



AKHIL BHARTIYA SHIKSHA SAMAGAM 2024

CONCEPT NOTE

JULY 2024

GOVERNMENT OF INDIA

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Introduction

Government of India announced the National Education Policy (NEP 2020) to outline the vision of India's new education system. NEP 2020 recognizes the need to prepare for the demographic dividend; create skilled/workforce with multidisciplinary abilities to meet the challenges of dramatic scientific and technological advances, address climate change, increasing pollution, depleting resources, growing emergence of epidemics and pandemics; education system to move towards less content and more towards learning how to think critically and solve problems, etc.

NEP 2020, while recognizing the development that has taken place since the last policy (NPE 1986), addresses the current challenges, problems, issues prevailing in education sector in the country; assesses the futuristic requirements with the aspirational goals of 21st Century education; envisions the goals to meet future challenges; illustrates various strategies to meet 21st century challenges through equitable access to the highest quality education; multidisciplinary and holistic education integrated with skills; outstanding research; developing critical and creative thinking; strong connect with Indian Knowledge System; re-establishing teacher as the most respected and essential member of society etc. ; and lays down the vision and sets the targets/timelines to achieve the same.

Implementation of NEP 2020 will require multiple initiatives and actions which will have to be taken by multiple bodies in a synchronized and systematic manner. Also, implementation of this Policy will be led by various bodies including Ministry of Education. As education is a concurrent subject, it will need careful planning, joint monitoring and collaborative implementation between the Center and States.

In line with the stipulation of NEP 2020 Ministry of Education has carried out its implementation in collaboration with the various stake holders including States / UTs. In continuation with these collaborative efforts, the first Akhil Bhartiya Shiksha Samagam (ABSS) was organized from 7th to 9th July, 2022 at Varanasi on the implementation of NEP 2020 with objective to create scope for all stakeholders to come together for effective; smooth and timely implementation of the NEP 2020. With this insight and perspective, the following year the second edition of Akhil Bharatiya Shiksha Samagam was held from 29th to 30th July 2023 with various thematic sessions on cross cutting themes of School Education, Higher Education and Skill Education, which provided a platform for sharing of Best Practices and establish strong linkages among various higher educational institutions; disseminate information; discuss challenges being faced by HEIs and articulated solutions.

In the first ABSS, emphasis was laid on importance of practical experience and field work, evidence-based research, education system to focus on producing more job creators; Universities /HEIs to take initiatives to implement, NEP 2020; and faculty / teachers to be future ready/ info-updated.

In the second ABSS, 16 thematic sessions on cross cutting themes of School Education, Higher Education and Skill Education were organized during the two-day event. Around 3000 academicians and experts attended the thematic sessions, which provided a platform for sharing of Best Practices. Separately, 27 Short interactive sessions on various themes were also organized. On this occasion, a two-day Multimedia Exhibition was organized with around 200 stalls - by institutions, organizations under the Education and Skill Ministry, industry, key stakeholders on themes like Bal-Vatika, Toy based learning, IKS, Atal Tinkering Labs, IDEA Labs, Start-ups, best practices by Universities / HEIs and States/ UTs etc. Around 2 lakh attendees visited exhibition. During the two-day Samagam, 106 MoUs encompassing various sectors such as higher education, school education, and skilling were signed.

Other activities included the launch of Mobile app, logo and the slogan of ULLAS (Understanding Lifelong Learning for All in Society): Nav Bharat Saksharta Karyakram. Also, 25 selected Students were offered admission to Sindhu Central University for three courses namely M Tech. in Atmospheric & Climate Science- mentored by IIT Madras, MA in Public Policy - mentored by IIT Madras and MA in Energy Technology & Policy- mentored by IIT Kanpur.

10 Books under major projects of Central Institute for Classical Tamil and 7 books on Intellectual Heritage were released. Cultural activities were organized with participation of Volunteers of Ek Bharat Shreshtha Bharat (EBSB) and students.

After conclusion of the previous two iterations of ABSS in 2022 and 2023, UGC and AICTE continued the process of its efforts of issuing regulation /guidelines in furtherance of the deliberations held. In other words, ABSS in 2022 and 2023 has pushed for continuous improvement and boosted the pace of implementation and also ensured collective ownership of the NEP implementation process.

Further, after announcement of National Education Policy 2020 (NEP 2020), several initiatives have been taken in both School and Higher Education in the last 4 years.

In School Education, several initiatives have been taken such as PM SHRI (PM Schools for Rising India) for upgradation of schools; National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) for ensuring foundational literacy and numeracy by the end of Grade 3; Vidya-Pravesh- Guidelines for Three-month Play-based School Preparation Module; PM e-VIDYA to unify all efforts related to digital/online/on-air education to enable coherent multi-mode access to education, DIKSHA (Digital Infrastructure for

Knowledge Sharing) as One Nation One Digital Platform having e-Books and e-Contents, launch of National Curriculum Framework for Foundational Stage (NCF FS) and Jai 3 Pitara for play-based learning teaching material tailored for children between the age group of 3 to 8 years; launch of National Curriculum Framework for School Education; PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development); Holistic Progress Cards for Preparatory, Foundational, Middle and Secondary stage; NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) Elementary, Secondary, Foundational Literacy and Master Trainers for ECCE; Vidya Samiksha Kendra; Integrated Teacher Education Programme; National Professional Standards for Teachers (NPST); National Mission for Mentoring (NMM); National Digital Education Architecture (NDEAR) for creating a unifying national digital infrastructure to energise and catalyse the education ecosystem, implementation of a scheme "New India Literacy Programme or ULLAS" targeting all non-literates age 15 years and above, etc.

