

# CHARTING THE COURSE FOR TOMORROW'S EDUCATION AT 29<sup>TH</sup> NATIONAL SAHODAYA CONFERENCE 2023!

## REPORT ON CBSE'S 29<sup>TH</sup> NATIONAL ANNUAL CONFERENCE OF SAHODAYA SCHOOL COMPLEXES 2023-24

### THEME

### REIMAGINING THE CHANGING LANDSCAPE - QUALITY TRANSFORMATION IN SCHOOL EDUCATION

CBSE's 29th edition of the National Annual Conference of Sahodaya School Complexes 2023-24, orchestrated by Mumbai Sahodaya under the esteemed banner of CBSE, commenced with a splendid display of cultural finesse. The enchanting presentations served as a captivating prelude, setting the tone for an enriching day ahead.

Two-day educational conclave, encompassed interactive sessions, announcements, and a goldmine of best practices. A convoy of a dream team of trailblazers including educators, tech gurus, and forward-thinking leaders who were brought together under one roof to ignite the imagination and redefine education.

In a world where traditional schooling no longer fits the bill, we're diving headfirst into the future of education aided by NCF and NEP. This event plays a pivotal role in the realm of schools in India. We are on the verge of fusion of ancient Gurukul wisdom with cutting-edge technology, all on a global scale.

**Reimagining The Changing Landscape** included deliberations to co-create a sustainable future on the following topics by experts and educators in the respective fields.

Equitable education

Tailored learning

Leadership transition and Inclusive leadership

Seamless tech integration

Transition of new NCF for foundation years

Paradigm shifts to quality education

7 mantras for future schools

Reimagining the learning spaces

Multilingualism in Foundation learning.

### **CORE COMMITTEE/COORDINATING COMMITTEE**

1. Mr RAJEEV GARG, PRESIDENT, MUMBAI SAHODAYA
2. Ms RANJANA JHANGRA, VICE PRESIDENT, MUMBAI SAHODAYA
3. Dr RASHMIREKHA SAHA, TREASURER, MUMBAI SAHODAYA
4. Ms RAJ ALONI, SECRETARY, MUMBAI SAHODAYA
5. Ms NANDITA KHANNA, JOINT SECRETARY, MUMBAI SAHODAYA
6. Mr ALOK KATDARE, EXECUTIVE MEMBER, MUMBAI SAHODAYA
7. Mr ALOK SINGH, EXECUTIVE MEMBER, MUMBAI SAHODAYA

## **NOTIFICATION BY CBSE**

**CBSE/DIR(ACAD)/2023**

**October 20, 2023**

### **29<sup>th</sup> NATIONAL ANNUAL CONFERENCE OF SAHODAYA SCHOOL COMPLEXES -2023**

The 29<sup>th</sup> National Annual Conference of Sahodaya School Complexes -2023 is scheduled to be held in collaboration with Mumbai Sahodaya Schools Complex on the theme “Reimagining the Changing Landscape – Quality Transformation in School Education” on 8<sup>th</sup> and 9<sup>th</sup> December 2023 at The Westin Mumbai, Powai Lake, Powai, Mumbai. The conference aims to engage participants in co creating and contributing towards a sustainable future. It also aims at enabling the Principals and Management of CBSE schools to understand the new policies and innovative practices that have been launched by the Board along with special emphasis on Nep 2020 and NCFFS 2023.

#### **Call for Case Studies**

The case studies for a general issue of souvenir may be submitted as per guidelines given below. The case study should reflect the best practices adopted by the school on the following sub themes :

- a. Role of Technology in the implementation of multilingualism in schools
- b. Assessment and Feedback in competency-based learning
- c. Mental Health and Social-Emotional Learning
- d. Cross-Disciplinary Skill Integration
- e. Incorporating Arts and Creativity
- f. Inclusion and Accessibility
- g. Community Engagement and Internships

#### **Guidelines for submission of the case study :**

- Word Limit for the case study is 1000 words.
- The work has to be an original contribution. No plagiarized work will be accepted.
- The study should shed light on significant issues, dilemmas, or challenges encountered by schools, teachers, or principals within specific contexts. In addition to identifying challenges, these cases should also propose or suggest potential strategies for addressing these challenges.
- It should also offer a modest and accurate account of the actual events that transpired. It is strongly urged that the inclusion of authentic primary and secondary data. However, in cases where primary data is used, authors should take measures to disguise certain names and other confidential information to ensure confidentiality is maintained.
- References, if any should be mentioned at the end of the write-up.
- To be submitted as a single file in MS WORD format (pdf format will not be accepted) in Arial/Unicode (for Hindi) font size 12 with 1.5 line space. Margins on both sides should be 2cm.
- The write up can be either in Hindi or English with topic, name of the contributor: Principal/teacher and the name of the school with address.
- Accompanied by relevant evidence in the form of photographs and other relevant evidence (images and photographs should be sent in .jpeg format only)
- To be submitted online through an e-mail [souvenirnse2023@gmail.com](mailto:souvenirnse2023@gmail.com) on or before 31<sup>st</sup> October, 2023.

#### **Please note :**

1. Write ups received after the mentioned deadline will not be accepted.
2. The Editorial Team reserves the right to determine the eligibility of the entries.

3. The selected probable best practices will be collated and released in the form of an e-SOUVENIR during the Conference.
4. Hard copies will not be accepted.

### **Registration**

Please register online at <http://www.mumbaisahodaya.com> for participation in the 29<sup>th</sup> national Annual Conference of Sahodaya School Complexes – 2023. Alternatively the participants can use <https://mumbaisahodaya.com/national-sahodaya-conference-2023> to register. The last date for registration is Nov 10, 2023.

### **Participation Fee**

Participation fee collected by the host Sahodaya will be subject to third party audit as laid down by the Board.

For more information, please visit <http://www.mumbaisahodaya.com> or you may contact Dr Rashmirekha Saha, Treasurer, Mumbai Sahodaya School Complex at 9766392660 or Mr Rajeev Garg at 9819856550

Dr Joseph Emmanuel

Director (Academics)

## **CONCEPT NOTE**

With the rapidly changing world, changing demands at workplaces, technology advancements and globalization, there is a dire need to transform the existing school systems which have been in place for centuries. Redefining schools has become essential to ensure that students are prepared for the challenges and opportunities of the 21st century. It requires a shift in mindset, from a focus on rote memorization and standardized testing to a more personalized, holistic, and innovative approach to education.

The traditional definition of schools typically refers to a physical space where students gather to receive education from teachers who impart knowledge through lectures, textbooks, and standardized testing. In contrast, new age schools are more flexible and dynamic, with a focus on experiential learning, interdisciplinary approaches, and individualized instruction.

Unfortunately, India has forgotten its ancient education system of Gurukul which emphasized on experiential learning, personalized and holistic approach to education. The new age schooling and Gurukul system have several similarities in their approach to education. Indians need to go back to the ancient system of education with the addition of technological advancements, global perspective and interdisciplinary approach.

Overall, new age schools prioritize a more personalized and innovative approach to education, with a focus on developing critical thinking,

creativity, and problem-solving skills, while traditional schools have a more rigid, standardized approach.

There are several challenges and opportunities involved in redefining schooling.

Resistance to change by the stakeholders, availability of resources, cultural barriers and standardization are some of the challenges involved in bringing a big transformation in education system.

Though there are umpteen challenges, new age schooling has huge opportunities like equity, inclusion, personalized holistic learning, career and college readiness and technology integration.

In conclusion, redefining schools involves addressing a range of challenges and opportunities but by overcoming these challenges and embracing these opportunities, schools can provide a more personalized, holistic, and innovative education that prepares students for success in the 21st century.

### **SCHEDULE OF THE CONFERENCE**

The 2-day conference was thematically divided into 8 sessions. Each session included talks by experts and unique panel discussions.

