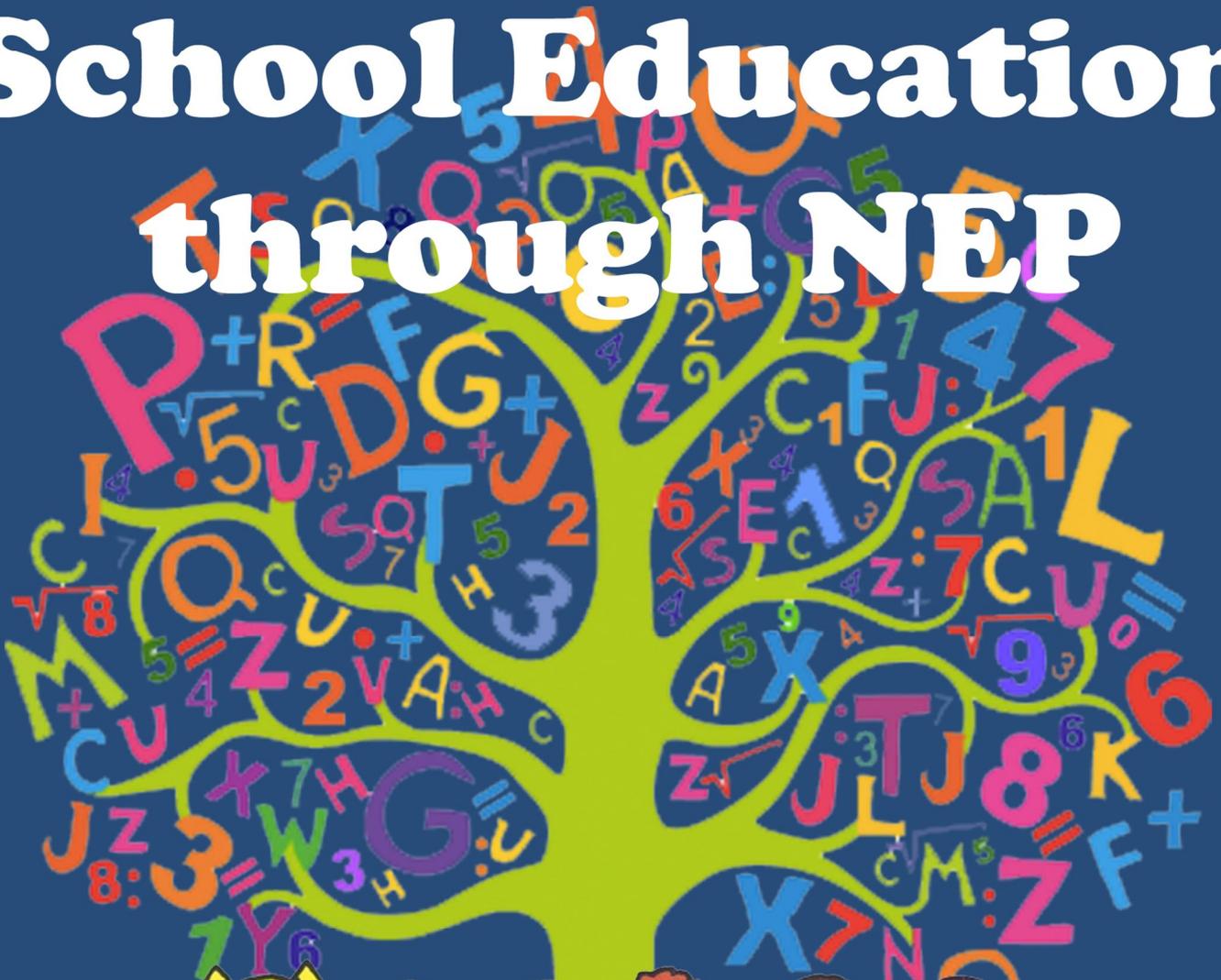


# Transforming School Education through NEP





Transforming  
School Education  
through NEP

*No part of this publication may be reproduced in any form whatsoever, without the prior written permission of the Nagaland Board of School Education, Kohima.*

Printed : 1000 copies (*April 2024*)

Published by : Chairperson,  
Nagaland Board of School Education, Kohima.