Similarly, in Higher Education, various initiatives / reforms have been carried out such as National Credit Framework (NCrF) and National Higher Education Qualification Framework (NHEQF) in conjunction with guidelines / regulations like Curriculum and Credit Framework for Undergraduate Programmes; Multiple Entry and Exit in Academic Programmes offered by Higher Education Institutions; Transforming HEIs into multi-disciplinary Institutions; pursuing two Academic Programmes simultaneously; Automated Permanent Academic Account Registry (APAAR ID) of individual student which will act as lifelong identity to track their educational journey and achievements from pre-primary to higher education; revised regulation of ODL / Online Education; permitting up to 40% credits in regular courses using SWAYAM platform; launch of new SWAYAM Plus portal with aim to enhance skill and upskilling and reskilling of existing manpower employed in different sectors; Integration of technology in administration of HEIs from admission to grant of degree through SAMARTH; guidelines on Professor of Practice to enable HEIs to work with industry experts; guidelines for supernumerary seats for admitting students from abroad in Indian HEIs and permitting HEIs for two admission cycles in an academic year.

In continuation, other Guidelines such as to Provide Equitable Opportunity for the Socio-Economically Disadvantaged Groups (SEDGs), Pedagogical Aspects for Teaching Divyangjan and Persons with Specific Learning Disabilities (SLDs), Internship/Research Internship for Under Graduate Students, Guidelines on Sustainable and Vibrant University-Industry Linkage were released. Further, the regulations on Academic Collaboration between Indian & foreign HEIs; regulations on conferment of Autonomous Status to colleges; and regulation on setting up and operation of Campuses of Foreign Higher Educational Institutions in India were also released.

For promotion of Indian Knowledge, Guidelines for Incorporating Indian Knowledge in Higher Education Curricula; Training/Orientation of Faculty on Indian Knowledge System (IKS); introduction of courses based on Indian heritage and culture; Empanelment of Artists/Artisans-in-Residence in Higher Educational Institutions have been released; 51 IKS centres have been set up to catalyze original research, education and dissemination of IKS; 88 research projects of interdisciplinary nature like ancient metallurgy, ancient town planning and water resource management, ancient rasayanshastra etc. are undergoing. Around 5200 internships on IKS have been offered.

On the occasion of 4th Anniversary of announcement of NEP, 2020, Akhil Bhartiya Shiksha Samagam 2024 is being organized on 29.07.2024 covering various aspects of education.

The objective is to brainstorm and identify various approaches and methodologies to implement NEP 2020; effectively articulate the roadmap and implementation strategies, fostering knowledge exchange, discuss challenges; provide a common platform for all stakeholders to come together and network for effective, smooth, and timely implementation of the NEP 2020; and to deliberate, and share best practices for the implementation of NEP 2020.

In furtherance of the above objective, after the inaugural session on 29.07.2024, 6 Thematic Sessions on various themes of education are to be held which will be led by eminent and distinguished panelists from amongst the academicians, researchers, policy makers, regulators, industry experts / representatives, Officers of GoI / State & UT Governments etc.

Thematic Session – I
Importance of Sustainability in Education Curriculum, Job Prospects, Industry
Academia Collaboration

Session Brief

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. NEP 2020 recognizes that such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so as to achieve all the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development.

Sustainability and ESG (Environmental, Social, and Governance) are increasingly becoming important drivers of the modern economy, driving economic development through increased industrial output, and improved infrastructure.

Goal 8 of Sustainable Development Goals (SDGs) emphasizes promotion of sustained, inclusive and sustainable economic growth along with full & productive employment and decent work for all. Consequently, the members States are taking necessary action in achievement of this goal. One of the targets under Goal 8 of SDG, postulates decoupling of economic growth from environmental degradation through resource efficiency in production and consumption. Environmental concerns globally and in India have led to all major sectors contributing to a country’s economy like energy, agriculture, infrastructure, etc., undergo a major shift. The change in perspective to achieving growth sustainability will require aligning our education and skills ecosystem with alternative and sustainable ways of growing our economy will be a key enabler in achieving goals and propelling green growth.

Constant upskilling and reskilling of existing workforce would be required to keep them apace with newer technologies. With an increasing global focus on sustainability, there is a growing demand for professionals with knowledge and skills in sustainability. Aligning the education curriculum with sustainable principles can better prepare students for job opportunities in sectors like renewable energy, green technologies, sustainable agriculture, and environmental consulting. Further, Industry-Academia collaboration in terms of research projects, internships, mentorship, Professor of Practice can further help students to stay abreast of the developments in the sector and skills requirements while also giving them opportunities to gain hands-on experience. NEP 2020 emphasizes multidisciplinary and holistic education, which provides an opportunity for HEIs to integrate sustainability across various subjects and thereby contribute to India’s sustainable development goals.

Government has taken various initiatives to equip students with knowledge and to upskill them, while earning credits, on topics related to sustainability. For example, SWAYAM has launched various such courses like Environmental Sustainability which

has 1600+ students enrolled and allows students to earn 4 credits in 9 weeks. Similarly, another certificate course on Sustainable development has been enrolled by 4800+ students. These high enrolment numbers indicate growing interest among students in topics related to sustainability. Translating vision into action, Mission LiFE (Lifestyle For Environment) has been conceptualized as a mass movement to promote sustainable practices in all spheres of human life involving communities to channelize their coordinated efforts towards bringing positive behavioral changes promoting sustainable living style. HEIs across the country organized various activities under the banner of Mission LiFE to instill similar feeling in the students and act accordingly to adopt a healthy and sustainable lifestyle and disseminate this wisdom to other people in their surroundings.

