **Guide:** Providing gentle guidance and support, allowing learners to discover solutions independently while offering assistance when needed.
- **Facilitator:** Creating a supportive and inclusive learning environment where all students feel comfortable participating, experimenting, and expressing themselves.

Role of an NEP School (Vibrant + Collaborative + Inclusive Learning Hub):

An NEP school is envisioned as a dynamic and welcoming space that:

- **Supports activity-based learning infrastructure:** Provides the necessary resources, materials, and physical spaces to facilitate hands-on, experiential learning activities.
- **Vibrant:** Creates an energetic and stimulating atmosphere that promotes active participation and enthusiasm for learning.
- **Collaborative:** Fosters a culture of cooperation and teamwork among students, teachers, and parents.
- **Inclusive:** Ensures that all learners, regardless of their background or abilities, have equal opportunities to participate and succeed.

Role of an NEP Parent (Encourager + Reinforcer + Partner):

Parents play a crucial role in the NEP ecosystem as:

- **Encourager:** Motivating their children to explore, experiment, and embrace challenges.
- **Reinforcer:** Supporting and extending learning at home by reinforcing concepts and skills learned at school.
- **Partner:** Actively collaborating with teachers and the school to create a cohesive and supportive learning environment for their child. They appreciate effort over mere results and avoid placing undue pressure on academic outcomes.

Remark:

This activity exemplifies the core tenets of the NEP, aiming to transform education into a holistic, joyful, and effective experience for all stakeholders. It moves beyond traditional didactic methods to embrace a more learner-centric, inquiry-based, and skill-oriented approach.

Theme 1: Joyful & Play- based Learning (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Middle Stage

Activity 3: Water is a Shared Resource (from the Civic Sense lens)

Description & Procedures:

- This activity uses a hands-on, collaborative drawing exercise to introduce the abstract concept of common resources and their management.
 - The teacher arranges A4 size sheets.
 - The class is divided into groups of 8 to 10 students.
 - Each group receives only one A4 drawing sheet.
 - Each student is instructed to draw a daily activity involving water on the shared sheet. There is a 5-minute time limit.
- The teacher collects and displays the drawings.

Discussion: The teacher facilitates a discussion based on the drawings, moving from the tangible to the abstract.

- What are common resources? The teacher defines and provides examples of common resources like public parks, water, schools, and roads, emphasizing that they are not owned by any single person and can be used by all.
- Examples in school: The discussion can be extended to school resources, such as playgrounds and sports equipment, to highlight the importance of sharing.

Reflection: The teacher uses the drawing activity as a metaphor for resource management.

- Shared Space: The teacher points out how the space on the drawing sheet was shared, and how one person taking more space left less for others.
- Shared Resources: This is linked to public resources: if a few people overuse or pollute a resource, others will have less to use.

Questions:

1. The teacher asks probing questions to encourage critical thinking:
2. Did any student face difficulty finding space? This gauges their experience with limited resources.
3. Why did you struggle? What could have been done differently? This helps them think about solutions.
4. How would you distribute the space/resources differently to avoid mismanagement? This encourages critical thinking about equitable resource distribution.
5. Was there a group that divided them equally? This highlights fair management.

How this activity aligns with:

Play-based learning: The activity uses a creative and collaborative drawing game to make a complex civic concept accessible and enjoyable. The element of a time limit and a shared sheet adds a playful challenge.

Joyful Learning: The activity is designed to be joyful by allowing students to express themselves creatively and work together. The discussion is interactive and uses a real-world, relatable example, which makes learning fun and engaging.

Social Emotional learning: The activity naturally fosters social-emotional skills. Students must negotiate space, collaborate with their peers, and deal with the frustration of limited resources. This helps them develop empathy, cooperation, and problem-solving skills.

Learning Objective:

By Curriculum (Knowledge + Skills):

Students will gain a basic understanding of what constitutes a common resource and why its equitable management is essential. They will learn about the impact of resource mismanagement on society. They will also develop civic learning and skills like collaboration, critical thinking, and problem-solving.

Through Curriculum (Attitude Change):

Attitude Change: Students will develop an attitude of responsibility towards shared resources. They will become more empathetic towards others and appreciate the importance of fairness and equity in resource distribution.

Linkages with Concept/Textbook:

This activity is highly relevant to Civics and Social Science curricula, particularly topics related to resource management, public goods, and civic responsibility. It also connects to lessons on water conservation and environmental studies.

Role of the NEP Child (Ownership + Lifelong Learning)

The child takes ownership of their learning by actively participating in the drawing and discussion. They become a problem-solver who recognizes and reflects on issues of fairness and resource allocation, developing a mindset for lifelong learning and active citizenship.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The teacher acts as a facilitator who sets up the game and guides the discussion. They are a philosopher who helps students reflect on concepts of fairness and equity, and a guide who links the simple drawing activity to complex civic concepts.

Role of a NEP School (Vibrant + Collaborative, + Inclusive Learning Hub)

The school becomes a vibrant hub for collaborative and inclusive learning. By providing a platform for this activity, the school encourages students to work together to understand and solve real-world problems.

Role of an NEP Parent (Encourager + Reinforcer + Partner)

Parents can act as partners by discussing concepts of sharing and responsible usage of resources at home. They can reinforce the lesson by showing their child how to conserve water or share things with siblings and friends.

Remarks:

This activity is an excellent example of using a simple, creative exercise to teach a complex and essential civic concept. By making the lesson an engaging, play-based experience, it not only teaches students about common resources but also cultivates vital social-emotional skills and a sense of responsibility toward their community.

Theme 1: Joyful & Play- based Learning (game/ art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 1: Concept Carnival

Description & Procedures:

Students are invited to orchestrate a dynamic classroom carnival, transforming their learning environment into an interactive hub of discovery. This carnival will feature a series of engaging games and stalls, each meticulously designed to illuminate a specific academic concept. The name of each stall or activity should ingeniously hint at the core concept it explores, sparking curiosity and immediate understanding. For instance:

- **Mathematics:** “Probability Popcorn” – This stall challenges players to estimate and calculate probabilities in various fun scenarios, from guessing the number of kernels that will pop to predicting the outcome of a dice roll within a game.
- **Science:** “Wire Coil Challenge” – Participants will embark on a hands-on journey of discovery, winding copper wire around a nail to create an electromagnet and then testing its strength by attempting to lift a maximum number of paperclips. This activity directly demonstrates the principles of electromagnetism.

- **History:** “Timeline Toss” – This engaging game encourages students to interact with historical events by throwing bean bags onto a timeline, placing events in their correct chronological order. This reinforces their understanding of historical sequencing.
- **English:** “Poetic Pictionary” – A creative twist on the classic game, this activity encourages students to visually interpret and draw poems, stanzas, or literary phrases, fostering deeper engagement with poetic devices and literary analysis.

How the Activity Aligns with Educational Principles:

This “Concept Carnival” is not just a series of games; it’s a meticulously crafted learning experience that deeply aligns with contemporary educational philosophies:

- **Play-Based Learning:** The carnival inherently leverages the power of play to make learning enjoyable and accessible. Students learn by doing, experimenting, and engaging in activities that feel more like recreation than traditional instruction. This natural engagement fosters intrinsic motivation and deeper understanding.
- **Joyful Learning:** By transforming potentially abstract concepts into tangible, interactive games, the carnival injects an element of joy into the learning process. The excitement of competition, the satisfaction of understanding, and the collaborative spirit of the event contribute to a positive and memorable learning experience.
- **Foundational Motor Development:** Many of the proposed activities, such as throwing bean bags in “Timeline Toss” or meticulously winding wire in “Wire Coil Challenge,” naturally engage fine and gross motor skills. This integrated approach to learning supports holistic child development, acknowledging the link between physical activity and cognitive growth.
- **Social-Emotional Learning (SEL):** The collaborative nature of designing, setting up, and running the stalls, as well as the interactive elements of playing the games, provides rich opportunities for SEL. Students learn to communicate effectively, negotiate, problem-solve in groups, practice empathy, and develop resilience in the face of challenges. They also learn to give and receive constructive feedback.
- **Early Numeracy and Rhythm:** While not explicitly detailed for every subject, activities like “Probability Popcorn” directly strengthen early numeracy skills. The inherent rhythm of some activities, or the potential for incorporating rhythmic elements, can also contribute to a multi-sensory learning experience.

Learning Objectives:

The “Concept Carnival” is designed to achieve a comprehensive set of learning objectives:

By Curriculum (Knowledge + Skills):

Students will actively design and articulate the mechanics of a hands-on game or activity that effectively illustrates a core concept from their curriculum. This process requires them to:

- **Demonstrate Understanding:** Through their game design, clear rules, and correct use of academic terminology, students will demonstrate a profound understanding of the concept at hand (e.g., probability, states of matter, historical sequencing, poetic devices).
- **Peer-Teaching:** During the carnival, students will act as peer-teachers, explaining their concepts and guiding other participants through their games, thereby solidifying their own knowledge and developing valuable communication skills.

Knowledge:

Students will acquire and reinforce knowledge in specific subject areas by:

- Grasping the theoretical foundations of concepts like probability, electromagnetism, historical chronology, and poetic structures.
- Understanding the practical applications and real-world relevance of these concepts.
- Developing a rich vocabulary related to each concept.

Skills:

Beyond knowledge acquisition, students will cultivate a range of essential skills, including:

- **Critical Thinking:** Analyzing concepts, identifying key principles, and devising creative ways to represent them in a game format.
- **Problem-Solving:** Overcoming challenges in game design, rule formulation, and activity execution.
- **Creativity and Innovation:** Developing unique game ideas and imaginative ways to engage peers.
- **Communication:** Clearly explaining complex ideas, giving instructions, and engaging in effective dialogue.
- **Collaboration and Teamwork:** Working effectively in groups to achieve shared goals, delegating tasks, and resolving conflicts.
- **Presentation Skills:** Articulating their ideas confidently and engagingly to an audience.

Through Curriculum (Attitude Change):

The carnival aims to foster a significant shift in student attitudes towards learning:

- **Attitude Change:** Students will cultivate genuine enthusiasm for collaborative, play-based learning. They will exhibit creativity, ownership of their learning process, and a deep respect for the diverse ideas and contributions of their peers, both in designing and participating in each other's concept stalls. This approach encourages a growth mindset and a lifelong love of learning.

Linkages with Concept/Textbook:

The activities are meticulously linked to specific curriculum concepts, ensuring direct relevance to classroom learning:

- **Maths:** Probability – Directly reinforces the theoretical and practical aspects of probability as taught in textbooks.
- **Science:** Electromagnetism – Provides a hands-on, experiential understanding of a fundamental scientific principle.
- **Social Science:** French Revolution – Engages students with historical events and their sequencing in a dynamic way.
- **English:** Poetic Devices – Encourages deeper engagement with literary elements and their creative application.

Role of the NEP Child (Ownership + Lifelong Learning)

This activity is a cornerstone in empowering the National Education Policy (NEP) child. It provides an unparalleled opportunity for learners to:

- **Display and Strengthen Creativity:** By designing their own games, students unleash their imaginative potential.
- **Develop Critical Thinking:** The process of breaking down concepts and translating them into interactive experiences hones their analytical abilities.
- **Enhance Teamwork Skills:** Collaboration is inherent to the activity, fostering essential interpersonal skills.
- **Cultivate Responsible Decision-Making:** Students make choices about game design, rules, and resource allocation.
- **Improve Expression Skills:** Explaining their concepts and engaging with peers strengthens their verbal and non-verbal communication. This fosters a sense of ownership over their learning journey, setting the foundation for lifelong learning.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The “Concept Carnival” redefines the role of the NEP teacher, moving beyond traditional instruction to become a true enabler of learning. The teacher has the profound opportunity to:

- **Let Students Drive Their Learning:** By providing the framework for this activity, teachers empower students to delve deeper into concepts they have learned, encouraging self-directed exploration.

- **Promote Experiential Learning:** Learning by doing is at the heart of the carnival, and the teacher facilitates this hands-on approach.
- **Foster Peer Learning:** Students learn from and teach each other, creating a dynamic and collaborative learning ecosystem.
- **Encourage Dialogic Learning:** The teacher facilitates discussions, encourages questioning, and promotes a rich exchange of ideas among students. The teacher's role is to inspire, support, and guide, ensuring that students are actively constructing their own knowledge.

Role of a NEP School (Vibrant Collaborative + Inclusive Learning Hub)

The “Concept Carnival” embodies the vision of a NEP school as a dynamic and progressive educational institution. The school demonstrates its commitment to:

- **Quality, Holistic, and Multidisciplinary Learning:** The activity integrates various subjects and learning styles, promoting a well-rounded education.
- **Vibrant and Collaborative Learning:** The carnival transforms the school environment into an energetic space where students actively engage with each other and with concepts.
- **Democratic Ethos:** By empowering students to design and lead, the school fosters a sense of agency and participation.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

NEP parents play a crucial supportive role in the success of the “Concept Carnival.” Their involvement as encouragers, reinforcers, and partners is vital in:

- **Encouraging Creativity:** Parents can provide a supportive home environment that fosters imaginative thinking and problem-solving.
- **Reinforcing Learning:** Discussing the carnival activities at home can help solidify concepts and extend the learning experience beyond the classroom.
- **Partnering with the School:** Active communication and collaboration between parents and teachers ensure a cohesive learning journey for the child.

Remark:

The “Concept Carnival” is more than just an activity; it's a pedagogical paradigm shift. It demonstrates how learning can be simultaneously rigorous and enjoyable, fostering deep understanding, essential life skills, and a lifelong love of inquiry in every student.

Theme 1: Joyful & Play- based Learning (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 2 : Virtual Tour of a museum

Description & Procedures:

Teachers across various subjects, including social science, science, and art, can leverage virtual tours to provide their students with immersive museum experiences. For instance, a virtual tour of The Louvre Museum in Paris offers an unparalleled opportunity. As the world's largest art museum and a historic monument, the Louvre is home to iconic masterpieces such as the Mona Lisa and the Venus de Milo. Its extensive collection comprises over 35,000 works of art, spanning ancient civilizations to the 19th century, offering a rich tapestry of human history and creativity. Through virtual platforms, students can explore these collections, engage with interactive exhibits, and gain a global perspective on art and culture without leaving their classrooms.

How the Activity Aligns with Modern Pedagogical Approaches:

- **Play-Based Learning:** The interactive nature of virtual tours, allowing students to navigate and discover at their own pace, fosters an environment of playful exploration, making learning enjoyable and memorable.
- **Joyful Learning:** By connecting students with captivating artworks and historical narratives in an engaging digital format, the activity sparks curiosity and enthusiasm, promoting a sense of wonder and delight in discovery.
- **Foundational Motor Development:** While primarily cognitive, virtual navigation can indirectly support fine motor skills through mouse manipulation or touch-screen interaction, enhancing hand-eye coordination.
- **Social-Emotional Learning:** Group virtual tours can encourage collaborative discussion and interpretation of artworks, fostering empathy, respect for diverse cultures, and an understanding of shared human experiences.
- **Early Numeracy and Rhythm:** While not a primary focus, certain art forms or architectural elements within the museum may subtly introduce concepts of symmetry, patterns, and historical timelines, laying groundwork for early numeracy.

Learning Objectives:

By Curriculum (Knowledge + Skills):

Students will be able to identify and interpret key artistic elements, historical context, and symbolism within selected artworks from the Louvre. They will demonstrate advanced skills in visual analysis, critical thinking, and cultural interpretation, drawing connections between art and broader historical and societal trends.

- **Knowledge:** Students will acquire knowledge about major art movements, significant artists, historical periods represented in the Louvre's collection, and the cultural significance of various artifacts.
- **Skills:** Students will develop skills in observation, analysis, interpretation, research (if extended), and communication through discussing and presenting their findings about the artworks.

Through Curriculum (Attitude Change):

Attitude Change: Students will cultivate a profound appreciation for global artistic heritage and demonstrate an enhanced openness and curiosity towards diverse cultures, historical periods, and artistic expressions reflected in the museum's extensive collections. This experience will foster a sense of global citizenship and intercultural understanding.

Linkages with Concepts/Textbooks:

This activity offers rich interdisciplinary connections:

- **History:** Directly links to topics such as the French Revolution (relevant to the Louvre's history), ancient civilizations, and various historical periods depicted in the art.
- **Art:** Reinforces understanding of elements of design (line, shape, color, texture, space), principles of art, and different artistic styles and movements.
- **English/Language Arts:** Enhances visual interpretation skills, descriptive writing, and the ability to articulate observations and analyses of visual content.
- **Civics:** Promotes understanding of cultural heritage, the role of art in society, and the importance of preserving historical and artistic legacies.

Role of an NEP Child (Ownership + Lifelong Learning)

This virtual visit is designed to nurture profound curiosity, ignite creativity, and cultivate critical thinking abilities in learners by providing direct exposure to global art and culture. It actively encourages experiential and joyful learning, empowering students to take ownership of their educational journey and fostering a deep understanding of interdisciplinary connections across various subjects, laying the groundwork for lifelong learning.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

Teachers transition into dynamic facilitators of inquiry-based and integrated learning by expertly guiding students through reflective exploration of art and history. This engaging visit empowers teachers to design cross-curricular, competency-based learning experiences that transcend the limitations of traditional textbooks, fostering deeper understanding and engagement.

Role of a NEP School (Vibrant Collaborative + Inclusive Learning Hub)

The school becomes a vibrant, collaborative, and inclusive learning hub by strategically utilizing virtual tools to make global resources universally accessible to all students. It champions holistic, arts-integrated education, as envisioned in the NEP, effectively connecting students to the wider world and preparing them for a globally interconnected future.

Role of an NEP Parent (Encourager + Reinforcer + Partner)

Parents are actively encouraged to engage with their child's learning journey by initiating conversations about their experience exploring the virtual museum together. This collaborative approach reinforces learning, strengthens the home-school connection, and demonstrates the value of cultural exploration.

Remark:

This virtual museum tour serves as an exemplary model of how technology can transform education, making learning more accessible, engaging, and interdisciplinary, while aligning perfectly with the holistic vision of the NEP.

Theme 1: Joyful & Play- based Learning (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 3: Community Collaboration: Solving Problems Together (from the Civic Sense lens)

Description & Procedure:

The teacher begins by reading a story about a community, Dholaknagar, facing a challenge: pollution in their local lake. The story highlights the consequences of this problem, including dirty water, health risks, reduced tourism, and harm to wildlife. This narrative sets the stage for students to think critically about real-world civic issues.

Discussion:

- Following the story, the teacher facilitates a discussion with guiding questions to empower students to think like civic leaders:
 - What steps will you take? This question prompts students to brainstorm solutions, distinguishing between individual actions (like not littering) and community-wide efforts.
 - Whom will you contact? This question introduces the concept of seeking help from authority figures. The teacher explains the roles of various community leaders (e.g., principals, RWA members) and local self-government (e.g., Panchayati raj system, Municipalities).

- Who is a part of the local government? The teacher prompts students to identify different tiers of local government, like Gram Panchayats and Municipal Corporations, and explains their primary function of ensuring basic amenities.
- Have you ever met a leader? This question makes the concept of a leader more personal and relatable.
- The teacher then shares a real-world community-led success story about water conservation in the Bundelkhand region, using a video as an example to inspire and show that solutions are possible.

How this activity aligns with:

Play-based learning: The activity uses a story-based format to turn a serious topic into a role-playing exercise. Students are encouraged to imagine themselves as problem-solvers in the fictional town, making the learning process interactive and engaging.

Joyful Learning: The activity is joyful because it is not a lecture but a collaborative problem-solving session. It empowers students by validating their ideas and showing them that they have the potential to make a real difference in their communities.

Social Emotional learning: This activity fosters empathy and a sense of shared responsibility. Students learn to appreciate the interconnectedness of their actions and the well-being of their community. It also builds skills in collaboration, communication, and civic engagement.

Learning Objective:

By Curriculum (Knowledge + Skills):

Students will gain a deep understanding of civic learning, including the structure and function of local self-government. They will develop problem-solving skills by analyzing a community issue and brainstorming solutions. They will also enhance their communication skills through active participation in the discussion and their ability to articulate their ideas.

Through Curriculum (Attitude Change):

Attitude Change: This activity aims to instill a strong sense of civic responsibility and empowerment. Students will feel motivated to become active participants in their communities and believe in their ability to bring about positive change.

Linkages with Concept/Textbook:

This activity is a practical application of concepts found in Civics (local government, civic participation), Social Science (community issues, public resources), and Environmental Studies (pollution, conservation).

Role of the NEP Child (Ownership + Lifelong Learning)

The child takes ownership by actively engaging in the discussion and suggesting solutions. They learn to be proactive, engaged citizens who recognize the importance of community collaboration, a mindset that is crucial for lifelong learning.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The teacher is a facilitator who sets up a safe, inquiry-based learning environment. They act as a guide who helps students connect the fictional story to real-world issues and a philosopher who encourages them to think about their role in the community.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

The school becomes a vibrant hub that fosters a culture of community engagement and civic action. It is a collaborative space where students learn that they are part of a larger society and that their actions have an impact.

Role of an NEP Parent (Encourager + Reinforcer + Partner)

Parents can act as partners by discussing local community issues with their children. They can reinforce the lesson by involving their children in community projects, such as a local clean-up drive.

Remarks:

This activity is a brilliant example of how to make civic education meaningful and impactful at the Secondary Stage. By moving beyond the textbook and using a narrative, the teacher transforms the classroom into a laboratory for civic problem-solving. It not only educates students about the roles of local government but also instills in them the values of responsibility, empathy, and active citizenship.

Theme 2: Empowered & Lifelong learner (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Foundational Stage

Focused approach: Role Play

Activity 1 : “I Can” Activity

Description & Procedures: -Ask all the children to sit in a circle so everyone can see each other.

- One child stands up and says: “My name is ____, and I can ____.” (e.g., “My name is Aarav, and I can dance!”)

- The child performs a short related action (like a quick dance move or jump).
- The rest of the children clap and say together: “His name is Aarav, and he can dance!”
- The next child takes a turn, and the game continues until all have participated.

How the Activity Aligns:

- **Voice and Identity:** The child speaks their own name and shares what they can do — this builds a strong foundation for self-expression and personal identity.
- **Confidence and Autonomy:** Standing up and performing a skill in front of peers builds courage, pride, and belief in one’s abilities — essential traits for lifelong learning.
- **Peer Recognition:** Receiving cheers from classmates fosters motivation and a sense of being valued, which reinforces agency.
- **Reflective Expression:** Children choose what to say and how to perform it, encouraging reflection on their abilities and developing ownership of learning.
- **Social Appreciation:** Listening to peers and celebrating each other helps develop empathy and respect for individual uniqueness.
- **Safe Risk-Taking:** Encourages taking initiative in a trusted space — a foundational experience for future independent exploration and learning.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge:

Understanding sentence structure for self-introduction and communication.

Skills:

- Verbal articulation and sentence formation.
- Public speaking and body coordination.
- Building confidence and stage presence.
- Peer interaction and listening.

Through Curriculum (Attitude Change)

Attitude Change:

- Developing pride in one’s own identity and actions.
- Respecting others’ abilities and celebrating diversity.
- Fostering confidence, motivation, and social appreciation.
- Encouraging inclusive participation and emotional safety.

Linkages with concept/ textbook

Language Development (English/Hindi): Use of simple sentences for communication and self-expression.

Values & SEL: Mutual respect, peer celebration, inclusion, and personal voice.

(References: NCF 2023 Section 1.4.1, Page 213–214 Table: Socio-emotional & Ethical Development, Page 217)

Role of NEP Child (Ownership + Lifelong learning)

Confident Speaker: The child speaks up and shares their unique skill or action with pride, developing self-assurance.

Reflective Thinker: The child reflects on what they enjoy or are good at — expressing personal interests and identity.

Empathetic Peer: The child listens to and cheers for others, valuing everyone’s contribution.

Autonomous Learner: The child takes initiative to participate, gaining early experiences of ownership in learning.

Curious Explorer: Builds a positive association with being seen, heard, and appreciated — laying a foundation for lifelong confidence and exploration.

Role of a NEP teacher (Friend+ Philosopher +Guide+ Facilitator)

Facilitator: The teacher facilitates the setup and flow of the activity, ensuring that all children get equal opportunities to participate and explore. They guide students to take initiative and express their ideas with confidence.

Empowerer: The teacher empowers children by encouraging them to make choices during the activity, boosting their decision-making and problem-solving skills.

Reflective Guide: The teacher gently nudges children to reflect on their learning during and after the activity—asking questions like, “What did you discover?” or “What would you do differently next time?”

Encourager of Voice: The teacher creates a safe space where children feel comfortable sharing their opinions and ideas, thus developing self-expression and communication.

Supportive Observer: While allowing children autonomy, the teacher carefully observes to understand individual learning needs and provides timely support without interrupting the child’s initiative.

Role of a NEP School (Vibrant + collaborative + inclusive Learning hub)

Culture Builder: The school promotes a classroom culture where student voice and choice are actively encouraged from the earliest years.

Space Enabler: Ensures classrooms and schedules allow time for such identity-affirming activities regularly.

Holistic Integrator: Encourages integration of social-emotional and communication skills into everyday learning.

Documentation Leader: Supports teachers in documenting such child-led experiences to observe patterns of growth and share across teams.

Inclusive Champion: Celebrates these moments as part of broader efforts to build an inclusive, joyful, and empowering school ecosystem.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

Encourager: The parent listens when the child shares their “I Can” sentence at home, celebrating their confidence and creativity.

Affirming Partner: Reinforces the child’s sense of pride by acknowledging and appreciating the shared skill or action.

Supportive Listener: Gives space at home for the child to repeat or reflect on what they did, building a bridge between school and home learning.

Promoter of Identity: Shares stories about family skills or values, helping the child connect personal and cultural identity.

Learning Ally: Encourages conversations about self-expression, confidence, and learning — promoting a mindset of empowerment at home.

Remark

The “I Can” activity provides a powerful and engaging way for foundational stage learners to develop self-expression, confidence, and social-emotional skills, aligning perfectly with NEP’s vision for empowered, lifelong learners within a vibrant school ecosystem.

Theme 2: Empowered & Lifelong learner (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Foundational Stage

Activity 2: Storytelling Symphony

Description & Procedures: This activity involves children collaboratively creating a story using various sensory inputs and expressive movements. The teacher will introduce a simple story prompt, such as “A tiny seed wanted to explore the world.” Children will then take turns adding a sentence or a sound effect to the evolving story. The teacher will encourage them to use their bodies to express elements of the story, like swaying like a tree, tiptoeing like a cat, or stomping like a giant. Props like scarves, rhythm sticks, or simple musical instruments can be incorporated to enhance the sensory experience.

How the Activity Aligns:

Play-Based Learning: The open-ended nature of collaborative storytelling fosters imaginative play and allows children to freely explore their creativity without rigid rules.

Joyful Learning: The interactive and expressive elements, combined with the freedom to contribute, make the learning experience enjoyable and engaging for the children.

Foundational Motor Development: Children develop gross motor skills through expressive movements, balance, and coordination as they act out parts of the story. Fine motor skills are engaged when manipulating props.

Social-Emotional Learning: This activity promotes cooperation, turn-taking, active listening, and empathy as children build a story together and respond to each other’s contributions. They also learn to express their emotions through narrative and movement.

Early Numeracy and Rhythm: While not explicitly a numeracy activity, the concept of sequences and patterns in storytelling can subtly introduce foundational understanding. The use of rhythm sticks or instruments can also introduce basic rhythmic concepts.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge:

- Understanding of basic story elements (characters, setting, simple plot).
- Expansion of vocabulary through listening and contributing to the story.
- Awareness of different sounds and their associations.

Skills:

- Oral communication and expressive language skills.
- Creative thinking and imagination.