## Content

<b>Topic</b>	<b>Page No.</b>
Foreword	i
Introduction	1
Foundational Literacy and Numeracy	2
Competency Based Education/Learning	4
Competency Based Questions	12
Social Emotional Learning	13
Parent/Community Engagement	14
Inclusive Education	15
Guidance and Counselling in Schools	16
Educational Technology in Schools	17
Financial Literacy Course	18
Pre –Vocational Education	20
Plastic-Free Environment	22
Sports Education	22



## Foreword

National Education Policy (NEP) 2020 lays emphasis on reforming the whole education system to achieve full human potential, and developing an equitable and just society to meet the challenging demands of the 21<sup>st</sup> century. In line with the NEP 2020, the Board has taken steps to transform the existing education system and has started implementing it gradually.

The booklet entitled “**Transforming School Education through NEP**” is another initiative taken by the Board to take forward the reforms recommended in the NEP 2020 and align to the key components of NCF-SE 2023. It is believed that this write-up will serve as an easy reference for the schools to implement the key reforms to bring about positive transformation in the education system.

All schools registered with the Board are urged to come up with innovative ideas and ensure that these reforms are implemented in their respective schools so as to enable our children to face future challenges in life with positivity.

We hope, this booklet would not only become a reference point for reforms but also facilitate planning and design for schools to bring about transformation in the education eco-system of the state.

Dated, Kohima  
9<sup>th</sup> April 2024

Asano Sekhose  
Chairperson



## INTRODUCTION

**The National Education Policy 2020 (NEP 2020)**, approved by the Union Cabinet of India on 29<sup>th</sup> July 2020, represents a transformative vision for India's education system.

Some significant School Education Reforms from this policy are:

**1. Universal Access and Equity:**

- Ensuring universal access to quality education at all levels.
- Bringing back children who dropped out of school into mainstream education.

**2. Foundational Literacy and Numeracy:**

- Focusing on foundational skills such as literacy and numeracy.
- Ensuring that every child achieves basic proficiency in reading, writing, and mathematics.

**3. Holistic Curriculum and Pedagogy:**

- Reimagining school curricula and pedagogy to make learning holistic, integrated, enjoyable, and engaging.
- Encouraging multilingualism and recognizing the power of language in learning.

**4. Equitable and Inclusive Education:**

- Promoting learning for all, regardless of socio-economic background or ability.
- Gender Inclusiveness and Inclusion of Divyangs (Children with Disabilities).
- Efficient resource allocation and effective governance through school complexes/clusters.

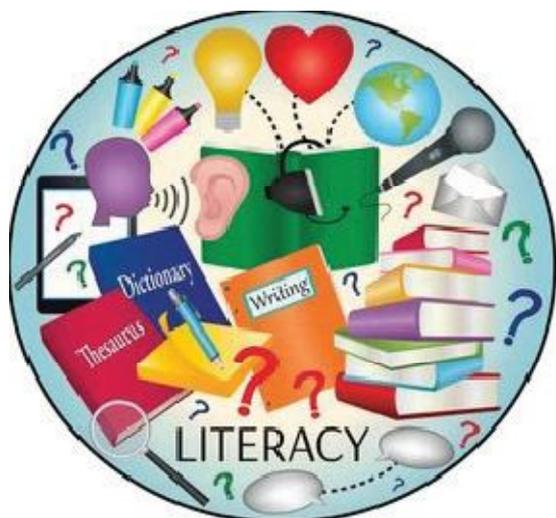
**The National Curriculum Framework for School Education (NCFSE) 2023** developed on the vision of the NEP 2020 addresses education for the age group 3 to 18 years, across the four stages in the 5+3+3+4 Curricular and Pedagogical restructuring of School Education. It represents a significant departure from traditional education paradigms. It emphasizes holistic development, competency-based learning, inclusivity, and a global perspective, aiming to prepare students for the challenges and opportunities of the 21st century while fostering their unique talents and capabilities.