Further, to identify training capacity requirements and accordingly take efforts towards enhancement of facilities for skill development, MoE has also formed Task Forces to prepare roadmap for Talent Requirements on Future of work across various sectors. The Task Forces, comprising of individuals from government, industry and academia, will be responsible for identifying Curriculum gaps keeping in mind the Future of work requirements and accordingly propose an innovative curriculum in the Sector. Given these Task Forces are working in the context of Industry 4.0 and 5.0, one of the core areas of their focus is sustainability.

With reference to assessment of 'Future of Work' job requirements in the wake of fast-paced changes in the society, MoE identified 8 Sector-Specific Groups (SSGs) based on their relevance to the changing world such as Agriculture, Health & Bio-electronics, Banking, Financial Services & Insurance (BFSI), Energy, Logistics, Digital & Creative Economy, AI in Engineering and Manufacturing & Industry 4.0. HEIs like IITs, IIM & IISc will work to identify the emerging needs of the respective sectors and to facilitate corresponding upgrades in academic and the corresponding capacity building programs. Appropriate actions are being taken by MoE in this regard.

MoE through IIT Delhi also undertook a study to assess manpower and skills requirement emerging from energy transition. The study estimated workforce demand, requisite skills, competencies, job roles, assessed supply side ecosystem and identified gaps to meet future skills demand across various sub-sectors within renewable energy. The study also highlighted courses in alignment with future skills and competencies required.

HEIs are also taking initiatives in their own capacity owing to the importance of sustainability in education, job prospects and industry-academia collaboration. For example, IIT Madras inaugurated School of Sustainability in 2023. The school offers various sustainability-centric courses, collaborates with Industry and drives interdisciplinary research. IIT Kanpur's Kotak School of Sustainability runs UG and PG programmes on skill building in different areas of sustainability.

Moreover, international rankings such as QS have also started including indicators such as Environmental Education which assesses how institutions are educating students to both understand and make a difference specifically to the environment, outlining the global focus on sustainability.

Going forward, India aims to increase the percentage of total environmental and technological patents to 10% by 2047. In parallel, India will also focus on environmental frontier critical to attain high power clean energy, reduced emissions and increased battery efficiency, underscoring the need for developing skills related to these frontiers to enhance employability of students.

The session shall facilitate discussion of all stakeholders on topics which will help in addressing the current challenges and actualizing future goals.

Topics to be brainstormed

- a) Mechanisms to help HEIs embed topics related to sustainability in their existing courses and launch new courses related to sustainability.
- b) Need to launch model curriculum for upcoming topics related to sustainability across sectors by stakeholders.
- c) Need for regular Guest Lectures, Workshops, Conferences to keep students abreast of latest developments and skill sets requirements, especially related to sustainability, across various sectors.
- d) Discussion on developing industry partnerships and onboarding of industry players for providing internship/Apprenticeship opportunities focusing on topics related to sustainability.
- e) Discussion on pathways to increase Industry-Academia collaboration on topics of sustainability and on-boarding industry players.

Expected Outcomes

- a) Enhanced sustainability relevant offering in offline and online courses for students.
- b) Enhanced industry- institute connect in areas of sustainability and ESG.
- c) Enhanced internships/apprenticeships opportunities focusing on topics related to sustainability to gain hands-on experience.
- d) Leveraging Industry-Academia R&D collaboration on topics related to sustainability.

Roadmap for the Institutes

- a) Conduct student-induction programmes to create awareness among students about importance of sustainability and acquiring relevant skill sets to enhance potential employment opportunities.
- b) Design incentives to onboard more students who are interested in research areas catering to sustainability as well as nudge current students/fellows to use sustainability lens in their existing research areas.
- c) Leverage existing Industry-Academia collaborations to develop collaboration on topics related to sustainability.

Thematic Session - II

PM SHRI (School Education & Skilling)

Session Brief

PM SHRI (PM Schools for Rising India) is a centrally sponsored scheme by the Government of India which intends to prepare more than 14,500 PM SHRI Schools by strengthening the existing schools from amongst those managed by the Central /State/UT Governments/local bodies. These schools are envisioned to emerge as exemplar schools, showcasing the implementation of National Education Policy, 2020. These schools are to provide high-quality education in an equitable, inclusive, and joyful school environment that takes care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their learning process. In these schools, it is ensured that every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. This nurtures students in a way that they become engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by the National Education Policy 2020.

The session on PM SHRI (School Education & Skilling) during the Akhil Bhartiya Shiksha Samagam (ABSS) 2024 will engage eminent experts in the field of education to deliberate on building awareness among all stakeholders in the school system about the PM SHRI scheme and involving them in developing schools that set the highest standards in the country. During the session, there will be an in-depth discussion on ensuring quality benchmarks in PM SHRI Schools. The focus will be on how these schools will develop 21st-century skills in students. It will explore the importance of providing robust facilities for sports, arts, ICT, skill education, promoting sustainability and green practices, and establishing connections with Higher Education Institutions and local entrepreneurial ecosystems for mentoring and support. Ensuring access to physical and psychological well-being of students, embedding cultural and civilizational values, fostering citizenship and nation-building values, and focusing on the all-round development of children will also be key points of discussion. The aim is to ensure that PM SHRI Schools provide high-quality education, fostering holistic development in students.