#### **SUB THEMES**

1. Lead the Change
2. Quality Transformation in Education : Curriculum design and assessment
3. Reimagining Learning Spaces
4. Rethinking the Educational Workforce
5. Evolving and Emerging School Systems
6. Education for Resilience, Protection and well-being
7. Vocational Education – Global Perspective
8. Education in digital age – opportunities and challenges

#### **DAY -1 (8<sup>th</sup> December, 2023)**

<b>Timings</b>	<b>Duration</b>	<b>Activity/Speaker/topic</b>
08.30 am--09.30 am	01 hour	Registration & networking/stall visit
09.30 am--09.40 am	10 minutes	Welcome & Lighting of lamp/Saraswati Vandana
09.40 am--09.45 am	05 minutes	Swagat Geet
09.45 am -- 9.50 am	05 minutes	Sahodaya song
9.50 am – 10.00 am	10 minutes	Invocation Dance (Ganesh Vandana)

Timings	Duration	Activity/Speaker/topic
10.00 am –10.10 am	10 minutes	Felicitation of dignitaries on the stage
10.10 am--10.15 am	05 minutes	Welcome address By Mr. Rajeev Garg- President, Mumbai Sahodaya
10.15 am--10.20 am	05 minutes	Reimagining the Changing Landscape Setting the context by Mr Manoj Joshi, Famous Theatre and Film Personality
10.20 am--10.25 am	05 minutes	Inaugural Address by- Mr Sanjay Kumar, Secretary, Ministry of Education, Govt of India.
10.25 am--10.35 am	10 minutes	Mrs Nidhi Chhibber- Hon'ble Chairperson, CBSE
10.40 am --10.50 am	10minutes	Key note address by- Prof (Dr) Shashikala Wanjari, VC, NIEPA-
10:50 am -- 11:05 am	15 min	“Gurukul se VidyalayaTak”
11.05 am – 11.10am	10 minutes	Vote of Thanks by Ms. Ranjna Jangra, Vice President, Mumbai Sahodaya
<b>11.10 am--11.40 am</b>	<b>30minutes</b>	<b>Tea break/networking/Stalls visit</b>
<b>Session -1 Lead the change</b>		
11.40 am—12.00 noon	20 minutes	Mr. V. P. Joy- Learning from Corporate Best Practices: Reimagining School Leadership
12.00 noon -- 12.20 pm	20 minutes	Dr Tushar Guha- Leadership Transition in Changing Landscape
12:20 pm -- 12:40 pm	20 minutes	Dr Milind Naik- Neither Order nor Vote-Consult
12:40 pm -- 1:00 pm	20 minutes	Mrs Manjushree Patil- Inclusive Leadership
<b>Session 2- Quality transformation in Education: Curriculum-Design &amp; Assessment</b>		
1.00 pm -- 1.20 pm	20 minutes	Dr Reeta Sonawat- Transition to new NCF for foundational years
1.40 pm --2:00pm	20 minutes	Dr Suniti Sanwal- Paradigm Shift to Quality Education
<b>2.00 pm --2.40 pm</b>	<b>40 minutes</b>	<b>Networking &amp; stalls visit/lunch break</b>
<b>Session 3- Reimagining learning spaces</b>		
2.40 pm -- 2.50 pm	10 min	lucky draw/stalls visit

Timings	Duration	Activity/Speaker/topic
2.50 pm --3.10 pm	20 minutes	Dr Geetanjali Kumar-
3.10 pm --3:30 pm	20 minutes	Dr Senthil Kumaran A- 7 Mantras for future schools
3.30 pm --3.50 pm	20 minutes	<b>Panel Discussion-</b> Beyond Walls: Redefining Learning Spaces for 21 <sup>st</sup> Century Education  <b>Panel Head: Dr Rashmirekha Saha, Treasurer- Mumbai Sahodaya</b>  <b>Panellists:</b> Mr Girish Dalvi Mr Rajiv Mohan Pandey Mr Rajesh George Mr.G. B. Patil
<b>Session 4 -Rethinking educational workforce</b>		
3.50 pm—4:00 pm	10 minutes	Information about the conference by- Dr. Joseph Emmanuel – Director (Academics), CBSE
4:10 pm --4:30 pm	20 minutes	Dr Binay Pattanayak- Foundational Learning in Multilingual Context
4.30pm --4:50 pm	20 minutes	<b>Panel Discussion-</b> Continuous Professional Development and Consistent learning by teachers.  <b>Panel Head: Mr Alok Katdare, Executive Member - Mumbai Sahodaya</b>  <b>Panellists:</b> Mr Kavish Mrs Susmita Mohanty Mr Sanjay Dutta Dr Priyadarshi Nayak
4.50 pm -- 5.10pm	20 minutes	<b>Networking &amp; Tea break</b>

## Day 2 (09.12.2023)

Timings	Duration	Activity/Speaker/Topic
9:00 am -- 9:15 am	15 minutes	Prayer and Welcome
<b>Session -5 Evolving and Emerging School Systems</b>		
9.15 am --9.35 am	20 minutes	Dr Brijesh Karia: The Changing Face of Education and it's Dynamic Evolution
9.35 am –9.55 am	20 minutes	DrA. P. Jayaraman: Navigating 21 <sup>st</sup> century Learning, strategies fir STEAM Excellence

9.55 am –10.15 am	20 minutes	Ms Monica Patel
10.15 am- 10.35 am	20 minutes	<b>Panel discussion</b> –Environmental Sustainability in Educational Spaces-Greening school systems  <b>Panel Lead – Mrs. Ranjna Jangra, Vice President- Mumbai Sahodaya</b>  <b>Panellists:</b> Mrs Kiran Juneja Mrs Kavita Singh Mrs Jayshree Venkatraman Mrs Manisha Karekar
<b>10:35 am – 10:55 am</b>	<b>20 minutes</b>	<b>Networking &amp; tea break/stall visit</b>
<b>Session 6- Education for Resilience, Protection &amp; Well-being: Inclusion and Integration in Schools.</b>		
10.55 am–11:15 am	20 minutes	Dr Chinu Agarwal- Major mental health issues in children & adolescents
11:15 am –11.35 am	20 minutes	Dr Anand Lakshman- “Mera Bachha Healthy hai ji”
11:35 am–11:50 am	15 minutes	Dr Sarita Jadav- Strengthening health & wellness in schools
11.50 am –12:05pm	15 minutes	Shree Gauri Sawant- Equity & Equality for all genders
12:05 pm– 12:15pm	10 minutes	Best practices on Inclusion- Mamta Modern School, Delhi
<b>Session 7 -Skill Education- A Global Perspective</b>		
12.15pm –12.30 pm	15 minutes	Mr Aditya Gupta-Demystifying GenAI in Education
12.30 pm- 12.45 pm	15 minutes	Mr Anirudh Dasgupta- Careers in Media and Creative Arts
12.45 pm –12.55 pm	10 minutes	<b>Panel discussion</b> -Job ready and skillful education: <b>Fire Chat</b> with Mr Ramesh Sippy <b>Panel Head:</b> Mrs. Nandita Khanna- Joint Secretary, Mumbai Sahodaya
<b>Session 8- Education in digital age-opportunities and challenges</b>		
12.55 pm --1.10 pm	15 minutes	Dr Rakshit Tandon- Comprehensive approach to cyber safety and security in schools
1.10 pm --1.25pm	15 minutes	Mrs Deepti Sawhney-Reimagining, reengineering and redesigning the future
1.25 pm --1.40 pm	15 minutes	Mr Jignesh Oza- Disruption is the new norm (Digital perspective on the challenges and opportunities)
1.40 pm --1.50 pm	10 minutes	Best practice- Digital tools for holistic growth- Vibgyor school, Borivali, Mumbai



<b>1.50 pm --2.30 pm</b>	<b>40 minutes</b>	<b>Lunch/lucky draw</b>
<b>OPEN HOUSE</b>		
2.30 pm --3.15 pm	45 minutes	CBSE officials
<b>Valedictory Session</b>		
3.15pm-- 3.25 pm	10 minutes	Welcoming the dignitaries on the stage
3.25 pm --3.30 pm	5 minutes	Playing Video coverage of the conference
3:30 pm -- 3:40 pm	10 minutes	Summary report, resolutions & recommendations discussed and passed in the conference
3:40 pm --4:00 pm	20 minutes	Valedictory Address- Leadership in Educational Institutions-Dr Radhakrishnan Pillai -The Chanakya of Management
4.00 pm -- 4.10 pm	10 minutes	Vote of Thanks by Ms. Raj Aloni, Secretary, Mumbai Sahodaya
4:10 pm -- 4:40 pm	30 min	Tea and dispersal

### **PRE-CONFERENCE EVENT:**

The prelude for the event was on the 7<sup>th</sup> December evening with an extraordinary cultural extravaganza presentation by the students of different schools of Mumbai followed by a sumptuous dinner.