### **Objective of this booklet**

The overarching objective of this booklet is to help change the practices in the school education system. Some of the core features of the NCFSE 2023 are presented in this booklet with the vision to holistically transform the overall learning experiences of our students.

## FOUNDATIONAL LITERACY AND NUMERACY

The Ministry of Education, Government of India has already launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) Mission along with a detailed implementation guideline for the states to ensure that every child in the country necessarily attains foundational literacy and numeracy.



Early Literacy and Numeracy skills are not only foundational for learning but are correlated with greater quality of life personal well being, national stability, prosperity and are crucial for educational outcomes in later years.

Strong foundation literacy and numeracy skills empower students to become independent learners. They gain confidence in their abilities to navigate through texts, comprehend information, and apply mathematical concepts, fostering a positive attitude toward learning.

Foundational Literacy skills are the building blocks for learning to read. Unlike learning to speak which happen naturally, reading must be explicitly taught. It requires a methodical, step-by-step approach that can teach even reluctant readers.

The activities which promote literacy and numeracy are talking, singing, playing sound and word games, reading, writing and drawing with the children which are great ways to develop the child's literacy. The great news is that everyday activities, like family meals, bath time and shopping, are all fun opportunities for literacy development.

The significance of Foundational Literacy and Numeracy framework lies in its critical role in moulding students' overall academic development. By recognising the importance of the foundational literacy and numeracy framework, teachers can prioritise their development and implementation to empower learners and foster lifelong learning.



The objectives of foundational literacy and numeracy serve as a roadmap for teachers to focus on vital aspects of literacy and numeracy development. By emphasising these objectives, teachers aim to provide students with Foundational Literacy and Numeracy skills. Some of the common objectives which teachers can provide to students are acquisition of Phonemic awareness, reading comprehension, vocabulary development writing proficiency, numerical operations and problem solving skills.

Foundational literacy and numeracy skills are vital to build a successful academic path. Numerical skills like number sense and problem-solving abilities equip students with the vital tools to implement mathematical concepts in several real life situations. The acquisition of the Foundational Literacy and Numeracy Framework promotes equity in education by offering equal opportunities to each student to succeed. So investing in foundational literacy and numeracy development empowers students to become confident learners.

## COMPETENCY-BASED EDUCATION/LEARNING

The National Education Policy 2020 recommends a shift from summative assessment that primarily tests rote memorization skills to one that is more regular and formative, focuses more on competency-based learning, promotes learning development for students, and tests practical skills, such as analysis, critical thinking, conceptual clarity (*NEP 2020: Section 4.34, Page 17*) and encouraging and helping school boards to shift their assessment patterns towards meeting the skills requirements of the 21st century (*NEP 2020: Section 4.41, Page 19*).

Schools must therefore ensure that students get an opportunity to experience competency-based learning in the classroom where they can acquire the skills they need to succeed in the future and showcase their capability through effective assessment that allows them to demonstrate their skills.

The teaching-learning approach should be student-centered that prioritizes mastery, flexibility, and personalized learning experiences. Teachers are therefore encouraged to create an environment where students actively engage, demonstrate competencies, and develop essential skills for success beyond the classroom. The most important characteristic of



Competency-based Learning is that it measures learning rather than time-based assessments. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes. Unlike traditional methods, which hold time requirements constant and let learning vary; Competency-based Learning allows us to hold learning constant and let time vary.

Competency-based Education is based on the idea that it is more important to focus on outcomes- what a student knows and can do rather than on inputs like how the students learns it, where the student learns it, or how long the student takes to learn it. Hence, teachers must explore new ways to help students learn. Some examples are open educational resources (including written materials, videos, recorded lectures, etc) and hands-on project based learning.

Some attributes of Competency-based Learning:

- Understand how learners learn.
- Match principles of learning and teaching.

- Facilitate, rather than control learning.
- Model humility, critical thinking, respect, competency and caring at all times.
- Support acquisition of knowledge, skills and professional behaviours in all learning domains (psychomotor, affective, cognitive).
- Promote and expect learner accountability for learning.
- Provide timely, specific feedback on learner progress beginning with learner self assessment.
- Individualize learning experiences according to needs.
- Expect increasing complexity of performance as the learner progresses throughout.