Topics to be brainstormed

- a) Effective strategies for implementing NEP 2020 in PM SHRI schools
- b) Strengthening Early Childhood Education in PM SHRI Schools
- c) Creating an inclusive and engaging learning environment
- d) Nurturing holistic development and 21st century skills through innovative pedagogies
- e) Role of competency-based assessments in enhancing learning outcomes
- f) Developing robust, accessible, and aesthetic school infrastructure

- g) Importance of adequate facilities for sports, science, ICT, and arts
- h) Integrating skill education into secondary school curricula for enhanced employability
- i) Implementing sustainability and green school initiatives
- j) Fostering community involvement in school activities
- k) Promoting inclusive practices and gender sensitivity in education
- l) Strengthening school leadership and ongoing teacher professional development
- m) Showcasing best practices and success stories

Expected Outcomes

- a) Stakeholders will gain a comprehensive understanding of the PM SHRI scheme and its objective of integrating NEP 2020 into school practices.
- b) Insights will be provided on strengthening early childhood education within PM SHRI Schools to build a strong foundation for young learners.
- c) Discussions will focus on creating inclusive and engaging learning environments that cater to diverse student needs and promote active participation.
- d) Strategies will be discussed for nurturing students' holistic development and equipping them with essential 21st-century skills through innovative pedagogy.
- e) Participants will understand the role of competency-based assessments in enhancing learning outcomes and how to implement them effectively.
- f) Best practices for developing robust, accessible, and aesthetically pleasing school infrastructure will be discussed.
- g) The importance of providing comprehensive facilities for sports, science, ICT, and arts will be highlighted to support a well-rounded education.
- h) Strategies for integrating skill education into secondary school curricula to boost employability will be explored.
- i) The session will emphasize the implementation of sustainability and green school initiatives to promote environmental responsibility.
- j) Approaches for fostering community involvement in school activities will be discussed to enhance educational experiences and support.
- k) The importance of inclusive practices and gender sensitivity in education will be addressed to ensure equity and respect.
- l) Strategies for strengthening school leadership and providing ongoing teacher professional development will be discussed.
- m) Successful case studies and best practices from PM SHRI Schools will be showcased to inspire and guide implementation.

Roadmap for Schools

- a) Conduct a comprehensive needs assessment to identify current strengths and areas for improvement.
- b) Develop a detailed action plan outlining goals, timelines, and responsibilities for implementing PM SHRI initiatives.

- c) Integrate NEP 2020 principles into the school curriculum by implementing innovative pedagogical approaches
- d) Promote holistic development through a balanced focus on physical, cognitive, emotional, and social development.
- e) Ensure infrastructure and facilities upgradation.
- f) Provide targeted training for teachers and school leaders on new pedagogies, leadership skills, and competency-based assessments.
- g) Integrate skill education into the secondary curriculum to enhance employability.
- h) Implement green school practices, including energy efficiency, waste management, and environmental education.
- i) Foster strong community involvement through volunteer programs, mentorship, and collaborative projects.
- j) Engage local entrepreneurs and higher education institutions for mentoring and support.
- k) Develop and implement strategies to ensure an inclusive and supportive learning environment.
- l) Regularly update School Quality and Assessment Framework (SQAF) for monitoring and evaluation of school performance.
- m) Document and share successful practices and innovations with other schools to promote widespread adoption and improvement.

Thematic Session-III

Role of HEIs in Promoting STEM & Enhancing GER through Vidyashakti

Session Brief

NEP 2020 targets to increase Gross Enrolment Ratio (GER) in higher education including vocational education to 50% by 2035. While a number of new institutions may be developed to attain these goals, a large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs. NEP 2020 recommends range of measures to enhance GER with equity and inclusion and some important measures include conducting outreach on higher education opportunities and scholarships

India's current Gross Enrolment Ratio (GER) for the age group 18-23 is pegged at 28% as per the population projection based on 2011 census. Though it has increased from 27.3 in 2020-21 and from 24.6 in 2017-18, there is still a scope for great improvement. The GER was 23.7 in 2014-15. An estimated 2.6 Crore students are enrolled in 10+2 standards (UDISE+ report 2021-22), of which only around 30 Lakh students enroll for higher education courses in STEM fields (AISHE report 2021-22).

Department of Higher Education has prepared five-year action plan with aim of achieving target of 39% GER by 2028-29. Action plan for enhancing the GER includes scaling of Vidyashakti (free pre-university/degree college) across HEIs for improving transition rate. The proposed Vidyashakti Scheme, with a specific focus on enhancing enrolment (including women) in STEM branches, targets to increase GER to 7% which is more than double the existing 3.3% (average year-on-year increase over last five years).

Background

- a) As the emerging areas are evidently technologically driven and require adequate workforce in the STEM streams, the Department of Higher Education envisions to implement a scheme with dedicated focus on increasing enrolment in this area.
- b) The Vidyashakti Scheme is therefore ideated to fulfill this vision and pave the way for a sustainable method of improving foundation knowledge of rural children and encouraging them to enroll in STEM courses.
- c) The scheme aims to engage and run 10,000 Rural Interaction Centres (RICs) for two years of its implementation and reach a minimum of 5,00,000 students from 8th to 12th standard annually, with special focus on encouraging female students.
- d) Rural students will be handheld through a stimulating curriculum enriched with practical exercises and cutting-edge simulation software, developed by "Mentor Institute", i.e. IIT Madras.
- e) Higher Education Institutes (HEIs) in the local surrounding areas will be onboarded to lead in the implementation of the scheme as the "Hub Institutes".