- Active listening and following a narrative.
- Gross and fine motor coordination.
- Collaborative problem-solving.

Through Curriculum (Attitude Change)

Attitude Change:

- Increased confidence in self-expression and sharing ideas.
- Enhanced appreciation for collaborative efforts and diverse perspectives.
- Development of a positive attitude towards learning and creativity.
- Improved empathy and understanding of others' feelings through storytelling.

Linkages with concept/ textbook: This activity can be linked to early literacy concepts, introduction to narrative structures, and even simple science topics if the story revolves around natural phenomena. For example, a story about the water cycle could introduce related vocabulary and concepts.

Role of NEP Child (Ownership + Lifelong learning)

The child takes ownership of the story's direction and content, fostering a sense of agency and encouraging them to be active participants in their learning journey. This early experience with creative expression cultivates a love for lifelong learning.

Role of a NEP teacher (Friend + Philosopher + Guide + Facilitator)

The teacher acts as a friend by creating a supportive and encouraging environment, a philosopher by subtly guiding deeper understanding of emotions and concepts within the story, a guide by providing prompts and gentle redirection, and a facilitator by ensuring all children have an opportunity to contribute and that the activity flows smoothly.

Role of a NEP School (Vibrant + collaborative + inclusive Learning hub)

The school provides the space and resources for such creative and collaborative activities, fostering an atmosphere where diverse ideas are welcomed and celebrated, making it a vibrant and inclusive learning hub.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

Parents can encourage their child to share the stories created at school, reinforce the learning by engaging in similar storytelling at home, and partner with the school to understand the importance of play-based and creative learning.

Remark:

This activity highlights the interconnectedness of various developmental domains, emphasizing that learning is a holistic and joyful process, aligning perfectly with the NEP's vision for foundational stage education.

Theme 2. : Empowered & Lifelong learner (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Preparatory Stage

Activity 1: Skit/Role Play - “The Journey of Arjun - A Lifelong Learner”

This engaging skit centers on Arjun, a naturally inquisitive and enthusiastic student who thrives on creating working models based on classroom concepts. His innovative spirit is consistently nurtured and encouraged by his teacher, fostering an environment where curiosity and practical application are celebrated

Description & Procedures:

The skit will explore various themes relevant to real-world issues and interdisciplinary learning, including:

- **Water Cycle:** Depicting the natural process of water circulation.
- **Rainwater Harvesting:** Showcasing sustainable practices for water conservation.
- **Organic Waste Segregation:** Highlighting the importance of responsible waste management.
- **Compost Formation:** Illustrating the process of transforming organic waste into valuable resources.
- **Smart Cities in India:** Exploring futuristic urban planning and technological integration.
- **Clean Fuel Vehicles:** Emphasizing environmentally friendly transportation solutions.

Scene 1: A Traditional Classroom (Past)

Narrator: Before the transformative advent of NEP 2020, education often prioritized rote memorization of facts over genuine comprehension and application. Let's journey back in time to witness Arjun in his former classroom setting, a place where traditional methods reigned supreme. (Teacher Meera enters, her arms laden with a stack of textbooks, symbolizing the emphasis on textual knowledge.)

Scene 2: Post-NEP 2020 Classroom

Narrator: But a profound shift was on the horizon! The National Education Policy (NEP) 2020 arrived, ushering in a revolutionary vision for education. Its core principles revolve around holistic development, joyful engagement, experiential learning, and, most importantly, empowering students to become lifelong learners. This scene will demonstrate the dynamic and interactive learning environment fostered by NEP 2020.

Scene 3: After a 20-Year Time Gap

This pivotal scene fast-forwards twenty years, showcasing the long-term impact of NEP 2020's progressive educational approach. Arjun, once a bright student, has now blossomed into a successful Robotics Engineer, a testament to the foundational skills and innovative mindset cultivated during his formative years. This scene will highlight how his early exposure to experiential learning and encouragement for innovation directly contributed to his professional achievements.

How the Activity Aligns with NEP 2020 Principles:

- **Play-Based Learning:** The skit format inherently promotes learning through imaginative play, allowing students to actively participate and embody different roles, fostering deeper understanding and retention.
- **Joyful Learning:** By engaging students in a creative and interactive performance, the activity makes learning enjoyable and memorable, moving away from conventional, often mundane, teaching methods.
- **Foundational Motor Development:** Participating in a skit involves movement, gestures, and expressions, thereby enhancing gross and fine motor skills as students physically enact their roles.
- **Social-Emotional Learning:** Collaborative efforts in preparing and performing the skit cultivate crucial social-emotional skills such as teamwork, empathy, communication, and self-expression. Students learn to understand and respond to the emotions of their peers and characters.
- **Early Numeracy and Rhythm:** Depending on the chosen theme and script, elements of early numeracy can be subtly integrated (e.g., counting steps, sequencing events). The rhythmic nature of dialogue and movements in a skit also helps develop a sense of rhythm and timing.

Learning Objectives:

By Curriculum (Knowledge + Skills):

This activity is designed to achieve a comprehensive set of learning objectives, integrating both factual knowledge and essential life skills.

- **Enhanced Communication Skills:** Students will develop their verbal and non-verbal communication abilities through dialogue delivery, improvisation, and expressing emotions.
- **Improved Problem-Solving:** Students will engage in problem-solving as they interpret their roles, adapt to unforeseen circumstances during practice, and work collaboratively to overcome challenges in staging the skit.
- **Environmental Concerns:** Through themes like “Water Cycle,” “Rainwater Harvesting,” “Organic Waste Segregation,” and “Compost Formation,” students will gain a deeper understanding of pressing environmental issues and the importance of sustainable practices.
- **Curious to Find Out Solutions:** The narrative, particularly around Arjun’s character, encourages a mindset of inquiry and a drive to seek innovative solutions to real-world problems.

Knowledge:

- Detailed understanding of the chosen theme (e.g., the stages of the water cycle, methods of rainwater harvesting, principles of waste segregation, benefits of compost).
- Awareness of the historical context of education (pre-NEP) versus the modern pedagogical approaches of NEP 2020.
- Basic understanding of career paths like Robotics Engineering, illustrating the practical application of foundational knowledge.

Skills:

- **Dramatic Interpretation and Performance:** Ability to understand and portray characters, deliver dialogues effectively, and use body language to convey meaning.
- **Collaboration and Teamwork:** Working effectively with peers to achieve a common goal, sharing responsibilities, and offering constructive feedback.
- **Critical Thinking:** Analyzing the script, understanding character motivations, and connecting classroom concepts to real-world scenarios.
- **Creativity and Imagination:** Developing original ideas for character portrayal, stage setup, and problem-solving within the skit’s context.
- **Research Skills:** Potentially researching aspects of the chosen theme to enhance the authenticity of their performance.
- **Public Speaking and Confidence:** Overcoming stage fright and presenting confidently in front of an audience.

Through Curriculum (Attitude Change)

Attitude Change:

Concern for the Planet. EVS- Conserve water resources, reduce dependence on traditional water supplies, and manage stormwater runoff, which can help prevent flooding and soil. Organic waste Segregation (x hy k d Mk&l fvk d Mk), Importance and need of using Clean Fuel

Linkages with concept/ textbook

EVS- Water Cycle, Water Conservation / Under Ground Water Table recharge / Compost, Manure/ Sustainable infrastructure in Smart Cities , Clean Fuel Vehicles.

Role of NEP Child (Ownership + Lifelong learning)

Civic Sense - NEP Child will be very enthusiastic to make working models to depict how rain water can be conserved and why under ground water table recharge is important / not only himself follow the Segregation of waste / Prefer vehicles having Clean Fuel.

Role of a NEP teacher (Friend+ Philosopher +Guide+ Facilitator)

NEP Teacher will encourage, motivate and being a facilitator guide the students to make not only a Rain Harvesting Model for the classroom but also it's applicability in homes. Effective and efficient way of use of water.

Role of a NEP School (Vibrant + collaborative + inclusive Learning hub)

NEP School has a Rain water harvesting system in the School Campus.. On any Rainy Day Students can be shown the real Rain water harvesting system of school Or School must have its own Decompost formation area in School Campus/ Charging points for Electric Vehicles

Role of a NEP Parent (Encourager + Reinforcer + Partner)

At home parents will discuss the importance of water, Parents will ensure the effective use of water or Parents at home uses practice of Segregation of waste or Family members prefer public mode of transport

Remark

This detailed skit provides a comprehensive and engaging framework for demonstrating the transformative impact of NEP 2020 on education, fostering lifelong learning and practical application of knowledge.

Theme 2 : Empowered & Lifelong learner (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Middle Stage

Activity 1 : Eco-Mela – Student-led Environmental Awareness Festival

Description & Procedures:

Students plan and organize an “Eco-Mela” in school to raise awareness about environmental issues like waste, water, climate, plastic, energy, etc. They set up stalls, interactive games, models, nukkad natak, posters, poetry, recycled art, or DIY demos. Families and local community members can be invited to attend.

How the Activity Aligns with NEP Vision:

Play-Based Learning: The activity is fundamentally rooted in play, a cornerstone of early childhood education as envisioned by the NEP. Children learn best through exploration, experimentation, and imaginative engagement. This activity provides a rich environment for children to discover concepts and develop skills organically through hands-on, self-directed play.

Joyful Learning: By making learning an enjoyable and engaging experience, the activity fosters a positive attitude towards education. It moves away from rote memorization and towards a system where children are intrinsically motivated to participate and learn. The inherent fun in the activity ensures that children associate learning with pleasure, setting a foundation for lifelong enthusiasm for knowledge.

Foundational Motor Development: The activity actively promotes the development of both fine and gross motor skills. Activities involving movement, manipulation of objects, and coordination are crucial for physical development in early childhood. This direct engagement helps refine dexterity, balance, and overall physical control, which are essential for various aspects of later learning and daily life.

Social-Emotional Learning: Through collaborative play and shared experiences, the activity provides ample opportunities for social-emotional growth. Children learn to interact with peers, share resources, communicate effectively, resolve conflicts, and understand different perspectives. These interactions are vital for developing empathy, self-regulation, and crucial social skills that contribute to well-rounded individuals.

Early Numeracy and Rhythm: The activity subtly integrates foundational concepts of numeracy and rhythm. Whether it's counting objects, recognizing patterns, or engaging in rhythmic movements, children are exposed to early mathematical thinking and an understanding of timing and sequence. This early exposure helps build a strong base for more complex mathematical and musical concepts later on.

Learning Objectives:

By Curriculum (Knowledge + Skills)

The NEP vision emphasizes a curriculum that seamlessly integrates knowledge acquisition with the development of crucial skills, fostering a holistic learning experience. Students are encouraged to:

- **Apply environmental concepts in real-world action:** This goes beyond rote memorization of ecological principles. Learners will engage in projects and activities that allow them to directly address environmental challenges in their local communities, such as organizing recycling drives, initiating tree-planting campaigns, or advocating for sustainable practices. This hands-on approach cultivates a deeper understanding and a sense of responsibility towards the planet.
- **Develop public speaking, collaboration, creativity, and advocacy skills:** These are not merely extracurricular activities but integral components of the curriculum.
 - **Public speaking:** Students will be provided with ample opportunities to articulate their ideas, present research findings, and engage in debates, building confidence and effective communication.
 - **Collaboration:** Group projects and team-based learning will be central, fostering teamwork, negotiation, and conflict resolution skills essential for future success.
 - **Creativity:** The curriculum will encourage innovative thinking, problem-solving, and artistic expression across all subjects, allowing students to explore diverse solutions and perspectives.
 - **Advocacy skills:** Learners will be empowered to understand social issues, research solutions, and effectively champion causes they believe in, developing their voice and capacity to drive positive change.

Knowledge:

The NEP's definition of "knowledge" extends beyond traditional academic content. It encompasses:

- **Subject-specific understanding:** A strong foundation in core subjects like science, mathematics, social sciences, and languages remains crucial.
- **Interdisciplinary connections:** Knowledge is presented in a way that highlights connections between different subjects, allowing students to see the bigger picture and apply learning across disciplines. For example, understanding the scientific principles behind pollution (Science) is linked to its societal impact (Social Science) and economic implications (Math).
- **Contextual knowledge:** Learning is rooted in relevant real-world contexts, making it more meaningful and applicable. This includes understanding local environmental issues, cultural heritage, and socio-economic realities.

- **Critical thinking and analytical skills:** Students are taught not just what to learn, but how to learn, how to evaluate information, and how to form reasoned judgments.

Skills:

The “skills” component under NEP is comprehensive and future-oriented, preparing students for a dynamic world. These include:

- **21st-century skills:** Beyond the explicitly mentioned public speaking, collaboration, creativity, and advocacy, this includes critical thinking, problem-solving, digital literacy, adaptability, and leadership.
- **Life skills:** Practical abilities essential for navigating daily life, such as financial literacy, decision-making, self-awareness, and empathy.
- **Research and inquiry skills:** The ability to gather information, conduct investigations, analyze data, and draw conclusions.
- **Communication skills:** Encompassing not just verbal communication but also written, visual, and digital communication, ensuring students can effectively convey their ideas in various formats.
- **Interpersonal skills:** The capacity to interact effectively with others, build relationships, and work constructively in diverse teams.

Through Curriculum (Attitude Change)

The NEP recognizes that true education goes beyond knowledge and skills; it instills a positive attitude and ethical values. This “Attitude Change” is woven into the curriculum through subjects such as:

- **EVS/Science (Pollution, Water, Energy):** Learning about environmental issues like pollution, water scarcity, and energy conservation aims to cultivate a sense of environmental stewardship, responsibility, and a commitment to sustainable living. Students will develop an attitude of care for nature and a desire to contribute to its preservation.
- **Social Science (Civic responsibility):** Studying civic responsibility instills an understanding of rights and duties, promoting active participation in democratic processes, respect for diversity, and a commitment to social justice. This fosters an attitude of responsible citizenship and a desire to contribute positively to society.
- **Math (Data on usage/waste):** Using mathematical concepts to analyze data related to resource usage and waste generation helps students grasp the tangible impact of their actions. This can lead to a more mindful attitude towards consumption and a desire to reduce waste.

- **Art and Language:** These subjects play a crucial role in developing empathy, cultural understanding, and an appreciation for diverse perspectives. Through stories, poetry, and artistic expression, students learn to connect with others, understand different viewpoints, and develop an inclusive attitude.

Attitude Change:

The overarching goal of “Attitude Change” through the NEP curriculum is to nurture individuals who are:

- **Environmentally conscious:** Possessing a deep respect for nature and a commitment to sustainable practices.
- **Civically engaged:** Active and responsible citizens who contribute positively to their communities and society at large.
- **Ethical and values-driven:** Guided by principles of honesty, integrity, empathy, and respect for all.
- **Open-minded and adaptable:** Willing to learn, unlearn, and relearn, embracing change and diversity.
- **Resilient and self-reliant:** Equipped to face challenges, solve problems, and take initiative.
- **Globally aware:** Understanding interconnectedness and appreciating diverse cultures.
- **Empathetic and compassionate:** Showing understanding and concern for the well-being of others.

The NEP envisions a transformative educational experience where learning is not just about accumulating information but about shaping character, fostering critical thinking, and nurturing responsible and compassionate individuals who are prepared to thrive in a complex and interconnected world. **Linkages with concept/ textbook:**

Synthesizes knowledge from multiple subjects; fosters project management, design, communication, Builds confidence, purpose, and environmental responsibility; fosters celebration of learning as action

The Transformative Vision of the New Education Policy (NEP): Redefining Roles in Education

The New Education Policy (NEP) in India envisions a radical transformation of the educational landscape, moving away from rote learning and towards a holistic, experiential, and learner-centric approach. This vision necessitates a fundamental shift in the roles played by all stakeholders – the child, the teacher, the school, and the parent – fostering a collaborative ecosystem that prioritizes lifelong learning, critical thinking, and environmental consciousness.

Role of a NEP Child: Embracing Ownership + Lifelong Learning

The NEP reimagines the child not merely as a recipient of knowledge, but as an active participant and co-creator of their learning journey. This paradigm shift emphasizes:

- **Building Confidence and Purpose:** Children are encouraged to explore their interests, voice their opinions, and take initiative in their learning. This fosters a sense of self-belief and helps them identify their unique purpose.
- **Environmental Responsibility:** Education extends beyond textbooks to inculcate a deep understanding of environmental issues and a commitment to sustainable practices. Children are encouraged to become stewards of the planet.
- **Celebration of Learning as Action:** Learning is no longer confined to theoretical knowledge but is seen as a dynamic process that translates into meaningful actions. Project-based learning, practical applications, and community engagement are key components, making learning an enjoyable and impactful experience. This encourages children to view learning as a continuous, joyful exploration rather than a burdensome task.

Role of a NEP Teacher: From Instructor to Friend + Philosopher + Guide, + Facilitator

The traditional role of the teacher as a mere dispenser of information is redefined under the NEP. Teachers are now envisioned as multifaceted mentors who:

- **Facilitator and Guide:** Instead of dictating facts, teachers facilitate learning experiences, guiding students to discover knowledge independently. They provide support, resources, and encouragement, empowering students to take charge of their own learning.
- **Connects Concepts with Causes:** Teachers move beyond isolated subjects, helping students understand the interconnectedness of concepts and their real-world applications. They bridge the gap between theoretical knowledge and practical solutions, fostering a deeper understanding of societal and environmental challenges.
- **Supports Student Ownership:** Teachers create an environment where students feel empowered to make choices about their learning, explore different approaches, and even contribute to the curriculum. This cultivates a sense of responsibility and engagement, leading to more meaningful learning outcomes. This also means fostering an inclusive classroom environment where diverse learning styles and needs are acknowledged and catered to.

Role of a NEP School: A Vibrant + Collaborative + Inclusive Learning Hub

Schools under the NEP are no longer rigid institutions but dynamic and adaptable spaces that:

- **Enables Platform:** Schools provide a vibrant platform for diverse learning experiences, encouraging creativity, innovation, and critical thinking. They are equipped with resources that support various pedagogical approaches, including experiential learning, arts integration, and sports.
- **Invites Community:** Schools become integral parts of the community, fostering strong partnerships with parents, local artisans, environmental organizations, and other stakeholders. This collaborative approach enriches the learning environment and provides students with real-world exposure.
- **Values Experiential and Social Learning:** The focus shifts from rote memorization to hands-on, experiential learning. Social learning, through group projects, discussions, and collaborative activities, is highly valued, promoting teamwork, communication, and empathy. The school also becomes a nurturing space that addresses the holistic development of children, including their emotional and social well-being.

Role of a NEP Parent: An Encourager + Reinforcer + Partner

Parents are recognized as crucial partners in a child's educational journey under the NEP. Their role extends beyond merely ensuring attendance to actively:

- **Encourages Participation:** Parents are encouraged to actively participate in school activities, engage with teachers, and support their child's learning process at home. This includes fostering a positive attitude towards learning and celebrating their child's efforts and achievements.
- **Supports Eco-Friendly Habits at Home:** The environmental consciousness instilled at school is reinforced at home. Parents are encouraged to model and promote eco-friendly habits, such as waste reduction, energy conservation, and sustainable consumption, creating a consistent message for the child.
- **Partner in the Learning Journey:** Parents are seen as co-educators, working in tandem with the school and teachers to provide a supportive and stimulating environment for their child's holistic development. This partnership ensures consistency in learning approaches and values, bridging the gap between home and school.

Remark:

The NEP's vision is a comprehensive framework that seeks to create a dynamic, inclusive, and future-ready educational system. By redefining the roles of all stakeholders, it aims to empower children to become lifelong learners, responsible citizens, and active contributors to a sustainable future. This collaborative approach is essential for nurturing well-rounded individuals capable of navigating the complexities of the 21st century.

Theme 2: Empowered & Lifelong learner (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Middle Stage

Activity 2 : Design a Solution

Description & Procedures: In small groups, students identify a simple problem in their school/ community (e.g., plastic waste, water wastage, messy library) and create a doable solution plan—poster, model, or campaign. Present it to the school.

NEP Vision: Fostering Holistic Development Across Learners, Teachers, Classrooms, and Schools

The National Education Policy (NEP) envisions a transformative educational ecosystem that nurtures well-rounded individuals prepared for the complexities of the 21st century. This vision is deeply embedded in the design and implementation of learning activities, focusing on how they align with key pedagogical principles and stakeholder roles.

How the Activity Aligns:

The activities designed under the NEP framework are meticulously crafted to resonate with core educational philosophies, ensuring comprehensive development:

- **Play-Based Learning:** Activities are inherently playful, recognizing that children learn best through exploration, experimentation, and imaginative engagement. This approach encourages natural curiosity and self-discovery.
- **Joyful Learning:** The emphasis is on making learning an enjoyable and stimulating experience. By removing rote memorization and fostering an environment of excitement, children are more likely to be engaged, retain information, and develop a lifelong love for learning.
- **Foundational Motor Development:** Activities are designed to incorporate elements that enhance both fine and gross motor skills. This is crucial for physical coordination, dexterity, and overall physical well-being, which in turn supports cognitive development.
- **Social-Emotional Learning (SEL):** A significant focus is placed on developing emotional intelligence, empathy, communication, and collaboration skills. Activities encourage interaction, problem-solving in groups, and understanding diverse perspectives, fostering responsible and compassionate citizens.
- **Early Numeracy and Rhythm:** Through interactive and engaging methods, foundational mathematical concepts and a sense of rhythm are introduced. This lays the groundwork for future mathematical understanding and encourages a holistic appreciation for patterns and sequences.

Learning Objectives:

The NEP framework defines clear learning objectives that transcend traditional academic boundaries:

- **By Curriculum (Knowledge + Skills):**
 - **Knowledge:** Learners are encouraged to acquire not just factual information, but also the ability to apply this knowledge to real-life situations. The curriculum fosters critical thinking, problem-solving, collaboration, and innovation, preparing students to tackle complex challenges.
 - **Skills:** The focus extends to practical competencies such as critical thinking, creativity, communication, digital literacy, and the ability to adapt to new situations.
- **Through Curriculum (Attitude Change):** The curriculum is designed to cultivate a positive attitude towards learning and life.
 - **Connects with Science (waste management), Social Science (community roles), Art, Language (presentation):** This demonstrates the interdisciplinary nature of learning, where concepts from various subjects are integrated to provide a holistic understanding. For example, a project on waste management could involve scientific understanding of decomposition, social science perspectives on community responsibility, artistic expression in creating awareness, and language skills for presenting findings.
 - **Attitude Change:** The ultimate goal is to instill values like responsibility, empathy, respect for diversity, and a proactive approach to societal issues. It aims to transform passive recipients of knowledge into active, engaged, and compassionate individuals.

Linkages with Concept/Textbook:

The NEP promotes an approach where learning is not confined to textbooks but extends to practical application and real-world connections. It:

- Integrates knowledge across subjects with creative application, moving beyond isolated disciplinary learning.
- Builds agency by empowering students to take ownership of their learning and actions.
- Cultivates empathy by encouraging understanding and compassion for others.
- Develops confidence to act on issues, encouraging students to become active participants in addressing challenges within their communities and beyond.

Role of an NEP Child (Ownership + Lifelong Learning)

The NEP envisions the child as an active participant in their learning journey:

- **Thinker:** Encouraged to question, analyze, and form their own opinions.
- **Planner:** Capable of setting goals and strategizing their learning path.
- **Changemaker:** Empowered to identify problems and contribute to solutions, fostering a sense of social responsibility. Ultimately, the NEP child is a lifelong learner, continuously seeking knowledge and personal growth.

Role of an NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The teacher's role evolves from a mere dispenser of information to a multifaceted mentor:

- **Facilitator:** Creating a conducive learning environment and guiding students through their explorations.
- **Co-learner:** Engaging in the learning process alongside students, demonstrating curiosity and a willingness to explore new ideas.
- **Motivator:** Inspiring students to reach their full potential and fostering a positive attitude towards challenges.

Role of an NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

Under the NEP are envisioned as dynamic spaces that foster holistic development:

- Creates opportunities to act on ideas, providing platforms for students to implement their innovative solutions and projects.
- Supports peer-learning, encouraging students to learn from and teach each other, fostering a collaborative and supportive community.
- The school becomes a vibrant hub where diverse talents are celebrated, collaboration is encouraged, and every child feels included and valued.

Role of an NEP Parent (Encourager + Reinforcer + Partner)

Parents are considered integral partners in the educational journey:

- Encourages responsibility, fostering independence and accountability in their children.
- Recognizes effort, providing positive reinforcement and celebrating progress, rather than solely focusing on outcomes.
- Partners with the school and teachers, actively participating in their child's education and creating a supportive learning environment at home.

Remark:

The NEP vision, therefore, represents a paradigm shift in education, moving towards a more child-centric, holistic, and future-oriented approach that prepares individuals not just for academic success, but for a meaningful and impactful life.

Theme 2: Empowered & Lifelong learner (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Middle Stage

Activity 3: Role Play on Local Governance (from the Civic Sense lens)

Description & Procedure:

- This activity uses a role-playing game to teach students about the complexities of local governance and problem-solving.
- The class is divided into groups.
- Each group represents a different government department, such as Water Management, Environmental Protection, and Public Works, or even a community group like a local NGO or a Resident Representative.
- Scenario Setup: The groups are given a specific problem to solve: a polluted town lake.
- Goal: Their mission is to collaboratively develop a plan to clean the lake and ensure its long-term maintenance.
- Each group must present their proposed solution to the class in a 5-minute slot. This encourages them to be creative and propose practical solutions.
- Discussion Points: The teacher guides the discussion by clarifying the specific responsibilities and capabilities of each department, highlighting how they must collaborate to solve a multi-faceted problem.

How this activity aligns with:

Play-based learning: The role-playing format makes learning about civic responsibility and governance a fun, interactive game. It allows students to step into the shoes of decision-makers, making abstract concepts concrete and relatable.

Joyful Learning: By allowing students to be creative and take ownership of a solution, the activity becomes a joyful and empowering experience. The collaborative nature of the task fosters a positive learning environment.

Social Emotional learning: This activity is excellent for developing social-emotional skills. Students learn to collaborate, negotiate, and present their ideas persuasively. The role play also fosters empathy, as students must consider the perspectives of different community stakeholders and government departments.

Learning Objective:

By Curriculum (Knowledge + Skills):

Students will gain a deep understanding of the structure and functions of local government departments and their interdependencies. They will develop problem-solving skills by analyzing a real-world issue and proposing viable solutions. This activity also fosters civic learning, encouraging students to think about their role as engaged citizens.

Through Curriculum (Attitude Change):

Attitude Change: Students will develop a sense of civic responsibility and an appreciation for the complexities of governance. The activity fosters a belief in their ability to contribute to their community and reinforces the importance of collaboration and compromise.

Linkages with Concept/Textbook:

This activity connects directly to subjects like Civics (Local Self-Government, public administration), Social Science (community challenges, public resources), and Environmental Studies (water pollution, conservation).

Role of the NEP Child (Ownership + Lifelong Learning)

The child is an active participant and problem-solver. By taking on a specific role, they gain a sense of ownership over their learning and the proposed solution. This fosters a mindset of being an empowered and lifelong learner who can address complex societal challenges.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The teacher acts as a facilitator who sets up the scenario and guides the groups. They are a guide who clarifies the roles and a friend who encourages students' creativity and empowers them to lead their own learning.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

The school becomes a vibrant hub for real-world, collaborative problem-solving. It provides a safe and inclusive space for students to explore their potential as future leaders and community members.

Role of an NEP Parent (Encourager + Reinforcer + Partner)

Parents can act as partners by discussing local community issues with their children. They can reinforce the lesson by helping their child research a specific government department or community initiative.