### **Teaching Strategies for Competency-Based Learning**

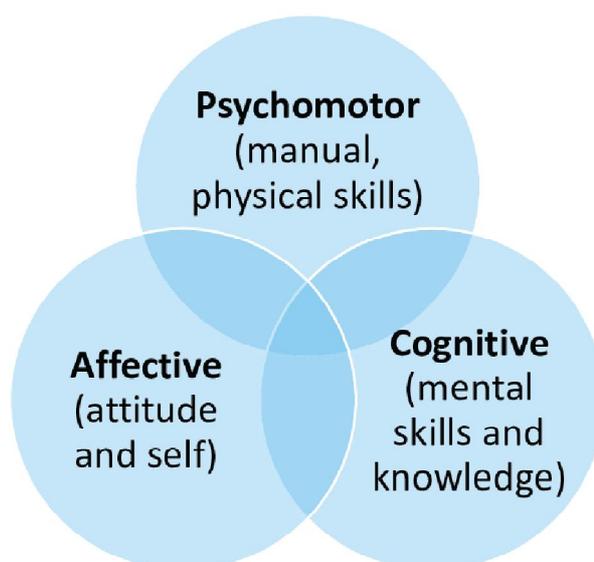
The following segment briefly outlines how a Competency-Based Learning may be implemented and the teaching strategies that may be chosen for the various domains:

#### **1. Psychomotor domain:**

- Demonstrate the expected way to perform a given skill. Allow the learner to practice for a while and then ask for a written demonstration of that skill.
- Set up models or create a simulation exercise in the practical laboratory where learners can have repeated practice of skills with peers and/or teacher supervision.
- Arrange for sufficient practical experiences requiring skill performance of the competencies under direct supervision.
- Create a valid and reliable assessment tool for use in determining competency in skill demonstration.

#### **2. Affective domain:**

- Create values clarification exercises for personal values.
- Provide a framework for a written analysis of learner activities against the measurable outcomes.
- Structure opportunities for role play requiring recognition of differing values and beliefs, with time for discussion of how these differences may affect one's ability to perform the competency.
- Arrange for the discussion on different values and beliefs.
- Create a valid and reliable assessment tool for use in determining competency good practice and integrity, respect for all.



### 3. Cognitive domain:

- Develop case studies from actual practice requiring discovery or problem-based learning to determine the most appropriate, evidence based approach to competency.
- Support learner-led discussions, structure debates to address practical situations.
- Always require that the learner provide their reasons (rationale) for their responses to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows or should know the answer.

Other strategies include self-study modules with suggested learning activities that the learners can complete on their own prior to interaction with fellow learners and teachers. It is important that teachers provide ample time for discussion/dialogue and clarification of concepts to be learned. They also need to encourage and help the learner use their own knowledge and ideas to find possible solutions. One of the most effective teacher strategies for guiding the learner to discover how to proceed or act is called Socratic questioning. The primary purpose of Socratic or higher-order questioning is to encourage the learner to challenge how they are thinking, what they are thinking, and what revision of their thinking will lead towards their goal of becoming a competent learner

Competency-based learning is a way of structuring learning activities so that the individual learner can meet a predetermined set of competencies. Given that learners have a variety of ways of learning or learning styles, it is important for them to recognize that competency-based learning will require that they actually perform or do, rather than learn by observing. Observation, reflection and listening are important learning activities, but competency demonstration is the expected outcome for competency-based education.

The following list summarizes the key attributes of competency-based learning.

- Understand how one learns best (style)
- Understand exactly what is expected (outcomes of learning)
- Take responsibility for one's learning
- Motivated to learn – goal oriented
- Ethical person and practitioner
- Critical thinker
- Self-assess learning & performance
- Commitment to ongoing learning

## Learning and Effective Facilitation of Competency

Some examples of learning activities that are Competency-based, related to the domain of learning:

### 1. Psychomotor domain:

- Review written description of a particular skill (text, handouts).
- Take time for repeated practice of skills in the safety using models, simulation if available, or peers as patients supervised by teachers until mastery of the skill is demonstrated.
- Seek out practical experiences that allow the learner to increase confidence as well as competence in the skills required.