- f) Students from the Hub Institutes will be engaged to participate as local student mentors, or “Shiksha Saarthis”. Shiksha Saarthis will be chosen to take the additional responsibility based on Expression of Interest.
- g) The RICs will be established in Schools with Common Services Centres (CSCs), established under the Ministry of Electronics and Information Technology (MeitY), as the “Spokes”, as per availability.
- h) CSCs have been chosen as the spokes as they have already been functioning successfully as local education centres and have piloted the project in 300+ centres across two States, with the Mentor Institute, over two years.
- i) IIT Madras will also provide training along with constant guidance and support to Shiksha Saarthis, through the Hub Institutes.
- j) For the Shiksha Saarthis, this model is envisioned to,
 - (i) generate a stipend amount to support their own education,
 - (ii) provide best mentorship under the guidance of IIT Madras,
 - (iii) mould them as future academicians through the exposure,
 - (iv) encourage competitive spirit among Shiksha Saarthis through their Grading and Assessment.

Topics to be Brainstormed

- a) The current educational spread in higher education must be analyzed. This will provide details about district-wise college details, graduates based on degrees/discipline, year over year trend for the last ten years.
- b) To create more awareness on the scope/opportunities/value-addition that students get by going through a college education. A coherent effort must be taken to create a mindset “college is important” among all students and parents.
- c) Motivating and guiding students at the school level (at least from 7th grade onwards) on the kind of exposure they get and how they can improve their quality-of-life through college education is essential. Leaders of various organizations, accomplished people, and brand ambassadors must keep emphasizing this fact, again and again.
- d) Introduction of basic skills required in jobs early in schools will create more interest. These skills will include, but are not limited to, presentation skills, data analysis skills, writing skills etc.
- e) Conduct in-person reach through public meetings, competitions, melas, etc., to explain the current trend of requirements by the industry to the students, teachers and parents. A channel must be established to explain the kind of upskilling requirements for those who dropped out in 12th grade but want to pursue education now.
- f) Multi-channel communication through traditional media and digital platforms to create awareness about the various educational programs, scholarship opportunities, and academic procedures should be actively done. Community leaders and grassroots organizations should be engaged in these efforts.

- g)** Exploration of ways for students to move to higher education

Expected Outcomes

- a)** Improved foundational & conceptual learning in school going children.
- b)** Increased enrollment in the STEM courses in Higher Education Institutes (HEIs) and enhancement of GER.
- c)** Enhanced self-confidence in learning and pursuing STEM courses.
- d)** Valuable guidance for school students as well as the Shiksha Saarthi and the Hub Institutes to interact and learn from Mentor Institute.
- e)** Implementation of multiple recommendations of the National Education Policy (NEP) 2020 including support to students from rural areas, strengthening of HEIs in underserved areas, holistic development of students, guided internships for students in HEIs, promotion of digital learning, promotion of STEM courses, etc.
- f)** A list of current challenges faced in motivating students and parents. This will vary from region to region due to our varied demography.
- g)** Best practices adopted by HEIs for enrolling more students.
- h)** Points on job specific skills required (that are currently not imparted as per curriculum) to be listed out. This can include the need for inter-disciplinary skills as well.
- i)** Improved employability prospects in the long run for rural students.
- j)** Dignity of labor, respect for every profession and developing passion for work are key factors. On these aspects, motivational sessions need to be organized in schools and HEIs.

Roadmap for the Institutes

- a)** Identify the territory for which Higher Education Institutes (HEIs) in the local surrounding areas will be onboarded to lead in the implementation of the scheme as the “Hub Institutes”.
- b)** Coordinate with the schools in the territory, to identify the single point of contact for continuous participation. Since the local chapters are the last mile connect, institutes must establish the highest trust level with the local chapters.
- c)** Coordinate with industry to percolate industry field visits to a mixture of students from schools and colleges.
- d)** Identify the new/upskill requirements as required by the industry, and explain the same to school teachers. This will create a positive mindset in teachers and they can in turn motivate students.

Thematic Session - IV

Equivalence of Curriculum and Assessment across all School Boards

Session Brief

The Indian education system is undergoing a significant transformation driven by the National Education Policy (NEP) 2020. This policy emphasizes a shift towards Competency-Based Assessments (CBA) that evaluate not just knowledge retention, but also the development of essential skills and holistic student growth. However, achieving this goal requires collaboration among diverse school boards to create a unified and effective assessment system.

Background

The current educational landscape in India is characterized by a multitude of school boards, each with its own curriculum, assessment practices, and timelines for examination and results. This fragmentation has resulted in inconsistencies among student learning outcomes and creates challenges for students migrating between boards. Additionally, traditional assessment methods often prioritize rote memorization over critical thinking and problem-solving skills. This disconnect impedes the development of 21st-century skills required to succeed in the current globalized world.