### **DAY 1- WELCOME ADDRESS**

The inaugural session on 8<sup>th</sup> December began with the lighting of the auspicious lamp by the dignitaries followed by Saraswati Vandana. This was followed by a melodious Sahodaya song echoing the common ethos of the Sahodaya committee connecting the schools across India. Reverence to Lord Ganesha with an energetic and electrifying Ganesh Vandana dance was offered by the member schools of Mumbai Sahodaya Schools Complex.

Mr. Rajeev Garg, President, Mumbai Sahodaya, set the tone for the event with a warm welcome, extending greetings to dignitaries and delegates from across the nation. In his address, he highlighted the dynamic nature of the education landscape, emphasizing the need for transformative education in this ever-changing environment.

Recognizing the significance of aligning with the National Education Policy, Mr. Garg stressed the importance of schools focusing on developing 21st-century skills. These skills, which contribute to the holistic development of students, are crucial for preparing them to meet the challenges of the future.



A key aspect of Mr. Garg's address was the shift towards competency-based education, indicating a departure from traditional assessment methods. Learning objectives, according to him, should extend beyond the confines of textbooks. The emphasis was on creating an educational environment that encourages practical application of knowledge and skills.

The President urged school principals to take a proactive role in implementing principles of inclusion, equality, and sustainable development goals. The overarching goal, he stated, should be to ensure equity and equal access to quality education for all students.

In redefining education, Mr. Rajeev Garg envisioned an educational system that not only imparts knowledge but also inspires learners. The ultimate aim, he concluded, is to prepare students to confront and overcome the challenges that lie ahead in the future.

Dr. Joseph Emmanuel, Director (Academics), CBSE, seamlessly navigated through the intricate tapestry of the conference agenda. Recognizing the significance of aligning with the National Education Policy for quality transformation and achieving the goals designed for Viksit Bharat by 2047, Dr Emmanuel emphasized on the importance of dynamic curriculum in conformity to NCFFS 2023, in cultivating critical thinking, creativity, and adaptability.

He stressed that assessment methods must contribute to holistic development in alignment to with these goals. He envisioned the learning spaces that nurture collaboration, curiosity and inclusivity. In the rapidly changing world, he urged the Principals to prepare students for skills that transcend borders and allow students to not only participate but lead in global economy.

In the conclusion Dr Joseph envisioned to embark on a collaborative journey that not only re-imagines the educational landscape but also ensures quality transformation for the generations to come.

## **ADDRESS BY THE CHAIRPERSON**

In her keynote address at the conference, **Ms. Nidhi Chhibber, Chairperson, CBSE** passionately urged school Principals to proactively embrace and implement the National Education Policy of 2020 (NEP-2020). She underscored the need for substantial changes in the curriculum, particularly in textbooks at both the foundational and secondary stages.

Ms. Chhibber informed the Principals about the final draft of the Holistic Report Card designed for classes 1 to 3. Moving forward, she provided detailed insights into the pilot SAFAL project, a pioneering initiative extended to all CBSE schools. She assured that this project is pivotal in transitioning towards a competency-based education system.

Highlighting the introduction of training for the School Quality Assessment and Accreditation Framework (SQAAF), Ms. Chhibber emphasized the importance of continuous teacher development. She specifically pointed out the training opportunities available through the PM e-Vidya channel, which allows learners to revisit and revise content.

The speaker stressed the significance of enrichment activities such as Olympiads, Science Exhibitions, Heritage Quizzes, and skill development modules. She also touched upon the implementation of Artificial Intelligence (AI) in education, emphasizing its role in making learning a more enjoyable and interactive experience.

Ms. Chhibber urged schools to adopt a collaborative approach by sharing activities and best practices. This, she asserted, would contribute to the equal growth of all educational institutions. In conclusion, she emphasized the need for unity among schools to collectively strive towards achieving global standards in education. Her address resonated with a vision of transformative and collaborative education, aligning with the evolving educational landscape.

### **INAUGURAL ADDRESS**

In his address, **Mr. Sanjay Kumar, Secretary, Ministry of Education, Govt. of India** underscored the core mission of Sahodaya, emphasizing its essence as a collective rise. Expressing concern about the issue of school dropouts, he stressed the imperative that no child should be left behind in terms of education, advocating job opportunities that provide sufficient means for a decent livelihood.

Mr. Kumar urged all educators to thoroughly read and familiarize themselves with the PDF document outlining the National Education Policy (NEP) of 2020. Recognizing the CBSE as a forward-looking board, encompassing 28,000 schools and serving around 2.5 crore learners, he emphasized the need for education to be a part of the state subject. He proposed setting a minimum benchmark that every school should strive to achieve.

Highlighting the importance of education and its universal accessibility, Mr. Kumar stressed the need for increased investment in the educational sector. Specifically, he emphasized that the foundational stage, encompassing three years of pre-primary education, should concentrate on developing literacy and numeracy skills. He advocated teaching in the local languages at the primary level.

Tracing the evolution of education from traditional paper-based books to the advent of AI technologies such as ChatGPT in 2020 and GoogleBard, Mr. Kumar explored ways to integrate AI as a tool for assessment. He acknowledged the inevitability of technology in our lives but emphasized the significance of responsible, ethical and purposeful usage.

Addressing the conference theme, Mr. Kumar proposed a re-imagination of the assessment pattern, correlating what is learned with how it is assessed. He advocated for a holistic approach to learning and stressed the importance of addressing students' mental health. Encouraging more interpersonal interactions among students to reduce reliance on gadgets, he concluded by posing a thought-provoking question: Can we ensure privileged education for every child? His comprehensive address encapsulated the multifaceted challenges and opportunities in the realm of education.

### **SETTING THE CONTEXT**

श्रीमान मनोज जोशी जी एक लोकप्रिय अभिनेता हैं , जिन्हें फिल्म , स्टेज टेलीविजन में काम करने के लिए जाना जाता है | आपकी बहु प्रतिभाशाली व्यक्तित्व के कारण 2018 में आपको सर्वश्रेष्ठ पुरस्कार पद्मश्री से सम्मानित किया गया |

अपने वक्तव्य की शुरुआत आपने 'विष्णु पुराण' के श्लोक से इसप्रकार की –

तत्कर्म यत्र बन्धाय सा विद्या या विमुक्तये |

आयासायापरं कर्म विध्यान्या शिल्पनैपुणम् ||

अर्थात् कर्म वही है जो हमें बंधन से न बाँधे , विद्या वही श्रेष्ठ है जो जीवन से न बाँधे | शिक्षक के कर्तव्य और महत्ता पर अपने विचार प्रतिपादित करते हुए उन्होंने शिक्षक अर्थात् गुरु , जो ब्रह्म ,विष्णु और शिव के समान है | शिक्षक ही है जो जीवन को सचेतन , संवेदनशील और सर्वांग सुंदर नागरिक में परिवर्तित करता

है | शिक्षक कोई साधारण जीव नहीं है क्योंकि उसकी गोद में निर्माण और प्रलय दोनों पलते हैं | शिक्षकों को आह्वान करते हुए उन्होंने कि आप ऐसी विद्या का सिंचन कीजिए जिससे विद्यार्थी का जीवन तो मंगलमय और कल्याणकारी हो साथ ही वह औरों का जीवन सुखमय एवं समृद्ध बनाने में अपना योगदान दें | इस तरह भारतवर्ष एक महान राष्ट्र और विश्व भारत बनकर अपनी पहचान बना सकता है | अंत में उन्होंने सहोदया सम्मेलन को इस पावन कार्य हेतु बधाई एवं शुभकामनाएँ दी |

### **KEYNOTE ADDRESS PROF (DR) SHASHIKALA WANJARI, VC, NIEPA**

In her insightful discourse on the quality transformation in secondary schools, the speaker emphasized the crucial role of leadership in spearheading positive change. She asserted that the foundation of any transformation lies in setting clear ideas and aligning goals, coupled with dedicated efforts to achieve them. A key point she highlighted was the imperative to bridge the gap between teachers and administrators.