### 2. Affective domain:

- Review text for content on definition of values.
- Participate in selected value clarification exercises for personal values provided by teachers (self study or group work).
- Write up an analysis of a code of behaviour and values and share with peers and teachers.
- For many learners, becoming competent begins with observing positive role models of practice to reflect on: This is who a competent person is. This is what a competent person does.

### 3. Cognitive domain:

- Competency-based learning requires high levels of critical thinking and reflection (metacognition – thinking about thinking). Such skills are learned best with some form of discovery-based learning or problem-based learning.
- The goals of discovery or problem-based learning include helping learners become active participants in and take responsibility for their own learning, encouraging the development of critical thinking by supporting learners' efforts to retrieve and retain knowledge and apply it in practice (rather than telling them what to think or do), and creating learners who develop the habit of life-long learning in order to stay current in practice.
- Teamwork is an essential component of this type of learning as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work.
- Other cognitive learning activities are - creating and following an individualized learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self-directed use (browsing) of the world wide web or internet and intranet (if available) for resources related to topics being learned.
- Prepare for and lead seminar discussions.
- Keep a journal or log of progress in learning

## Practice for Competency-Based Learning

Competency-based Education must involve teaching and learning strategies that facilitate the development and the demonstration of a competency. A critical feature of competency-based education must include a clear, evidence-based definition of the learning outcomes and objectives. The learning objectives must include demonstrated criteria of performance of the specific competencies. This clarity is vital to both teachers and students. The expected learning outcomes, how performance is measured and how the learning objectives relate to the outcomes must be clear.

When writing competency-based objectives consider the following questions:

Objective	Is the objective related to intended outcome(s), rather than the process for achieving the outcome(s)?
Performance	Is the performance of the learner relevant to the learning outcome?
Conditions	Are the conditions, the context, of the performance relevant to the learning outcome?
Criteria	Are the criteria relevant to the learning outcome? Are they tangible? Are they measurable? Are they sufficient?
Performance	What will the learners be able to do?
Conditions	What are the conditions under which they have to perform?
Criteria	How will we/they know if they perform successfully?

## Pedagogical Considerations

Competency-based education must include attention to the learner's needs and styles, providing the time needed for the learner to acquire and repeatedly perform or demonstrate the expected competencies (knowledge, skills, professional behaviours) and creating a supportive environment for learning. Experiential learning is an integral part.

The most distinctive features of this approach may be summarized as follows:

- **Meaningful contexts:**

The teacher will create or look for meaningful contexts in which students will in a natural way experience the relevance and the meaning of the competences to be acquired.

- **Toy-based learning:**

An innovative approach is the Toy-Based Pedagogy which integrates toys into the teaching and learning process. It recognizes that toys are not merely for entertainment but can also serve as powerful tools for cognitive, emotional, and physical development. It is a part of Play-based learning, which infuses an element of fun and creativity, besides conceptual understanding, in the learning experiences. Toys can be integrated in schools across the stages in all the subject areas.



Teaching-learning Materials (TLMs) are most effective when they are locally sourced. (*NCF 2023: Section 1.2.5, Page 148*). A repository of “*Indigenous Toys and Games of Nagaland*” with their local names, published by the *ECCE Cell, SCERT, Nagaland* in March 2022, can be used as a guide in reviving and promoting indigenous toys and games to promote interactive, hands-on experiences for the students.

- **Constructive learning:**

The philosophy of Competency-based Education has its roots in the social constructivism. So, learners engage in a process of constructing their own knowledge by interaction with their environment, rather than as a process of absorbing the knowledge that the traditional teacher might try to transfer to them. By focusing on the construction of models, products, guidelines, rules of thumb, reports, or other tangible outputs the learning easily and naturally will turn out to be constructivist.



