NEP

implementation at

LEAD

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.

Table Of **Contents**

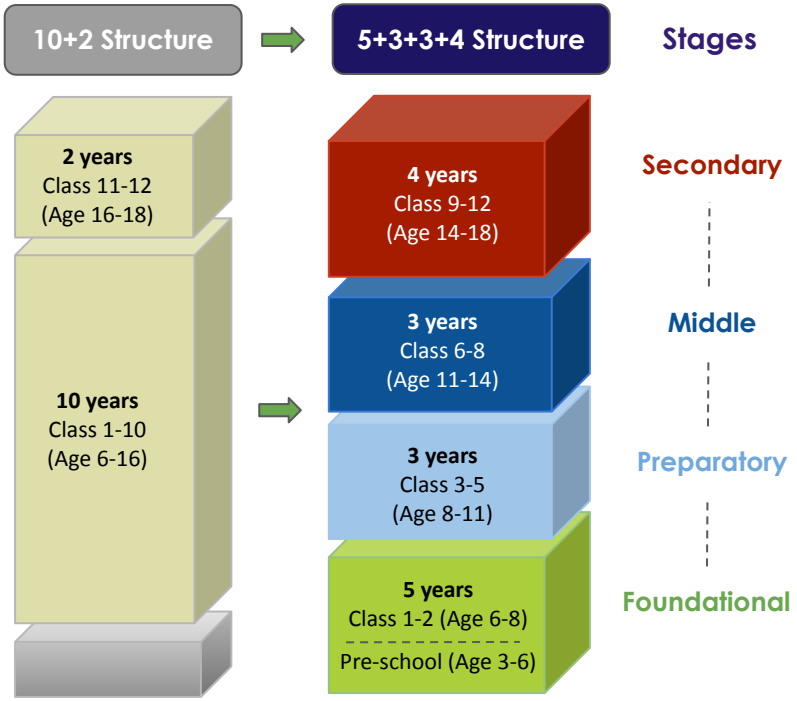
6 key strategic shifts detailed by NEP

01

Academic Structure

5+3+3+4

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



Multi-disciplinary
Critical thinking & depth

Experiential/Activity based and Discussion

Activity based & Interactive classroom

Flexible, Play/activity and theme based

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

02

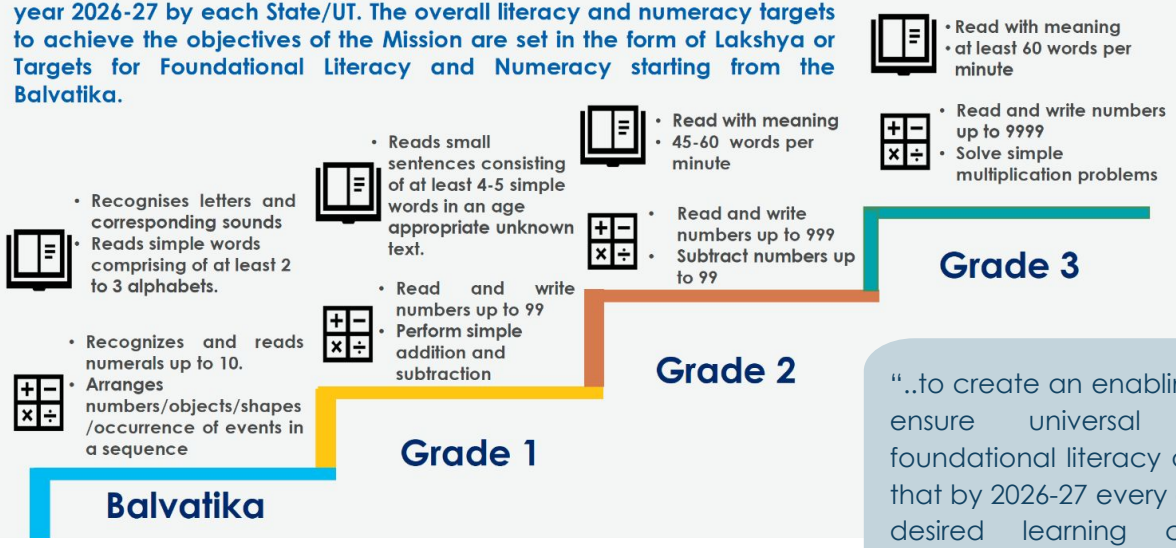
ECCE & FLN

LEAD's Progressive Approach

NEP introduces Early Childhood Care and Education (ECCE) & Foundational Literacy and Numeracy (FLN)

Lakshyas: Learning Goals of the Mission

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.



"..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.."

- National 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.

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NEP has added Developmental Goals for K-3 which is already covered by LEAD

Developmental Goals

	facilitated by	At LEAD (Pre-primary)
Goal 1: Children maintain good **health and well-being**	----------→	Morning Routine, Yoga & PE
Goal 2: Children become **effective communicators**	----------→	Early ELGA and Creative Arts
Goal 3: Children become **evolved learners** and connect with their environment	----------→	Early EVS and Early Mathelogic

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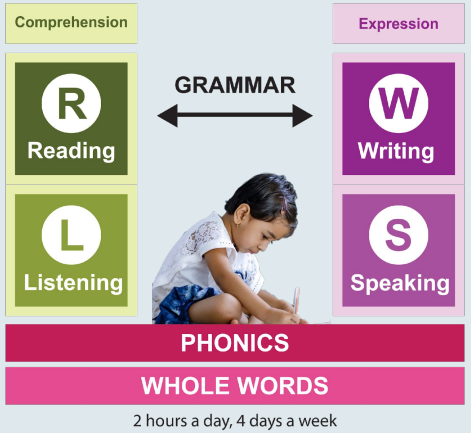
Key Components covered in Foundational Literacy have been important pillars in LEAD curriculum

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



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

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.

03

Pedagogy

Holistic and Experiential

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

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Examples of the above areas are shown in the following slides

Example

Experiential Learning @ LEAD

Art-Integration in Primary and Middle School

Steps to Perform the Activity

Step 2: Press your painted thumb gently on the paper to make your thumb impression.

Steps to Perform the Activity

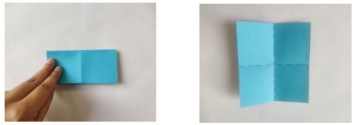
Step 4: Then turn your thumb up wards again and repeat the first print. Apply colour on your thumb if needed. You can use any colour of your choice.

Steps to Perform the Activity

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

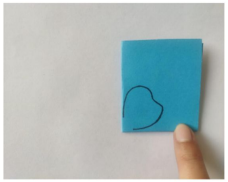
Steps to Conduct the Activity

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



Steps to Conduct the Activity

5. Draw any design on the folded piece of paper.



Steps to Conduct the Activity

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

Activities/Games in Primary

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. | Identify the constant. | Identify the operation. | Frame and write the algebraic equation.

Number of fours scored by the player = y
Score per four = 4.
The runs scored by the player is the number of fours he scored times 4.
So, the operation is multiplication.

4 4 4 4 ... 4
y times

Example

Promotion of Indian Culture & Context @ LEAD

Use of indian context for teaching to the extent possible in examples, illustrations, stories, toys etc.

Image	Type of Physical Market	Have you visited this Market. Answer in Yes or No	Shops or Sellers Found in This Market
(a) 			
(b) 			
(c) 			
(d) 	*Weekly market*		

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

Gratitude

Why say 'Thank you'?

By being grateful to things and people around us all the time, we become **happier people.**

Leadership

If you think the statement is true, stand.
If the statement is false, remain seated.

- Some people are born leaders.
- We can learn to become good leaders.
- There are only good leaders, no bad leaders.
- Only famous people are leaders, like Gandhi.
- Children can also be leaders.

Multiple Perspectives

The water level is the same. But the water is deep for the small boy and not deep for the tall man. Both of them are right from their **point of view**.

Example

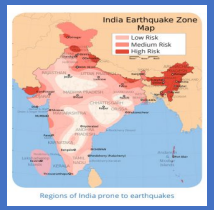
New Areas : Computational Thinking
Global Citizenship

Coding and Computational Skills

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.

SCAN ME
Scan the QR code to know more.

Global Citizenship: An example from a unit on Disaster Management.

LEARN WELL	THINK DEEP	DO GOOD	BE LEADERS
			
Learn common types of disasters	How can people prepare themselves?	Lead a community engagement project	Reflect and plan ahead

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04

Assessments

Formative | Continuous/Regular

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

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04

Assessments

Formative | Continuous

Example

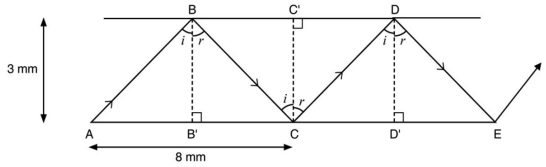
Competency based questions
Board Exam: Objective and Subjective papers

Competency based questions

CBQ 2

Fibre optic cables are used in modern-day electronic communication. Infrared light acts as an information carrier in these cables. This enables the cables to transmit information at the speed of light.
Mechanism of information transfer: A light ray enters one end of the cable and reaches the other end by going through a series of reflections within the cable.

The longitudinal section of a fibre optic cable is shown in the figure below with some measurements. A light ray enters at point A and is reflected at points B, C, D, and so on, before finally emerging at the other end.



In the above figure

(A) path ABC is termed as one cycle of the light ray, path CDE is termed as the second cycle, and so on.

(B) the power of the ray is measured in watts.

(C) the light ray loses 1% of initial energy after every 100,000 cycles.

Additional information: For reflection at a plane surface, the angle of incidence i is equal to the angle of reflection r.

Board Exam: Objective and Subjective papers

A121-MOCK10S02

Class 10 | **Mock Paper II** | **Science**

Name: _____ **Date:** _____ **Max. Marks: 40** **Time: 90 min**

General Instructions:

- ***The Question Paper contains three sections.***
- ***Section A has 24 questions. Attempt any 20 questions.***
- ***Section B has 24 questions. Attempt any 20 questions.***
- ***Section C has 12 questions. Attempt any 10 questions.***
- ***All questions carry equal marks.***
- ***There is no negative marking.***

SECTION - A

Section - A consists of 24 questions. Attempt any 20 questions from this section.
The first 20 questions that you attempt will be evaluated.

1.

The same type of chemical reaction is happening in both these pictures.
What element is needed to make this reaction happen?

A. Carbon-dioxide B. Methane
C. Oxygen D. Hydrogen

2. What do you understand from the following reactions?

Copper sulphate + Zinc → Zinc sulphate + Copper
Copper sulphate + Iron → Iron sulphate + Copper
Iron sulphate + Zinc → Zinc sulphate + Iron

A. Copper is more reactive than zinc.
B. Copper is more reactive than iron.
C. Zinc is the most reactive metal.
D. Iron is more reactive than zinc but less reactive than copper.

A122-C10-A-Canary/MOCK-S6

Class 10 | **Mock Paper VI** | **Science**

Name: _____ **Date:** _____ **Max. Marks: 40** **Time: 2 hours**

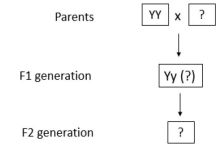
General Instructions:
i) All questions are compulsory.
ii) The question paper has three sections and 15 questions. All questions are compulsory.
iii) Section--A has 7 questions of 2 marks each; Section--B has 6 questions of 3 marks each; and Section--C has 2 case-based questions of 4 marks each.
iv) Internal choices have been provided in some questions. A student has to attempt only one of the alternatives in such questions.

Section – A

1) a. The atomic number of element 'Q' is 6, how many covalent bonds would be present in the compound formed between one atom of Q and chlorine? 2
b. Mention the name and represent the structure of the next homologue of butyne.

2) An element 'X' in its third shell has four electrons, 2
a. In which period and group would you place element X in the modern periodic table?
b. 'Both X and carbon show the property of catenation.' State the difference in which both the elements exhibit this property. Give a reason for your answer.

3) Observe the cross between two pea plants given below and answer the following: 2



a. What could be the possible genotype of the parent plant and the colour of F1 progeny plants?
b. What could be the genotype of the F2 progeny?

05

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

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06

Support

For students

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

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

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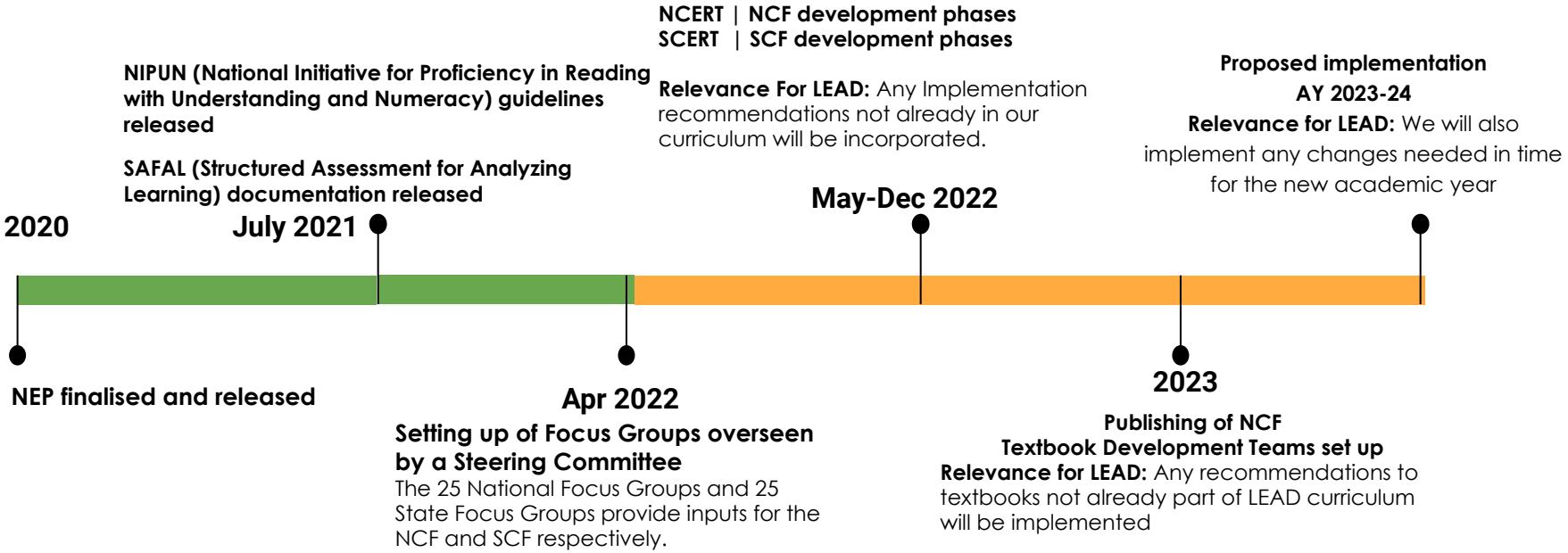
Going forward

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.



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

Thank You