Remarks:

This activity is a prime example of the NEP's vision for the Middle Stage. It moves beyond rote learning to create an immersive, hands-on experience that not only teaches students about governance but also develops critical life skills and a sense of civic duty. By turning a textbook concept into a collaborative game, the activity makes learning joyful, empowering, and truly transformative.

Theme 2: Empowered & Lifelong learner (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

The activities are specifically tailored for students in the secondary stage, acknowledging their developing cognitive abilities and capacity for deeper engagement with complex concepts.

Activity 1: Making the School a Sustainable Structure

This activity focuses on practical application of knowledge to address real-world challenges within the school environment.

Description & Procedures:

Students will embark on an in-depth examination of their school's existing infrastructure, specifically scrutinizing its electricity consumption, water usage patterns, and waste management systems. Organized into collaborative teams, they will conduct comprehensive assessments of current practices, employing various methods such as direct observation, systematic data collection (e.g., meter readings, waste audits), and analytical thinking. This hands-on investigation will culminate in each team designing and presenting a practical, innovative plan aimed at transforming their school into a more eco-friendly and resource-efficient institution. Their proposals will be grounded in their findings and demonstrate creative solutions for improvement.

How the Activity Aligns:

- **Play-Based Learning:** The activity incorporates elements of play and exploration, making the learning process enjoyable and intrinsically motivating. Students are encouraged to experiment, discover, and collaborate in a less formal setting.
- **Joyful Learning:** By engaging students in a meaningful project that directly impacts their environment, the activity fosters a sense of purpose and accomplishment, leading to a joyful and fulfilling learning experience.
- **Foundational Motor Development:** While primarily cognitive, aspects of data collection (e.g., moving around the school, measuring) and poster creation can subtly engage fine and gross motor skills.

- **Social-Emotional Learning:** Working in teams necessitates collaboration, communication, negotiation, and conflict resolution, thereby developing crucial social-emotional competencies. Students learn empathy and shared responsibility.
- **Early Numeracy and Rhythm:** Data collection, measurement, and analysis involve numerical concepts. The systematic approach to assessment can also subtly introduce elements of rhythm and pattern recognition in processes.

Learning Objectives:

- **By Curriculum (Knowledge + Skills):**
 - **Knowledge:** Students will acquire a comprehensive understanding of sustainable development principles, resource management techniques (specific to electricity, water, and waste), environmental science concepts, and the importance of data collection and analysis in problem-solving.
 - **Skills:** Students will develop practical skills in assessing infrastructure, collecting and analyzing data, proposing evidence-based solutions, critical thinking, problem-solving, and effective communication through presentations.
- **Through Curriculum (Attitude Change):**
 - **Attitude Change:** Through this immersive experience, students will cultivate a profound sense of responsibility towards their environment, fostering an innovative mindset for addressing challenges, and embracing environmental stewardship within their school and extending to their broader community.

Linkages with Concept/Textbook:

This activity seamlessly integrates a multitude of concepts typically found in textbooks across various subjects. It directly relates to sustainable development, resource management (electricity, water, waste), environmental science, data collection and analysis, civic responsibility, design thinking, and problem-solving. It provides a practical application for theoretical knowledge gained in science, social science, and mathematics curricula.

Role of NEP Child (Ownership + Lifelong Learning)

The National Education Policy (NEP) envisions the child as an active agent in their learning journey. This activity empowers the child to be an active problem-solver, fostering a sense of ownership over their environment and the solutions they propose. It cultivates collaborative skills, encourages an eco-conscious mindset, and instills a desire for lifelong learning by demonstrating the real-world application of academic concepts. The task inherently fosters creativity and critical thinking, moving beyond passive reception of information to active engagement.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

Under the NEP framework, the teacher transcends the traditional role of a mere content deliverer. In this activity, the teacher acts as a facilitator of experiential and interdisciplinary learning, guiding students through the process of inquiry, data analysis, and effective communication. They move from simply imparting knowledge to empowering students to discover and apply it meaningfully. The teacher becomes a trusted friend and philosophical guide, fostering critical thinking and independent problem-solving.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

The NEP envisions schools as dynamic, collaborative, and inclusive learning hubs. This activity exemplifies this vision by promoting collaborative and collective ownership among all stakeholders. The school actively champions values of sustainability and serves as a model of environmentally responsible infrastructure. It actively encourages student-led change initiatives and embraces a whole-school approach to learning, where environmental responsibility is integrated into the very fabric of the institution.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

Parents are integral partners in the NEP's holistic approach to education. They can actively engage with students' efforts by supporting green practices at home, reinforcing the lessons learned at school. Furthermore, parents with relevant expertise or resources can become valuable resource persons, contributing to the school's vision of sustainability and offering real-world perspectives to the students.

Remark:

This activity is a powerful example of how hands-on, project-based learning can effectively instill critical knowledge, develop essential skills, and foster positive attitudes towards environmental stewardship, aligning perfectly with the core tenets of the National Education Policy.

Theme 2: Empowered & Lifelong learner (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 2: Sustainable School Infrastructure Plan

Access to Facilities and Sustainability Planning: This activity focuses on empowering secondary students to critically examine and improve their school's environmental footprint. It involves a hands-on approach to understanding and addressing resource consumption within the school, specifically focusing on electricity, water usage, and waste segregation. The core of the activity is to develop innovative and practical solutions to enhance the school's sustainability.

Description & Procedures:

Will engage in a comprehensive investigation of their school's current resource management practices. This will involve:

1. **Observation and Data Collection:** Teams of students will systematically observe how electricity is used, how water is consumed, and how waste is managed throughout the school premises. They will collect quantitative data (e.g., meter readings, water consumption rates, waste volumes) and qualitative data (e.g., identifying areas of inefficiency, common disposal habits).
2. **Assessment of Current Practices:** Based on their observations and data, students will collaboratively assess the effectiveness and efficiency of existing practices. This critical analysis will identify areas where improvements can be made.
3. **Creative Thinking and Solution Design:** Using their understanding of sustainability principles and their collected data, students will brainstorm and design practical plans to make the school more eco-friendly and resource-efficient. This may involve proposing changes to infrastructure, suggesting new routines, or recommending the adoption of new technologies.
4. **Presentation and Advocacy:** Each team will develop a formal presentation of their proposed plan, outlining their findings, proposed solutions, anticipated benefits, and a roadmap for implementation. This step encourages communication skills and the ability to advocate for their ideas.

How the Activity Aligns with NEP Principles:

This activity is deeply aligned with the core tenets of the National Education Policy (NEP) 2020, promoting holistic development and experiential learning:

- **Play-Based Learning:** While a formal “play” is not the primary mode, the hands-on exploration, problem-solving, and creative design aspects introduce elements of playful discovery and engagement, making the learning process enjoyable and less didactic.
- **Joyful Learning:** The activity's practical, real-world application and the opportunity for students to make a tangible difference in their school environment foster a sense of purpose and achievement, leading to joyful and meaningful learning experiences.
- **Foundational Motor Development:** Although not explicitly focused on gross motor skills, the activity may involve movement around the school for observations, data collection, and setting up experimental areas, subtly engaging fine and gross motor skills.

- **Social-Emotional Learning:** Working in teams, students develop crucial social-emotional skills such as collaboration, communication, conflict resolution, empathy (towards environmental issues), and responsibility. Presenting their ideas also builds confidence and public speaking skills.
- **Early Numeracy and Rhythm:** The activity directly involves data collection, measurement, and analysis, strengthening early numeracy skills. While rhythm isn't a direct focus, the systematic approach to data collection and plan development can foster a sense of order and logical progression.

Learning Objectives:

This activity aims to achieve comprehensive learning outcomes across knowledge, skills, and attitudes:

- By Curriculum (Knowledge + Skills):
 - **Knowledge:** Students will gain in-depth knowledge of sustainable development principles, various aspects of resource management (electricity, water, waste), environmental science concepts, and the importance of data collection and analysis in problem-solving. They will understand the interconnectedness of human activities and environmental impact.
 - **Skills:** Students will develop practical skills in:
 - **Observation and critical analysis:** Identifying inefficiencies and areas for improvement.
 - **Data collection and interpretation:** Gathering relevant information and drawing meaningful conclusions.
 - **Problem-solving and design thinking:** Brainstorming creative solutions and developing actionable plans.
 - **Collaboration and teamwork:** Working effectively in groups to achieve shared goals.
 - **Communication and presentation:** Articulating ideas clearly and persuasively.
 - **Application of scientific and mathematical principles:** Applying theoretical knowledge to real-world scenarios.

Through Curriculum (Attitude Change):

- **Attitude Change:** The activity is designed to cultivate a profound shift in students' attitudes, fostering:

- **Sense of Responsibility:** Towards their school's resources and the broader environment.
- **Innovation:** Encouraging creative and novel approaches to environmental challenges.
- **Environmental Stewardship:** Developing a commitment to protecting and preserving natural resources.
- **Civic Engagement:** Recognizing their role as active citizens in promoting sustainable practices within their school and community.

Linkages with Concept/Textbook:

This activity provides a powerful interdisciplinary platform, seamlessly integrating concepts from various subjects:

- **Science:** Sustainable development, ecology, resource management, energy conservation, water cycles, waste management, pollution.
- **Social Science:** Civic responsibility, community engagement, environmental policies, local governance, societal impact of resource consumption.
- **Mathematics:** Data collection, statistical analysis, measurement, budgeting (for proposed solutions), graphical representation of data.
- **Design Thinking/Engineering:** Problem identification, ideation, prototyping (of solutions), testing, and refinement.
- **Language Arts:** Research, report writing, presentation skills, persuasive communication.

Role of a NEP Child (Ownership + Lifelong Learning)

The NEP envisions the child as more than just a recipient of knowledge. In this activity, the child is empowered to be:

- **Active Problem-Solver:** Taking initiative to identify and address real-world issues.
- **Collaborator:** Working effectively with peers to achieve shared objectives.
- **Eco-Conscious Citizen:** Developing an understanding and commitment to environmental well-being.
- **Creative Thinker:** Generating innovative solutions to complex problems.
- **Critical Thinker:** Analyzing situations, evaluating options, and making informed decisions.
- **Lifelong Learner:** The real-world application of classroom learning fosters a deeper understanding and encourages a continuous pursuit of knowledge and solutions.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The teacher's role in this activity evolves beyond traditional instruction. The NEP teacher acts as:

- **Facilitator of Experiential Learning:** Creating opportunities for hands-on, inquiry-based learning.
- **Guide in Inquiry and Analysis:** Prompting critical thinking, helping students formulate questions, and guiding them through data interpretation.
- **Philosopher:** Encouraging deeper reflection on ethical considerations related to sustainability and societal impact.
- **Friend and Mentor:** Providing support, encouragement, and constructive feedback, fostering a positive learning environment.
- **Bridge between Content and Application:** Helping students connect theoretical knowledge from textbooks to practical, real-world challenges.

Role of a NEP School (Vibrant, Collaborative + Inclusive Learning Hub)

The school environment itself is central to the success of this activity. A NEP school is characterized by:

- **Collaborative and Collective Ownership:** Fostering a sense of shared responsibility among students, teachers, and administration for the school's sustainability.
- **Promotion of Sustainability Values:** Integrating environmental consciousness into the school's ethos and daily operations.
- **Model of Environmentally Responsible Infrastructure:** Striving to be a living example of sustainable practices, both in its physical structure and operational policies.
- **Encouragement of Student-Led Change:** Providing a platform for students to initiate and drive positive environmental changes within the school.
- **Whole-School Approach to Learning:** Recognizing that learning extends beyond the classroom and involves the entire school community in creating a sustainable future.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

Parents play a vital role in reinforcing the learning from this activity:

- **Engaging with Students' Efforts:** Showing interest in their children's projects and discussions about sustainability.
- **Supporting Green Practices at Home:** Extending the principles of resource conservation and waste management to their own households, providing a consistent message.

- **Becoming Resource Persons:** Contributing their expertise, knowledge, or connections to support the school's sustainability initiatives, whether through workshops, guest lectures, or practical assistance.

Remark:

This activity is a prime example of how the NEP envisions education: holistic, experiential, interdisciplinary, and focused on developing responsible, engaged citizens who are equipped to address real-world challenges. It goes beyond rote learning to foster critical thinking, creativity, and a deep sense of environmental stewardship.

Theme 2: Empowered & Lifelong learner (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

■ Activity 3: The Heatwave Challenge (from the Civic Sense lens)

Description & Procedures:

This activity uses a scenario-based role-play to help students understand the multifaceted impact of a single event (a heatwave) on different socio-economic groups.

- **Scenario Introduction:** The teacher introduces the problem: an extreme heatwave, hotter than ever before. This is made relatable by asking students about their personal experiences with heat.
- **Group Discussion:** Students are divided into four groups, each assigned a specific socio-economic role:
 - Farmers in Rural Areas
 - Rich Houses with ACs in Every Room
 - Factory/Business Owners
 - People Doing Physical Work (Factory Workers, Laborers)
- **Problem-Solving:** Each group discusses how the heatwave would uniquely affect their assigned group in terms of daily routine, health, and well-being.
- **Presentations:** Each group presents their findings, highlighting the specific and common challenges they identified.

How this activity aligns with:

Play-based learning: The role-playing format transforms a potentially abstract topic into an engaging and interactive game. Students get to step into a different identity, which makes the learning process more personal and memorable.

Joyful Learning: By allowing students to be creative and take ownership of a “character,” the activity becomes a joyful experience. The collaborative nature and a focus on open discussion create a positive and supportive learning environment.

Social Emotional learning: This activity is a powerful tool for developing empathy. By exploring the heatwave’s impact on different groups, students learn to appreciate diverse perspectives and the challenges faced by others in society. This fosters social awareness and compassion.

Learning Objective:

By Curriculum (Knowledge + Skills):

Students will gain a deep understanding of the interconnectedness of environmental, social, and economic issues. They will develop critical thinking skills by analyzing a single problem from multiple viewpoints. They will also enhance their civic learning, particularly regarding social justice and equity, and improve their communication and collaboration skills.

Through Curriculum (Attitude Change):

Attitude Change: This activity aims to instill a sense of social responsibility and empathy. Students will develop a more nuanced understanding of how environmental issues disproportionately affect different communities and will be motivated to think about equitable solutions.

Linkages with Concept/Textbook:

This activity connects directly to subjects like Environmental Studies (climate change, heatwaves), Social Science (socio-economic disparities, labor studies), and Civics (social justice, equity).

Role of the NEP Child (Ownership + Lifelong Learning)

The child is an empowered, proactive learner. They take ownership of their assigned role and are encouraged to think critically about real-world problems. This experience fosters a mindset of being an engaged, lifelong learner who seeks to understand complex societal issues.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The teacher acts as a facilitator who sets up the scenario and guides the discussion. They are a philosopher who helps students reflect on concepts of fairness and equity, and a guide who ensures that all perspectives are considered and respected.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

The school becomes a vibrant hub for collaborative and inclusive learning. It provides a safe space for students to explore sensitive social issues and learn to work together to understand them.

Role of an NEP Parent (Encourager, Reinforcer, Partner)

Parents can act as partners by discussing how extreme weather events affect different people in their community. They can reinforce the lesson by sharing their own experiences or observations related to the topic.

Remarks:

This activity is an outstanding example of the NEP's vision for the Secondary Stage. It uses a relatable real-world problem to teach students about complex civic and social issues. By moving beyond a simple lecture, it fosters empathy, critical thinking, and a sense of social responsibility, preparing students to be mindful and active citizens.

Theme 3 : Multilingualism & Cultural rooted (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Foundational Stage

Activity 1: Focused Approach: Individual Role Play - Multilingual Greetings

(Just an example from English; other subjects can also be dealt with. More such activities can be designed by students and teachers.)

Description & Procedures:

Activity Overview: This activity is designed to celebrate the rich linguistic and cultural tapestry of India and the world through the simple yet profound act of greetings and imaginative role-play. It aims to foster enactment-based, joyful, and deeply inclusive learning experiences for foundational stage learners. Steps:

- 1. Introduce the Idea:** Begin by engaging the children in a discussion about how people around the world greet each other in various ways, depending on their language and where they live. Provide diverse examples to illustrate this concept, such as:
 - **Namaste** (Hindi)
 - **Vanakkam** (Tamil)
 - **Adaab** (Urdu)
 - **Sat Sri Akal** (Punjabi)
 - **Kem Cho** (Gujarati)

- **Hello** (English)
 - *(Encourage children to share greetings they know from their own homes or communities.)*
2. **Role Assignment:** Invite each child to come forward, one by one, giving them individual attention and encouraging their participation.
 3. **Greeting Demonstration:** Ask each child to greet the class using a word or phrase from their local language, their mother tongue, or any language they are familiar with. Emphasize that any greeting is welcome and valued.
 4. **Mini Enactment:** Provide each child with a relatable, simple scenario to act out, allowing them to connect the greeting to a real-life situation. Examples include:
 - Meeting a grandparent at home and showing respect.
 - Greeting a shopkeeper politely while buying something.
 - Saying hello to a friend at school during playtime.
 - Visiting a neighbor's house and offering a warm greeting. The student will not only say the greeting in their chosen language but also embody the situation using appropriate facial expressions and body language (e.g., folded hands, a wave, a warm smile, a respectful bow), enhancing their non-verbal communication skills.
 5. **Audience Involvement:** The rest of the class plays a crucial role in creating a supportive and interactive environment:
 - They will **watch respectfully**, giving full attention to their peer's performance.
 - They will **clap and appreciate each peer**, fostering a sense of camaraderie and positive reinforcement.
 - They will **try to repeat the greeting word together in that language**, promoting active listening, phonetic awareness, and early exposure to new linguistic sounds.

How the Activity Aligns:

This activity is deeply rooted in the principles of the National Education Policy (NEP) and aligns with several key educational goals:

- **Promotes Multilingualism:** It actively encourages children to utilize and celebrate greetings in their home languages or familiar languages, fostering pride in their mother tongue and building awareness of linguistic diversity. This lays a strong foundation for multilingual proficiency.
- **Culturally Rooted Learning:** By connecting classroom learning to everyday traditions, customs, and scenarios (like greeting elders), the activity helps children relate better to their cultural heritage. It promotes mutual understanding and respect for diverse cultural values.

- **Contextual & Localized Social-Emotional Learning (SEL):** Using familiar scenarios (e.g., greeting elders, neighbors, or friends) provides a natural context for building essential SEL skills such as empathy, respect, active listening, and effective communication. It empowers teachers to create truly inclusive classroom environments where every child feels valued.

Ways to Enhance the Activity:

To further enrich the learning experience and deepen engagement, consider these enhancements:

- **Encourage Cultural Sharing:** After each demonstration, invite students to briefly share a small detail about where the greeting is from, who uses it, or how it's typically used at home or in their community. This adds depth and personal connection.
- **Creative Expression:** Incorporate simple props or accessories (e.g., scarves, small bags, hats) that can represent different settings, cultural attire, or traditions. This encourages imaginative play and makes the activity more visually engaging.
- **Peer Collaboration:** Allow children to pair up to act out greetings together, perhaps as two friends meeting or a child greeting an adult. This promotes cooperation, turn-taking, and deeper social interaction.
- **Visual Chart:** Create a dynamic class "Greeting Wall" or "Language Tree" where greetings are written in different scripts and languages, accompanied by illustrations or photos of people performing the greeting. This serves as a constant visual reminder of diversity and a learning resource.
- **Reflection and Connection:** Conclude the activity with a short class circle or discussion where students can share their thoughts and feelings:
 - "What greeting did you like the most and why?"
 - "How did it feel to speak or act in another language?"
 - **"What did you learn about how people show respect or love differently around the world?"** This reflective component solidifies learning and encourages critical thinking about cultural nuances.

How the Activity Aligns with Foundational Principles:

Beyond multilingualism and cultural rootedness, this activity also aligns with core foundational learning principles:

- **Play-Based Learning:** The entire activity is designed as an interactive role-play, leveraging children's natural inclination to play, which is a powerful vehicle for learning and development.
- **Joyful Learning:** The emphasis on individual expression, appreciation from peers, and the fun of enactment ensures that learning is a joyful and positive experience, reducing anxiety and increasing engagement.

- **Foundational Motor Development:** The use of body language, facial expressions, and movement during role-play contributes to the development of gross and fine motor skills and coordination.
- **Social-Emotional Learning:** The activity directly fosters empathy, respect, turn-taking, confidence in self-expression, and a sense of belonging within a diverse group.
- **Early Numeracy and Rhythm:** While not explicitly numerical, the repetition of greetings and the structured sequence of activities can subtly introduce patterns and rhythm, contributing to early cognitive development.

Learning Objectives:

By Curriculum (Knowledge + Skills)

This activity aims to develop specific knowledge and skills in foundational stage learners:

Knowledge:

1. Students will understand and appreciate the linguistic and cultural diversity present within their classroom, community, and country.
2. Students will recognize and respect common greetings, customs, and non-verbal cues across different languages and regions.
3. Students will develop an initial awareness of how language serves as a reflection of identity, culture, and community.

Skills:

1. Students will practice basic oral communication skills in two or more languages through simple greeting exchanges, role-plays, and potentially short songs or dialogues related to greetings.
2. Students will demonstrate respectful listening skills and practice appropriate turn-taking in multilingual group conversations and interactions.
3. Students will actively engage in simple cultural activities (e.g., greeting exchanges, cultural role-plays) to strengthen their nascent intercultural communication skills.

Through Curriculum (Attitude Change)

The activity is designed to cultivate positive attitudes and dispositions in children:

Attitude Change:

1. Students will consistently demonstrate respect for elders, peers, and diverse viewpoints during all classroom interactions and activities.

2. Students will develop increasing confidence in expressing themselves, even if in basic ways, in multiple languages and will genuinely appreciate the value and beauty of linguistic diversity.
3. Students will strengthen their acceptance of different cultures by actively exploring, engaging with, and celebrating various cultural practices and traditions.
4. Students will begin to build critical thinking skills by reflecting on social norms, understanding cultural etiquette, and engaging in simple discussions related to fairness, inclusion, and cooperation within a diverse group.

Linkages with Concepts/Textbooks:

This activity strongly links with:

- **Knowledge of Multilingualism:** It directly addresses the concept of multiple languages coexisting and being valuable.
- **Foundational Literacy:** It contributes to oral language development, vocabulary acquisition (greetings), and phonological awareness.
- **Strengthens Social Awareness:** It enhances children's understanding of social cues, interactions, and cultural etiquette.
- **Language Books:** Can be explicitly linked to relevant chapters or themes in language textbooks, such as "Language Book (Grade 2, English Book Mridang, Chapter -13 - We are all Indians)."

References:

The design and objectives of this activity are informed by the National Curriculum Framework (NCF) 2023, specifically drawing from:

- NCF 2023, Page 213–214 (Foundational Stage)
- NCF 2023, Page 234 (Language Education)
- NCF 2023, Page 236 (Multilingualism Goals)

Role of NEP Child (Ownership + Lifelong learning)

Based on the greeting activity where students share greetings in their home or familiar languages, the Role of the NEP Child, focusing on Multilingualism and Culturally Rooted Learning, involves:

- **Joyful Participation and Cultural Expression:** The child stands up with a smile and confidently shares a greeting in their home or known language, showing pride and excitement in their cultural identity.

- **Ownership and Confidence in Language Use:** By using their familiar language to greet the class, the child takes ownership of their learning, embracing who they are and expressing it with joy and confidence.
- **Connecting Through Body Language and Local Practices:** The child uses expressive body movements—folded hands, waves, bows, or smiles—demonstrating culturally rooted gestures that reflect their family and community traditions.
- **Imaginative Play and Real-Life Application:** While acting out scenes such as greeting a neighbor or friend, the child enjoys role-playing familiar social interactions, connecting language with lived experience.
- **Peer Learning and Curiosity:** The child listens attentively to peers' greetings in different languages, playfully mimicking them, and expanding their linguistic curiosity through joyful interaction.
- **Sense of Belonging and Inclusion:** As classmates cheer and clap, the child beams with confidence, feeling seen, valued, and included in a multilingual, culturally affirming space

Role of a NEP teacher (Friend+ Philosopher +Guide+ Facilitator)

- **Facilitator:** The teacher facilitates an inclusive space where children feel safe expressing themselves in their home languages. They create activities that celebrate linguistic diversity and guide students to appreciate different cultural expressions during classroom interactions.
- **Guide:** The teacher guides children to explore respectful social behaviours using culturally relatable scenarios. They prompt children to reflect on their own backgrounds, connect classroom learning to real-life contexts, and build awareness of traditions, greetings, and values from different communities.
- **Friend and Philosopher:** The teacher listens attentively to children's verbal and non-verbal cues, offering encouragement and thoughtful questions that promote self-expression, confidence, and identity. They nurture curiosity and critical thinking around language, fairness, and inclusion.
- **Encourager of Voice and Confidence:** The teacher ensures that every child—regardless of language background—has time and space to speak, listen, and participate. They encourage peer learning by prompting children to try greetings in new languages, share stories, and value each other's cultural roots.

Role of a NEP School (Vibrant + collaborative + inclusive Learning hub)

- **Facilitator:** The school recognizes the importance of linguistic and cultural diversity and provides the space and encouragement for activities such as multilingual greetings and storytelling. It supports teachers in integrating students' home languages and dialects into classroom interactions, creating an inclusive learning environment.

- **Learning Hub:** The school functions as a culturally rooted learning hub where multilingual and identity-affirming practices are embedded in daily learning. It encourages students to express themselves in their native languages and to engage in collaborative, empathy-driven experiences that build cross-cultural understanding.
- **Organizer and Celebrator:** The school actively organizes and celebrates multilingual role-plays, classroom performances, and cultural showcases during assemblies or school events. These moments reinforce pride in diversity and highlight language as a strength, contributing to a school culture rooted in respect, inclusion, and shared identity.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

- **Encourager:** The parent encourages the child to share greetings and cultural gestures used at home, helping them feel proud of their identity and roots.
- **Reinforcer:** By practicing greetings and role-playing everyday scenarios with the child in their home language, the parent reinforces language skills and builds the child's confidence in expressing themselves.
- **Supporter:** Parents support the classroom environment by sharing stories, customs, and languages from home, helping the school celebrate multilingualism and intergenerational learning.
- **Respect Modeler:** By modeling respectful communication at home with elders and peers, parents help children carry those values into the classroom and beyond.
- **Belonging Builder:** Parents celebrate the child's role as a representative of their language and culture, nurturing a deep sense of belonging and pride in their heritage.

Remark

This activity, “Individual Role Play - Multilingual Greetings,” for the Foundational Stage effectively embodies the NEP's vision for multilingualism and cultural rootedness. It offers a joyful, inclusive, and play-based approach to learning, fostering not only linguistic awareness but also crucial social-emotional skills, confidence, and a strong sense of cultural identity in young learners. The clear alignment with NEP principles and the practical suggestions for enhancement make this a valuable framework for foundational stage education.

Theme 3: Multilingualism & Cultural Rootedness (Activities: games, skits, slogans, poster making, virtual tours, projects, etc.)

Stage: Foundational Stage

Activity 2: The ‘Language Safari’

Description & Procedures:

Elaborate here with a specific activity, e.g., “The ‘Language Safari’ game involves children exploring different animal sounds and greetings from various cultures. The teacher will introduce a new animal sound and a simple greeting from a different language each day. Children will then mimic the sound and greeting, and identify the animal on a flashcard. For older foundational learners, a simple skit where children act out these greetings in different scenarios could be introduced.”

How the Activity Aligns:

Play-Based Learning: Explain how the activity is inherently playful, e.g., “The ‘Language Safari’ leverages children’s natural curiosity and love for animals, transforming language acquisition into an engaging and non-pressured play experience. Mimicking sounds and gestures fosters active participation and enjoyment.”

Joyful Learning: (Detail elements that bring joy, e.g., “Success in mimicking new sounds and greetings, combined with positive reinforcement from the teacher and peers, creates a sense of accomplishment and boosts self-esteem. The interactive nature of the game and the introduction of diverse cultural elements through fun activities contribute to a joyful learning environment.”

Foundational Motor Development: Connect to physical development, e.g., “The activity encourages fine motor skills through manipulating flashcards and gross motor skills through movement during skits or when mimicking animal movements. The coordination required for pronunciation also indirectly supports oral motor development.”

Social-Emotional Learning: Explain the social-emotional benefits, e.g., “Children learn to listen attentively, take turns, and collaborate with peers during group activities. Exposure to different languages and cultures fosters empathy, respect for diversity, and an understanding of varying social norms. It also builds confidence in expressing themselves.”

Early Numeracy and Rhythm: If applicable, connect to these areas, e.g., “Counting animal sounds or greetings can subtly introduce early numeracy concepts. The rhythmic repetition of greetings and sounds can also enhance a child’s understanding of patterns and rhythm.”

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge: (Specify knowledge gains, e.g., “Children will gain basic knowledge of animal sounds and simple greetings in multiple languages. They will also develop an initial understanding of cultural diversity and the concept that different communities have unique ways of communicating.”)

Skills: (List skills developed, e.g., “Children will develop listening and speaking skills through mimicking and repeating. They will enhance their auditory discrimination skills, improve memory recall, and strengthen their ability to follow simple instructions. Early communication and social interaction skills will also be fostered.”)

Through Curriculum (Attitude Change)

Attitude Change: (Describe desired attitudinal shifts, e.g., “Children will develop an open and curious attitude towards different languages and cultures. They will cultivate respect for diversity and an appreciation for the richness that multilingualism brings. This activity aims to instill a lifelong love for exploring and learning about the world beyond their immediate environment.”)

Linkages with concept/textbook: (Connect to broader curriculum or specific resources, e.g., “This activity links directly to themes of ‘Our Community’ or ‘Animals Around Us’ in early childhood textbooks. It can also serve as a foundation for future lessons on global cultures and communication.”)

Role of NEP Child (Ownership + Lifelong learning)

Explain the child’s active role, e.g., The NEP child is an active participant, taking ownership of their learning by eagerly exploring new sounds and cultures. The playful and engaging nature of the activity fosters an intrinsic motivation for lifelong learning, encouraging them to seek out new experiences and knowledge beyond the classroom.

Role of a NEP teacher (Friend + Philosopher + Guide + Facilitator)

Describe the teacher’s multifaceted role, e.g., The NEP teacher acts as a friendly facilitator, creating a safe and encouraging environment for exploration. They guide children through the ‘Language Safari,’ introducing new elements and prompting engagement. As a philosopher, they subtly instill values of respect and acceptance for diverse cultures, while constantly seeking to understand each child’s unique learning journey.

Role of a NEP School (Vibrant + collaborative + inclusive Learning hub)

Illustrate the school’s environment, e.g., “The NEP school provides a vibrant and inclusive space where multilingualism is celebrated. It fosters a collaborative atmosphere where children learn from each other and are encouraged to share their own cultural backgrounds. The school acts as a hub that connects children to the wider world, promoting global citizenship from an early age.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

Outline the parent’s involvement, e.g., “NEP parents are encouraged to be active partners, reinforcing the learning at home by engaging with their children in discussions about different

languages and cultures. They can extend the learning by listening to diverse music or reading books from different cultural backgrounds, thus becoming powerful encouragers of their child's linguistic and cultural development.

Remark:

Add any concluding thoughts or important notes, e.g., “This activity, while simple, lays a crucial foundation for developing global citizens who are not only multilingual but also culturally sensitive and appreciative of the rich tapestry of human experience.

Theme 3 : Multilingualism & Cultural rooted (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

This theme aims to foster a deep appreciation for diverse languages and cultures through engaging and interactive activities. It encourages students to connect with their heritage and understand the richness of India's composite culture. Activities can include games, skits, slogan creation, poster making, virtual tours, and various projects.

Stage: Preparatory Stage

Activity 1: Language & Culture Immersion

This activity is designed to immerse young learners in a vibrant environment where language and cultural exploration are intertwined.

Description & Procedures:

- **Language Exchange:** Students will be paired up to engage in a peer-mentoring experience. One student will teach basic greetings and common phrases from their native language to their partner, and vice-versa. This fosters oral communication skills, encourages active listening, and builds confidence in primary pupils as they become “little teachers” and “team players.”
- **World Wall Creation:** Each student will individually select three key words. They will then write these words in multiple scripts (e.g., Hindi, English, and their native language if different), ensuring phonetic pronunciation is also included. Students will then illustrate their chosen words, visually representing their meaning. These creations will be displayed on a “mock-classroom wall,” creating a vibrant and evolving “World Wall” that demonstrates multilingual literacy and the integration of visual and verbal learning. This encourages “curious creators” to explore and express themselves.
- **Cultural Parade:** Students will form small teams to research a specific community within Delhi. This research will involve learning about their traditions, festivals, and unique cultural aspects. Each team will then craft simple props and a banner representative of their chosen community. After rehearsing a short 2-minute segment (perhaps a simple song, dance, or a few spoken phrases), the teams will participate in a

“Cultural Parade.” This activity showcases teamwork, research skills, public speaking, and fosters intercultural empathy, allowing students to “think and reflect” on diverse perspectives.

- **Cultural Craft Project:** Students will engage in creating a traditional craft artifact, such as a paper rangoli or another folk art form. While creating the craft, they will learn about its cultural significance and be able to explain it. This hands-on activity builds fine-motor skills, encourages creativity, and deepens cultural awareness.

How the Activity Aligns with NEP Principles:

- **Play-Based Learning:** All activities are designed to be interactive and enjoyable, making learning a fun and engaging experience.
- **Joyful Learning:** The emphasis on creativity, collaboration, and exploration ensures that students experience a positive and stimulating learning environment.
- **Foundational Motor Development:** Activities like craft making and creating props contribute to the development of fine-motor skills and hand-eye coordination.
- **Social-Emotional Learning:** Through teamwork, peer mentoring, and cultural exploration, students develop empathy, respect, and confidence.
- **Early Numeracy and Rhythm:** While not explicitly stated, certain activities like counting in different languages or understanding patterns in traditional crafts can indirectly touch upon early numeracy and rhythm.

Learning Objectives:

By Curriculum (Knowledge + Skills):

- **Knowledge:**
 - Oral fluency in basic greetings and phrases in 2-3 languages.
 - Understanding of different writing scripts and phonetics.
 - Familiarity with major harvest festivals, communities, and folk arts in India.
 - Understanding of the importance of collaboration, cultural respect, creativity, and fine-motor coordination.
- **Skills:**
 - Oral communication and active listening.
 - Accurate pronunciation of new words and phrases.
 - Basic reading of new scripts.
 - Research skills (information gathering and synthesis).

- Teamwork and cooperation.
- Fine motor skills (through craft, drawing, and creative design).
- Public speaking and presentation skills.
- Critical thinking and problem-solving.

Through Curriculum (Attitude Change):

- **Attitude Change:**
 - **Empathy:** Understanding and appreciating diverse perspectives and cultures.
 - **Respect:** Valuing different languages, traditions, and communities.
 - **Openness:** Being receptive to new ideas and experiences.
 - **Curiosity:** Developing a desire to explore and learn more about the world.
 - **Pride:** Feeling a sense of accomplishment in their learning and cultural heritage.
 - **Identity Adaptability:** Comfortably navigating and embracing diverse cultural contexts.
 - **Confidence:** Believing in their ability to learn, communicate, and contribute.

Linkages with Concepts/Textbooks:

- **Languages (Hindi/English):** This activity directly introduces basic phrases, builds vocabulary, focuses on phonetics, and provides exposure to different writing scripts.
- **Social Studies (EVS):** Students will learn about the cultural diversity of India, different communities, traditions, festivals, and even aspects of the geography of Indian states.
- **Art Education:** The cultural craft project specifically connects to traditional Indian folk art forms, craft techniques, creativity, and aesthetic appreciation.
- **Life Skills:** Crucial life skills such as communication, collaboration, and problem-solving are directly fostered through the various group and individual activities.
- **General Awareness:** The overall theme broadens students' understanding and appreciation of India's rich and composite culture.

Role of an NEP Child (Ownership + Lifelong Learning)

The NEP vision empowers children to be active participants in their learning journey:

- **Curious Creators:** Children are encouraged to explore, create, and add their own words, stories, and ideas to classroom activities, fostering a sense of ownership over their learning.
- **Little Teachers:** By teaching and learning from each other, children build confidence, develop leadership qualities, and assist their friends in growing.

- **Team Players:** Collaborative activities encourage children to work together, share ideas, collectively solve small problems, and learn the value of listening and cooperation.
- **Think and Reflect:** Students are encouraged to look back on what they did, share what they learned, and identify areas for improvement, promoting self-assessment and continuous growth.

Role of an NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The NEP teacher plays a multifaceted role in nurturing young minds:

- **Create Joyful Spaces:** Teachers are responsible for setting up colorful, multilingual corners and designing activities that spark curiosity and invite active exploration, transforming the classroom into a vibrant learning hub.
- **Model and Let Them Try:** Teachers demonstrate simple steps and then provide opportunities for children to practice, play, and learn by doing, fostering independent learning and experimentation.
- **Encourage and Support:** Teachers provide gentle feedback, celebrate even small efforts, and actively work to build each child's confidence and voice, creating a supportive and encouraging environment.
- **Learn and Share:** Teachers reflect on what worked, learn from their experiences and from others, and continuously strive for professional growth, embodying the spirit of lifelong learning.

Role of an NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

NEP schools are envisioned as dynamic spaces that foster holistic development:

- **Joyful, Theme-Based Learning:** Schools implement learning through engaging stories, games, and simple projects, making learning hands-on and meaningful for young children.
- **Inclusive, Child-Friendly Spaces:** Schools create colorful corners dedicated to language, culture, and self-expression, ensuring that every child's identity is reflected and celebrated.
- **Family and Community Connect:** Schools actively involve parents and local community members, inviting them to share stories, crafts, and participate in celebrations linked to classroom learning, bridging the gap between home and school.
- **Playful Reflection and Growth:** Schools utilize child-friendly tools like drawings, smiley charts, and sharing circles to guide and improve teaching practices, fostering a culture of continuous improvement.

Role of an NEP Parent (Encourager, Reinforcer, Partner)

Parents are integral partners in a child's educational journey under NEP:

- **Home Learning Partners:** Parents support children's learning at home by encouraging stories, songs, and conversations in their home languages, reinforcing multilingualism.
- **Culture Connectors:** Parents share family traditions, crafts, and stories, enriching classroom activities and celebrating the diversity present within the school community.
- **Encouragers:** Parents cheer their children on, praise their efforts, and build their confidence through acknowledging even small successes.
- **Listeners and Guides:** Parents engage in conversations with their children about what they learn, actively listen to their thoughts, and guide them with love and patience, fostering a strong home-school connection.

Remark:

This theme and its activities exemplify the holistic, child-centric approach envisioned by the National Education Policy, fostering not just academic knowledge but also crucial life skills, cultural awareness, and a lifelong love for learning.

Theme 3 : Multilingualism & Cultural rooted (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Preparatory Stage

Activity 2: Language Fun with Our Friends

Description & Procedures: This activity is designed to immerse young learners in a playful exploration of different languages and cultures. Through interactive games, simple skits, and collaborative projects, children will be introduced to basic greetings, common phrases, and cultural elements from various linguistic backgrounds. The procedures will involve:

- **Introduction of Greetings:** Start each session with greetings in a new language, encouraging children to repeat and associate the sounds with friendly gestures.
- **Picture Card Matching:** Use visual aids (picture cards) depicting objects or actions, and introduce their names in a few different languages. Children can then match the cards to the corresponding spoken words.
- **Simple Songs and Rhymes:** Introduce short, repetitive songs and rhymes in different languages. The rhythm and melody will aid memorization and make learning enjoyable.
- **Role-Playing Simple Scenarios:** Encourage children to act out everyday situations (e.g., ordering food, asking for directions) using basic phrases learned in different languages. This promotes practical application.

- **Cultural Artifact Show-and-Tell:** Invite children to bring an item from their cultural background or a culture they've learned about (e.g., a traditional toy, a piece of clothing, a food item). They can share its significance and connect it to language.
- **Collaborative Poster Making:** Provide materials for children to create posters depicting scenes or words from different cultures, fostering teamwork and visual representation of learning.
- **Virtual "Travel" Experiences:** Utilize technology to show short videos or virtual tours of different countries, highlighting landmarks, daily life, and the sounds of their languages.

How the Activity Aligns:

- **Play-Based Learning:** The activities are inherently playful, allowing children to learn through exploration, experimentation, and imaginative engagement rather than rote memorization. This approach is developmentally appropriate and highly effective for young learners.
- **Joyful Learning:** By making language acquisition an exciting and fun experience, the activity fosters a positive attitude towards learning new languages and appreciating cultural diversity. This joy ensures sustained engagement and intrinsic motivation.
- **Foundational Motor Development:** Activities like acting out scenes, creating posters, and moving to songs involve gross and fine motor skills, contributing to overall physical development alongside cognitive learning.
- **Social-Emotional Learning:** Collaborative games and group activities encourage cooperation, empathy, and understanding of different perspectives. Children learn to interact respectfully with peers from diverse backgrounds, fostering a sense of community and belonging.
- **Early Numeracy and Rhythm:** Songs and rhymes often incorporate counting or rhythmic patterns, indirectly introducing early numeracy concepts and developing a sense of rhythm crucial for language acquisition and musicality.

Learning Objectives:

By Curriculum (Knowledge + Skills)

- **Knowledge:**
 - Children will be able to recognize and pronounce basic greetings and simple phrases in at least two new languages.
 - Children will be able to identify a few cultural elements (e.g., specific objects, foods, or clothing) associated with different linguistic backgrounds.
 - Children will understand that different languages are spoken in various parts of the world.

- **Skills:**

- Children will develop listening skills to differentiate between sounds and tones in different languages.
- Children will improve their speaking skills by attempting to articulate new words and phrases.
- Children will enhance their social interaction skills through collaborative activities and respectful communication.
- Children will develop early critical thinking skills by making connections between language and culture.

Through Curriculum (Attitude Change)

- **Attitude Change:**

- Children will develop an appreciation for linguistic and cultural diversity, fostering an open-minded and inclusive perspective.
- Children will cultivate curiosity about other cultures and a desire to learn more about the world beyond their immediate environment.
- Children will gain confidence in attempting new languages and communicating with individuals from different backgrounds.

Linkages with Concept/Textbook: This activity can be directly linked to early childhood literacy and social studies curricula. It introduces foundational concepts of language, communication, and cultural awareness that are further developed in later grades. It can complement textbooks by providing practical, experiential learning that brings abstract concepts to life.

Role of NEP Child (Ownership + Lifelong Learning)

The NEP child in this activity is an active participant and a co-creator of their learning journey. They are encouraged to take ownership of their learning by choosing activities, expressing preferences, and sharing their own cultural experiences. This fosters an intrinsic motivation for lifelong learning, as they associate learning with joy and personal relevance.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The NEP teacher acts as a supportive friend who makes learning approachable and fun. As a philosopher, they encourage children to think critically about language and culture. As a guide, they steer the children towards new linguistic discoveries and cultural insights. Most importantly, as a facilitator, they create a stimulating environment, provide necessary resources, and gently guide the children through the activities, allowing for organic learning and exploration.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

The NEP school serves as a dynamic and welcoming space where multilingualism and cultural diversity are celebrated. It promotes collaboration among students, teachers, and parents to create a rich learning ecosystem. The school ensures inclusivity by providing opportunities for every child to engage with and appreciate various languages and cultures, fostering a sense of belonging for all.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

NEP parents are vital partners in this educational endeavor. They act as encouragers by showing interest in their child's linguistic and cultural discoveries and celebrating their efforts. They reinforce learning by engaging in follow-up activities at home, such as listening to music in different languages or exploring cultural stories. As partners, they collaborate with the school, sharing their own cultural heritage and supporting the school's vision for holistic development.

Remark:

This activity embodies the core principles of the National Education Policy (NEP) by promoting holistic development, critical thinking, cultural awareness, and a love for lifelong learning. It is designed to be adaptable and can be scaled to different age groups and contexts, making it a valuable tool for fostering a truly multilingual and culturally sensitive generation.

Theme 3 : Multilingualism & Cultural rooted (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

This theme emphasizes the crucial role of language and cultural heritage in a child's education, moving beyond traditional textbook learning to embrace diverse forms of expression. Activities under this theme encourage students to explore and celebrate their linguistic and cultural backgrounds through engaging and interactive methods such as games, skits, slogan creation, poster making, virtual tours, and projects. The ultimate goal is to foster an environment where students appreciate and understand the rich tapestry of languages and cultures around them.

Stage: Middle Stage

Activity 1: Folk Tale Circle

Description & Procedures:

The "Folk Tale Circle" is designed to be a vibrant and interactive activity that celebrates linguistic and cultural diversity. Students are encouraged to delve into their heritage by collecting and then retelling folk tales, songs, proverbs, or riddles. This initial step is performed in their home language or a local language, fostering a direct connection to their roots and empowering them to share their unique cultural narratives.

Following this, students translate or retell the story in the school language (Hindi/English). This crucial step not only enhances their translation and linguistic skills but also creates a bridge between their personal cultural context and the broader school environment. The activity culminates in a facilitated discussion where students explore and articulate the cultural values, ethical lessons, and societal norms embedded within these stories. This critical analysis helps them develop a deeper understanding of their own culture and appreciate the nuances of others.

How the Activity Aligns with NEP Principles:

The Folk Tale Circle is deeply aligned with the National Education Policy (NEP) 2020's vision for holistic and inclusive education. It embodies several key pedagogical approaches:

- **Play-Based Learning:** The activity transforms learning into an enjoyable experience. The act of storytelling, translation, and discussion is inherently engaging and taps into children's natural curiosity and creativity, making learning fun and memorable.
- **Joyful Learning:** By allowing students to bring their personal stories and languages into the classroom, the activity creates a joyful atmosphere where their identities are affirmed and celebrated. This fosters a positive attitude towards learning and school.
- **Foundational Motor Development:** While primarily focused on cognitive and linguistic skills, the act of retelling stories can involve gestures, expressions, and even simple movements, subtly contributing to the development of gross and fine motor skills.
- **Social-Emotional Learning:** The Folk Tale Circle is a powerful tool for social-emotional development. Students learn to listen actively, empathize with different perspectives, collaborate with peers, and express themselves confidently. Sharing personal stories builds a sense of community and mutual respect within the classroom.
- **Early Numeracy and Rhythm:** In the context of folk tales, songs often incorporate rhythmic patterns, and proverbs might have numerical references. This can subtly introduce concepts of rhythm, sequence, and even basic numeracy in an organic and engaging way.

Learning Objectives:

This activity aims to achieve a comprehensive set of learning objectives, encompassing knowledge acquisition, skill development, and attitude change:

- **By Curriculum (Knowledge + Skills):**
 - **Knowledge:** Students gain knowledge about various folk tales, cultural traditions, proverbs, and riddles from different regions and communities. They also develop an understanding of the linguistic structures of their home language, local languages, Hindi, and English.

- **Skills:** The activity directly fosters critical skills such as:
 - **Listening Skills:** Actively listening to stories told by peers and the facilitator.
 - **Speaking Skills:** Confidently retelling stories, proverbs, and riddles in multiple languages.
 - **Translation Skills:** Developing proficiency in translating between their home/local language and the school language, which is a vital cognitive skill.
 - **Cultural Appreciation:** Cultivating an appreciation for linguistic and cultural diversity, understanding that different cultures offer unique perspectives and values.
 - **Value Identification:** Analyzing and discussing the ethical, moral, and social values embedded in the stories.
- **Through Curriculum (Attitude Change):**
 - **Attitude Change:** The Folk Tale Circle promotes significant attitude shifts. Students develop an increased respect for their own cultural heritage and that of their peers. They become more open-minded towards different languages and dialects, moving away from any potential linguistic biases. This activity fosters a sense of pride in their identity and encourages them to see linguistic diversity as a strength, not a barrier.

Linkages with Concept/Textbook:

This activity is seamlessly linked with existing language textbooks and curriculum. Chapters focusing on storytelling, moral tales, fables, translation exercises, and comparative language studies can be enriched and brought to life through the Folk Tale Circle. It directly builds vocabulary in multiple languages, refines translation skills, and cultivates a deeper appreciation for comparative language structures and expressions.

Role of NEP Child (Ownership + Lifelong Learning)

The NEP envisions a child who takes ownership of their learning journey and is equipped for lifelong learning. In the Folk Tale Circle, the child is no longer a passive recipient of knowledge but an active participant and co-creator of learning. They bring their unique cultural-linguistic world into the classroom, transforming into confident storytellers and engaged listeners. This fosters a sense of ownership over their cultural identity and empowers them to share their heritage. This aligns with NEP's emphasis on multilingual and multicultural education (SDG 4.7), preparing students to become cultural storytellers who can research, interpret, and share their own and others' traditions, thus deepening intercultural understanding.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The NEP teacher in this activity embodies the roles of a friend, philosopher, guide, and facilitator.

They do not merely impart information but actively facilitate multilingual expression, creating a safe and encouraging space for students to share their stories. The teacher affirms each child's cultural identity, recognizing and valuing the linguistic and cultural wealth they bring to the classroom. They guide discussions, prompt critical thinking about cultural values, and act as a resource for linguistic queries, all while fostering a supportive and collaborative learning environment.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

A NEP school, through activities like the Folk Tale Circle, transforms into a vibrant, collaborative, and inclusive learning hub. It actively creates dedicated spaces and opportunities for multilingual sharing, celebrating the diverse linguistic backgrounds of its student body. The school values local narratives, recognizing them as integral to the curriculum and the holistic development of its students. This inclusive environment ensures that every child feels a sense of belonging and that their cultural heritage is acknowledged and respected.

Role of a NEP Parent (Encourager, Reinforcer, Partner)

Parents play a vital role as encouragers, reinforcers, and partners in this educational journey. They are encouraged to share stories, proverbs, and riddles from their family and cultural traditions with their children at home. By actively encouraging the use of their home language in learning contexts and celebrating their cultural heritage, parents reinforce the value of multilingualism and cultural rootedness. This partnership between home and school is crucial for creating a consistent and enriching learning experience for the child.

Remark:

The Folk Tale Circle is more than just an activity; it's a pedagogical approach that celebrates diversity, fosters linguistic proficiency, and cultivates cultural understanding. It embodies the core tenets of the NEP, creating a learning environment where children thrive by connecting with their roots and embracing the rich tapestry of human cultures.

Theme 3 : Multilingualism & Cultural rooted (game/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

This theme emphasizes the importance of integrating diverse languages and cultural practices into the learning process through engaging and interactive activities. These can include games, skits, slogan creation, poster making, virtual tours, and various projects.

Stage: Middle Stage

Activity 2: Local Science in Daily Life

Description & Procedures:

Students will embark on a fascinating journey to explore the scientific principles embedded within traditional practices from their local region. This activity encourages them to identify and investigate common customs related to cooking (e.g., fermentation, spice preservation), farming (e.g., traditional irrigation techniques, natural pest control), medicine (e.g., herbal remedies, home-based treatments), or architecture (e.g., passive cooling designs, use of local materials). For instance, they might research the scientific basis behind storing water in earthen pots to keep it cool or the medicinal properties of neem used for health. Through guided research, students will delve into the “why” and “how” of these practices. They will then synthesize their findings and present them to their peers through engaging group presentations or informative poster presentations, fostering both individual understanding and collaborative learning.

How the Activity Aligns with NEP Principles:

- **Play-Based Learning:** The investigative nature of the activity, coupled with the creative output of presentations/posters, makes learning enjoyable and encourages active participation.
- **Joyful Learning:** By connecting academic concepts to their familiar surroundings and cultural heritage, students experience a sense of wonder and relevance, making learning a positive and memorable experience.
- **Foundational Motor Development:** The creation of posters, gathering of materials, and presentation skills (including body language and gestures) indirectly contribute to fine and gross motor development.
- **Social-Emotional Learning:** Group research and presentation foster teamwork, communication, empathy for diverse perspectives, and a sense of shared responsibility.
- **Early Numeracy and Rhythm:** While not explicitly a core focus, data analysis in research (e.g., measuring quantities in traditional recipes) and the structured rhythm of research, presentation preparation, and delivery can subtly engage these skills.

Learning Objectives:

- **By Curriculum (Knowledge + Skills):**
 - **Knowledge:** Students will develop a deeper understanding of the scientific principles underpinning traditional knowledge systems. They will gain insights into how scientific concepts are applied in real-life, culturally rooted practices, bridging the gap between textbook learning and their lived experiences. This includes understanding properties of materials, health and hygiene principles, and water conservation methods.
 - **Skills:** Students will hone critical thinking, research, analytical, problem-solving, communication (oral and visual), and collaborative skills. They will learn to identify relevant information, analyze data, draw conclusions, and present their findings clearly and concisely.

- **Through Curriculum (Attitude Change):**

- **Attitude Change:** This activity aims to cultivate an appreciation for indigenous knowledge and traditional practices. Students will develop a scientific temper, valuing observation, experimentation, and critical inquiry in understanding the world around them. It is directly linked with Science chapters such as “Properties of Materials,” “Health & Hygiene,” and “Water Conservation,” allowing for practical application of theoretical knowledge.

Linkages with Concept/Textbook:

This activity serves as a powerful bridge, directly applying textbook concepts to culturally rooted practices. It demonstrates the practical relevance of scientific principles learned in the classroom by showcasing their real-world application in historical and contemporary local contexts.

Role of NEP Child (Ownership + Lifelong Learning)

The NEP child in this activity transforms into an “Investigator” and a “Connector of Past and Present.” They take ownership of their learning by actively researching and exploring. This fosters a lifelong love for inquiry, critical thinking, and the desire to understand the interconnectedness of knowledge across generations.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The NEP teacher acts as a “Curator of local examples,” identifying and suggesting relevant traditional practices for students to explore. They embody the roles of a friend, philosopher, guide, and facilitator by encouraging deep inquiry, validating students’ findings, and providing necessary support and resources. They facilitate discussions, offer constructive feedback, and inspire students to think critically about the scientific basis of their cultural heritage.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

The NEP school in this context becomes a dynamic “Vibrant, collaborative, and inclusive Learning hub.” It actively “Builds a local resource bank” by documenting and celebrating traditional knowledge. The school also fosters community engagement by “inviting elders and community members for interaction,” allowing students to learn directly from those who possess invaluable traditional wisdom. This creates a rich, intergenerational learning environment.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

The NEP parent plays a crucial role as an “Encourager, Reinforcer, and Partner.” They “Share practices from home,” providing authentic examples and insights from their own family traditions. They actively “support local knowledge sharing,” reinforcing the value of traditional wisdom and fostering a positive attitude towards cultural heritage within the home environment.

Remark

This activity is a testament to the NEP's vision of holistic education, seamlessly integrating scientific inquiry with cultural understanding. It promotes a sense of pride in one's heritage while developing essential 21st-century skills.

Theme 3: Multilingualism & Cultural rooted (game/ art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Middle Stage

■ Activity 3: Climate Change and Diversity (from the Civic Sense lens)

Description & Procedure:

- This activity uses a discussion-based approach to connect the concepts of climate change and diversity, encouraging students to think critically about how different groups in India are affected by the same issue.
- Discussion: The teacher initiates a conversation about diversity in India, asking students to provide examples of different groups.
- Probing Questions: The discussion is guided by a series of probing questions that link diversity to climate change:
 - Do you think climate change affects different groups of people differently?
 - Do some groups face unique problems because of where they live or their financial situation?
- Facilitating the Discussion: The teacher provides a simple definition of diversity and its different types, including cultural, social, economic, gender, and ability diversity. This helps to broaden the students' understanding.
- Reflection: The teacher facilitates a final reflection on the importance of understanding these diverse impacts. Questions like "Will the same climate change solution work for different people?" are used to guide students to the key learning that a one-size-fits-all solution is not effective and that problem-solving requires a multi-perspective approach.