- **Multidisciplinary approach:**

Competences are holistic and as a consequence the educative approach needs to be integrative and holistic too.

- **Cooperative, interactive learning (with peers and teachers):**

The basic idea behind Competency-based Education is to help learners to develop and construct their own knowledge and seek ways to make optimal use of other people's competence in their learning journey. This is what social constructivism is about. For learning outcomes aimed at developing individual and personal competences, the approach must take diversity of learner needs into consideration to meet the learner's goals and objectives. This requires an open approach in which education includes dialogues between learners and educators about expectation, needs, goals, choices etc.

- **Discovery learning:**

Discovery learning as opposed to receptive learning means making content available and accessible, and that the way of acquiring this knowledge or competences, could not be just a process of providing information, but should always be embedded in a discovery-based approach.

- **Reflective learning:**

Competency-based Learning also places an emphasis on the learning processes of the learner. As the learner reflects on their own needs, motivation, approach, progress, results etc, they develop learning competences that may be considered "learning to learn".

- **Personal learning:**

In the Competency-based Education, learning is conceived as a process of constructing the learner's own personal knowledge and competences.

Information, knowledge, strategies, only becomes meaningful for a person if they become an integral part of their own personal body of knowledge and competences. In education, this implies that students need to be able to identify with the contexts, the persons, the situations and interests that are included in the learning domains involved.



## Summary:

An important aspect to Competency-based Education is that practice-based learning requires direct supervision and multiple opportunities for the learners to demonstrate their competency in practice over a period of time.

It is required to:

1. Measure student learning rather than time.
2. Harness the power of technology for teaching and learning. Technology integration gives the ability to individualize learning for each student. Because each student learns at a different pace and comes to school knowing different things, this is a fundamental requirement of Competency-based Education.
3. Fundamentally change the teacher's role. When teachers serve as lecturers, holding scheduled classes for a prescribed number of weeks, teaching takes place at the teachers' pace. For most students, this will be the wrong pace. Some will need to go more slowly; others are able to move faster. Competency-based Learning shifts the role of the teacher from that of "a sage on the stage" to a "guide on the side." Teachers work with students, guiding learning, answering questions, leading discussions, and helping students synthesize and apply knowledge.
4. Define competencies and develop valid, reliable assessments. The fundamental premise of Competency-based Education is that we define what students should know and be able to do, and they are promoted when they have demonstrated their competency. This means defining competencies very clearly.

## COMPETENCY BASED QUESTIONS

Competency-based Questions are designed to assess students' practical skills, application, and critical thinking rather than mere factual recall. These questions prompt students to demonstrate their understanding and ability to apply concepts.

Here are some examples of Competency-based Questions that align with the National Curriculum Framework for School Education (NCF) 2023:

- **Mathematics:**
  - Given a real-world scenario, explain how you would use algebraic equations to solve a practical problem.
  - Calculate the area of an irregular polygon using the concept of integration.
- **Science:**
  - Design an experiment to investigate the effect of different fertilizers on plant growth.
  - Analyze the impact of climate change on a local ecosystem.
- **Language Arts:**
  - Compose a persuasive essay arguing for or against a specific environmental policy.
  - Create a dialogue between two characters that effectively conveys emotions and conflict.
- **Social Studies:**
  - Evaluate the economic consequences of a government policy on income inequality.
  - Compare and contrast the cultural practices of two ancient civilizations.
- **Arts:**
  - Produce a visual artwork that reflects a social issue you care about.
  - Choreograph a dance sequence inspired by a historical event.

Competency-based Questions encourage students to think critically, apply knowledge, and develop practical skills that extend beyond the classroom. They play a vital role in preparing students for real-world challenges and lifelong learning.

It may be mentioned that the Board has implemented Competency Based Question pattern w.e.f. 2023 academic session for class IX to XII, as such, schools should refer to the design of question papers and question papers administered in HSLC & HSSLC examinations 2024.