The speaker commended the performance of students from Nalanda Public School, who presented the Sahodaya song featuring meaningful lyrics penned by Smt. Priyanka Kumari Gupta, a Hindi teacher at the same institution.

Drawing attention to the transformative impact of the National Education Policy (NEP) 2020, she underlined the significance of quality education in preparing global citizens. Referring to the NEP 2020 and the National Curriculum Framework (NCF) 2023 documents, she stressed the need for curriculum reforms. Furthermore, she reiterated the importance of promoting vocational education as an integral component of educational quality.

The speaker emphasized that the essence of educational quality extends beyond infrastructure; it necessitates quality classroom teaching, unwavering commitment, effective illustrations, language proficiency, and dedication. Advocating for a multidisciplinary approach, she encouraged educators to tap into the unique capabilities of learners.

A critical aspect of her address revolved around the need to reimagine evaluation practices, advocating for context-based, learner-centered, and diverse assessment methods. Stressing the importance of good governance in schools, she quoted the maxim that reflective teachers are effective teachers. Her call to action was clear: lead from the front, create opportunities for professional development, adhere to rules, fulfill duties diligently, and success will naturally follow. This comprehensive and well-structured address provided valuable insights into the multifaceted aspects of achieving quality transformation in secondary education.

## **DAY – 1**

### **SESSION – 1 LEAD THE CHANGE**

#### **Mr V P JOY - Leveraging Corporate Best Practices in Education**

V. P. Joy, Senior Executive Vice President of Reliance Industries, recently shared invaluable insights on the seamless integration of corporate best practices into the education sector. Central to his address was a resounding emphasis on the paramount importance of execution, underscoring the need for effective implementation strategies to translate vision into tangible outcomes. Joy also highlighted the intrinsic value of fostering connections and collaborations within the educational landscape, acknowledging the significance of collective efforts in achieving overarching goals. Additionally, he advocated for the simplification of processes to amplify results, stressing the merit of efficiency in navigating complex educational challenges. Moreover, Joy underscored the cultivation of a CEO mindset among education leaders, urging them to adopt strategic thinking and decisive action. Recognizing the pivotal role of teaching and learning, he emphasized their centrality in driving positive transformations within the education

sector. In essence, Joy's insights provide a comprehensive framework for incorporating corporate best practices into education, emphasizing execution, collaboration, process simplification, a CEO mindset, and the fundamental importance of teaching and learning.

### **Dr Tushar Guha – Navigating Leadership Transitions in a Dynamic Landscape**

In a recent discourse, Dr. Tushar Guha, a distinguished psychologist, accomplished educationist, and seasoned corporate trainer, provided insightful perspectives on leadership transitions in the face of evolving landscapes. Emphasizing the imperative of cultivating agility, he urged leaders to swiftly adapt to change, recognizing it as a pivotal skill in the contemporary leadership paradigm. Dr. Guha underscored the significance of nurturing comprehensive market awareness, advocating for a nuanced understanding of the broader business environment to inform judicious decision-making. Furthermore, he highlighted the essential role of leaders as exemplars, stressing the need to embody role model behaviour characterized by influence and accountability. In essence, his discourse serves as a guiding compass for leaders, urging them to embrace adaptability, cultivate market acumen, and exemplify influential and accountable leadership during transitional phases.

### **Dr Milind Naik – Consultative Leadership: Striking a Balance**

Dr. Milind Naik, Principal of Jnana Prabodhini Prashala, introduces an innovative leadership paradigm—Consultative Leadership. This distinctive approach integrates authoritative and democratic elements, prioritizing inclusive decision-making, shared vision, leadership accountability, and transparent communication. Dr. Naik addresses critical challenges such as a shortage of competent teachers and the pending implementation of the National Education Policy. He underscores the evolving values and the difficulty in nurturing ambitious aspirations, asserting the need for a leadership style that transcends autocracy and pure democracy—a consultative model. In this framework, colleagues are encouraged to contribute positively, irrespective of their positions, emphasizing the importance of independent thinkers well-versed in their fields. Dr. Naik concludes by advocating a shift from autocratic to democratic leadership, marking a timely call for a directional and paced transformation.

### **Mrs Manjushree Patil – Fostering Inclusive Leadership**

Mrs. Manjushree Patil initiated the session with an impactful activity, elucidating the essence of inclusive leadership. Her key points encompassed:

Differentiating between a leader and leadership. She said that leader is a person who has a strong identity with the role. Leadership is an act of pursuing a goal.

Being an inclusive educational practitioner, she said that habits for inclusive leadership, such as a growth mindset, attention to details, mindfulness, expanding networks, and community engagement.

ABC of inclusive leadership: Awareness of biases, Belief in equality, and Curiosity—embracing continuous learning from others.

**Resolution:** The following resolution encapsulates key principles and actionable steps derived from their valuable contributions:

- Embrace the value of connecting and collaborating within the education community, fostering partnerships that enhance learning experiences.
- Establish platforms for educators, administrators, and stakeholders to exchange ideas and best practices, promoting a collaborative ethos.
- Recognize the significance of simplifying educational processes to amplify results.
- Endeavour to streamline administrative procedures, curriculum delivery, and assessment methods, ensuring efficiency without compromising effectiveness.
- Provide leadership training programmes that instil corporate leadership qualities, preparing educators to navigate challenges with resilience.
- Advocate for continuous professional development for educators, ensuring they remain abreast with the latest pedagogical methods and technological advancements.
- Develop a proactive approach to leadership transitions by fostering adaptability to change.
- Integrate elements of consultative leadership into educational institutions, recognizing the value of seeking opinions from all stakeholders.
- Encourage vision sharing, active participation, and transparent decision-making processes.
- Foster an environment where continuous learning from others is not just encouraged but embedded in the ethos of educational leadership.

Hence, it be resolved that educational institutions and leaders commit to implementing these principles, fostering a dynamic, collaborative, and inclusive educational landscape that prepares students for the challenges and opportunities of the future.

## **SESSION – 2      QUALITY TRANSFORMATION IN EDUCATION : CURRICULUM DESIGN & ASSESSMENT**

### **Dr. Reeta Sonawat – Embracing the New NCF for Foundational Years**

Dr. Reeta Sonawat, as the Head of the Department of Human Development at SNDT Women's University in Mumbai, passionately advocated for a transformative approach to foundational learning. Firstly, she emphasized

the pivotal role of continuous teacher training, urging educators to stay abreast of the latest teaching methods and technology. According to Dr. Sonawat, this dynamic training is essential for meeting the evolving needs of 21st-century students.

Secondly, she ardently supported the idea of embracing linguistic diversity by allowing the use of the mother tongue as a medium of instruction. Dr. Sonawat argued that such an approach not only preserves cultural identity but also positively influences cognitive development.

Furthermore, Dr. Sonawat discouraged the rigid imposition of literacy and numeracy goals during the foundational stage. Instead, she championed experiential learning through playway methods. This holistic approach, she contended, encourages a natural and curiosity-driven exploration of concepts, fostering a deeper understanding among children.