How this activity aligns with:

Promotes Multilingualism: While not directly focused on language, the activity creates an inclusive environment where students from diverse backgrounds can share their perspectives. The teacher can encourage students to use their local language to describe their experiences, making the discussion more authentic and culturally rooted.

Culturally rooted Learning: This activity is deeply culturally rooted because it asks students to reflect on their own communities and the unique challenges they face. By using real-world, localized examples, the learning becomes highly relevant and grounded in the students' lived experiences.

Social Emotional learning: This activity is a powerful tool for developing empathy and social awareness. By discussing how climate change affects people with different socio-economic backgrounds, students learn to appreciate diverse perspectives and develop a sense of responsibility toward their fellow citizens.

Learning Objective:

By Curriculum (Knowledge + Skills):

Students will gain a deep understanding of the concept of diversity and its different dimensions in the Indian context. They will develop critical thinking skills to analyze how a single issue like climate change can have varied impacts on different groups. The activity also fosters civic learning, encouraging students to think about how social issues and environmental challenges are interconnected.

Through Curriculum (Attitude Change):

Attitude Change: This activity aims to instill a profound sense of empathy and social responsibility. Students will develop a more nuanced perspective on societal issues and will appreciate the importance of creating solutions that are equitable and inclusive.

Linkages with Concept/Textbook:

This activity connects directly to topics in Social Science (diversity, socio-economic issues), Environmental Studies (climate change, its impacts), and Civics (social justice, equitable solutions).

Role of the NEP Child (Ownership + Lifelong Learning)

The child is encouraged to be an active, reflective learner. By sharing their own examples and experiences, they take ownership of the discussion. This fosters a mindset of being a curious and empathetic individual who continuously seeks to understand the complexities of the world, a core component of lifelong learning.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The teacher acts as a facilitator who sets up a safe, open-ended discussion. They are a philosopher who helps students think critically about equity and a guide who ensures the conversation remains focused and productive.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

The school becomes a vibrant hub that celebrates diversity and encourages a collaborative approach to problem-solving. It provides a safe and inclusive space where students can openly discuss sensitive topics and learn from each other's experiences.

Role of an NEP Parent (Encourager + Reinforcer + Partner)

Parents can act as partners by discussing local news or real-life examples of how climate change affects people in their community. They can reinforce the lesson by encouraging their children to be empathetic and mindful of others' needs.

Remarks:

This activity is a powerful example of the NEP's vision for the Middle Stage. It uses a simple discussion format to teach a complex and critical lesson about diversity and its intersection with environmental issues. By fostering empathy and critical thinking, it prepares students to be mindful, responsible, and engaged citizens.

Theme 3 : Multilingualism & Cultural rooted (game/ art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 1: Celebration Through Languages & Traditions

Description & Procedures:

In this activity, students explore regional festivals like Chhath Puja and Durga Puja to understand and celebrate India's cultural and linguistic diversity. They document songs, rituals, food preparation methods, and stories in different Indian languages, including their own home or local language. Students also explore traditional ecological knowledge—such as eco-friendly materials used in pandals or seasonal foods—and present their learnings through multilingual posters, oral presentations, or creative formats like skits and podcasts.

How the Activity Aligns with:

Play-Based Learning: The activity promotes learning through creative formats like skits and podcasts, as well as hands-on activities like poster making and food preparation, moving away from rote memorization towards engaging, joyful learning.

Joyful Learning: By using familiar scenarios like regional festivals and encouraging students to use their home languages, the activity makes learning feel natural, meaningful, and connected to their lived experiences.

Foundational Motor Development: The physical acts of creating posters/art & craft and preparing food contribute to the development of fine motor skills.

Social-Emotional Learning: Students build empathy and respect for diverse backgrounds by exploring different traditions and collaborating with peers from various linguistic and cultural backgrounds.

Early Numeracy and Rhythm: While not explicitly mentioned in the provided text, activities involving songs, counting ingredients for food, or patterning in posters can contribute to these skills.

Learning Objectives

By Curriculum (Knowledge + Skills)

Knowledge: Students explore and document the linguistic, cultural, and scientific knowledge embedded in Indian festivals, and express their understanding using multiple languages and formats.

Skills:

Students practice oral communication in multiple languages, develop research and documentation skills, and gain experience in presenting their learnings through various creative formats.

Through Curriculum (Attitude Change)

Attitude Change: Students develop pride in India's cultural diversity, respect for regional traditions, and openness to multilingual expression and indigenous knowledge. The activity builds respect for differences, encourages curiosity, and fosters pride in one's own identity.

Role of NEP Child (Ownership + Lifelong learning)

The NEP Child becomes an active researcher and co-creator of knowledge. By documenting songs, rituals, and stories, the child takes ownership of their cultural heritage. The use of their home language empowers them and reinforces their identity, fostering a mindset of a lifelong learner who values and preserves indigenous knowledge systems.

Role of a NEP teacher (Friend + Philosopher + Guide + Facilitator)

The teacher acts as a facilitator by setting up the project and guiding students in their research. They are a friend who encourages students to share their personal experiences and a guide who helps them connect their home traditions to broader cultural and academic concepts. The teacher creates an inclusive space where all languages and traditions are celebrated.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning hub)

The school becomes a vibrant hub that celebrates India's rich diversity. It provides the platform and resources for students to engage in multi-disciplinary projects that are rooted in their own cultures. The school fosters a collaborative environment where students and teachers from diverse backgrounds can learn from each other.

Role of a NEP Parent(Encourager + Reinforcer + Partner)

Parents act as partners in this learning process. They are encouragers who motivate their children to explore family traditions, and reinforcers who share traditional recipes, songs, and stories. By helping their children, parents help bridge the gap between home and school learning, promoting the value of their cultural roots.

Remarks

This activity demonstrates a comprehensive, experiential, and multi-disciplinary approach to education. It connects academic concepts with real-world contexts, fostering critical thinking and problem-solving. The integration of the child's home language and local traditions makes the learning relevant, engaging, and meaningful, helping to bridge the gap between school and life. The activity not only focuses on cognitive development but also on building character and creating holistic, well-rounded individuals.

Theme 3 : Multilingualism & Cultural rooted (game/ art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 2: Drawing Activity on Water Usage

Description & Procedures:

- The teacher needs to arrange some A4 size sheets in advance for this activity.
- Divide the entire class into groups of 8 to 10 students.
- Provide each group with only one A4 drawing sheet.
- Instruct each student to draw a daily activity involving water.
- All the students from a group must draw on the same A4 drawing sheet.
- Every student must draw at least once.
- Set a 5-minute time limit for the drawing task.
- Collect the drawings and display them for viewing.

How the Activity Aligns:

Promotes Multilingualism: Students can be encouraged to label their drawings or the drawing sheet's title in their home or local language, as well as in English. During the discussion, students can share traditional words or phrases related to water and its importance in their communities, bridging linguistic diversity with a common theme.

Culturally Rooted Learning: The activity connects the abstract concept of resource management to real-life, culturally significant practices. Students may draw images of using water in traditional rituals, festivals, or daily routines that are unique to their cultural background. This allows the teacher to discuss how different cultures value and conserve water, linking the activity to indigenous knowledge systems and local traditions.

Contextual & Localized SEL: By focusing on a universal resource like water, the activity makes social-emotional learning highly contextual. Students reflect on their own actions and feelings about fairness when they have to share a limited resource (the drawing sheet). This experience provides a tangible, localized example for understanding broader societal issues like equity and responsible resource management.

Social-Emotional Learning: This activity promotes social-emotional skills by fostering collaboration and empathy. Students must work together to create a single drawing, learning to negotiate space and cooperate with their peers. The reflection session encourages them to empathize with others who may have struggled to find space, leading to discussions about fair resource distribution and a sense of shared responsibility for common goods. It helps students understand the direct link between individual actions and collective well-being.

Learning Objectives:

By Curriculum (Knowledge + Skills):

Knowledge: Students will develop an understanding of common resources, their shared nature, and the societal implications of their usage. They will also learn about diverse cultural and community practices related to water management.

Skills: Students will hone their critical thinking skills by analyzing the “space management” problem and proposing solutions for equitable resource distribution. They will also improve collaboration and communication skills through group work and class discussions.

Through Curriculum (Attitude Change):

Attitude Change: Students will develop a sense of responsibility and ownership towards shared resources. The activity will foster a respectful attitude towards diverse viewpoints on resource management and a commitment to equitable practices.

Linkages with concept/ textbook:

This activity links directly to concepts in Social Science (civics, resource management, community governance), Environmental Studies (EVS, water conservation), and Art. It provides a creative and interdisciplinary approach to understanding complex social issues.

Role of NEP Child (Ownership + Lifelong learning)

The child takes ownership of their learning by actively participating in the drawing and discussion. They reflect on their own experience and use that insight to solve a real-world problem. This process encourages them to become active problem-solvers and fosters a lifelong learning mindset by showing how everyday actions are connected to larger societal and environmental issues.

Role of a NEP teacher (Friend + Philosopher + Guide + Facilitator)

The teacher acts as a facilitator, guiding the discussion rather than dictating it. They ask probing questions that encourage critical reflection and help students connect their personal experiences to broader concepts. The teacher's role is to create a safe, non-judgmental space where students can explore and debate ideas of fairness and resource management.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning hub)

The school provides a space for this kind of collaborative and inclusive learning. By facilitating an activity where students from different backgrounds must work together and share resources, the school becomes a hub where social and emotional skills are valued just as much as academic knowledge. It also promotes a culture of respect for diversity and shared responsibility.

Role of a NEP Parent(Encourager + Reinforcer + Partner)

Parents can serve as partners in this learning process by discussing the activity at home. They can share personal anecdotes or family traditions related to water conservation and resource usage, reinforcing the lessons learned in school and connecting them to the child's home life.

Remark:

This simple drawing activity serves as a powerful microcosm for exploring complex themes of resource equity, social justice, and cultural diversity. It goes beyond a mere art project to become a tool for developing critical thinking and social-emotional skills, demonstrating how NEP's vision can be brought to life through hands-on, contextualized, and culturally responsive pedagogy.

Theme 3: Multilingualism & Cultural rooted (game/ art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 3: Public and Private Resources (from the Civic Sense lens)

Description & Procedure:

This activity uses a multi-stage approach to help students understand the difference between public and private resources and the challenges of managing shared resources.

- **Recall:** The teacher begins with a simple mind map exercise, asking students to name public and private resources in their community. This helps to activate prior knowledge and create a shared understanding.
- **Problem Introduction:** The teacher uses a specific example—a map of Haryana with water table statistics—to introduce a real-world problem: the depletion of a public resource (groundwater).
- **Discussion:** The teacher facilitates a discussion around the potential causes of this depletion, such as leaks, agricultural practices, industrial use, and lack of awareness.
- **Activity (Survey):** The core of the activity is a survey design task. Students are asked to design their own survey to find out what public resources are used by different groups of people in their community.
 - They must decide what information to collect (e.g., age, gender, occupation).
 - They must create a framework to measure usage (e.g., “rarely,” “sometimes,” “almost daily”).
- **Reflection:** The teacher guides a final reflection on the importance of understanding resource usage from diverse perspectives. This reinforces the idea that effective solutions must be tailored to the specific needs of different communities.

How this activity aligns with:

Promotes Multilingualism: While the survey itself may be in one language, the discussion preceding it can be conducted in the local language, allowing students to share their understanding of resources in a culturally rooted context.

Culturally rooted Learning: The activity is deeply culturally rooted as it focuses on resources and issues specific to the students’ local community (e.g., a local river, the water table in their state). This makes the learning relevant and personal.

Social Emotional learning: This activity fosters empathy and social awareness. By designing a survey to understand resource usage by different groups (e.g., laborers vs. office workers), students gain insight into the diverse needs and challenges faced by different members of society.

Learning Objective:

By Curriculum (Knowledge + Skills):

Students will gain a clear understanding of the difference between public and private resources. They will learn about the challenges of managing shared resources and the importance of sustainability. They will develop civic learning skills related to data collection, research, and community engagement.

Through Curriculum (Attitude Change):

Attitude Change: Students will develop a greater sense of civic responsibility towards shared resources. They will also cultivate an empathetic attitude by recognizing that different groups of people have different needs and face different challenges.

Linkages with Concept/Textbook:

This activity connects directly to subjects like Civics (public goods, governance), Social Science (demographics, socio-economic issues), and Environmental Studies (resource management, sustainability).

Role of the NEP Child (Ownership + Lifelong Learning)

The child is an active researcher and problem-solver. By designing their own survey, they take ownership of the learning process. This hands-on experience encourages them to be curious and engaged citizens who seek to understand and solve real-world problems, a key component of lifelong learning.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator)

The teacher acts as a facilitator who sets up the problem and guides the students in their research. They are a philosopher who helps students think critically about equity and a guide who ensures the activity is grounded in a real-world context.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub)

The school becomes a vibrant hub for community-based research and collaboration. It provides a platform for students to engage with their community and apply their learning in a practical way, fostering an inclusive environment where diverse perspectives are valued.

Role of an NEP Parent (Encourager + Reinforcer + Partner)

Parents can act as partners by participating in the survey and discussing their own resource usage habits. They can reinforce the lesson by encouraging their children to be mindful of their own consumption.

Remarks:

This activity is an excellent example of the NEP's vision for the Secondary Stage. It takes a complex civic concept—the management of public resources—and makes it tangible through a hands-on research project. By empowering students to collect data and draw their own conclusions, it not only teaches about resource management but also instills a sense of responsibility and civic engagement.

Theme 4 : Multi - disciplinary and Experiential learning (game/art and craft / skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Foundational Stage

Focused approach: Sensual activity

Activity 1 :Nature Walk

Nature Walk (just an example from environmental studies (EVS), other subjects can also be dealt with. More such activities can be designed at the part of the students and teachers.)

Description & Procedures:

Students are taken on a sensory exploration walk around the school campus, garden, or a nearby green space. Even a small patch of plants can offer a rich environment for observation. The goal is to activate all five senses and help children connect with their surroundings in a mindful and joyful way.

How the Activity Aligns:

Experiential Learning: Students directly engage with their environment through their senses—touch, smell, sight, and sound—making learning rooted in real experiences and observation.

Multi-Disciplinary Approach:

Science – Students learn about textures, plant parts, insects, and weather through direct observation.

Environmental Studies – Awareness of biodiversity, caring for nature, and seasonal changes.

Language – Post-walk reflection encourages vocabulary building, description, and expression.

Art – Students can draw or paint what they saw, felt, or heard.

Mindfulness & SEL – Quiet moments help build self-awareness, attention, and emotional grounding.

Joyful and Play-Based Learning: The walk turns into a mini adventure where children become little explorers, learning through fun, curiosity, and freedom of expression.

Ways to Enhance the Activity:

Increase Student Ownership: Let children choose where they want to explore within safe boundaries. Encourage them to be leaders by guiding peers or sharing their favorite discovery.

Incorporate Creative Elements: Provide small sketchbooks or sensory journals. Ask students to draw textures they touched, sounds they heard, or colors they noticed.

Encourage Multi-sensory Expression: After the walk, students can create poems, group songs, or short skits inspired by what they experienced, integrating language, music, and movement.

Reflect and Discuss: After the walk, gather students in a circle and encourage them to share their experiences using open-ended questions like, “What surprised you?” or “Which sound made you feel curious?” This promotes expression, active listening, and joyful recall.

Link to Broader Concepts: Connect the activity to real-world roles—like how farmers observe nature to grow crops, how artists notice colors and textures, or how scientists begin by observing carefully. This builds interdisciplinary thinking and relevance.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge:

1. Students will develop awareness of the natural environment and its key elements (air, water, soil, plants, animals, and sounds).
2. Students will identify commonly found plants, insects, birds, and natural sounds in their surroundings.
3. Students will understand seasonal changes and variations in natural textures, colors, and patterns.

Skills:

1. Students will enhance sensory observation skills (sight, touch, smell, sound) through nature walks and exploration activities.
2. Students will develop focused observation skills by identifying patterns and changes in natural elements.
3. Students will strengthen their descriptive and recording abilities by documenting natural findings using drawings, charts, or simple nature journals.

Through Curriculum (Attitude Change)

Attitude Change:

1. Students will develop curiosity about their natural surroundings through direct observation and exploration.
2. Students will build confidence in expressing their observations by naming and describing elements of nature.
3. Students will enhance their numeracy skills by counting and categorizing objects such as plants, trees, and flowers.

4. Students will foster an interdisciplinary approach by integrating language, math, and environmental awareness through hands-on learning.

Linkages with concept/ textbook

Senses: Encourages observation, awareness, and emotional responsiveness. Enhances communication, mindfulness, and real-world engagement through sensory experiences.

Environment: Develops ecological sensitivity, systems thinking, and critical inquiry. Fosters connection to local surroundings, sustainability practices, and respect for natural resources.

(References: NCF 2023, Page 170–172, Section: Learning and Caring for the Environment, NCF 2023, Page 213, Foundational Stage – Domains of Development)

Grade 1–3 EVS “Looking Around” / “Poonam’s Day Out” (sense of observation)}

{Grade 2, English Book, Unit 4. Life Around Us}

Role of NEP Child (Ownership + Lifelong learning)

Sensory Exploration and Curiosity: The child actively engages in exploring the natural environment with wonder and enthusiasm — observing textures, colours, and sounds with a keen sense of curiosity.

Integrated Learning Through the Senses: By touching tree bark, smelling flowers, and listening to birds, the child experiences science (senses, flora/fauna), art (textures, patterns), and language (descriptive vocabulary) as interconnected, rather than isolated subjects.

Emotional and Physical Connection with Nature: The child demonstrates joy, calmness, and attentiveness during the walk, showing a deep emotional and physical connection with the natural world, which supports socio-emotional well-being.

Reflection and Expression: After the walk, the child expresses their experiences through drawing, gestures, or storytelling — integrating creative arts, language, and memory in a meaningful way.

Building Observation and Communication Skills: Describing their favourite part of the walk — whether it’s the fluttering of a butterfly or the scent of wet soil — enhances their ability to observe closely, describe clearly, and communicate effectively.

Role of a NEP teacher (Friend + Philosopher + Guide + Facilitator)

Facilitator of Exploration: The teacher prepares a safe, welcoming, and stimulating outdoor environment that sparks curiosity. They guide the nature walk while allowing students to take the lead in observation and discovery.

Sensory Guide: The teacher encourages students to engage all senses—sight, sound, smell, touch, and even taste (where appropriate)—to explore their surroundings. They use simple prompts and questions to draw attention to details, fostering deep observation.

Vocabulary Builder: The teacher introduces rich sensory and descriptive vocabulary (e.g., soft, rough, fragrant, rustling, chirping) during the experience, supporting language development through real-time context.

Observer and Connector: The teacher observes each child's sensory preferences, responses, and emotional reactions. They use these insights to personalize learning and strengthen connections between students and their environment.

Champion of Expression: The teacher creates space for children to reflect and express their experiences freely—through words, sketches, movement, or gestures—honoring diverse ways of learning and sharing.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning hub)

Facilitator of Nature-Integrated Learning: The school acknowledges the value of nature as a learning space and facilitates access to green or natural environments within or around the campus. It supports teachers in planning safe and structured outdoor experiences that combine observation, movement, and conversation.

Experiential Learning Hub: The school acts as a dynamic learning hub where multi-disciplinary and nature-based experiences are embedded into foundational learning. Activities like sensory walks, nature journaling, and discussion circles are encouraged to deepen curiosity, well-being, and environmental awareness.

Enabler of Emotional and Cognitive Growth: The school promotes a culture where connecting with nature is essential to a child's emotional and cognitive development. It provides materials and dedicated spaces—such as drawing corners or nature zones—for students to reflect, express, and engage holistically.

Organizer and Celebrator of Experiential Learning: The school not only facilitates but also celebrates nature-based activities by recognizing the efforts of students and teachers. It values these experiences as integral to developing lifelong skills and fostering a sense of interconnectedness with the world.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

Encourager: The parent encourages the child to talk about what they saw, heard, or felt during the nature walk, helping them make meaning from real-world, sensory experiences.

Reinforcer: Through everyday conversations (e.g., “How does this flower smell?” or “Can you hear the birds?”), parents reinforce vocabulary, observation skills, and emotional expression — building connections across language, science, and environment.

Supporter: Parents can support experiential learning by creating similar exploration opportunities at home or in the community — like visiting parks, touching different textures, or watching animals — promoting curiosity and observation beyond the classroom.

Connector: By sharing their own childhood memories or family traditions related to nature, parents create emotional bonds and model reflective thinking — helping children connect personal experiences to learning.

Modeler: Parents model care and responsibility for the environment by involving children in small actions like watering plants or recycling — showing that learning is not just about knowing, but also about doing.

Remark

This activity is a beautiful illustration of the NEP’s vision for Foundational Stage education. It leverages the inherent joy and playfulness of young children to create a meaningful, culturally rooted learning experience. By making the classroom a “Musical Heritage Museum,” the activity not only teaches factual knowledge about instruments but also nurtures crucial attitudes of respect, curiosity, and pride in one’s cultural identity.

Theme 4 : Multi - disciplinary and Experiential learning (game/ art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Foundational Stage

■ Activity 2 : Climate Detectives: Exploring Our Changing Weather

Description & Procedures:

A general discussion with the students to understand what they perceive about the issues they see around will help break the ice and increase participation, and in turn, will help improve overall learning outcomes.

- The teacher may start the discussion by asking questions like:
- Do you think in recent years, the weather has changed?
- In which months do you think India typically has:
- Summer- March to May
- Winter - December to February
- Monsoon - June to September
- Autumn - October to November (post monsoon)
- Do you think some seasons are changing?
- If the students say YES, then jump straight to the next question.
- If the students say NO, then you may ask more specific questions like:

- Do you think that the summers are warmer now?
- Do you feel the rain patterns have changed?
- What can be the reason?
- Drive the discussion towards climate change. Possible answers can be: Greenhouse gas emissions, Deforestation, Industrial and agricultural activities, Land use changes, Natural factors.
- Is weather different from climate? To explore this, discuss the following points:
- Weather: Weather is what you see and feel outside every day. It includes things like sunshine, rain, snow, wind, and temperature. For example, if it's raining today, that's the weather.
- Climate: Climate is the average weather in a place over a long time. It tells you what the weather is usually like in different seasons. For example, if a place is usually hot and dry in the summer, that's part of its climate.
- Weather is about short-term conditions, and climate is about long-term patterns.
- Weather changes more frequently than the climate.
- Weather can change from hour to hour, but for the climate to change, it takes a lot of years.
- Discuss the difference in climate that the students have observed. Let them share their personal experiences. The teacher can list the common changes on the board.
- Ask the students if their lifestyle has been impacted by the changes. How do they feel about extreme summers or winters? Ask at least 4-5 students to share.

How this activity aligns with:

Experiential Learning: This activity is deeply rooted in experiential learning as it begins with students' personal observations and experiences. By asking about changes they have personally noticed in weather and seasons, the teacher connects the abstract concept of climate change to the students' lived reality, making the learning more meaningful and memorable.

Multi-Disciplinary Approach:

Science: Students learn foundational concepts of weather vs. climate and the scientific causes of climate change like the greenhouse effect and deforestation.

Environmental Studies: The discussion fosters an early understanding of environmental issues and the importance of sustainability.

Language: The entire activity is an exercise in language and communication. Students practice articulating their observations, sharing feelings, and participating in a guided discussion. The teacher models effective questioning and listening skills.

Art: As an extension, students could be asked to express their feelings about climate change through drawings or to create posters illustrating the difference between weather and climate.

Joyful and Play-Based Learning: The activity's focus on personal sharing and the use of inquiry-based questions ("Do you think...") makes the learning process feel natural and less like a formal lecture. By breaking the ice, the teacher creates a safe and joyful environment where students are encouraged to participate and engage freely.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge: Students will be able to differentiate between weather and climate. They will gain a basic understanding of the causes of climate change and its impact on their local environment and daily life.

Skills: Students will develop observational skills by paying attention to their surroundings. They will enhance their communication skills through active participation in the discussion and develop critical thinking skills by linking personal observations to broader concepts.

Through Curriculum (Attitude Change)

Attitude Change: Students will develop a sense of environmental awareness and responsibility. They will feel empowered to be part of the solution and will foster a greater connection to nature and their local environment.

Linkages with concept/ textbook: This activity connects directly to subjects like Environmental Studies, Science, and Social Science. It can serve as a powerful introduction to units on weather, climate, geography, and environmental issues.

Role of NEP Child (Ownership + Lifelong learning)

The child is encouraged to take ownership of their learning by actively contributing their personal observations and experiences. This approach instills a curiosity for lifelong learning as they are taught to be keen observers of the world around them.

Role of a NEP teacher (Friend + Philosopher + Guide + Facilitator)

The teacher plays the role of a facilitator who guides the discussion with open-ended questions rather than lecturing. They validate students' personal experiences, acting as a friend and philosopher who helps them connect their reality to scientific concepts.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning hub)

The school provides a safe, inclusive space for students to discuss real-world issues. It becomes a collaborative hub where local knowledge and personal experiences are valued and integrated into the curriculum.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

Parents are encouraged to reinforce the learning by engaging in conversations about weather patterns and environmental issues at home. Their participation validates the students' observations and extends the learning beyond the classroom.

Remark:

This activity is a prime example of an experiential and multi-disciplinary approach as envisioned by the NEP. By starting with the students' lived experiences and facilitating a discussion that touches upon science, language, and art, it moves beyond traditional rote learning to create a meaningful, holistic, and engaging educational experience.

Theme 4 : Multi - disciplinary and Experiential learning (game/ art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Preparatory Stage

Focused approach: Gamification, Sensual activity

Activity 1 : Mystery Bag Sensory Exploration

Description & Procedures:

Students (acting as students in this context) are divided into small groups. Each group receives an opaque bag containing 3-5 common, everyday objects with distinct tactile properties (e.g., a smooth stone, a crinkled paper ball, a piece of fabric, a twig). Without looking, participants take turns reaching into the bag to explore one object at a time using only their sense of touch. They verbally describe the object's characteristics (texture, shape, weight, temperature) to their group members without naming it. The group then collectively tries to guess the objects based on the descriptions, followed by a reveal and discussion.

How this activity aligns with:

Experiential Learning: This activity is a quintessential example of experiential learning. Students are not just told about textures or shapes; they directly experience them through their sense of touch. This hands-on, direct engagement with objects makes the learning tangible and lasting, moving beyond abstract concepts to concrete reality.

Multi-Disciplinary Approach:

Science: The core of the activity is scientific observation. Students are learning about the properties of matter and how the sense organs function.

Language Arts: The activity is a rich exercise in language. It requires students to use descriptive vocabulary (adjectives like smooth, rough, bumpy, light, heavy) to articulate their observations. It strengthens both oral communication and listening skills.

Math: Students can count the objects in the bag and compare their sizes or shapes, providing an informal introduction to mathematical concepts.

Art: The exploration of different textures can be linked to art projects, where students use various materials to create tactile art.

Social-Emotional Learning (SEL): Students learn to collaborate, listen to each other's descriptions, and work together to solve a puzzle. It also builds patience and respect for different perspectives.

Joyful and Play-Based Learning: The gamified approach of a “mystery bag” and “guessing game” turns learning into a joyful and exciting experience. The play-based nature reduces the pressure of getting the “right answer” and encourages free exploration and creative thinking.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge: Students will gain a better understanding of sensory perception and the properties of objects (texture, shape, weight, temperature).

Skills: Students will develop fine motor skills by manipulating objects, observational skills by focusing on tactile properties, communication skills through descriptive vocabulary, critical thinking by analyzing sensory data, and collaborative problem-solving within their groups.

Through Curriculum (Attitude Change)

Attitude Change: The activity fosters a deep sense of curiosity and an inherent desire to explore. It promotes engagement by transforming learning into an active, joyful experience. It also cultivates patience and perseverance as students work to identify objects. Most importantly, it instills a respect for diversity by valuing different descriptions and perspectives from peers.

Linkages with concept/ textbook: The activity can be directly linked to various subjects. In Science, it connects to chapters on the senses and properties of materials. In Language Arts, it reinforces the use of descriptive language. In Math, it can be used to teach counting and shapes. In Art, it serves as a foundation for understanding texture in art.

Role of NEP Child (Ownership + Lifelong learning)

The child is an active explorer who takes ownership of their learning through direct, hands-on experience. They become an inquisitive learner who asks questions and forms hypotheses. The activity encourages them to be a communicator and a collaborator, developing a holistic set of skills that promote lifelong learning.

Role of a NEP teacher (Friend + Philosopher + Guide + Facilitator)

The teacher's role is not to provide answers but to act as a facilitator of inquiry. They are a curator of experiences, carefully selecting the materials to ensure safety and learning potential. They act as a language modeler, introducing new vocabulary, and a bridge builder, connecting the sensory experience to different subjects.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning hub)

The school provides an enabling environment with flexible spaces that support this kind of hands-on, experiential learning. It becomes a promoter of holistic development, recognizing and valuing sensory and social-emotional learning alongside cognitive gains.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

Parents are encouraged to be active listeners and partners in learning. They can reinforce the activity at home by asking their children to describe objects they touch, thus extending the learning beyond the classroom.

Remark:

This simple yet powerful activity perfectly encapsulates the spirit of the NEP by transforming a foundational skill into a joyful, multi-sensory, and multi-disciplinary experience. It moves away from rote memorization and towards a deeper, more meaningful engagement with the world. It provides a clear example of how education can be rooted in play and lived experience, building a strong foundation for future learning.

Theme 4 : Multi - disciplinary and Experiential learning (game/art and craft / skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Preparatory Stage

Activity 2 : Celebration: Festival Canvas

Description & Procedures:

Students, working in small groups, will choose a specific harvest festival from different Indian states (e.g., Pongal from Tamil Nadu, Baisakhi from Punjab, Onam from Kerala, Bihu from Assam, Lohri, Diwali's connection to harvest). Each group will research basic information about their chosen festival, including its significance and associated regional folk art forms. They will then collaboratively design and create a "Festival Canvas" – a large decorative piece (on chart paper or a recycled cardboard sheet) that visually represents their festival.

How this activity aligns with:

Experiential Learning: This activity allows students to learn by doing. By physically creating the "Festival Canvas," they move beyond theoretical knowledge and engage in a hands-on process of research, design, and creation. This tactile and collaborative experience makes the learning more concrete and memorable.

Multi-Disciplinary Approach:

Social Studies (EVS): Students explore the cultural diversity of India by learning about different festivals, states, and regional geography.

Mathematics: The activity naturally incorporates mathematical concepts. Students use their knowledge of geometry (shapes, symmetry, and patterns) to design their canvas and apply measurement skills to ensure elements fit correctly.

Art Education: Students are exposed to various folk art forms, learning about their styles and cultural significance. They also apply concepts of color theory and composition in their designs.

Language Arts: Students practice research skills to find information and develop oral presentation skills when they present their final canvas to the class.

Joyful and Play-Based Learning: The group-based, creative nature of the activity turns learning into a joyful experience. It encourages a sense of adventure and discovery, making the process of exploring and creating fun rather than a chore.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge: Students will gain knowledge about the names and significance of key harvest festivals, the states where they are celebrated, and the basic characteristics of specific folk art styles. They will also learn mathematical concepts like symmetry, patterns, and measurement.

Skills: Students will develop inquiry skills as they research, critical thinking by selecting relevant information, planning and design skills for their canvas, and artistic creation skills (drawing, coloring, cutting, and pasting). They will also practice oral presentation and collaboration skills.

Through Curriculum (Attitude Change)

Cultural Appreciation: Students will develop a deep appreciation for India's rich and diverse cultural heritage.

National Unity: The activity fosters a sense of national unity by celebrating different regional traditions collectively.

Joy of Learning: The hands-on, creative nature of the task cultivates a positive attitude towards learning.

Creativity & Innovation: Students are encouraged to think creatively and come up with unique designs for their canvas.

Collaboration & Empathy: Working in groups, students learn to collaborate, respect diverse ideas, and empathize with their peers.

Pride in Heritage: The activity instills a sense of pride in their own and others' cultural heritage.

Linkages with concept/ textbook:

Environmental Studies (EVS): Festivals of India, cultural diversity, states and capitals, regional geography, community living.

Mathematics: Geometry (shapes, symmetry, patterns), Measurement (length, area – informal), Number Sense (counting, repetition).

Art Education: Folk art forms, color theory, composition, collage, drawing.

Language Arts: Research skills, note-taking, descriptive language (for presenting their canvas), oral presentation skills.

Role of NEP Child (Ownership + Lifelong learning):

The child takes ownership of their learning by actively researching and creating the canvas. This process encourages them to be a part of their own learning journey, fostering a love for lifelong learning through active exploration and co-creation.

Role of a NEP teacher (Friend + Philosopher + Guide + Facilitator):

The teacher acts as a facilitator by setting up the activity and guiding the groups. They are a guide in the research process and a friend who encourages collaboration and creativity. The teacher ensures that all cultural backgrounds are respected, fostering an inclusive learning environment.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning hub):

The school provides a vibrant and collaborative space where diverse cultural expressions are celebrated. It becomes a learning hub where knowledge is co-created through interactive and artistic activities. The final “Festival Canvas” display can transform a part of the school into a mini-exhibition, celebrating cultural diversity.

Role of a NEP Parent(Encourager + Reinforcer + Partner):

Parents can contribute by sharing stories about the festivals and traditions of their respective regions. They can act as partners in the learning process by helping students find relevant information or materials, thereby extending the learning beyond the classroom.

Remark:

This activity is a quintessential example of multi-disciplinary and experiential learning as envisioned in the NEP. It seamlessly integrates a wide range of subjects, from social studies and mathematics to art and language, into a single, engaging, and creative project. It not only imparts knowledge but also cultivates essential 21st-century skills and a deep appreciation for India's rich cultural tapestry.

Theme 4 : Multi - disciplinary and Experiential learning (game/ art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Middle Stage

Activity 1 : From Farm to Plate

Description & Procedures: Students trace the journey of a common food item (e.g., fruit/rice milk/vegetable/wheats/pulses/cereals) from its production to consumption. They investigate the roles of farmers, transport, processing, nutrition, economics, and environmental impact. The findings are presented through a visual chart, role play, or skit.

How this activity aligns with:

Multi-Disciplinary Approach: This activity is a perfect example of a multi-disciplinary project. Students will naturally use concepts from multiple subjects to complete the task.

Science: Students will investigate the nutritional value of the food item and learn about its environmental impact, such as water usage and carbon footprint.

Social Science: The project delves into economics, exploring the supply chain, the roles of different occupations (farmers, transporters, vendors), and the concept of fair trade.

Math: Students will use data handling to collect and analyze information, such as the cost of production, market prices, and nutritional data. They might also create charts and graphs to represent this information.

Language: The activity requires students to practice report writing and oral presentation skills to share their findings. They will use descriptive language in their skits and role plays.

Experiential Learning: By tracing the journey of a food item, students move beyond theoretical knowledge to engage in real-life application of learning. This hands-on, project-based approach allows them to “learn by doing,” making the concepts more concrete and memorable.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge: Students will understand the food systems, from production to consumption, and

recognize the interdependence of various factors and people involved. They will also gain an understanding of sustainability in food production.

Skills: Students will develop research skills by gathering information from various sources, presentation skills through their visual charts and role plays, and analytical skills as they evaluate the economic and environmental impacts.

Through Curriculum (Attitude Change)

Attitude Change: The activity fosters a deep appreciation for the labor involved in food production and a greater awareness of environmental sustainability. Students will develop an attitude of mindful consumption and respect for the resources that provide their food.

Linkages with concept/ textbook:

This activity connects to subjects like Science (food and nutrition), Social Science (economy, occupations), Math (data handling), and Language (report writing). It integrates knowledge across these subjects and promotes the real-life application of learning, as emphasized by the NEP.

Role of NEP Child (Ownership + Lifelong learning):

The student becomes an explorer, researcher, and critical thinker. By taking ownership of their project, they are empowered to lead their own learning journey. This process of inquiry and discovery nurtures a natural curiosity that is essential for lifelong learning.

Role of a NEP teacher (Friend+ Philosopher +Guide+ Facilitator):

The teacher acts as a connector of subjects and a co-learner. They guide students in their research, facilitate cross-disciplinary collaboration, and design the learning experience to be both challenging and engaging.

Role of a NEP School (Vibrant + collaborative + inclusive Learning hub):

The school becomes a vibrant hub that promotes project-based learning and enables cross-disciplinary collaboration. It serves as a space where students can explore complex real-world issues and present their findings creatively.

Role of a NEP Parent (Encourager + Reinforcer + Partner):

Parents are encouraged to act as partners in the learning process by sharing their knowledge about local food systems and traditions. They can help their children with research, reinforcing the importance of the project.

Remark:

This activity is a fantastic illustration of the middle stage in the NEP, moving beyond foundational learning to foster a deeper, more analytical understanding of the world. It successfully blends

multiple disciplines into a single, cohesive, and practical project that prepares students for the complexities of the real world.

Theme 4 : Multi - disciplinary and Experiential learning (game/ art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Middle Stage

Activity 2 : The Mountain of Garbage: A Waste Management Inquiry

Description & Procedures:

This activity begins with a visual and imaginative exercise to introduce the concept of waste mismanagement and its impacts.

- Draw a hill on the blackboard. Ask the learners to imagine if that mountain is made of garbage.
- Ask probing questions to make them think about the sensory and health impacts:
 1. Would it look beautiful?
 2. How would it smell?
 3. Do they want to live near that?
 4. Do you think people of that locality have a healthy environment?
 5. Do you know what this hill is called? (Answer: A landfill)
- Discuss the concept of a landfill: Explain that a landfill is an area where large amounts of waste are buried. Detail the health and environmental hazards, such as the release of harmful gases (methane and carbon dioxide) that contribute to climate change and the pollution of groundwater.
- Broaden the discussion: Tell the students that waste accumulation also happens in smaller piles on streets and near rivers, and that it affects not only humans but also animals.
- Ask follow-up questions:
 1. Do you think it will affect the households near the waste piles?
 2. Is burning the waste a good solution?
 3. How does this issue affect sanitation workers?
- Debrief: The teacher leads a discussion on the multi-faceted impacts of waste mismanagement.
 1. Health Impacts: Explain how mixed waste, including sanitary and hazardous materials, can cause respiratory issues, skin problems, and injuries for those exposed.

2. Student-led Impacts: Ask students to brainstorm other effects of waste mismanagement, prompting them with suggestions like:
 3. Animals consuming plastic.
 4. Clogged drains during the rainy season.
 5. Pollution of soil and water.
- Conclusion: The teacher summarizes how waste mismanagement is a complex issue with a horrible impact on various groups, including sanitation workers, animals, and the general public.

How this activity aligns with:

Experiential Learning: The activity uses a powerful, imaginative scenario (“Mountain of Garbage”) to make the abstract concept of waste mismanagement tangible and relatable. By starting with a question that appeals to their senses (“How would it smell?”), the teacher grounds the learning in a personal, experiential context.

Multi-disciplinary Approach:

Science: Students learn about environmental pollution, the effects of harmful gases on the atmosphere, and the impact of waste on soil and water.

Social Science: The activity introduces students to social issues and the role of different community members, such as sanitation workers, and explores the economic and health disparities related to waste management.

Art: The initial drawing on the board and the imaginative exercise engage students’ creative and visual skills.

Joyful and Play-based learning: The use of an imaginative “game” (the mountain of garbage) and a guided discussion makes learning feel like an exploration rather than a lecture. The non-threatening format encourages free expression and active participation, fostering a joyful learning environment.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge: Students will be able to define a landfill and identify the primary causes and consequences of waste mismanagement. They will understand the difference between mixed waste and segregated waste.

Skills: Students will develop critical thinking skills by analyzing a real-world problem and brainstorming solutions. They will also improve their communication skills through active participation in the discussion and their ability to articulate complex ideas.

Through Curriculum (Attitude Change)

Attitude Change: The activity aims to instill a deep sense of social and environmental responsibility. Students will develop empathy for sanitation workers and animals affected by waste and will be motivated to adopt more responsible habits like waste segregation.

Linkages with concept/ textbook:

This activity connects directly to topics in Science (ecology, pollution), Social Science (civics, public health), and Environmental Studies. It provides a practical and impactful way to introduce these concepts, making them relevant to students' lives.

Role of NEP Child (Ownership + Lifelong learning):

The child is encouraged to be an active participant and problem-solver. By asking them to identify impacts and suggest solutions, the teacher empowers them to take ownership of the issue. This experience fosters a mindset of lifelong learning and civic engagement.

Role of a NEP teacher (Friend+ Philosopher +Guide+ Facilitator):

The teacher serves as a facilitator who guides a complex conversation. By using a non-judgmental approach and allowing students to share their personal observations, the teacher acts as a friend and philosopher who helps them connect with the issue on a deeper level.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning hub):

The school becomes a vibrant hub for discussions on real-world issues. It fosters a collaborative environment where students and teachers can work together to understand and address complex problems, promoting an inclusive approach to education.

Role of a NEP Parent(Encourager + Reinforcer + Partner):

Parents can act as partners by discussing waste management practices at home. They can reinforce the concepts learned in school by involving their children in waste segregation and reducing household waste.

Remark:

This activity is a powerful example of experiential and multi-disciplinary learning for the middle stage. By beginning with a relatable, sensory experience and then delving into a guided, critical discussion, it effectively teaches complex concepts in a meaningful and memorable way, while also nurturing the development of essential life skills and a sense of social responsibility.

Theme 4 : Multi - disciplinary and Experiential learning (game/art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 1 : Community engagement program live interaction with local Artists

Description & Procedures:

Students engage in a live interaction with local artists—such as folk dancers & musicians, craftspersons, painters, potters, or performers—to understand the artistic process, cultural context, and personal journeys behind traditional and contemporary art. They reflect on how art connects to identity, livelihood, and community heritage, and may create a short response piece—like a poem, sketch, blog, or video—based on the interaction.

How this activity aligns with:

Multi-disciplinary Approach: This activity seamlessly integrates knowledge from various subjects.

Art: Students gain a direct understanding of different art forms, techniques, and their historical context.

Language: They practice active listening, asking clear questions, and articulating their reflections through writing (poems, blogs) or verbal presentations.

Social Science: The interaction provides insight into local livelihoods, cultural heritage, and the social role of artists within a community.

Citizenship Education: The activity fosters a sense of civic pride and responsibility by celebrating local talent and cultural traditions.

Experiential Learning: By interacting directly with an artist, students move beyond a textbook to a live, hands-on learning experience. This direct engagement allows them to absorb knowledge that is rich in personal context and lived experience, making the learning more meaningful and memorable.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge: Students gain an understanding of local art forms, ask relevant questions, document lived knowledge, and express their learning creatively.

Skills: Students will develop inquiry skills by preparing thoughtful questions for the artist, communication skills through the live interaction, and creative expression through their response piece. They will also practice documentation skills by recording and summarizing their learning.

Through Curriculum (Attitude Change)

Attitude Change: Students will develop respect for diverse cultural traditions, empathy for artists' lived realities, and a deeper appreciation for the role of art in society. They will also become more open-minded and appreciative of indigenous knowledge systems.

Linkages with concept/ textbook:

The activity integrates concepts of cultural heritage, oral knowledge systems, local livelihoods, artistic expression, and connects learning from art, language, social science, and citizenship education.

Role of NEP Child (Ownership + Lifelong learning):

The child gets the opportunity to become a culturally rooted, empathetic, and expressive learner who values community knowledge and traditions. They take ownership of their learning by actively participating in the interaction and producing a personal response piece, which is a key component of lifelong learning.

Role of a NEP teacher (Friend+ Philosopher +Guide+ Facilitator):

The teacher acts as a bridge between classroom learning and local expertise, arranging the interaction and guiding students in preparing for it. They encourage inquiry, discussion, and reflection, facilitating a rich learning experience rather than simply delivering information.

Role of a NEP School (Vibrant + collaborative + inclusive Learning hub):

The school fosters community-connected and inclusive learning that honors India's diverse artistic and cultural traditions. By inviting local artists, the school becomes a vibrant hub where the community and curriculum intersect.

Role of a NEP Parent (Encourager + Reinforcer + Partner):

Parents can contribute by identifying local artists, encouraging students to appreciate indigenous knowledge, and discussing the importance of art in their own lives. They act as partners in reinforcing the value of cultural heritage.

Remark:

This activity is an outstanding example of the secondary stage of the NEP in action. It moves beyond theoretical study to a real-world, human-centered experience. By connecting students directly with local artists, the activity not only teaches about art and culture but also nurtures crucial life skills like empathy, communication, and critical thinking, all of which are central to the holistic vision of the NEP.

Theme 4 : Multi - disciplinary and Experiential learning (game/ art and craft/skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 2: Fake WhatsApp Message

Description & Procedures:

This activity uses a highly relatable medium—a fake WhatsApp message—to teach students how to critically evaluate information and combat misinformation. The teacher presents a fabricated message on a smartboard or screen.

Fake WhatsApp Message: SHOCKING DISCOVERY!

A new “Candy Cure” is here, claiming it can PREVENT ALL KINDS OF SICKNESS in kids with just one piece a day! They say it’s made from rare herbs and has a 100% success rate!

NASA has declared this candy as the biggest invention in the field of medicine! ISRO is testing this candy out in Dholakpur, and it will soon be given in all government schools for free! Don’t miss this amazing chance!

The activity is structured around a guided discussion, with three key steps:

Understanding Initial Reactions: The teacher starts by asking, “How many of you would you like to go and get these candies?” This question helps students tap into their intuition—the initial feeling that something is wrong. The discussion then moves to why the message seems “too strange to be true.”

Analyzing the Content (Plausibility): Students are asked to pinpoint specific details that made them doubt the message’s authenticity. This step teaches them to scrutinize information for logical consistency and realism, highlighting flaws like “NASA and ISRO aren’t medical organizations” and “Dholakpur is not a real place.”

Evaluating the Source (Credibility): The final step focuses on the importance of verifying the source. Students learn to look for a credible source—like a legitimate health organization or a news network—and understand that a message without one should not be trusted.

How this activity aligns with:

Experiential Learning: The activity uses a real-world format (a social media message) to provide a hands-on experience in media literacy. By actively participating in the deconstruction of the fake message, students learn a valuable, transferable skill that they can apply to their daily lives.

Multi-disciplinary Approach:

Language & Communication: The activity strengthens students’ skills in critical reading, asking probing questions, and articulating reasoned arguments.

Social Science: It touches upon concepts of media and society, examining the spread of misinformation and its impact on public health and trust.

Science: Students are required to use their scientific knowledge to determine the plausibility of the claims made in the message.

Joyful and Play-based learning: The activity is framed as an investigative “game” that encourages students to act like detectives. This approach makes the learning process engaging, interactive, and fun, moving away from a dry lecture on media literacy.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge: Students will understand the characteristics of misinformation and disinformation. They will learn the concepts of intuition, plausibility, and credibility in the context of information evaluation.

Skills: Students will develop critical thinking skills to analyze information, media literacy skills to identify fake news, and communication skills to articulate their reasoning.

Through Curriculum (Attitude Change)

Attitude Change: Students will develop a healthy sense of skepticism towards unverified information and will be more responsible consumers and sharers of information. They will also feel empowered to question information and seek out credible sources.

Linkages with concept/ textbook:

This activity is highly relevant to topics in Media Studies, Civics, and Digital Literacy. It also reinforces concepts from Science and Social Science by using them as a basis for logical analysis.

Role of NEP Child (Ownership + Lifelong learning):

The child is encouraged to take ownership of their learning by actively participating in the deconstruction of the message. This experience teaches them to be critical and discerning learners who can independently navigate the complexities of the digital world, a crucial skill for lifelong learning.

Role of a NEP teacher (Friend+ Philosopher + Guide + Facilitator):

The teacher acts as a facilitator who guides students through the process of inquiry. They do not give the answers but instead ask strategic questions that empower students to discover the truth on their own.

Role of a NEP School (Vibrant + collaborative + inclusive Learning hub):

The school becomes a vibrant hub for fostering digital and media literacy. It provides a safe and inclusive environment where students can openly discuss and question the information they encounter in the digital realm.

Role of a NEP Parent(Encourager + Reinforcer + Partner):

Parents can act as partners by discussing news articles and social media posts with their children. They can reinforce the importance of verifying information and provide real-world examples to strengthen their child's media literacy skills.

Remark:

This activity is an exemplary model of an experiential and multi-disciplinary approach for the secondary stage. It takes a pervasive real-world problem—fake news—and turns it into a powerful and practical lesson. By focusing on intuition, logical analysis, and source credibility, it equips students with the essential tools to become responsible digital citizens.

Theme 5 : Cultural heritage and diversity (game/ art and craft/skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Foundational Stage

Focused Approach: Object discussion

Activity 1 : Festivals We celebrate

Description & Procedures:

- Each child brings a photo or drawing of their favorite festival (Diwali, Eid, Christmas, Bihu, Pongal, Holi, etc.).
 - Children paste these on a large class chart or festival wall.
 - One by one, students describe:
 - Name of the festival
 - What food is eaten
 - Clothes worn
 - Preparations (cleaning, decorating, shopping, etc.)
 - The teacher facilitates the discussion using simple prompts.
 - Festival songs or short visual clips may be shown to connect to their lived experiences.
- The classroom celebrates similarities and unique aspects of various festivals, promoting inclusion and joy.

How the Activity Aligns:

Cultural Understanding and Identity Building: Children share and connect their lived experiences with their cultural heritage, promoting pride in identity and values.

Diversity and Inclusion: Listening to peers share their festivals helps children recognize the richness in difference, strengthening respect for all traditions.

Communication and Confidence: Children build speaking skills and learn to express themselves clearly and confidently in front of peers.

Social Awareness and Curiosity: The activity fosters mutual curiosity, appreciation, and the ability to observe and ask questions respectfully.

Integration of Visual and Verbal Expression: Through drawing, storytelling, and active listening, students develop multiple modes of communication.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge: Students will develop an understanding of India's rich cultural diversity through the exploration of festivals. They will learn about customs, traditions, food, attire, and regional practices across different states and religions.

Skills: Students will demonstrate respect and appreciation for cultural diversity. They will enhance their critical thinking by comparing cultural practices across regions. Students will develop observational and linguistic skills through cultural exploration activities and build social and communication skills by sharing and discussing diverse traditions in group settings.

Through Curriculum (Attitude Change)

Attitude Change: The activity builds respect for differences and curiosity about others. It encourages pride in one's identity and fosters a sense of inclusion. It also promotes collaborative learning and the ability to listen to others' perspectives.

Linkages with concept/ textbook:

Grade 3 EVS – Chapter 3: Celebrating Festivals

Grade 2 English – Cultural vocabulary and listening comprehension

Grade 3 EVS – Unit 1: Community and My Neighbourhood

Art & Culture – Festival drawings, decoration, and storytelling

(References: NCF 2023, Page 144 – Cultural Contexts in Curriculum; Page 213 – Section 1.4.1: Pedagogical Approaches)

Role of NEP Child (Ownership + Lifelong learning):

Storyteller: Shares personal stories and connects cultural memories to the classroom environment.

Observer: Listens to others' stories, developing empathy and respect for diverse customs.

Reflective Thinker: Begins to compare and contrast festivals, forming questions and drawing conclusions.

Creative Participant: Expresses themselves through drawings and visual symbols of celebration.

Confident Communicator: Gains self-assurance in speaking about family and community traditions.

Role of a NEP teacher (Friend+ Philosopher +Guide+ Facilitator):

Facilitator: Creates an inclusive space where every child feels safe to share their cultural stories.

Guide: Helps children make connections between personal experience and larger social themes like tradition, values, and respect.

Philosopher: Encourages discussion on fairness, respect, and the meaning behind customs and practices.

Friend: Responds warmly and respectfully to every child's festival story, modeling inclusivity and curiosity.

Connector: Uses the activity to build bridges between classroom learning and the child's cultural background.

Role of a NEP School (Vibrant + collaborative + inclusive Learning hub):

Celebrator of Diversity: Recognizes and supports the display of all festivals equally to foster a culture of equity.

Learning Integrator: Uses the Festival Wall to connect art, language, and social studies across the year.

Peer Enabler: Promotes shared cultural learning among teachers and students alike.

Safe Space Creator: Builds a physical and emotional environment where different identities are seen, heard, and valued.

Promoter of Social Cohesion: Uses such activities to sensitize children to issues of representation, fairness, and unity in diversity.

Role of a NEP Parent (Encourager + Reinforcer + Partner):

Home Connector: Supports the child in selecting and preparing festival photos or drawings at home.

Story Sharer: Shares family traditions, songs, or recipes, strengthening the child's understanding of cultural roots.

Language Promoter: Encourages expression in the child's home language, supporting multilingualism.

Value Reinforcer: Engages in conversations about inclusion, respect, and the importance of diversity in everyday life.

Remark:

This activity is a fantastic example of a pedagogical approach for the Foundational Stage as envisioned by the NEP. By focusing on personal stories and tangible objects, it makes abstract concepts like “cultural diversity” and “inclusion” concrete and accessible to young learners. It celebrates the unique cultural tapestry of each child and uses their personal experiences as a starting point for building a strong, inclusive classroom community.

Theme 5 : Cultural heritage and diversity (game/ art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Foundational Stage

Focused Approach: Object discussion

Activity 2 :Musical Instrument

Description & Procedures:

- Each child brings or creates a picture of a musical instrument. It can be a photo from a magazine, printed image, or hand-drawn with crayons/colours. If they cannot bring one, they can draw it during class time. The instruments could include dholak, tabla, bansuri, sitar, guitar, shehnai, etc.
- A “Musical Heritage Museum” is set up in one corner of the classroom using chart paper or wall space where all the instrument pictures are displayed.
- Each student enacts the role of a “Museum Guide” and:
 - Shows their instrument picture to the class
 - Says its name (with help if needed)
 - Shares one or two facts — like what sound it makes, how it is played, where it is commonly heard (festivals, weddings, religious events, etc.)

- Demonstrates playing it using sound or simple actions
- The rest of the class becomes the “Audience”, claps for each guide, and copies the instrument sounds or gestures together.

How the Activity Aligns:

Enactment-Based Learning: Students take on roles of “museum guides” and perform actions and explanations, engaging in active learning and storytelling.

Play-Based Learning: Pretending to play instruments, making sounds, and acting like guides adds an imaginative play element while reinforcing learning.

Joyful Learning: Students experience joy through music, cultural expression, and peer appreciation in a supportive environment.

Learning Through Cultural Diversity: Exposure to different instruments from across regions introduces students to India’s rich musical and cultural heritage, celebrating diversity.

Peer Learning and Interdependence: Students learn from each other’s sharing, fostering a culture of mutual respect and curiosity.

Ways to Enhance the Activity:

Increase Student Ownership: Let students name the museum, decorate the space, and even create entry tickets or museum signs.

Use Creative Props: Encourage students to bring small homemade props or recycled items to mimic instruments or dress like musicians from different regions.

Add Storytelling: Invite students to share a short story of when or where they heard the instrument (e.g., “I heard dhol at my cousin’s wedding”).

Integrate Problem-Solving: Pose fun challenges like: “What if the instrument is missing a part? How would you fix it using things at home?”

Reflect and Discuss: After the activity, ask: “What did you learn about instruments from other states or cultures?” or “Which one would you like to learn and why?”

Vary the Context: You can explore regional instruments (like northeast vs. south India), or link this to festivals (e.g., Navratri, Bihu, Ganesh Chaturthi) where these instruments are commonly used.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge:

1. Students will be able to identify and differentiate between various types of musical instruments from local and national cultures.
2. Students will understand how different instruments produce sound (e.g., string, wind, and percussion)
3. Students will explore the cultural significance of music in festivals, ceremonies, and everyday life across diverse communities.

Skills:

1. Students will develop attentive listening skills to recognize and classify instrument sounds.
2. Students will enhance their appreciation for cultural diversity by engaging with music traditions from different regions.
3. Students will practice observation and comparison skills by analyzing similarities and differences in musical traditions.

Through Curriculum (Attitude Change)

Attitude Change:

1. Students will develop appreciation and curiosity for global cultures through exposure to diverse music traditions.
2. Students will strengthen creative expression and cultural understanding by engaging in art activities inspired by different regions and communities.
3. Students will enhance their physical and motor skills through culturally rooted games and movement-based activities.
4. Students will improve observation and reflection skills by exploring cultural artifacts, symbols, and traditional practices from various communities.
5. Students will begin to value diversity by recognizing similarities and differences in cultural expressions across regions.

Linkages with concept/ textbook

1. Performing Arts / Music Education
2. Builds appreciation for cultural heritage and diversity
3. Strengthens social-emotional awareness and expression
4. Local Songs and Folk Music Book / Resource Kit

(References: NCF 2023, Page 234–235, Language and Expressive Arts)

(Grade 2 English (Mridang: “I am the Music Man”))

Role of NEP Child (Ownership + Lifelong learning)

Based on the activity where children explore traditional musical instruments, the role of the NEP Child—focusing on Joyful and Play-based Learning within the theme of Cultural Heritage and Diversity—involves:

Active Participation and Curiosity: The child holds up their picture of a traditional musical instrument with pride and curiosity, eager to share its name and story with the class. This sparks joyful engagement with India’s rich cultural diversity.

Ownership of Learning: By naming the instrument—sometimes with support—and describing where they have seen or heard it (in festivals, weddings, or on television), the child makes real-life connections, building personal relevance and ownership of cultural learning.

Playful Exploration and Expression: Through gestures such as strumming, tapping, or blowing, the child pretends to play the instrument, engaging in imaginative play. This fosters creativity and a sensory connection to sound, rhythm, and traditional arts.

Building Community and Belonging: The child listens to peers with interest, mimics their actions, and celebrates others’ contributions—nurturing respect for diverse cultural expressions and developing a sense of classroom community.

Celebrating Identity and Contribution: Seeing their picture on the “Music Corner” wall, the child feels a sense of pride, recognition, and belonging, reinforcing that their heritage is valued and visible.

Role of a NEP teacher (Friend + Philosopher + Guide + Facilitator)

Facilitator: Creates an inclusive space where every child feels safe to share their cultural stories.

Guide: Helps children make connections between personal experience and larger social themes like tradition, values, and respect.

Philosopher: Encourages discussion on fairness, respect, and the meaning behind customs and practices.

Friend: Responds warmly and respectfully to every child’s festival story, modeling inclusivity and curiosity.

Connector: Uses the activity to build bridges between classroom learning and the child’s cultural background.

Role of a NEP School (Vibrant + collaborative + inclusive Learning hub)

Celebrator of Diversity: Recognizes and supports the display of all festivals equally to foster a culture of equity.

Learning Integrator: Uses the Festival Wall to connect art, language, and social studies across the year.

Peer Enabler: Promotes shared cultural learning among teachers and students alike.

Safe Space Creator: Builds a physical and emotional environment where different identities are seen, heard, and valued.

Promoter of Social Cohesion: Uses such activities to sensitize children to issues of representation, fairness, and unity in diversity.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

Home Connector: Supports the child in selecting and preparing festival photos or drawings at home.

Story Sharer: Shares family traditions, songs, or recipes, strengthening the child's understanding of cultural roots.

Language Promoter: Encourages expression in the child's home language, supporting multilingualism.

Value Reinforcer: Engages in conversations about inclusion, respect, and the importance of diversity in everyday life.

Remark

This activity is a beautiful illustration of the NEP's vision for Foundational Stage education. It leverages the inherent joy and playfulness of young children to create a meaningful, culturally rooted learning experience. By making the classroom a "Musical Heritage Museum," the activity not only teaches factual knowledge about instruments but also nurtures crucial attitudes of respect, curiosity, and pride in one's cultural identity.

Theme 5 : Cultural heritage and diversity (game/ art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Preparatory Stage

Activity 1 : Diversity Basket: From the lens of Civic Sense

Description & Procedures:

- Put 10 objects in a basket (e.g. mini dustbin, traffic lights, , language flashcards , festival symbols, traditional dresses of different states or fabrics , civic sense badges, an identity card, behavior emoji cards, mini school vehicle).
- Divide into groups of 5. Each group picks 1 object and discusses:

- 1) What does it represent?
- 2) How does it connect to diversity?
- 3) How can children relate to it?

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge Areas Enhanced:

Understanding of Diversity:

Learners will gain basic awareness that people are different in language, food, clothing, religion, traditions, and physical appearance. Recognize that diversity exists in their classroom, community, and across the world.

Concept of Civic Sense:

Learners will begin to understand behaviors like cleanliness, being respectful, following rules, and helping others in public spaces. Learn how diversity connects to civic life (e.g., being respectful of different customs or habits in shared spaces).

Active Citizenship Basics:

Introduction to the idea that even young children can participate in creating a kind, inclusive, and clean society. Understand that everyone — regardless of background — has a role and value in the community.

Local and Global Contexts:

Learners will recognize local objects, symbols, and stories and compare them to global ones in simple terms. Develop early global awareness (e.g., different languages, festivals, or food across the world).

Skills:

- Observation and description of objects and surroundings.
- Listening and clear verbal expression.
- Teamwork and collaboration.
- Role-play and storytelling skills.
- Imagination and creative thinking.
- Reflective thinking and self-expression.

Through Curriculum (Attitude Change)

Attitude Change:

- Developing empathy and respect for different identities and traditions.
- Building inclusive thinking and appreciation of others' perspectives.
- Strengthening a sense of belonging and shared responsibility.
- Moving from passive learning to active participation in community life.

Linkages with concept/ textbook:

Sections 4.24 to 4.26 of NEP 2020 highlight the need to introduce early citizenship education, along with fostering empathy and inclusion among young learners. The NCF 2023 focuses on holistic development, encouraging children to explore and engage with their immediate surroundings, local cultures, and diverse people in joyful ways. It also promotes cross-curricular integration by using objects, stories, art, and activities to meaningfully connect learning across EVS, language, and arts.

Role of NEP Child (Ownership + Lifelong learning):

The child's role in this activity is to be an active, curious, and collaborative participant who, by engaging with the objects, develops an early understanding of their role in a diverse society. They are encouraged to take ownership by sharing their own interpretations and collaborating with peers to explore the objects' meanings. This hands-on experience nurtures their sense of responsibility and lays the foundation for lifelong learning about the world around them.

Role of a NEP teacher (Friend+ Philosopher +Guide+ Facilitator):

Promoter of Inclusion and Respect: Create a safe space where every child feels heard and valued, promoting respectful dialogue and appreciation of differences.

Connector of Concepts: Help children connect the object or scenario to their everyday life, classroom environment, and community, making learning relevant and meaningful.

Storyteller and Co-learner: Use stories, songs, and examples to explain abstract ideas like diversity or citizenship in age-appropriate ways, and participate in activities to model enthusiasm and curiosity.

Encourager of Empathy and Participation: Encourage children to imagine others' experiences and include everyone's voice during group work or sharing time.

Bridge to Curriculum: Align the activity with textbook themes and NEP-aligned learning outcomes, ensuring it supports holistic development.

Role of a NEP School (Vibrant + collaborative + inclusive Learning hub):

Create an Enabling Environment: Provide a safe, inclusive, and joyful space where children feel free to express themselves and explore differences without fear or judgment.

Encourage Integrated Learning: Support the use of cross-curricular approaches that combine EVS, language, art, and play-based methods to promote civic values and diversity.

Ensure Resource Availability: Provide necessary materials (e.g., objects, visual aids, space for group work) and allow flexible classroom setups to make the session engaging and participatory.

Promote Cultural Representation: Celebrate local and national festivals, traditions, and languages within the school environment to naturally reinforce the values of diversity and inclusion.

Engage Parents and Community: Involve families and community members through exhibitions, story-sharing, or cultural exchange activities that reinforce the session themes beyond the classroom.

Embed Civic Values in School Ethos: Promote civic sense (cleanliness, cooperation, empathy) as part of daily school routines and interactions among students and staff.

Role of a NEP Parent (Encourager + Reinforcer + Partner):

Model Respect for Diversity: Demonstrate inclusive behavior at home and in the community by respecting different cultures, languages, and traditions — children learn by observing adults.

Encourage Civic Habits at Home: Involve children in simple civic actions like keeping surroundings clean, helping neighbors, or participating in community events, reinforcing active citizenship in daily life.

Promote Dialogue and Curiosity: Respond positively to children's questions about differences they observe around them and encourage curiosity and openness rather than stereotypes or fear.

Support Learning through Participation: Attend school events, exhibitions, or cultural programs that are part of this learning and actively engage with what children are learning in class.

Create a Safe, Inclusive Home Environment: Ensure children feel safe, heard, and respected at home, which supports their confidence to appreciate and celebrate differences in school and community.

Bridge School and Community: Help connect school activities with real-life examples in the local community, making the learning more relevant and authentic.

Remark:

This activity perfectly embodies the spirit of the Preparatory Stage in the NEP. By using simple, tangible objects, it makes abstract concepts like diversity and civic sense relatable and engaging for young learners. The activity is highly effective because it moves beyond passive instruction to a collaborative, inquiry-based approach that nurtures empathy, respect, and a sense of belonging in a diverse world.

Theme 5 : Cultural heritage and diversity (game/art and craft /skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Preparatory Stage

Activity 2 : Traditional Indian art form

Description & Procedures:

Students will research and present on a traditional Indian art form (e.g., Warli painting, Madhubani art, Kalamkari). They can choose to create their own artwork inspired by the chosen form, or prepare a short skit or presentation explaining its history, techniques, and cultural significance. This can culminate in a “Cultural Kaleidoscope” exhibition where students showcase their creations and share their knowledge.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge:

- Understand the diverse cultural heritage of India.
- Identify different traditional Indian art forms and their origins.
- Learn about the materials and techniques used in these art forms.
- Recognize the cultural significance and stories associated with various art forms.

Skills:

- Research and information gathering.
- Creative expression through art or performance.
- Communication and presentation skills.
- Critical thinking and analysis of cultural practices.
- Collaboration (if working in groups for skits/presentations).

Through Curriculum (Attitude Change)

Attitude Change:

- Develop an appreciation and respect for India's rich cultural diversity.
- Foster a sense of pride in one's own cultural heritage and that of others.
- Encourage curiosity and a desire to learn more about different cultures.
- Promote empathy and understanding towards diverse traditions.
- Instill a sense of ownership in preserving and promoting cultural heritage.

Linkages with concept/textbook:

- Social Studies/History: Chapters on Indian history, culture, art, and regional diversity.
- Art & Craft: Techniques, materials, and historical context of various art forms.
- Language Arts: Researching, writing descriptions, and preparing presentations.

Role of NEP Child (Ownership + Lifelong learning):

The NEP child takes ownership of their learning by choosing an art form they are interested in, conducting independent research, and creatively expressing their understanding. They develop lifelong learning skills through self-directed exploration and presentation.

Role of a NEP teacher (Friend + Philosopher + Guide + Facilitator):

The NEP teacher acts as a guide in the research process, a facilitator for creative expression, a friend in encouraging exploration, and a philosopher in prompting deeper understanding of cultural significance. They provide resources and support, allowing students to lead their own learning.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning hub):

The NEP school provides a vibrant environment for cultural exploration, offering resources for research and art supplies. It fosters collaboration among students and creates an inclusive space where diverse cultural expressions are celebrated and showcased.

Role of a NEP Parent (Encourager + Reinforcer + Partner):

NEP parents encourage their child's participation, reinforce the importance of cultural understanding, and partner with the school by supporting the research and creative process, perhaps by sharing family stories or resources related to traditional art forms.

Remark:

This activity promotes experiential learning and deepens students' connection to their cultural roots while fostering critical 21st-century skills.

Theme 5 : Cultural heritage and diversity (game/art and craft/skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Middle Stage

Activity 1 : School food festival

Description & Procedures:

Divide students into groups and assign one state to each group (e.g., Delhi, Haryana, Uttar Pradesh, Rajasthan, Bihar, Punjab, etc.).

Each group will prepare or showcase traditional dishes from their state.

Students will wear traditional attire representing their assigned state.

Decorate their food stalls according to the state's cultural theme (use flags, posters, traditional artifacts, etc.).

How the Activity Aligns:

Experiential Learning: This activity is a quintessential example of learning by doing. Students move beyond reading about a state's culture to actively engaging with it through food, attire, and decoration. This hands-on approach makes abstract concepts like cultural diversity tangible and memorable.

Multi-disciplinary Approach: This project seamlessly integrates knowledge from various subjects.

Science: Students learn about a balanced diet and food groups as they prepare their dishes. They also understand the science behind microorganisms in food, as mentioned in the curriculum linkages.

Social Science: The activity connects to geography by associating food with specific states and to history by exploring the origins of certain dishes. The task also promotes an understanding of civics and the diverse Indian constitution.

Math: Students use budgeting and planning skills to manage their resources and time.

Language: They use communication and presentation skills to explain their dishes and their cultural significance.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge:

Knowledge about cultural diversity of Indians. Understanding balanced diet and food groups, Budgeting and Planning, Cooking and food handling skills, Team work and collaboration,

Entrepreneurship and sales Skills, Improve organisation and time management skills, improve communication and presentation skills. Also, it can be aligned with Rashtrantiti, NEEV and Science of living.

Skills:

This activity fosters a wide range of skills, including teamwork and collaboration, entrepreneurship and sales skills, organization and time management, and communication and presentation skills. It also aligns with other learning frameworks like Rashtrantiti, NEEV, and the Science of living, which focus on holistic development.

Through Curriculum (Attitude Change)

Attitude Change:

Responsibility and accountability, leadership, collaboration, appreciation of India's diversity, work ethics, creativity, Empathy, Resilience.

Linkages with concept/ textbook

Class VI Science – Chapter 1: Food – Where Does It Come From. Social Science – Geography Chapter 4: Maps. Class VII Science – Chapter 1: Nutrition in Plants. Social Science – History Chapter 2: New Kings and Kingdoms. English – Honeycomb Chapter: “A Gift of Chappals” Class VIII -Science – Chapter 2: Microorganisms – Friend and Foe. Social Science – Civics Chapter 1: The Indian Constitution. English – Chapter “The Best Christmas Present in the World”

Role of NEP Child (Ownership + Lifelong learning)

Foster Entrepreneurial Mindset, Promote Student Ownership, Integrate Values & Citizenship, Inclusivity and respect of diversity, Promote Reflective & Holistic Learning, Encourage Interdisciplinary Learning, build confidence.

Role of a NEP teacher (Friend + Philosopher + Guide + Facilitator)

Encourages open expression, Builds a safe environment, Fosters bonding, Connects food to identity, Encourages reflection. Promotes interdisciplinary learning. Ensures inclusion. Supports experiential learning. Promotes collaboration.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning hub)

Encourages learning by doing hands-on activities like food stalls.

Role of a NEP Parent(Encourager + Reinforcer + Partner)

Share traditional recipes, stories, and cooking techniques with students to deepen their cultural understanding. Help children explore the roots of their regional or community food, explaining its significance during festivals, rituals, and seasons. Assist children in preparing dishes, setting up stalls, and explaining the nutritional or cultural value of the food. Participate in the event

as visitors or volunteers, encouraging peer learning and celebration. Encourages joyful, hands-on learning. Encourage children to use mother tongue or local dialects while explaining food names or ingredients. Help students document food-related oral histories from elders at home. Promotes multilingualism and indigenous knowledge systems. Motivate children to respect and learn about other cultures and cuisines. Guide children to represent foods from diverse communities—not just their own—to promote unity and sensitivity. Demonstrate life skills like cooking, planning, hygiene, budgeting, and waste management at home, which children can practice at school stalls. Involve children in safe cooking and preparation processes as age-appropriate.

Remark

This activity is a fantastic example of the NEP’s vision for Middle Stage education. It is not just about cooking; it is a holistic, immersive, and multi-disciplinary project that fosters cultural appreciation, promotes essential life skills, and builds a foundation for an entrepreneurial and collaborative mindset. By connecting students to their cultural heritage through food, the activity makes learning a joyful and deeply personal experience.

Theme 5 : Cultural heritage and diversity (game/art and craft/skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Middle Stage

Activity 2 : Festival Trail – Mapping India’s Celebrations

Description & Procedures:

This activity is designed to immerse students in the vibrant tapestry of India’s cultural heritage. Each student will embark on a “Festival Trail” by selecting a unique festival from a state different from their own. The chosen festival can be religious, seasonal, tribal, or regional, encouraging a broad exploration of India’s diverse celebratory practices. The core of this activity involves in-depth research into the festival’s historical and cultural significance, its unique customs and rituals, traditional foods associated with the celebration, characteristic music and dance forms, and the underlying social messages or values it conveys.

Following their research, students will synthesize their findings into a creative project. This can manifest in various forms:

- **Visual Map/Poster:** A detailed and visually engaging map or poster illustrating the festival’s origins, geographical spread, key elements, and cultural importance. This could include hand-drawn illustrations, photographs, or digital graphics.
- **Dance/Skit:** A performance piece that encapsulates the essence of the festival, showcasing its unique movements, costumes, and narrative. This encourages collaborative learning and creative expression.

- **Quiz:** A well-researched and interactive quiz designed to test classmates' knowledge of the chosen festival, promoting active learning and engagement.
- **Multimedia Project:** A digital presentation, video, or interactive website that combines various media to tell the story of the festival, utilizing tools like images, audio, and video clips to enhance understanding.

This multi-faceted approach allows students to choose a medium that best suits their learning style and creative strengths, while ensuring a comprehensive understanding of their chosen festival.

Learning Objectives:

By Curriculum (Knowledge + Skills)

- **Knowledge:**
 - Develop a deep understanding of India's "unity in diversity," recognizing and appreciating the rich mosaic of inter-religious and intercultural practices.
 - Enhance geographical knowledge by mapping festivals to specific states and regions.
 - Improve communication skills through the presentation of research findings in various formats.
 - Acquire factual knowledge about specific festivals, including their historical context, rituals, and significance.
- **Skills:**
 - **Research Skills:** Students will develop proficiency in gathering, evaluating, and synthesizing information from diverse sources.
 - **Critical Thinking:** Analyzing the social, cultural, and historical significance of festivals.
 - **Creativity and Innovation:** Designing and executing engaging visual, performing, or multimedia projects.
 - **Presentation Skills:** Effectively communicating research findings to an audience.
 - **Collaboration:** Working with peers on group projects or during interactive activities like quizzes.
 - **Digital Literacy:** Utilizing technology for research and project creation (e.g., multimedia projects).

Through Curriculum (Attitude Change)

- **Attitude Change:** This activity is designed to foster a profound shift in students' attitudes, promoting:

- **Social Science (Diversity):** A deeper appreciation for cultural diversity, fostering respect and understanding for different traditions and ways of life.
- **Geography (State and Culture):** An enhanced connection between geographical regions and their unique cultural expressions, building a more nuanced understanding of India's vastness.
- **ICT:** A positive and confident attitude towards using information and communication technologies for learning and creative expression.
- **Language (Reporting):** A greater fluency and confidence in expressing ideas and presenting information clearly and concisely.
- **Empathy and Openness:** Developing empathy for individuals from different cultural backgrounds and an openness to new experiences and perspectives.

Linkages with Concept/Textbook:

This activity serves as an excellent real-life context for building interdisciplinary knowledge. It seamlessly integrates concepts from various subjects, moving beyond rote learning and demonstrating the practical application of classroom knowledge. For instance, it links:

- **Social Studies/History:** Understanding historical origins of festivals, social structures, and cultural evolution.
- **Geography:** Mapping states, understanding regional variations, and the influence of geography on cultural practices.
- **Languages:** Researching, writing, and presenting information, potentially in different languages if applicable to the festival.
- **Art and Craft/Music/Dance:** Engaging with traditional art forms and their cultural significance.
- **ICT:** Utilizing digital tools for research, presentation, and multimedia creation.

Role of NEP Child (Ownership + Lifelong Learning):

The National Education Policy (NEP) envisions a child who is an active participant in their learning journey. This activity empowers the NEP child by:

- **Building Ownership:** Students take ownership of their learning by choosing their festival, conducting independent research, and creatively presenting their findings. This fosters a sense of responsibility and pride in their work.
- **Cultivating Curiosity:** The exploration of diverse festivals naturally ignites curiosity about different cultures and traditions, encouraging a lifelong love for learning and discovery.
- **Fostering Empathy Across Cultures:** By delving into the meanings and customs of festivals from different backgrounds, students develop a deeper understanding and

empathy for people from diverse cultural contexts. This promotes global citizenship and respect for human diversity.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator):

The NEP teacher plays a multifaceted role in this activity, moving beyond traditional instruction to become a supportive mentor:

- **Observer:** The teacher keenly observes students' progress, identifying areas where support or guidance is needed.
- **Documenter:** The teacher documents student learning, progress, and creative outputs, providing valuable feedback and tracking individual growth.
- **Presenter of Diversity:** The teacher facilitates a platform for students to share their discoveries, effectively presenting the rich tapestry of India's diversity to the entire class or school community. They encourage a respectful and appreciative environment for all cultural expressions.
- **Friend:** Creating a supportive and approachable atmosphere where students feel comfortable asking questions and seeking help.
- **Philosopher:** Encouraging critical thinking and deeper reflection on the cultural significance and social messages embedded in festivals.
- **Guide:** Providing clear instructions, resources, and constructive feedback to direct students in their research and project creation.
- **Facilitator:** Creating opportunities for collaboration, discussion, and peer learning, ensuring a dynamic and interactive learning environment.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub):

The NEP school transforms into a dynamic and welcoming space for this activity:

- **Observer:** The school, through its teachers and administration, observes the engagement and learning outcomes of students, identifying successful approaches and areas for improvement.
- **Documenter:** The school systematically documents the diverse projects and presentations, creating a rich archive of cultural learning experiences.
- **Presenter of Diversity:** The school actively showcases the students' work to a wider audience, including other classes, parents, and the community, celebrating India's cultural heritage and fostering an inclusive environment. This could involve organizing a "Festival Fair" or a virtual exhibition.
- **Vibrant Learning Hub:** Providing resources, technology, and a stimulating environment that encourages exploration and creative expression.

- **Collaborative:** Fostering a collaborative spirit among students, teachers, and parents to achieve shared learning goals.
- **Inclusive:** Ensuring that all students, regardless of their background, feel included and valued in the celebration of diverse cultures.

Role of a NEP Parent (Encourager + Reinforcer + Partner):

Parents are integral partners in the NEP vision, actively supporting their child's learning journey:

- **Encourager:** Parents encourage their children to participate enthusiastically in the activity, fostering their curiosity and engagement.
- **Reinforcer:** They reinforce the learning at home by discussing the festivals, sharing family traditions, and helping their children access relevant resources.
- **Partner:** Parents collaborate with the school by attending presentations, offering insights into family customs, and supporting school-wide cultural celebrations.
- **Facilitator of Sharing:** They encourage their children to share their newfound knowledge and cultural insights with family and friends.
- **Supporter of Celebrations:** They actively participate in or support school-wide celebrations related to cultural diversity, creating a holistic learning experience.
- **Promoter of School-Wide Visibility:** Parents help promote the visibility of the activity by sharing information within their networks and celebrating their children's achievements.

Remark:

This activity is particularly effective in helping children access stories, pictures, and the deeper meanings of festivals. By actively engaging with these cultural expressions, students move beyond superficial understanding to develop a profound appreciation for India's rich heritage and the values it embodies. It transforms learning about culture into an engaging and memorable experience.

Theme 5 : Cultural heritage and diversity (game/art and craft/skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 1 : Objects that Speak: Cultural Threads of India

Description & Procedures:

This activity encourages students to become cultural detectives within their own homes and communities. Students will be tasked with bringing in objects that hold personal and cultural significance. These objects can range from clothing items like a traditional sari or a family

heirloom kurta, to everyday utensils used in specific regional cuisines, intricate ornaments passed down through generations, tools related to a particular craft or profession, or even pieces of artwork that reflect local traditions. Real photographs that depict historical events or community gatherings, and relevant magazine clippings showcasing cultural practices, can also be valuable additions.

The core of the activity lies in the storytelling aspect. Each student will present their chosen object, weaving a compelling narrative around it. This “object story” should delve deep into its meaning, exploring its practical usage and symbolic significance. Students will research and explain the object’s origin, whether it’s a specific region, a historical period, or a particular community. A crucial element will be to articulate how the object represents their identity, connects them to their family or community, and reflects the unique cultural tapestry of their region within India. The presentation can take various forms, from a verbal narrative to a multimedia presentation incorporating images and music, allowing for diverse forms of expression.

Learning Objectives:

By Curriculum (Knowledge + Skills):

Knowledge:

- **Identify historical, geographical, and social contexts related to cultural objects:** Students will gain a deeper understanding of how objects are intertwined with historical events, geographical landscapes, and social structures. For example, a traditional weaving technique might be linked to the availability of specific raw materials in a region, or a particular ornament might signify social status within a historical context.
- **Develop skills of research, presentation, and cultural empathy:** The activity fosters independent research as students uncover the stories behind their objects. It hones their presentation skills as they articulate their findings clearly and engagingly. Most importantly, it cultivates cultural empathy by encouraging students to appreciate the diverse perspectives and experiences embedded within different cultural objects.
- **Reflect on the importance of preserving tangible and intangible cultural heritage:** Through exploring the stories of these objects, students will understand the value of both tangible heritage (the objects themselves) and intangible heritage (the traditions, knowledge, and practices associated with them). This reflection will highlight the responsibility of individuals and communities in safeguarding these invaluable aspects of culture.
- **Draw comparisons and connections between different communities through material culture:** By observing and discussing the objects brought in by their peers, students will be able to identify similarities and differences in material culture across various communities in India. This will lead to a richer appreciation of India’s “unity in diversity.”

Skills:

- **Critical thinking:** Analyzing the deeper meanings and historical contexts of the objects.
- **Communication:** Effectively conveying information and stories through presentations.
- **Research:** Gathering information from various sources to understand the object's background.
- **Collaboration:** Engaging in peer feedback and discussions.
- **Observation:** Paying close attention to details and symbolism within the objects.

Through Curriculum (Attitude Change):

Attitude Change:

- **Recognize and appreciate the cultural and traditional diversity of India:** The activity will foster a profound sense of respect and admiration for the rich tapestry of cultures and traditions that make up India. Students will move beyond superficial understanding to a genuine appreciation of the nuances and complexities of different cultural expressions. This will contribute to building a more inclusive and harmonious society.

Linkages with Concept/Textbook:

This activity is inherently interdisciplinary, providing natural connections to various subjects:

- **Social Science (History):** Directly links to chapters on Heritage, Culture, and the History of India, allowing students to see historical concepts come alive through tangible objects.
- **Geography:** Explores Regional diversity, rural-urban lifestyles, the influence of materials on crafts, and the impact of climate on cultural practices.
- **Political Science:** Reinforces concepts like Secularism, Unity in Diversity, and Fundamental Duties by demonstrating how cultural understanding contributes to national cohesion.
- **Language (English/Hindi/Sanskrit):** Provides opportunities for Descriptive/narrative writing as students craft their object stories, Speech delivery during presentations, and active Listening & speaking skills during discussions and peer feedback.
- **Art Education:** Connects to Traditional crafts, folk art, textile designs, and fosters museum appreciation as students curate their own "Living Museum."
- **EVS (Interdisciplinary):** Explores Customs, crafts, and sustainable practices in indigenous communities, highlighting the environmental and social aspects of cultural heritage.

Role of NEP Child (Ownership + Lifelong Learning):

The National Education Policy (NEP) envisions a child who is an active participant in their learning journey:

- **Learns to be decisive while selecting an object with cultural relevance:** This encourages critical thinking and a sense of responsibility in choosing an object that truly embodies cultural significance.
- **Co-leads the process of researching and documenting the object's origin, material, symbolism, and history:** Students are not passive recipients of information but active researchers, taking ownership of their learning by delving deep into the background of their chosen object.
- **Practices empathy when engaging in peer feedback and reflections:** Students learn to provide constructive feedback and engage in thoughtful reflection, recognizing and valuing the diverse perspectives of their peers.
- **Leads his/her learning by curating the object in the class museum with name tags, maps, or posters:** This empowers students to be organizers and curators, transforming their classroom into a dynamic “Living Museum” and showcasing their learning in a tangible way.

Role of a NEP Teacher (Friend + Philosopher + Guide + Facilitator):

The NEP teacher plays a multifaceted role in this activity:

- **Creates an inclusive space where all cultural backgrounds are respected:** The teacher fosters an environment of acceptance and celebration, ensuring that every student feels comfortable sharing their cultural heritage without judgment.
- **Guides students in selecting appropriate objects with parental involvement:** The teacher offers support and direction, possibly suggesting discussions with parents or elders to identify meaningful objects and ensuring the objects are suitable for display.
- **Encourages critical questioning, linking objects to historical, geographical, and civic concepts:** The teacher prompts deeper thinking by asking open-ended questions that connect the objects to broader curriculum themes.
- **Encourages students to co-lead the documentation of their stories in oral and written form:** The teacher empowers students to take the lead in chronicling their object's narrative, fostering their communication and organizational skills.
- **Facilitates the Living Museum setup and lead reflection discussions:** The teacher provides the necessary resources and guidance for setting up the “museum” and expertly guides discussions that encourage students to reflect on their learning and the cultural diversity they've experienced.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning Hub):

The school environment is crucial for the success of such an activity:

- **Acts as a community-connected, resource-rich learning space that supports interdisciplinary learning, celebrates heritage, and promotes local traditions as part of the curriculum:** The school becomes a focal point for connecting with the community, providing resources for research and display, and actively integrating cultural heritage into the academic framework. It becomes a vibrant hub where learning extends beyond textbooks to real-world experiences.

Role of a NEP Parent (Encourager + Reinforcer + Partner):

Parents are integral to the NEP vision:

- **Parents and community members are invited to visit the Living Museum, share stories, or support the event.** This promotes community ownership of education and values intergenerational knowledge exchange. Parents and elders can provide invaluable insights and stories related to the objects, enriching the learning experience for students and fostering a strong home-school partnership.

Remark:

This “Objects that Speak” activity is more than just a classroom exercise; it’s a profound journey into India’s rich cultural tapestry. By engaging with tangible objects and their associated stories, students develop a deeper appreciation for their own heritage and the diverse traditions of their peers. This hands-on approach, combined with the active roles of students, teachers, parents, and the school, exemplifies the holistic and experiential learning envisioned by the National Education Policy, fostering not just knowledge but also empathy, critical thinking, and a lifelong appreciation for India’s incredible cultural wealth. The “Living Museum” becomes a powerful testament to the vibrant and interconnected nature of Indian culture, inspiring future generations to cherish and preserve their unique heritage.

Theme 5 : Cultural heritage and diversity (game/art and craft/ skit/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 2 : Virtual Tour of Historical Sites

Description & Procedures

Students will research and create a virtual tour of a historical site relevant to their cultural heritage or a diverse culture. This can involve using presentation software, video editing tools, or interactive mapping platforms. They will present their virtual tour to the class, explaining the significance of the site, its historical context, and its connection to cultural diversity.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge

Students will gain knowledge about historical sites, their cultural significance, and the diversity of human cultures. They will learn about the historical context and importance of specific landmarks.

Skills

Students will develop research skills, presentation skills, digital literacy (using various software), critical thinking, and communication skills. They will also enhance their ability to synthesize information and present it clearly.

Through Curriculum (Attitude Change)

Attitude Change: Students will develop an appreciation for cultural heritage and diversity. They will foster empathy and understanding towards different cultures, promoting inclusivity and respect for varied traditions.

Linkages with concept/ textbook: This activity links to history, social studies, geography, and language arts curricula, particularly topics related to ancient civilizations, cultural studies, and historical events.

Role of NEP Child (Ownership + Lifelong learning):

The NEP child takes ownership of their learning by independently researching and creating their virtual tour. This activity encourages lifelong learning by fostering curiosity about different cultures and historical contexts.

Role of a NEP teacher (Friend+ Philosopher + Guide + Facilitator):

The NEP teacher acts as a facilitator, guiding students in their research, providing resources, and offering feedback. They are a friend who encourages creativity and a philosopher who prompts critical thinking about cultural significance.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning hub):

The NEP school provides the necessary technology and resources for students to create virtual tours. It fosters a vibrant and inclusive learning environment where diverse cultural expressions are celebrated and shared.

Role of a NEP Parent (Encourager + Reinforcer + Partner):

NEP parents can encourage their children's research, provide resources, and help them explore historical sites or cultural aspects. They can reinforce the importance of understanding and respecting diverse cultures.

Remark:

This activity promotes interdisciplinary learning and encourages students to engage with cultural heritage in a meaningful and interactive way, utilizing technology to explore and present their findings.

Theme 5 : Cultural heritage and diversity (game/ skit/ art and craft/ slogan/ poster making/ virtual tour/ projects etc.)

Stage: Secondary Stage

Activity 2 : Designing a “Cultural Heritage Showcase”

Description & Procedures: Students will work in groups to research and present on a chosen aspect of Indian cultural heritage (e.g., a specific dance form, traditional craft, historical monument, regional festival, or culinary tradition). Their presentation can take the form of a skit, a virtual tour using multimedia, a poster exhibit, a short film, or a game designed to teach others about their chosen topic. The activity will culminate in a “Cultural Heritage Showcase” day where groups present their work to the school community.

Learning Objectives:

By Curriculum (Knowledge + Skills)

Knowledge:

- Understand the rich diversity of Indian cultural heritage.
- Identify key elements of various cultural forms (dance, craft, festivals, monuments, etc.).
- Learn about the historical significance and evolution of different cultural practices.
- Gain knowledge about the cultural heritage of different regions of India.

Skills:

- Research and information gathering.
- Critical thinking and analysis of cultural information.
- Creativity and innovation in presenting cultural heritage.
- Collaboration and teamwork.
- Communication and presentation skills (oral, visual, digital).
- Problem-solving in developing their chosen presentation format.

Through Curriculum (Attitude Change)

Attitude Change:

- Develop a sense of appreciation and respect for India’s diverse cultural heritage.

- Foster pride in their own cultural background and the cultural heritage of others.
- Promote cultural empathy and understanding.
- Encourage a sense of belonging and community through shared cultural experiences.
- Cultivate a desire to preserve and promote cultural heritage.

Linkages with concept/ textbook

- History: Indian history, ancient civilizations, medieval empires, colonial period, independence movement, art history, architectural styles.
- Geography: Regional cultures, traditional livelihoods, natural resources influencing culture.
- Social Science: Social structures, community practices, inter-cultural relations.
- Language & Literature: Traditional stories, folklore, poetry, songs related to cultural heritage.
- Art & Craft: Traditional art forms, folk art, contemporary interpretations of cultural themes.

Role of NEP Child (Ownership + Lifelong learning)

- Takes ownership of their learning by actively choosing and researching a cultural topic of interest.
- Develops a sense of responsibility in showcasing and explaining cultural heritage to others.
- Cultivates a lifelong interest in exploring and learning about diverse cultures.
- Becomes an active participant in preserving and promoting cultural traditions.

Role of a NEP teacher (Friend+ Philosopher +Guide+ Facilitator)

- **Friend:** Creates a supportive and encouraging environment for cultural exploration.
- **Philosopher:** Prompts students to think critically about the significance and evolution of cultural practices.
- **Guide:** Provides resources and guidance for research and presentation development.
- **Facilitator:** Organizes group activities, manages the showcase event, and encourages peer learning.
- Connects cultural learning to broader societal values and global citizenship.

Role of a NEP School (Vibrant + Collaborative + Inclusive Learning hub)

- Provides a platform for students to explore and celebrate diverse cultural heritage.
- Fosters a vibrant learning environment where creativity and cultural expression are encouraged.
- Promotes collaboration among students and with the wider community (e.g., inviting cultural artists).
- Ensures an inclusive environment where all cultural backgrounds are respected and celebrated.
- Acts as a hub for cultural exchange and appreciation.

Role of a NEP Parent (Encourager + Reinforcer + Partner)

- **Encourager:** Supports their child's participation in cultural research and presentation.
- **Reinforcer:** Discusses cultural heritage at home, reinforcing learning from school.
- **Partner:** Collaborates with the school by sharing family cultural traditions or resources, and attending the "Cultural Heritage Showcase."

Remark

This activity goes beyond rote learning, fostering a deep appreciation for India's cultural heritage through experiential learning and creative expression. It aligns perfectly with the NEP's emphasis on holistic development, critical thinking, and a strong connection to Indian ethos. The "Cultural Heritage Showcase" provides a tangible outcome that celebrates student effort and engages the entire school community.

Summary

The manual, “NEP - IM” serves as a comprehensive booklet for NEP Nodal Teachers (NEP-NTs), offering a detailed five-year outlook on the implementation of the National Education Policy 2020 (NEP 2020). Its core philosophy prioritizes experiential and interactive learning, moving away from conventional lecture-based methods. It offers an exhaustive five-year strategic roadmap for the systematic integration and execution of the National Education Policy 2020 (NEP 2020) across educational institutions. At the heart of this manual’s pedagogical framework is a profound commitment to shifting from traditional, passive learning paradigms towards dynamic, hands-on, and participatory educational experiences.

The manual presents a comprehensive and transformative vision for education, moving beyond traditional paradigms to foster a dynamic and engaging learning environment. At its core, this vision emphasizes active learner engagement, a fundamental shift from passive reception of information to active construction of knowledge. The proposed methodologies are designed to dismantle the limitations of rote memorization and lecture-centric instruction, which often fail to cultivate deeper understanding and practical application of learning.

Instead, the framework advocates for pedagogical approaches that are intrinsically linked to the development of **critical thinking, problem-solving skills, and creativity**. This is achieved primarily through **experiential learning**, a powerful method that immerses students in real-world scenarios and hands-on activities. Examples of such experiential learning include:

- **Project-based learning:** Students engage in extended projects that require research, collaboration, and application of knowledge to solve authentic problems, mirroring real-world challenges.
- **Collaborative activities:** Group work, peer-to-peer learning, and shared investigations encourage communication, teamwork, and diverse perspectives, preparing students for collaborative environments.
- **Field trips:** Excursions to museums, scientific institutions, cultural sites, and natural environments provide direct exposure to concepts learned in the classroom, making learning tangible and memorable.

- **Real-world applications of knowledge:** Integrating practical examples and case studies into the curriculum demonstrates the relevance and utility of academic concepts, bridging the gap between theory and practice.

By implementing these strategies, the vision ensures that students are not merely recipients of information but become **active constructors of their own understanding**. This empowers them to take ownership of their learning journey, fostering intrinsic motivation and a lifelong love for exploration and discovery.

This transformative vision is underpinned by several **key themes** that collectively define a holistic and forward-looking educational ecosystem:

1. **Joyful & Play-based Learning:** This theme recognizes the fundamental role of joy and play in early childhood development and beyond. It advocates for learning environments that are stimulating, engaging, and enjoyable, fostering natural curiosity and a positive attitude towards education. Play is not seen as a frivolous activity but as a powerful tool for cognitive, social, and emotional development, promoting creativity, problem-solving, and social skills.
2. **Empowered & Lifelong Learner:** The ultimate goal is to cultivate learners who are self-directed, resilient, and adaptable, capable of navigating an ever-evolving world. This involves equipping them with the skills to learn independently, critically evaluate information, and continuously update their knowledge and abilities throughout their lives. The focus shifts from merely acquiring facts to developing the capacity for continuous learning and personal growth.
3. **Multilingualism & Culturally Rooted:** This theme champions the promotion of multilingualism, recognizing the cognitive and cultural benefits of learning multiple languages. It also emphasizes the importance of grounding education in the local and national cultural context, fostering a sense of identity, pride, and understanding of one's heritage. This approach celebrates linguistic and cultural diversity as a strength, enriching the learning experience.
4. **Multi-disciplinary and Experiential Learning:** Building upon the emphasis on experiential learning, this theme further promotes an interdisciplinary approach to education. It encourages the breakdown of traditional subject silos, allowing students to connect concepts across different disciplines and understand the interconnectedness of knowledge. This holistic perspective mirrors the complexity of the real world, preparing students to tackle multifaceted challenges.
5. **Cultural Heritage and Diversity:** This theme underscores the vital role of education in preserving and promoting India's rich cultural heritage and diversity. It advocates for curricula that integrate local arts, traditions, history, and knowledge systems, fostering an

appreciation for the nation's pluralistic fabric. By exposing students to diverse perspectives and cultural expressions, this theme aims to cultivate empathy, respect, and a deeper understanding of human experiences.

For teachers, the NEP 2020 vision, as presented in the manual, necessitates a fundamental evolution of their roles. They are no longer mere disseminators of facts but facilitators, mentors, and guides who inspire curiosity and cultivate a love for lifelong learning. The training booklet equips NEP-NTs with the skills and mindset required to implement innovative teaching strategies, adopt formative assessment practices, and create inclusive learning environments that cater to diverse student needs. This also involves training in the effective use of technology to enhance learning and the development of interdisciplinary approaches to subject matter.

The manual also redefines the concept of classrooms and schools, envisioning them as vibrant, learner-centered spaces that encourage interaction, exploration, and collaboration. Classrooms are to be designed as flexible learning environments that can accommodate various teaching styles and group activities, moving away from rigid, uniform setups. Schools are envisioned as holistic ecosystems that prioritize not only academic excellence but also the social, emotional, and physical well-being of students. This includes promoting extracurricular activities, sports, arts, and community engagement, fostering a sense of belonging and a supportive atmosphere for all.

Ultimately, the “NEP vision for the Student, teachers, classrooms and Schools” manual serves as a vital tool for enabling a comprehensive and sustained transformation of the Indian education system, aligning it with the future demands of a knowledge-based society and empowering learners to become well-rounded, capable, and responsible citizens.

NEP 2020's Foundational Principles and Aspirations:

The NEP 2020 is envisioned as a transformative blueprint for India's education system, aiming to cultivate an inclusive environment that ensures access and support for all learners. It seeks to make learning a joyful, engaging, and positive experience, while also promoting equitable opportunities and resources for every student. Furthermore, the NEP emphasizes holistic development, encompassing intellectual, emotional, social, and physical aspects, and is deeply rooted in Indian ethos, integrating the nation's rich cultural heritage, traditions, and knowledge systems into the educational framework.

Key aspirations of the NEP 2020 include:

- **Inclusive:** Ensuring access and support for all learners, regardless of background or ability.
- **Joyful:** Making learning an engaging and positive experience.
- **Equitable:** Providing fair opportunities and resources for every student.

- **Holistic:** Promoting the all-round development of students, encompassing intellectual, emotional, social, and physical aspects.
- **Rooted in Indian Ethos:** Integrating India's rich cultural heritage, traditions, and knowledge systems into the educational framework.
- **Universal Foundational Literacy and Numeracy:** Ensuring all children achieve basic proficiency in reading, writing, and arithmetic.
- **Curriculum Reduction for Deeper Learning:** Streamlining content to encourage in-depth understanding rather than rote memorization.
- **"Bagless" and Joyful Classrooms:** Promoting a less rigid and more engaging learning environment, reducing the burden of heavy school bags.
- **Teacher Autonomy:** Empowering teachers with greater freedom in pedagogical approaches.
- **School Complexes for Resource Sharing:** Facilitating collaboration and resource optimization among schools.
- **Focus on Indian Knowledge Systems:** Integrating traditional Indian knowledge and practices into the curriculum.
- **Assessment as Learning:** Shifting the paradigm of assessment to a continuous process that supports and enhances learning, rather than solely evaluating it.

The Role of NEP Nodal Teachers (NEP-NTs):

NEP-NTs are envisioned as multi-faceted professionals crucial to the successful implementation of the policy. Their roles encompass:

- **Facilitators:** Guiding and supporting the learning process.
- **Bridges between Vision and Practice:** Translating NEP's theoretical framework into practical classroom application.
- **Mentors:** Providing guidance and support to other teachers.
- **Reflective Practitioners:** Continuously evaluating and improving their teaching methods.
- **Coordinators:** Managing and overseeing NEP-related initiatives.
- **Cultural Ambassadors:** Promoting Indian culture and values within the educational context.
- **Advocates of Inclusive Education:** Championing equitable opportunities for all students.

The document emphasizes that the profiles of students, teachers, classrooms, and schools are intricately linked, forming a unified "tapestry of educational change." Understanding these interconnected elements collectively is vital for effective implementation.

NEP Vision Aligned Child:

An NEP-aligned child is a curious, engaged, and well-rounded individual. They are:

- **Active Learners:** Participating eagerly in hands-on activities, discussions, and collaborative projects.
- **Critical Thinkers:** Developing analytical and problem-solving skills, asking questions, and seeking deeper understanding.
- **Creative and Innovative:** Expressing themselves through various mediums and approaching challenges with novel ideas.
- **Empathetic and Socially Aware:** Understanding and respecting diverse perspectives, collaborating effectively with peers, and demonstrating responsible citizenship.
- **Rooted in Indian Ethos:** Appreciating their cultural heritage, traditions, and knowledge systems.
- **Resilient and Adaptable:** Embracing challenges as learning opportunities and navigating new situations with confidence.
- **Digitally Literate:** Comfortably using technology as a tool for learning and exploration.
- **Possessing Life Skills:** Equipped with practical skills for everyday life and future challenges.

NEP Vision Aligned Classroom:

The ideal NEP classroom is characterized as a dynamic, joyful, and deeply engaging space where learning feels “natural, meaningful, and connected.” Key characteristics include:

1. **Joyful and Play-Based:** Learning is facilitated through playful activities, storytelling, hands-on discovery, and engaging experiences.
2. **Experiential and Multi-disciplinary:** Education integrates diverse fields such as arts, sports, and vocational skills, connecting learning to real-life contexts.
3. **Inclusive and Equitable:** The classroom actively supports children with special needs and those from disadvantaged groups, upholding linguistic diversity and promoting gender equity.
4. **Multilingual and Culturally Rooted:** Leveraging home language/mother tongue and promoting cultural relevance in teaching and learning.
5. **Competency-Based Teaching and Assessment:** Focuses on achieving specific learning outcomes, developing capabilities, and fostering desired dispositions, with assessment occurring *as, of, and for* learning. This means assessment is integrated into the learning process for feedback, at the end of a unit to measure achievement, and to guide future instruction.

6. **Child-Centered and Flexible:** Learning is personalized, encouraging exploration, collaborative activities, and the active construction of meaning by students.
7. **Tech-Enabled and Resource-Rich:** Thoughtful integration of digital tools enhances interaction and accessibility, complementing pedagogical approaches without replacing human connection.
8. **Connected to Local Contexts:** Incorporating local knowledge, environmental awareness, community traditions, and real-life tasks into the curriculum.
9. **Emotionally Safe and Collaborative:** The learning environment is built on trust, care, respect, and values student voice, fostering a sense of belonging.
10. **Bagless and Beyond-the-Classroom Learning:** Extending learning beyond the traditional classroom through field visits, dedicated skill days, and meaningful community interaction.
11. **Critical Thinking, Life Skills, and Interactive Learning:** Prioritizing core concepts and real-world applications, driven by inquiry-based learning and collaborative problem-solving.
12. **Respectful Diversity of Local and Cultural Contexts:** Drawing on local examples, diverse cultural narratives, and traditional knowledge systems to enrich the learning experience.

NEP Vision Aligned Teacher:

The NEP teacher is envisioned as a transformative figure – a facilitator, guide, and lifelong learner, moving beyond the traditional role of a mere content deliverer. This portrait delves into the teacher's role, identity, support systems, and commitment to professional growth. Key attributes of an NEP teacher are:

- **Empowered and Respected Professional:** Teachers are recognized as crucial drivers of change and facilitators of student-centric learning.
- **Reflective and Continuously Learning:** They engage in ongoing professional development and self-assessment to refine their skills and knowledge.
- **Inclusive Practitioner:** Teachers adapt their pedagogy to effectively cater to children from diverse backgrounds, including those with disabilities.
- **Assessor for Learning:** They utilize interactive, experiential, and competency-based teaching methods aligned with learning outcomes, with a strong focus on providing continuous feedback to students.
- **Experiential Learning through Arts and Sports Integration:** Teachers embed hands-on learning, artistic expression, storytelling, and sports into their lessons to make learning joyful and holistic.

- **Advocates of Indian Culture and Multilingualism:** They actively integrate Indian languages, arts, and traditions into their curriculum and pedagogical approaches.
- **Culturally Rooted and Locally Responsive Educator:** Teachers design learning experiences that are deeply grounded in India's diverse cultural, linguistic, and geographical contexts.
- **Digitally Capable and Adaptive:** They seamlessly integrate technology into teaching, assessment, and their own professional learning, utilizing platforms like DIKSHA and SWAYAM.
- **Autonomous and Emotionally Attuned Practitioner:** Teachers exercise professional autonomy in their classrooms and integrate socio-emotional learning, fostering a safe and nurturing environment for their students.
- **Committed to Continuous Professional Development:** Teachers are expected to actively engage in at least 50 hours of Continuous Professional Development (CPD) annually. This development includes exposure to the latest pedagogies, such as experiential learning, arts- and sports-integration, and innovative formative assessment approaches.

NEP Vision Aligned School:

An NEP-aligned school is a vibrant hub of learning, fostering a holistic and inclusive environment. It is characterized by:

- **Student-Centric Approach:** Prioritizing the individual needs and interests of each student, offering personalized learning pathways.
- **Collaborative and Supportive Culture:** Encouraging cooperation among students, teachers, and staff, creating a sense of community.
- **Flexible Infrastructure:** Providing diverse learning spaces that accommodate various pedagogical approaches, including outdoor learning and activity zones.
- **Resource-Rich Environment:** Equipped with libraries, laboratories, sports facilities, and digital resources to support comprehensive learning.
- **Community Engagement:** Actively involving parents and the local community in the educational process.
- **Emphasis on Well-being:** Prioritizing the physical, mental, and emotional health of all students and staff.
- **Continuous Improvement:** Regularly evaluating its programs and practices to ensure alignment with NEP goals and adapt to evolving needs.
- **Focus on Indian Knowledge Systems:** Integrating traditional Indian knowledge, practices, and values into its ethos and curriculum.

- **Safe and Inclusive Space:** Ensuring a welcoming and equitable environment for all learners, regardless of background, ability, or gender.

NEP Vision Aligned Parent/Community:

The National Education Policy (NEP) 2020 envisions parents and the community not merely as passive recipients of educational outcomes, but as dynamic, active, and deeply invested partners in the holistic educational journey of every child. This collaborative approach is fundamental to creating a thriving learning ecosystem. They are characterized by:

- **Active Engagement in Learning:** Parents and the community are seen as crucial facilitators of learning beyond the classroom. This includes actively participating in school activities, volunteering for school events, engaging in discussions about their child's progress, and creating a supportive home learning environment that encourages curiosity, critical thinking, and a love for lifelong learning.
- **Understanding and Promoting Foundational Literacy and Numeracy (FLN):** An NEP-aligned parent/community deeply understands the critical importance of FLN in the early years. They actively support initiatives aimed at strengthening these foundational skills, whether through encouraging reading at home, participating in community literacy programs, or collaborating with schools to ensure every child achieves proficiency.
- **Fostering Holistic Development:** Beyond academic achievement, the NEP emphasizes the holistic development of learners, encompassing cognitive, socio-emotional, physical, and ethical dimensions. Parents and the community are expected to reinforce these values, encourage participation in co-curricular activities, sports, and arts, and instill a sense of responsibility, empathy, and respect for diversity.
- **Promoting Multilingualism and Cultural Awareness:** Recognizing India's linguistic and cultural richness, an NEP-aligned community encourages multilingualism and appreciation for diverse cultures. Parents may foster a child's mother tongue, expose them to different languages, and celebrate local traditions and arts, contributing to a broader understanding of India's heritage.
- **Support for Experiential and Joyful Learning:** The NEP advocates for a shift towards experiential, joyful, and competency-based learning. Parents and the community are expected to embrace this pedagogical approach, understanding that learning extends beyond textbooks and involves hands-on experiences, play-based methods, and real-world applications.
- **Collaboration with Schools:** A key characteristic is a strong, reciprocal relationship with schools. This involves open communication, providing constructive feedback, participating in parent-teacher associations (PTAs), and working together to address challenges and celebrate successes. They act as a bridge between the school and the wider community, ensuring alignment of goals and shared responsibility.

- **Advocacy for Equitable and Inclusive Education:** An NEP-aligned parent/community champions the principles of equity and inclusion, ensuring that all children, regardless of their socio-economic background, gender, or abilities, have access to quality education. They may advocate for necessary resources and support systems to ensure no child is left behind.
- **Contribution to Local Knowledge and Resources:** The community possesses a wealth of local knowledge, traditional skills, and resources that can enrich the educational experience. An NEP-aligned community actively contributes these assets to schools, through mentorship, sharing of vocational skills, or providing local context to learning modules, thus making education more relevant and rooted.
- **Promoting Digital Literacy and Responsible Technology Use:** In an increasingly digital world, parents and the community play a vital role in promoting digital literacy and guiding children towards responsible and ethical use of technology for learning and development.
- Finally, an NEP-aligned parent/community embodies the spirit of lifelong learning themselves, continuously seeking opportunities for personal and professional growth, and setting a positive example for their children.

In essence, the NEP 2020, as articulated in this manual, lays out a comprehensive and interconnected vision for transforming Indian education. By redefining the roles of learners, teachers, classrooms, schools, parents, and the community, it seeks to create a dynamic, inclusive, and joyful learning ecosystem that nurtures well-rounded individuals ready for the challenges and opportunities of a knowledge-based society. The success of this transformative journey hinges on the collective understanding and dedicated implementation of these interwoven principles.

References:

- National Education Policy 2020. Ministry of Education, Government of India.
- National Curriculum Framework for Foundational Stage 2022. Ministry of Education, Government of India.
- National Curriculum Framework for School Education 2023. Ministry of Education, Government of India.
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