## SOCIAL EMOTIONAL LEARNING

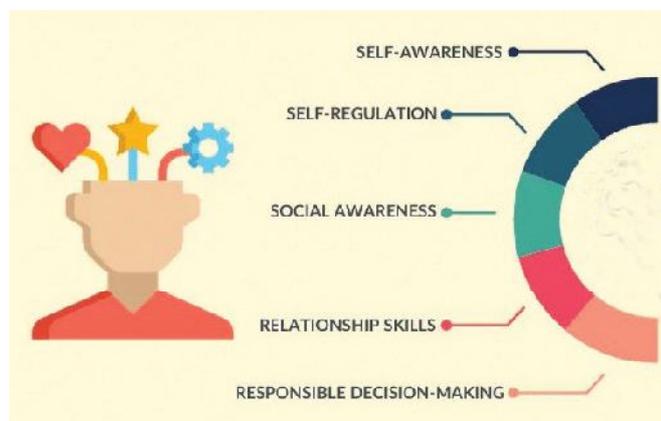
The National Curriculum Framework for School Education (NCF) 2023 recognizes the critical importance of social-emotional learning (SEL) in a child's holistic development. Here are some key aspects related to SEL in the NCF:

- **Emotional Development:**

The framework emphasizes the need for a safe and supportive learning environment that promotes children's emotional development. Through activities such as storytelling, role-playing, and art, children are encouraged to express their emotions and develop a sense of self-awareness.

- **Values and Ethics:**

The NCF may place a strong emphasis on the integration of values and ethics into the curriculum. It encourages moral conduct, civic education, and social responsibility among students. Instilling values like empathy, respect, diversity, and sustainability is crucial.



- **Holistic Approach:**

Social-emotional learning is an integral part of the NCF's vision for education. It goes beyond academic knowledge and aims to nurture well-rounded individuals capable of navigating life's complexities with confidence and empathy.

The NCF 2023 recognizes that fostering social-emotional skills is essential for creating compassionate, resilient, and socially responsible citizens.

## PARENT/COMMUNITY ENGAGEMENT

The National Curriculum Framework for School Education (NCF) 2023 recognizes the crucial role of parents and communities in shaping a child's educational journey. Here are some key points related to parent and community engagement:



- **Stakeholder Involvement:**

The NCF emphasizes the value of including parents, communities, and other stakeholders in the development and implementation of the curriculum. It encourages methods for group decision-making, community involvement, and feedback systems to ensure that the curriculum meets the needs of all stakeholders.

- **Stakeholder Involvement:**

The NCF aims to communicate its intentions to all stakeholders, including teachers and parents. By involving them in the process, it ensures that the curricula align with the broader vision of education in India.

- **Holistic Approach:**

Recognizing that education extends beyond the classroom, the NCF encourages parents and community members to actively participate in fostering a supportive learning environment. This involvement contributes to the holistic development of students.

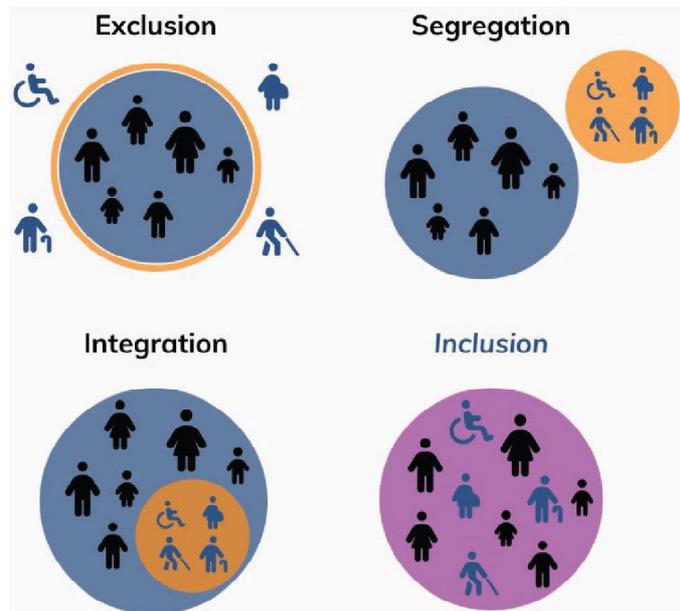
The NCF 2023 underscores the importance of collaborative efforts among educators, parents, and communities to create a meaningful and enriching educational experience for every child.