In summary, Dr. Reeta Sonawat's vision encompasses well-trained educators, linguistic inclusivity, and a shift towards experiential learning as key pillars in shaping a more effective and inclusive foundational education system

### **Dr. Suniti Sanwal – Catalyzing a Paradigm Shift Towards Quality Education**

Dr. Suniti Sanwal, Head of the Department of Elementary Education at NCERT, passionately addressed the critical need for a paradigm shift towards quality education. Focusing on language development in the foundational stage, she underscored the significance of oral language and the importance of correlating and recalling information. To enhance communication skills, Dr. Sanwal advocated for correlating language learning with real-life examples, providing tangible instances to reinforce her point.

Central to her address was the advocacy for a transformative approach to education: 'Play, Learn, and Grow Together.' This paradigm encourages a holistic learning experience, emphasizing the interconnectedness of play and formal education. Dr. Sanwal argued that this approach not only fosters a conducive environment for language development but also promotes a better grasp of formal language skills.

In weaving together the threads of language proficiency, practical application, and a transformative educational model, Dr. Suniti Sanwal painted a comprehensive picture of how an enriched foundation can pave the way for lifelong learning and effective communication. Her insights call



for a reimagining of educational methodologies to ensure a more holistic and impactful learning journey for students.

**Resolution:** This resolution encapsulates the key points emphasized by Dr. Reeta Sonawat and Dr. Suniti Sanwal.

- Need for continuous teacher training to keep educators abreast of the latest teaching methods and technology relevant to 21st-century students.
- Educational institutions be urged to invest in professional development programmes ensuring teachers are equipped to utilize modern tools for effective instruction.
- Mother Tongue as Medium of Instruction-Emphasizing the importance of language development in the foundational stage, we advocate for the freedom to use the mother tongue as a medium of instruction.
- Educational policies should reflect support for multilingualism, recognizing its positive impact on cognitive development and learning outcomes.
- Discourage the imposition of rigid literacy and numeracy goals during the foundational years.
- Priority should be given to experiential learning through playway methods, fostering holistic development by integrating cognitive, emotional, and social skills.
- Recognizing the significance of language development, educators are encouraged to correlate language learning with real-life examples to enhance communication skills.
- Endorsing the paradigm of 'Play, Learn, and Grow Together' as a transformative approach to education during the foundational years where children can explore, learn, and develop together through play and shared experiences.
- Educational institutions are encouraged to invest in professional development programs that enhance teachers' skills in utilizing modern teaching tools and techniques.

In adopting this resolution, we commit to prioritizing the foundational stage of learning, promoting quality education, and nurturing well-rounded individuals equipped for the challenges of the 21st century.

### **SESSION – 3 REIMAGINING LEARNING SPACES**

#### **Dr. Geetanjali Kumar – Transforming Learning Environments**

Dr. Geetanjali Kumar, a seasoned life skill trainer, parenting coach, motivational speaker, and family therapist, initiated the session by underscoring the pivotal role of learning spaces in a learner's life. In the wake of the pandemic, she highlighted the profound shift in people's perception of learning spaces. Driven by a passion for integrating technology

into the classroom, she emphasized empowering facilitators to maintain control over when, how, and to what extent technology is incorporated. With over two decades of expertise in psychology and counselling, she advocates for rebuilding community connections, rediscovering cultural ties, and reintroducing joy into the learning environment.

### **Dr. Senthil Kumar – A-7 Mantras for Future Schools**

Dr. Senthil Kumar, a proponent of educational innovation, emphasizes a holistic approach for future schools through a comprehensive seven-step mantra. He envisions schools as dynamic spaces that align with modern workforce demands.

Dr. Kumar espoused the notion that learning spaces should be intricately linked to the imperative of necessity. He asserted that Atal Tinkering Labs serve as facilitators of experiential learning, emphasizing the importance of hands-on engagement. Driven by a commitment to cultivating innovation, adaptability, and inclusivity, he underscored the necessity for educational environments to harmonize with the ever-evolving requirements of a diverse and dynamic 21st-century workforce.

In the pursuit of educational excellence, Dr. Kumar advocated for curriculum-aligned spaces, emphasizing the seamless integration of physical environments with educational objectives. He championed the primacy of personalized adaptive learning, where educational experiences are finely tailored to the unique needs of individual students. Moreover, he accentuated the significance of outdoor learning environments, positing them as essential for fostering holistic development and providing a breath of fresh air to traditional pedagogical approaches.

Technology plays a central role in the envisioned schools, with learning hubs infused with cutting-edge tools and methodologies. Community engagement becomes a cornerstone, creating collaborative learning spaces that extend beyond classroom walls. Sustainability is interwoven into the fabric of learning spaces, instilling environmental consciousness.

The pinnacle of this vision is the conceptualization of a "Learning Mall," a multifaceted educational hub where diverse learning experiences converge. Dr. Senthil Kumar's framework underscores adaptability, inclusivity, and a forward-looking mindset, shaping schools as dynamic catalysts for preparing students for the challenges of the 21st-century workforce.

### **Panel discussion 1**

#### **Topic- Beyond Walls : Redefining Learning Spaces for 21st Century Education**

This discussion was taken forward by Dr Rashmirekha Saha, Treasurer, Mumbai Sahodaya

The panelists were : Mr Girish Dalvi, Trustee and Chief Administrative Officer, Open Forum for Principals, Mr Rajiv Mohan Pandey, Principal, Rosary Public School, Rai Bareilly, Mr Atul Chugh, Co-founder & COO, Beyond School, Mr G B Patil, Principal, Podar International School, Sangli, Mr Rajesh George, CEO, EduHex

The major highlights of the panel discussion:

- It was discussed how the classrooms can be made more engaging and interesting.
- One of the panellists opined that integrating art can go a long way in helping students enjoy learning.
- Further, it was discussed as to how the learners can be taught to do research in a meaningful way.
- Innovation is the main mantra these days, is what the other panellist put forth.
- The importance of implementing information technology is the need of the hour.

**Resolution:** Acknowledging the insights shared by Dr. Geetanjali Kumar, Dr. Senthil Kumar and subsequent Panel discussion on transforming learning environments and the future of schools, it can be resolved :

Empowering Facilitators for Technology Integration:

- Empowering facilitators to maintain control over the incorporation of technology into learning spaces.
- Professional development programs should be established to equip educators with the skills needed to seamlessly integrate technology and maintain a balance between virtual and physical learning environments.
- Emphasizing the importance of rebuilding community connections, we commit to fostering a sense of belonging and cultural ties within learning spaces.
- Initiatives should be undertaken to rediscover and celebrate cultural diversity, creating inclusive environments that enhance the overall learning experience.
- We endorse Dr. Senthil Kumar's advocacy for schools to embrace innovation, adaptability, and inclusivity to meet the diverse needs of the 21st-century workforce.
- Educational institutions are encouraged to implement flexible and adaptable curricula that cater to individual learning styles and diverse backgrounds.

In adopting this resolution, we commit to transforming learning spaces into dynamic, inclusive, and technologically advanced environments that foster innovation, adaptability, and a holistic approach to education.

## **SESSION – 4 RETHINKING EDUCATIONAL WORKFORCE**

### **Dr Binay Pattanayak : Foundational Learning in Multilingual Context**

Dr Binay Pattanayak is the Senior Education Consultant at the World Bank.

The speaker presented a case study carried out in Jharkhand which addressed multilingualism challenges, and implementation of innovative solutions. He touched upon the need to invest in research and data collection to create effective language maps providing insights, into the linguistic backgrounds of students. Teaching materials should be made available in the students' language. The struggles faced by the teachers in explaining concepts in multiple languages should be acknowledged and peer learning should be encouraged. Further, the speaker urged the educational institutions to collaborate with linguists and educators to create a repository of educational resources in various languages ensuring that the teachers have access to materials that facilitate effective communication with students. Publication of books in several languages should be encouraged in order to promote multilingualism and cultural inclusivity. The session was concluded with the speaker recognising the motivational impact of children's success which will help us to commit to fostering an environment where diverse achievements are celebrated, motivating all students to excel in their educational journey.

### **Panel discussion 2**

#### **Topic- Continuous professional development and consistent learning by teachers**

This panel discussion was spearheaded by Mr Alok Katdare Executive Member Mumbai Sahodaya

Panelists : Mr Kavish, Co-founder & CEO, Stones2Milestones, Mrs Susmita Mohanty, President, Kolhapur Sahodaya, Mr Sanjay Dutta, CEO, MMPS School, Udipur, Dr Priyadarshi Nayak, President, Eastern Odisha

The following points were discussed.

- It was reiterated that continuous professional development of teachers is a must for teachers to keep up with the rapid changes seen in the field of education.
- The discussion focused on the outcomes of these learning programmes for teachers.
- It was felt that there should be some growth and monetary benefits for all teachers who complete the programmes along with appreciation for the teachers.
- The participants in the panel discussion also felt that teachers trained in a particular programme should become resource persons and in turn help to train others in their own schools. It was pointed out that

the master trainer workshops held by the CBSE are held with this aim in mind.

- A special person should also be recruited for having a fulltime training division in school was another suggestion which came to the forefront during the discussion.

**Resolution:** Acknowledging the insights shared on rethinking the educational workforce by Dr Binay Pattanayak, addressing multilingualism challenges, and implementing innovative solutions and following the insights emerged out from the Panel discussion, we may adopt the following resolution:

- Encourage investment in research and data collection to create effective language maps providing insights into the linguistic backgrounds of students
- Provision of Teaching Materials in Students' Languages:
- Acknowledging the struggle teachers face in explaining concepts in multiple languages and provide teaching material in students' languages. Peer language be encouraged.
- Educational institutions are urged to collaborate with linguists and educators to create a repository of educational resources in various languages, ensuring that teachers have access to materials that facilitate effective communication with students.
- Introduction of Bilingual Pictures (Bhasha Pulia) for Pre-primary Education in multiple languages as this fosters a more inclusive and engaging learning environment.
- Publication of Books in Several Languages-Publishers and educational institutions are encouraged to collaborate in producing and distributing books that promote multilingualism and cultural inclusivity.
- Recognizing the motivational impact of children's success, we commit to fostering an environment where diverse achievements are celebrated, motivating all students to excel in their educational journey.

## **DAY-2**

### **SESSION – 5 EVOLVING AND EMERGING SCHOOL SYSTEMS**

**Dr Brijesh Karia : The changing face of education and its dynamic evolution**

Dr Brijesh Karia-COO, Quest+, Singhania Education Services Limited.

Dr. Karia delved into the dynamic evolution of education, spanning ancient times, the colonization era, modern education, and the challenges and opportunities presented by the 21st century. He emphasized the importance of adaptive learning, digital literacy, and the role of teachers in fostering

forward-thinking learners. Mr. Karia concluded with the timeless fable of the Hare and the Tortoise, drawing parallels to the need for educators to redesign, reinvent, rethink, and restructure their approaches. He suggested that every facilitator should make an action plan, build a good team, review alternatives, and think long term

**Dr A.P Jayaraman : Navigating 21<sup>st</sup> century Learning, strategies for STEAM Excellence**

Dr A.P Jayaraman – Scientist Communicator, President STEAM Academy, Chairperson, NCSC.

In his address Dr Jayaraman dealt with a five-generation analysis of how the field of education has transformed. He stressed on the importance of STEAM education emphasising on how to meet the needs of the society. He asked the facilitators to encourage the young learners to – Observe, Hypothesize, Experiment and analyse for concrete understanding of any scenario. The speaker urged the facilitators to use action verbs, like infer, verify, analyse, define, predict, observe, estimate etc to kindle curiosity and develop scientific temperament in young minds.

**Ms Monica Patel : Evolving School system**

Ms Monica Patel – CEO, First in Math

In the address, Ms Monica Patel, emphasized, the importance of personal transformation, particularly for educators, rather than solely focussing on students. The adoption of a blended learning model, creating stress-free environments, and fostering confidence in problem-solving were highlighted as key components of effective education.

Championing innovation and recognizing the significance of 21st-century skills were also emphasized, reflecting the evolving nature of education in a rapidly changing world. The speaker underscored the importance of clear learning outcomes, believing that a shared understanding between learners and facilitators can enhance the learning process.

The notion of self-directed and self-motivated action as the starting point for learning suggests a proactive approach to education. The speaker argued that active engagement is crucial, as passive learning may not be as effective. Addressing the impact of anxiety and fear on problem-solving abilities, the importance of personalized active learning to reduce such anxiety was highlighted.

The concluding remarks emphasized the need to build connections, motivate students to take action, and encourage them to embrace risks. This holistic approach aims to create an environment where students are not only academically engaged but also empowered to navigate challenges confidently.

### **Panel discussion 3**

#### **Topic- Environmental sustainability in Educational spaces- Greening school systems.**

This panel lead for this discussion was Mrs Ranjana Jangra, Vice President, Mumbai Sahodaya

Panelists : Mrs Kavita Singh, Principal, Ram Ratan Vidya Mandir, Mrs Jayshree Venkatraman, Principal, City coordinator, CBSE Schools, Pune, Mrs Manisha Karekar, President, Thane & Palghar Sahodaya.

This discussion began with suggestions as to how to overcome various infrastructure and thought barriers and make our schools green spaces which are conducive to learning. Some of the strategies for fostering environmental responsibility that came to the forefront were as follows

- Establish Eco clubs in schools, sensitize students about the need to care for plants, appoint Plant protectors, Eco warriors etc
- Use social media actively to organise competitions and generate awareness about eco- friendly activities
- Make students responsible for measuring the sustainability quotient in their schools by taking a water audit in school, a questionnaire for self-analysis
- Also small skill training for changing tap, fuses and other electrical repairs can be started in schools

**Resolution:** It was resolved that to face the challenges of the ever changing face of education and its dynamic evolution, an educator should learn to redesign, rethink, reinvent and restructure. It is resolved that the educator will train the students to observe, hypothesize, experiment and analyse, thus making the learners capable thinkers and problem solvers. The process begins with action which is self-directed and self-motivated.

### **SESSION – 6 EDUCATION FOR RESILIENCE , PROTECTION AND WELL-BEING : INCLUSION AND INTEGRATION IN SCHOOLS**

#### **Dr Chinu Agarwal – Major mental health issues in children & adolescents**

Dr Chinu Agarwal – Director, FeelingMinds

Children and adolescents face a range of emotional challenges, with anxiety and depression being prevalent issues. Suicide is a significant concern, ranking as the second leading cause of death among 15-29 year-olds. Post-pandemic, attention and memory issues, gadget addiction, social anxiety, and loneliness have emerged due to disruptions in learning environments and social interactions. Recognizing signs such as mood changes, withdrawal, or self-harm is crucial for parents. Formal assessments by mental health professionals are essential for a comprehensive



understanding. Counselling approaches like Cognitive Behavioural Therapy, Family Therapy, Play Therapy, Dialectical Behaviour Therapy, and Person-Centered Therapy can be effective.

Social and Emotional Learning (SEL) is an educational approach emphasizing life skills, contributing to academic success and emotional well-being. SEL benefits include improved academic performance and a reduction in behavioural issues.

### **Dr Anand Lakshman – Mera Bachcha Healthy Hai ji**

Dr Anand Lakshman from AddressHealth

Dr Lakshman was passionate about creating awareness amongst educators about the challenges of health which the next generation is going to face. Further he stressed upon the point that India faces a dual challenge of malnutrition (under and over) of both types. He suggested an action triad which focusses on increasing physical activity, good nutrition practices and behaviour modification. He concluded his session with a quote that had a strong message – “it is easier to build strong children than to repair broken men”.

### **Dr Sarita Jadhav – Strengthening health and wellness in schools**

The speaker commenced the session by referring to the age old adage that healthy children learn better. She discussed at length the reasons for school dropouts which included bullying and violence. She discussed at length, the emotional upheaval that the adolescents face. She firmly believed that health and wellness should be actively implemented in schools. Every child has the right to have an environment in school which is free from any stigma, bias, violence and bullying. It is important that each child has a happy childhood as happy children grow into happy and responsible citizens.

### **Shree Gauri Sawant – Equity and Equality for all**

Shree Gauri Sawant – Transgender activist

This speaker touched the hearts of the listener by imploring the esteemed Principals and Administrators present in the room to take an active part in training the learners to accept and include the third gender so that they get the respect they deserve. The speaker believed that teachers can play a vital role in moulding the children to transcend all preconceived notions and have an open mindset to accept and include the third gender into the mainstream. The speaker appealed to the authorities present to accept such children into the mainstream schooling and to consider them for employment. The speaker appealed to the audience, to bring to reality the second line of the pledge ( all Indians are my brothers and sisters) that we take during our school days. After recounting her real-like experiences, the

speaker made an earnest request was made to transcend all preconceived notions and accept and include.

**Resolution:** it is resolved that there should be a paradigm shift from psychological rigidity to psychological flexibility in the facilitator's mind for better mental health and wellbeing of the learners and the facilitators. The challenges of malnutrition (over and under) faced by the children should be anticipated and an action plan should be put in place to deal with the same. It is resolved that the environment in school will be free from any stigma, bias, violence and bullying for joyful learning. It is also resolved to inculcate acceptance and inclusion towards the third gender in the minds of all the stakeholders in the school.

## **SESSION - 7 SKILL EDUCATION - A GLOBAL PERSPECTIVE**

### **Mr Aditya Gupta : Demystifying GenAI in Education**

The speaker spoke on the topic of Demystifying AI education. He spoke about different types of AI like, machine learning, deep learning but stressed that Generative AI was the most important. He believed that every school should have a detailed plan about why to use, how to use and where to use AI. He spoke passionately about acclimatizing with AI technology so as to not be left behind.

### **Panel discussion 4**

#### **Topic- Job ready and skilful education: Fire chat with Mr Ramesh Sippy**

This discussion was taken forward by Mrs Nandita Khanna the Joint Secretary Mumbai Sahodaya

It gave a delightful insight into the early years of the famous director Mr Sippy. It then moved on to the need for skill training and diversification of education into various fields. The question raised during this discussion was whether the present education system is training the students to take up their roles in various sectors of the industry. The key take-away from this discussion was

- Present education system is not focused on skill development.
- A monumental change is anticipated with the implementation of NEP for Skill development in children. This will develop their job readiness
- Students should have a wide arena of subjects to choose from.
- In the job training, internship with different sectors in the industry must be encouraged
- Students should be allowed to select subjects from diverse streams. They should be allowed to choose to study what they love.
- The session ended with a discussion about 'The Ramesh Sippy academy of Cinematography' which has a course for learning about cinematography and is affiliated to the University of Mumbai

## **SESSION – 8 EDUCATION IN DIGITAL AGE – OPPORTUNITIES AND CHALLENGES**

### **Dr Rakshit Tandon – Comprehensive approach to cyber safety and security in schools**

Dr Rakshit Tandon is a Cyber Security Expert and a consultant of Internet and Mobile Association of India.

"Safeguarding Tomorrow" was a talk addressing the critical issue of cyber safety and security in schools, recognizing the role of technology in education. He dealt with key topics including comprehensive cyber safety for students, teachers, and parents, emphasizing responsible online behaviour. Further, he explored the vital role of robust IT infrastructure, discussed evolving cyber threats to educational institutions, and proposed a holistic approach to building a cyber-safe ecosystem. The session concluded with an interactive Q&A, ensuring attendees leave with a thorough understanding of cyber threats and actionable insights to create a secure digital learning environment.

### **Mrs Deepti Sawhney – Reimagining, reengineering and redesigning the future**

Ms Deepti Sawhney – Founder, CEO, Mahattattva

The speaker spoke about utilizing technology in education for personalizing learning, enhancing engagement, and fostering global collaboration and preparing students for a tech-driven world. However, she stressed that challenges like cost, equity, and digital literacy did exist. She said that a human-centric AI approach is crucial and emphasized transparency, fairness, human control, ethics, and lifelong learning. She believed that prioritizing societal impact assessment and global collaboration will ensure responsible use of AI. Further, she said that by integrating technology with a human-centric focus, education can become more equitable, engaging, and effective for all students, addressing challenges while leveraging the benefits of technological advancements.

### **Mr Jignesh Oza – Disruption is the new norm**

Mr Jignesh Oza is a partner with Klynveld Peat Marwick Goerdeler.

The speaker highlighted the fact that technology is not something to shy away from, it is here to stay. The facilitators were encouraged to use apps and tools which will enable them to navigate well in the world of internet. Technology must be embraced, in the positive sense. Apps like duolingo is a case in point. He advised the educators to take 'Tech' with a pinch of salt. He believed that technology will significantly influence learning and therefore teachers need to be equipped to deal with this change if they are not to be left behind. Further, he claimed that learning can be made addictive with the help of technology. The speaker concluded the session

with the message that we can use technology to make students learn better. Mrs. Archana Principal of VIBGYOR HIGH SCHOOL, Borivili shared the best practices and seamless integration of digital tools for holistic growth of students.

## **Open House**

Mr. Rajeev Garg, President Sahodaya Mumbai, led a question-answer session with all the officials of CBSE, Delhi. The officers namely: Dr Joseph Emmanuel, Director (Academics), Dr Sanyam Bhardwaj, Controller of Examination, Dr Antriksh Johri, Director (IT), Dr Manoj srivastava, Director (Professional Exams), Dr Biswajit Saha, Director (Skill Education), Dr Ram Shankar, Director (Training), Dr Praggya Singh, Director (Academic Assessments) gave clarity and insight on various queries from Principals on Curriculum and Pedagogies, IT initiatives, teacher training, e-vidya, insights on conduct of AISSCE/AISSCE in conformity to NEP recommendations, Professional Exams and NAS, SAFAL & HPC etc. The officials also threw light on new initiatives and urged the principals to implement the CBSE programs in schools and go through the National survey reports, NEP, NAS, NDEAR, and National credit framework.

## **VALEDICTORY ADDRESS**

The valedictory session was spearheaded by Mr Rajeev Garg, the President of Mumbai Sahodaya. It started with a special session by Dr Radhakrishnan Pillai who is better known as the Chanakya of Management. He focussed on Leadership in Educational Institutions. This was followed by Dr Joseph Emmanuel, Director (Academics), CBSE reading out the recommendation and resolution that were discussed and passed in the conference. The two day conference concluded with Ms Raj Aloni, Secretary, Mumbai Sahodaya, proposing the Vote of thanks.

The curtains fell on the 29th National Annual Conference of Sahodaya School Complexes, a transformative gathering that left attendees inspired and equipped with innovative ideas to shape the future of education. The two days of the conference were marked by a series of engaging sessions, encompassing a spectrum of topics crucial to the evolving and emerging school systems.

## **RECOMMENDATION & RESOLUTION**

### **Recommendations**

1. School leaders will play the role of transformational leaders to prepare our children for the future by focusing on enhancing 21st Century skills, life skills, values, socio- emotional skills.
2. In order to enable our youth to flourish and thrive in AI and other technologies driven future, schools need to bring AI and other technologies

in the classrooms. Schools may introduce subjects of data science, AI, machine learning, coding and computational thinking, design thinking and others.

3. Schools will reinvest their efforts to provide joyful, meaningful, and active learning experiences to the students. Schools will adopt toy and game based, art integrated, AI integrated and technology integrated pedagogies and flipped classrooms to facilitate personalized learning.

4. Schools will provide conducive and inclusive environment to identify and nurture the inherent potential of each child.

5. For the holistic development of students, schools will ensure participation of students in different student enrichment activities organized by CBSE like science exhibition, Heritage India Quiz, Aryabhatta Ganit Challenge, Reading Challenge, Reading Mission, Expression Series, Sports and Games competitions, Adolescent Peer Educators' Programme in Life Skills, Mental Health and Wellbeing and others.

6. Schools should also provide opportunities for the spiritual development of the students i.e. providing such opportunities to them through which they can experience, create, inquire, and enjoy things beneficial to life's meaning and purpose.

7. Schools will revisit the scope, content, and instruments of student assessment in the light of competency focused assessment with the help of the Assessment Frameworks provided by CBSE.

8. Schools will endeavor to upgrade the skills of their leaders and teachers in new pedagogies, inclusive practices and updated assessment practices as per the New Education Policy 2020 and NCF 2022 for foundational years and the NCF for the Secondary and Senior Secondary stages. Apart from this, their capacity be built in use of technology in teaching, learning and assessment.

9. Skill Education needs to be strengthened in schools and aligned with the futuristic job roles and industry requirements. Suitable eco system will be provided to the students for enhancing their entrepreneurial skills.

10. In order to lead themselves on to the path of development and preparing themselves for education 2030, schools will come together to learn from each other and share their best experiences with each other. For this, Sahodaya School Complexes and Hubs of Learning should be further strengthened.

11. Schools will make concerted efforts to have strong relationship with the local community and specially parents so that they work in unison for the betterment of our children and shaping them to be the change makers.

12. Schools will develop strategic plans to implement the initiatives taken by the Board for the implementation of NEP 2020 such as Competency Focused Education and Assessment, SAFAL, SQAA and HPC.

## **RESOLUTION – FINAL**

As education 4.0 focuses on transforming the school education through application of technologies like AI, VR, Robotics and other smart technologies, schools will strive to leverage technologies for providing meaningful, inclusive and equitable education to all students alongside safeguarding their socio emotional quotient. Schools will ensure implementation of all the initiatives taken by CBSE as per NEP 2020 recommendations aiming at transforming India's education system by 2030.

## **RELEASE OF BOOKS**

### **1. Book Release Arabic**

CBSE proudly presents updated Arabic textbooks for classes IX and XI, reimagined to meet the dynamic educational needs of students and ignite a lasting appreciation for Arabic language and culture. Revised by a panel of esteemed scholars from renowned universities and CBSE schools in Kerala, these textbooks embody India's educational progression in line with the National Education Policy (NEP) 2020. These intertwine Indian cultural facets with Arabic language and literature, nurturing critical thinking and communication skills, emphasizing competency-based learning, communication, and task-centered methodologies.

### **2. Project Shunya**

CBSE's Project Shunya responds to global climate change threats by emphasizing the vital role of schools in fostering an understanding of humanity's interconnection with nature. By engaging learners in hands-on activities, the project seeks to instil a culture of environmental stewardship. Its focus is on empowering students to drive sustainable lifestyles, envisioning greener school campuses, reduced ecological footprints, resource efficiency, and community engagement for a cleaner, safer, and healthier environment.

### **3. CBSE Budding Authors Programme**

CBSE Budding Authors Programme was conducted in Hindi English for the students of classes 5<sup>th</sup> to 10<sup>th</sup>. The programme provided the students a platform to engage in reading of different types of stories, explore their creativity. Approximately 7309 students registered for the programme. After the final shortlisting 13 stories in Hindi and 30 stories in English have been published and released now.

### **4. Life Skills Measurement Tool – Middle School**

The release of the Life Skills Measurement Tool – Middle School marks a significant stride in acknowledging the pivotal role life skills education plays in the development of young adolescents. Developed

in collaboration with UNICEF and Young Lives India, the psychometrically validated “Life Skills Measurement Tool – Middle School (LSMT – MS) caters to students in grades 6 - 8 (ages 11-14), aiming to assess and nurture these critical life skills essential for their overall growth and well-being.

**5. Handbook/ Booklet by CBSE in collaboration with ThinkTac**

**Standard 6: Science Around Us: Practice Book for Students**

**Standard 7: Science Around Us: Practice Book for Students**

**Standard 8: Science Around Us: Practice Book for Students**

**Standard 6: Mathematics Around Us: Practice Book for Students**

**Standard 7: Mathematics Around Us: Practice Book for Students**

**Standard 8: Mathematics Around Us: Practice Book for Students**

The release of these six practice books celebrates CBSE's alignment with the National Education Policy (NEP) 2020's vision, emphasizing competency-based teaching, learning, and assessment for improved educational outcomes. As part of this initiative, in collaboration with ThinkTac. These books present thematic questions mapped to the curriculum, accompanied by real-life case studies that challenge students to apply learned concepts.

**6. Guidelines for Teachers on Disaster Risk Reduction in Schools. (Video 1 to be played)**

CBSE has introduced comprehensive Guidelines for Teachers on Disaster Risk Reduction in Schools, aiming to engage all educators in guiding students on disaster prevention and safety measures. These guidelines outline class-wise and subject-wise topics from NCERT textbooks that teachers across disciplines can use to raise awareness about Disaster Risk Reduction (DRR). Sample lesson plans covering core subjects for Classes 6 to 10 facilitate the integration of DRR into various subjects, fostering a positive classroom approach and practical confidence in handling hazardous situations.

**7. Video Course on Assessment (Video 2 to be played)**

The NEP 2020 emphasizes a shift toward competency-based education and aligning assessment tools with specified learning outcomes for each subject. In line with this, the CBSE Centre for Excellence in Assessment, in partnership with the Central Square Foundation, has introduced a specialized video course for teachers on assessment. Aimed at providing technical knowledge and practical strategies, the course empowers teachers to create high-quality assessments, ensuring reliability, validity, and fairness in the assessment process.

**8. Guidelines for Making and Scoring Free Response Questions**

The CBSE Centre of Excellence in Assessment, in collaboration with Educational Initiatives, has introduced a resource book titled "Guidelines for Making and Scoring Free Response Questions" aimed at assisting teachers across subjects in crafting and evaluating free



response items that effectively gauge student learning. The resource book employs real-life examples aligned with learning objectives. It further explores the creation of rubrics for these questions, advocating for a clear marking scheme and outlining best practices for assessing student responses, ensuring the reliability and validity of assessments.

## **9. Item Booklets**

**Competency-Focused Practice Questions – Chemistry Class 12**

**Competency-Focused Practice Questions – Biology Class 12**

**Competency-Focused Practice Questions – Science Class 10**

CBSE, adhering to NEP 2020, shifts from rote-learning to competency-based assessments. Collaborating with Educational Initiatives, the CBSE Centre of Excellence in Assessment introduces Competency-Focused Practice Question booklets for Classes 12 and 10 (Chemistry, Biology, Science). Meticulously crafted FRQs and MCQs in these booklets align with NCERT curriculum, bridging learning gaps and aiding teachers with quality questions for classroom use.

## **10. Prototype- Holistic Progress Card**

**Foundational Stage (Age Group 3-6 years)**

**Prototype- Holistic Progress Card – Classes 1 and 2 and Implementation Guidelines**

Developed by the CBSE Centre of Excellence in Assessment, the prototypes for the Foundational Stage (ages 3-6) and Classes 1 and 2 align with NEP 2020 and NCF 2022 and Implementation Guidelines. These cards offer flexibility for affiliated schools to adopt or modify them according to their context. The HPC allows for a comprehensive assessment, incorporating inputs from students, peers, and parents, creating a holistic 360-degree evaluation framework within the card itself.

11. **'Use of AI in Classrooms' Capacity Building Programme** The CBSE initiated a move in modernizing education through AI. Underscoring the NEP-2020 stress on disruptive technologies to universalise quality education, Training Unit of CBSE developed 'Use of AI in Classrooms' Capacity Building Programme to equip educators with the necessary skills to integrate AI into teaching. The Programme spans four immersive 90-minute sessions covering theory, implementation, tools, and practical applications of AI in education. Session 1 explores AI's theory and benefits, Session 2 addresses concerns, Session 3 focuses on using AI for personalized learning, and Session 4 demonstrates real-time integration in educational settings and administration.