Rationale

National Education Policy (NEP) 2020 (para 4.41) proposes to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) as a standard-setting body under Ministry of Education that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India. In pursuance of the provisions of the NEP 2020, on **8th February 2023, Ministry of Education under NCERT established PARAKH**, as India's first National Assessment Centre which will be an independent constituent body. This Centre will also advise school boards regarding new assessment patterns and latest research, promoting collaborations among school boards. It will also become an instrument for the sharing of best practices among school boards, and for ensuring equivalence of academic standards among learners across all school boards. The session would deliberate on the findings made by PARAKH in its study on existing practices of school education boards, new assessment patterns and latest research to promote equivalence and roadmap to promote collaborations among school boards.

Objectives of the Conference

This proposed conference brings together representatives from various school boards to discuss the following:

- a) **Developing Synergies:** The conference seeks to encourage collaboration among stakeholders like PARAKH, NCERT, SCERTs, State School Education

Departments and State School Boards to implement NEP-recommended assessment reforms.

- b) **Equivalence among Boards:** The conference will explore strategies for designing assessment frameworks with shared standards for defining competencies, setting rubrics, and utilizing best practices to ensure equivalence among school boards.
- c) **New Assessment Methods:** The conference will discuss the adoption of innovative assessment tools that encourage Competency-Based Learning, including methods aligned with the National Credit Framework and the Academic Bank of Credit.
- d) **Technological Integration:** The conference will explore the role of educational technology in creating effective assessment methods for the 21st century. This includes exploring methods for utilizing technology to improve fairness, track student performance, and enhance transparency and security of student records.
- e) **Futuristic Visualization:** The conference will discuss and explore how PARAKH's call for equivalence among School Boards helps to prepare our students, for the future workforce for a more globalized world to fulfill the vision of a developed India by 2047. It will also focus on Facilitating National Benchmarking and International Comparability with an Ethical and Responsible use of Technology that is the need of the hour.

Expected Outcomes

- a) **Collaborative Action Plan:** The conference aims to develop a collaborative action plan for implementing NEP-recommended assessment reforms across all School Boards.
- b) **National Assessment Framework:** The conference aims to facilitate the development of a unified national assessment framework that ensures consistency and equivalence among boards.
- c) **Technological Tools:** The conference will identify and recommend innovative technological tools for effective and efficient assessment practices.

Conclusion

This thematic session presents a unique opportunity for stakeholders in Indian education to discuss and design a unified and effective assessment system aligned with the vision of NEP 2020. This system will promote student learning outcomes, ensure seamless student mobility across boards, and prepare students for success in the evolving world.

Thematic Session – V
Role of Ranking and Accreditation in Enhancing Quality

Session Brief

The National Education Policy 2020 is a comprehensive framework that aims to promote the holistic development of learners and enhance the quality of Higher Education Institutions (HEIs). The policy strongly emphasizes on overhauling and re-energizing of the education system through providing multidisciplinary education, nurturing critical thinking, fostering research and innovation, and improving the overall quality of infrastructure and teaching to deliver high-quality higher education.

NEP considers quality higher education to be one of the pre-requisites of 21st century to develop good, thoughtful, well-rounded, and creative individuals, where, it is acknowledged that the purpose of quality higher education is more than mere creation of greater opportunities for individual employment. Enhancement of quality in higher education bank upon a number of parameters including ‘ranking’ and ‘accreditation’ of the Higher Education Institutions to ensure that standards in delivery of education is uniformly maintained throughout the country.

Accreditation

In Higher Education, accreditation is carried out by an autonomous body namely, National Assessment and Accreditation Council (NAAC) that assesses and accredits HEIs in the country on a list of parameters to ensure that HEIs are offering quality higher education.

NEP 2020 recommended that in the long run accreditation will be a binary process in lines with existing global practice. Based on the recommendations of Dr. Radhakrishnan Committee report on ‘transformative reforms for strengthening Assessment and Accreditation of HEIs in India, and its acceptance National Assessment and Accreditation Council (NAAC) will undertake accreditation reforms in two phases: Binary Accreditation and Maturity-Based Graded Levels. NAAC has proposed engaging with the Higher Education Departments and Councils of various states to consult with them about the planned reforms in accreditation, thereby, enabling the majority of institutions to participate in the new accreditation process.

Binary Accreditation framework is drawn from 10 attributes classified based on Input, Process and Outcome dimensions essential for achieving quality assurance in higher education. The important change in the proposed framework is to focus on “Outcome and its Impact” on the contribution of higher education towards socio-economic development of the nation. The framework is suitably configured to accommodate the requirements of Universities, Autonomous colleges and affiliated colleges. In addition, the framework captures the uniqueness of institutions that have impacted the specific stakeholders group. The Framework incorporates the situation of rural and remote

location institutions, which may be located in Aspirational Districts across the country.

Currently, around 475 Universities and 10,108 HEIs across the country are accredited. Given the fact that the current percentage of colleges accreditation is relatively low, it is proposed to launch several hand holding initiatives to reach out and support institutions to come forward for participation in the accreditation process. In addition, the institutions located in rural and remote locations are likely to receive mentoring support from NAAC in order to ensure no institution is left behind in the new and transformative quality movement. The new framework symbolizes “Ease of doing business and Confidence in system” and enables self-directed motivation towards accreditation without any fear or inhibitions.

The proposed framework is expected to take less cycle time, less accreditation fee and most importantly avoids physical peer team visits to the institutions as part of assessment. Also, the data validation which is largely quantitative, will be carried out by peer institutions to ensure objectivity and correctness of assessment. The proposed framework of 10 Attributes includes 59 metrics for universities, 56 for autonomous colleges, and 46 for affiliated colleges. NAAC had also prepared various discipline-specific manuals suitable for disciplines such as Law, Health Sciences, and Management, etc. to accommodate the specific requirements of these disciplines.

Ranking

India takes pride in its large higher education network, encompassing 1,168 Universities/University-level Institutions, 45,473 Colleges, and 12,002 Stand Alone Institutions offering a wide array of programs in nearly every discipline. Despite this vast network, only a select few institutions find representation in global QS and THE rankings, leaving the majority unacknowledged.

It is crucial to gain a comprehensive understanding of the current state of higher education in India and to establish a standardized assessment tool for measuring educational quality under set parameters, thus promoting excellence, accountability, and competitiveness within the higher education sector. In response to this need, the Government of India introduced the National Institutional Ranking Framework (NIRF) in 2015, aimed at evaluating the performance of higher education institutions across the country. The ultimate goal is to imbue the Indian higher education landscape with quality and clarity, ultimately paving the way for the development of world-class educational institutions, fostering a culture of performance, and preparing Indian institutions for inclusion in global rankings.

The National Institutional Ranking Framework (NIRF) evaluates Higher Educational Institutions (HEIs) based on five broad parameters: Teaching, Learning and Resources (TLR), Research and Professional Practices (RP), Graduation Outcomes (GO), Outreach and Inclusivity (OI), and Perception. Each parameter includes specific sub-heads to comprehensively assess HEIs. NIRF ranks HEIs across 13 categories,

including recent additions such as Agriculture and Allied sector and innovation category. Since its inception, NIRF has seen significant growth in HEI participation, increasing from 3,563 in 2016 to 5,543 in 2023, indicating growing engagement and interest in the ranking framework.

At the 1st National Conference of the Chief Secretaries in June 2022, one of the decisions was to study the methodology for ranking of Higher Education Institutions (HEIs) and ranking parameters. It was decided that an appropriate roadmap will be drawn to improve the ranking of Indian HEIs at both the national and global levels. Additionally, in the 7th Governing Council meeting of NITI Aayog, it was emphasized that NIRF should be made mandatory for all universities. This highlights NIRF's pivotal role in elevating the performance and quality of academic and research activities in HEIs, ultimately enhancing their representation in international ranking.

A tangible outcome of NIRF improving the performance and quality of Academic, Research in the HEIs is the increased presence of Indian HEIs in the QS Ranking, with the number of institutions in the top 500 climbing from 7 in 2015 to 11 in 2025. Additionally, the total number of Indian HEIs in the QS ranking surged from 9 in 2014 to 46 in 2025, signifying India's growing recognition and presence in international rankings.

A roundtable meeting was organized in the month of April, 2024 by the National Board of Accreditation (NBA). The meeting included Higher Education Institutions (HEIs) featured in the QS ranking along with top performing institutes in NIRF. The purpose of the meeting was to facilitate the exchange of best practices in order to enhance the international standings of the HEIs through adoption and implementation.

The research output of Higher Education Institutions (HEIs) plays a significant role in achieving a high ranking, as it accounts for 30% of the evaluation criteria. A strong research output also gives Indian HEIs an advantage in being featured in the QS rankings. However, HEIs face challenges in maintaining their research output, which is crucial for improving the quality of the institute and enhancing its global reputation.

Further individual States have developed their own state-level assessments to evaluate Higher Education Institutions (HEIs) on their performance and provide data-driven insights for areas of improvement. Gujarat launched GSIRF in 2019, while Kerala launched KSIRF in 2023. The state-level assessments help State HEIs in assessing and rating themselves based on benchmarked metrics of local and global relevance, thereby providing insights, and identifying areas for improvement to feature better in NIRF and global rankings.

In order to enhance the assessment of Higher Education Institutes (HEIs) and elevate the National Institutional Ranking Framework (NIRF) to a global standard, the plan is to expand NIRF with target of 50% Universities and 20% of the Colleges participate in

the NIRF / Subject wise rankings by 2029. In addition, it is also targeted to have at least 10 Indian HEIs in top 200 in international rankings. Accordingly, action plan is aimed to expand NIRF to all Indian institutes and subject rankings and transforming NIRF into a framework for global ranking. Quality reforms in data collection at HEIs will also be implemented, including the introduction of 3rd party validation of NIRF data.

Topics to be brainstormed:

- a) Importance of HEI's research output in enhancing their standings in national and global rankings.
- b) Improving the quality of data submitted by HEIs through robust data collection system and data validation which helps in increasing the effectiveness of ranking.
- c) Pathway for top institutes featured in NIRF to participate in global rankings to ensure 10 Indian HEIs are in top 100 in global rankings by 2047.
- d) Increasing the acceptability and positioning of NIRF as the ranking of the global south.
- e) Transforming the NIRF ranking framework at par with leading global rankings to enhance the Indian HEIs standings in global ranking.
- f) Capacity building of HEIs on ranking parameters, strategies to improve and awareness to clear regional imbalance and fear of performance.
- g) Need for an inclusive system and conducive categorizations to ensure an equitable participation of several diverse institutions.
- h) Shifting towards One Nation One data policy to have a common platform for sharing information which reduces the HEIs' efforts of uploading similar data to various sources and increases the authenticity of the data.
- i) With respect to accreditation, recent reforms in two phases: Binary Accreditation and Maturity-Based Graded Levels.
- j) Reasons for Low participation of HEIs in NAAC accreditation
- k) Proposed accreditation framework focusing on "Outcome and its Impact" on the contribution of higher education towards socio-economic development of the nation.
- l) Robust collection of data Institute and University level using suitable ERP system so that last minute rush to fill the data and missing out any important achievements is avoided.

Expected Outcomes

- a) Strategic way forward to increase the participation of higher education institutions in the NIRF, Accreditation and other global ranking.
- b) Exchange of best practices to enhance the national and international standings of HEIs.
- c) Revised NIRF framework aligned with global ranking framework to enhance the quality of HEIs to meet global standards.

- d) Strategies to enhance the performance of various parameters within the National Institutional Ranking Framework (NIRF) for different categories of HEIs.
- e) Implementation framework of One Nation One data policy to have a common platform for sharing information.

Roadmap for the Institutes

- a) Capacity building programs to be conducted to support and sensitize institutions on culture of rankings and accreditation, benefits of accreditation and NIRF assessment, application process, regional imbalance, and fear of performance.
- b) Mentoring of HEIs with an international/national ranking expert to amplify research output and have maximum impact on ranking standings.
- c) Top ranked institutions to handhold other HEIs through hub-and-spokes model to increase their chances of featuring in national and global rankings.
- d) Training of NIRF nodal persons in HEIs on data collection and filling of appropriate data to reduce the data discrepancies.
- e) Encouraging top institutes featured in NIRF to participate in global rankings as they have certain ranking parameters outputs already in place.
- f) States/UTs may come up with own state-level assessments to evaluate Higher Education Institutions (HEIs) on their performance and provide data-driven insights for areas of improvement to feature better in NIRF and global rankings.
- g) Universities and colleges in States and UTs should focus on improving the quality of education being imparted through the attainment of NAAC and NBA accreditation and guiding smaller institutes in the same.
- h) Study of the methodology for ranking of HEIs and based on the ranking parameters, appropriate roadmap be drawn to improve ranking of Indian HEIs subject wise and university wise both nationally and globally.
- i) Universities and colleges in the States and UTs need to be mandated to participate in the NIRF every year.
- j) HEIs should move towards applying for autonomy and should focus on establishing an effective governance board

Thematic Session – VI
NCF-FS and NCF-SE Salient Features and Implementation Roadmap

Session Brief

The session aims to comprehensively introduce the National Curriculum Framework for the Foundational Stage (NCF-FS) and the National Curriculum Framework for School Education (NCF-SE), as envisioned by the National Education Policy (NEP) 2020. This session will provide an opportunity for participants to explore key features such as the integration of cultural rootedness, multilingualism, Indian Knowledge Systems, art education, physical education and well-being, vocational education, educational technology into the school curriculum, innovative pedagogical approaches, holistic assessment perspectives, equity and inclusion, and practical implementation strategies to transform the educational landscape. The session will foster collaboration among educators, policymakers, and administrators to ensure effective adoption and execution of the new frameworks.

Topics to be Brainstormed

- a) **Innovative Pedagogical Approaches:** It will include discussion on strategies for incorporating play-based and experiential learning across various subjects with more focus on integration of Art and Physical Education.
- b) **Holistic Assessment Strategies:** It will focus on developing and implementing competency-based assessments for all the domains of the personality, viz., social-emotional, psychomotor, aesthetic, cultural, linguistic and cognitive.
- c) **Inclusive Practices to accommodate diverse learning needs and styles.**
- d) **Utilizing technology to enhance teaching and learning experiences.**
- e) **Teacher Training and Professional Development:** It will focus on effective methods for training teachers in new pedagogical approaches and assessment techniques.
- f) **Engaging parents and the community in the educational process:** Building partnerships with local communities to support the integration of cultural and indigenous knowledge in the curriculum.
- g) **Curriculum Adaptation and Localisation:** Adapting the national curriculum frameworks to local contexts and needs and developing context-specific learning materials and resources.
- h) **Multilingual Education:** Promoting and implementing multilingual education from the foundational stage and developing resources and teaching strategies for multilingual classrooms.
- i) **Vocational Education as a subject from Middle Stage onwards**

Expected Outcomes

In this session, the participants will

- a) gain a deeper comprehension of the shift from the earlier curriculum to the new 21st-century competency based curriculum.
- b) develop the skills necessary to create strategic plans for rolling out NCF-FS and NCF-SE in schools.
- c) enhance their ability to identify key resources and support systems required for successful implementation.
- d) foster mutual understanding, leading to the establishment of collaborative networks among educators, policymakers, and administrators.
- e) engage in the sharing of best practices and innovative ideas for curriculum implementation.
- f) adopt play-based and experiential learning methods.
- g) integrate holistic education principles into their educational practices.

Roadmap for Institutes

a) Orientation and Training

SCERTs/SIEs/DIETs and SIEMATs need to conduct regular orientation and training sessions for school heads, teachers and teacher educators on NCF-FS and NCF-SE. They can utilize digital platforms for the continuous professional development of all concerned stakeholders.

b) Curriculum and Material Development

- SCERTs need to develop and contextualize learning-teaching materials in line with NCF-FS and NCF-SE and NCERT's textbooks.
- Schools need to collaborate with local artisans and experts to create indigenous learning resources.

c) Implementation and Monitoring:

SCERTs, Education Departments and Samagra Shiksha need to oversee the gradual introduction of new textbooks and learning materials establishing monitoring and evaluation frameworks to track progress and address challenges.

d) Community and Parental Engagement

- Schools to involve parents and community members in the educational process.
- Schools to organise programmes for parents and community to explain the benefits of the new curriculum frameworks.