## INCLUSIVE EDUCATION

All children deserve the right to an education, including those with Special Needs. The National Education Policy (NEP) 2020 has recognized the importance of creating enabling mechanisms for providing Children with Special Needs (CWSN), the same opportunities of obtaining quality education as any other child. *Para 6.10 to 6.14 of NEP 2020* deals with the provisions and strategies for such category of children.

While the Indian education system and successive government policies have made steady progress towards bringing gender and social category gaps in all levels of school education, large disparities still remain-especially at the secondary level. The present day education system must aim for inclusiveness and equity to benefit all children.

The Board acknowledges the schools that have shown commitment and effort to create a supportive learning environment, fostering inclusivity and catering to the diverse needs of all students. The Board understands the challenges and difficulties faced by schools, and also understand the importance of academic standards, however, as mandated by NEP 2020, all schools should emphasize on a more inclusive education system.



- All institutions under NBSE are directed to admit students without discrimination so that no child loses any opportunity to learn and excel because of circumstances of birth or background.
- Children with special needs should be given due attention and their varied needs should be addressed.
- Schools should connect and work together with the parents to address the needs of the students. The plan of action to be undertaken should be disseminated to the parents so that parents can play a supportive role for education of their children.
- Schools should refrain from giving 'passed' Transfer Certificates to students solely based on low scores in academics.
- Teachers should plan and advocate remedial classes to help slow and poor learners. Schools should give provision for re-test after remedial classes to students. Schools must work towards retention and thereby curbing failures and school drop-outs.

- Teachers should also aim to encourage gifted students/ students with special talents in the classroom by giving them supplementary enrichment material and guidance.
- School Heads and teachers should familiarize themselves with the Rules relating to students with disabilities notified by the Board, and attend any workshops/ seminars/webinars or any awareness programmes conducted by the Board. Awareness programmes for teachers can be organized in the schools on inclusive education.

Education that is inclusive and accessible to all children including children with varying needs, strengthens the foundations of inclusion and in the long run will build the right attitudes of respect and regard for differences in the foundational years to set the stage for inclusive societies. (refer Notification No. 22/2024, date, 23.02.2024)

## **GUIDANCE AND COUNSELLING IN SCHOOLS**

The National Curriculum Framework (NCF) 2023 recognizes the critical role of guidance and counselling in the holistic development of students. Here are key points regarding the importance of guidance and counselling in schools:

- **Individual Development:**

The purpose of guidance and counselling services is to help each student develop as an individual, making informed choices and setting goals based on their unique strengths.

- **Social and Emotional Well-being:**

Counselling services contribute to students' social and emotional well-being. By addressing their needs, counsellors enhance academic performance and overall growth.

- **Creating a Supportive Environment:**

The NCF emphasizes the need for a conducive learning environment. Integrating guidance and counselling ensures that schools foster student well-being and success.

- **Collaboration:**

Effective collaboration between teachers and counsellors is essential to provide students with the necessary support for their academic journey.

Teachers and Heads of Institutions will continue playing the role of guides and counsellors and should get basic capacity building in this regard, so that they have the required skills and capacities, as suggested by the *NCF 2023 (Part B - Section 5.3, Page 189)*.

## EDUCATIONAL TECHNOLOGY IN SCHOOLS

The National Curriculum Framework (NCF) 2023 recognizes the critical role of educational technology in transforming the teaching and learning landscape in Indian schools. Here are key points regarding the importance of educational technology:

- **Integration of Technology:**

The NCF may place a strong emphasis on how technology is used in education, particularly how the curriculum is updated to include digital tools, resources, and pedagogies. It recognizes that technology can enhance the learning experience and create fundamentally new ways of teaching.



- **Information Literacy and Digital Literacy:**

The framework might emphasize the significance of information literacy and digital literacy for successful learning. Students need to be equipped with the skills to critically evaluate and use technology effectively.

- **Ethical Technology Use:**

The NCF acknowledges the need for ethical technology use. