NEP implementation at LEAD
Executive Summary

LEAD curriculum has been more progressive than NEP since inception.
- K-5 has been benchmarked to international standards on outcomes across all subjects, with international pedagogical practices used for deep conceptual understanding.
- Class 6-10 outcomes are benchmarked to the Board, however international pedagogical approaches and best practices have been used to develop deep conceptual understanding & building thinking, communication and collaboration skills.
- Innovative programs like ELGA and CCS build strong foundational skills

With NEP guidelines coming in, adoption of LEAD curriculum will get a boost since all schools need to move away from traditional textbooks to NEP aligned curriculums like LEAD.
6 key strategic shifts detailed by NEP

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Academic Structure

5+3+3+4

NEP guides moving from the old 10+2 structure to the new 5+3+3+4 structure

10 years
Class 1-10 (Age 6-16)

2 years
Class 11-12 (Age 16-18)

4 years
Class 9-12 (Age 14-18)

3 years
Class 6-8 (Age 11-14)

3 years
Class 3-5 (Age 8-11)

5 years
Class 1-2 (Age 6-8)
Pre-school (Age 3-6)

Inclusion of Pre-primary in NEP impacts Govt system since Balvadi’s were outside Ed-dept jurisdiction. It is largely to bring pre-primary into formal education system. It does not impact private sector.

At LEAD

Pre-primary to Class 10
Greater depth in C9 and C10
Higher Order Thinking Skills
Subject Enrichment and Portfolio to facilitate multidisciplinary thought and extend learning

Strong pedagogy via CPA, VLC and LBD
Routines to facilitate discussion and simplification of abstract topics

Multimodal classrooms
SCEK to aid activities
CPA in Math, LBD in EVS promote activity based learning

C1-2 - unit structure for theme integration within each subject.
Nur-SKG - theme-based integration across subjects
NEP introduces Early Childhood Care and Education (ECCE) & Foundational Literacy and Numeracy (FLN)

The National Mission will declare the overall national targets in achieving learning outcomes, including year wise outcomes to be achieved by the year 2026-27 by each State/UT. The overall literacy and numeracy targets to achieve the objectives of the Mission are set in the form of Lakshya or Targets for Foundational Literacy and Numeracy starting from the Balvatika.

**Lakshyas: Learning Goals of the Mission**

At LEAD

- Already aligned with new LOs released in the NIPUN bharat document in 2021
- Students at LEAD have a head start w.r.t the 2026-27 graduating cohort.

"...to create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that by 2026-27 every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade 3."
NEP has added Developmental Goals for K-3 which is already covered by LEAD

**Goal 1:** Children maintain good **health and well-being**

**Goal 2:** Children become **effective communicators**

**Goal 3:** Children become **evolved learners** and connect with their environment

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**At LEAD**

**Pre-primary**

- **Morning Routine, Yoga & PE**
- **Early ELGA and Creative Arts**
- **Early EVS and Early Mathelogic**
Key Components covered in Foundational Literacy have been important pillars in LEAD curriculum.

**Components in Foundational Literacy**
- Oral Language Development
- Reading Comprehension
- Writing
- Vocabulary
- Coding
- Phonological Awareness
- Reading Fluency

**At LEAD**

*ELGA: A skill based and level based program*

- Comprehension
- Expression
- **GRAMMAR**
- **W**riting
- **L**istening
- **S**peaking

*PHONICS*
*WHOLE WORDS*

2 hours a day, 4 days a week

*CCS: Coding and Computational Skills*

- Computational thinking and coding from Class 1
- A strong USE-THINK-BUILD pedagogical approach
ECCE & FLN
LEAD’s Progressive Approach

Key Components covered in Foundational Numeracy have been important pillars in LEAD curriculum

Components in Foundational Numeracy

- Pre-Number concepts
- Numbers and operations on numbers
- Shapes and Spatial Understanding
- Measurement
- Patterns
- Data Handling
- Mathematical Communication

At LEAD
Early Mathelogic and Math

- Pre-Number concepts
- Numbers and operations on numbers
- Shapes and Spatial Thinking/Visualisation
- Observation
- Measurement
- Patterns
- Data Handling
- Mathematical Communication | Routines
- Algorithmic Thinking
- Decomposition | Prediction

LEAD has benchmarked itself against best-in-class curriculum and is an early adopter in implementation of thinking skills. A structured approach via C-P-A has helped lay a strong base for the learners in their foundational years.
NEP has recommended experiential learning at all stages along with a few inclusions in the pedagogy. These are in sync with the pedagogical approaches at LEAD. The classroom interactions, activities and routines at LEAD also make learning holistic.

**Experiential Learning**
- Use of Hands-on learning & storytelling based pedagogy
- Arts and games/sport-integrated learning

**Promotion of Indian Culture & Context**
- Use of Indian context for teaching to the extent possible in examples, illustrations, stories, toys etc.

**Value-Based Education | Ethics**

**New Areas**
- Computational Thinking | AI
- Global Citizenship, Environmental Education, Holistic Health, 21st Century Skills

**At LEAD**

- Implemented through an Integrated Curriculum in Pre-Primary
  - Arts and activity (games/sport) integration in primary and middle school.

- Use of locally relevant themes and context for teaching.
  - Use of visuals and illustrations to support the same.

- Contextual integration of values like gratitude, honesty in curriculum.
  - Note: While aspects of ethics are integrated, ethical reasoning as a skill is being integrated for the upcoming year AY23-24 in accordance with the NCF implementation

- Coding and Computational Skills (as a subject)
  - Inclusion of Data Science and Python in middle school as a foundation to AI and Machine Learning.
  - Citizenship themes and Environmental Education
  - Note: Core 21st Century Skills are being integrated/tagged for the upcoming year AY23-24 in accordance with the NCF implementation

*Examples of the above areas are shown in the following slides*
Art-Integration in Primary and Middle School

**Steps to Perform the Activity**

**Step 1:** Press your painted thumb gently on the paper to make your thumb impression.

**Step 2:** Then turn your thumb up wards again and repeat the first print. Apply colour on your thumb if needed. You can use any colour of your choice.

**Step 3:** Next, fold the paper along the horizontal line of symmetry. Again, mark the fold with a dotted line.

**Step 4:** Draw any design on the folded piece of paper.

**Step 5:** Finally, unfold to show a symmetric design with two lines of symmetry.

**Steps to Conduct the Activity**

**Step 6:** Use the same steps to make a pattern by turning your thumb by a quarter turn.

### Arts Integration

- **Example:**
  
  **Steps to Perform the Activity**

  **Step 1:** Press your painted thumb gently on the paper to make your thumb impression.

  **Step 2:** Then turn your thumb up wards again and repeat the first print. Apply colour on your thumb if needed. You can use any colour of your choice.

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  **Step 4:** Draw any design on the folded piece of paper.

  **Step 5:** Finally, unfold to show a symmetric design with two lines of symmetry.

### Sports Context in Middle School

- **Solve:** Express the following algebraically:
  
  Runs scored by a player in a cricket match from fours

- **Solve:** Express the following algebraically:
  
  Runs scored by a player in a cricket match from fours

- **Identify the variable:**
  
  y

- **Identify the constant:**
  
  4

- **Identify the operation:**
  
  +

- **Frame and write the algebraic equation:**
  
  \[ y = 4 	imes 4 \]

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  +

- **Frame and write the algebraic equation:**
  
  \[ y = 4 	imes 4 \]
Use of Indian context for teaching to the extent possible in examples, illustrations, stories, toys etc.

<table>
<thead>
<tr>
<th>Image</th>
<th>Type of Physical Market</th>
<th>Have you visited this Market. Answer in Yes or No</th>
<th>Shops or Sellers Found in This Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td></td>
<td></td>
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<td>(c)</td>
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<tr>
<td>(d)</td>
<td>Weekly market</td>
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</table>
This is achieved by both - providing examples as well as questioning to make students think. Also, focusing on the importance of different points of view helps students gain exposure to multiple perspectives.
Global Citizenship: An example from a unit on Disaster Management.

- Learn common types of disasters
- How can people prepare themselves?
- Lead a community engagement project
- Reflect and plan ahead

Coding and Computational Skills

Pedagogy
Holistic and Experiential

New Areas: Computational Thinking
Global Citizenship

This data can also be used by data scientists to analyse trends or patterns. This analysis helps them to take appropriate and informed decisions. Scan the QR code to know more about data science.
NEP has the following recommendations with respect to assessments to make them ‘as’, ‘of’ and ‘for’ learning.

**Competency-Based**
Assessments that target competency rather than knowledge

**Holistic Report Card**
Report card that captures more than academics

**Board Exams**
Objective and Subjective papers

**Digital Assessments**
Conduction of online formative and summative assessments

**At LEAD**
- Assessments target learning outcomes & competency [Example in following slide]
- Report card captures values such as sharing, growth mindset, respect, and more.
- Access to objective & subjective mock papers for board exams along with detailed solutions [Example in following slide]
- Students exposed to digital assessments thanks to Practice Tests on students app
Assessments
Formative | Continuous

Competency based questions

Board Exam: Objective and Subjective papers

Example

Competency based questions

Board Exam: Objective and Subjective papers
Teacher Empowerment
Training and Support

NEP has outlined the importance of Teacher training and support - something that has been core to LEAD - Teacher empowerment through robust training and development.

Teacher Capacity Building
Capacity building programs for teachers on online assessment and online teaching

At LEAD

- Teacher Development Workshops
- Online Academy - teaching modules and trainings conducted regularly
- Over 200 hours of Teacher Resource videos
- Over 4000 resources for capability building in curriculum
- Observation and coaching sessions
NEP emphasises on the support for students from both inclusion as well as nurturing talent. LEAD has taken various initiatives for the same.

**Preparatory Classes**
Preparatory classes for students moving from Pre-primary to Primary

**Gifted Children**
Guidelines for discovering and teaching high-performing students

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**At LEAD**

- Bridge Course available for all students
- Lead Championship for high-performers: Student led conferences (SLCs)
- ELGA being level based already provides opportunity for high performers
- Optional units in math allows school to do additional concepts
- Super 100 for Grade 10 students launched this year
Going forward

With various upcoming phases of NEP (including the development of the National Curriculum Framework NCF and SCFs though which the NEP would be implemented), LEAD would be reviewing the guidelines on a continuous basis and improving curriculum where necessary.

- **2020**
  - NEP finalised and released
  - SAFAL (Structured Assessment for Analyzing Learning) documentation released

- **July 2021**
  - NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) guidelines released

- **May-Dec 2022**
  - Setting up of Focus Groups overseen by a Steering Committee
  - The 25 National Focus Groups and 25 State Focus Groups provide inputs for the NCF and SCF respectively.

- **Proposed implementation AY 2023-24**
  - NCERT | NCF development phases
  - SCERT | SCF development phases
  - Relevance For LEAD: Any implementation recommendations not already in our curriculum will be incorporated.

- **2023**
  - Publishing of NCF
  - Textbook Development Teams set up
  - Relevance for LEAD: We will also implement any changes needed in time for the new academic year

The NEP implementation plan is outlined in the SARTHAQ (Students and Teachers’ Holistic Advancement Through Quality Education) document.
Thank You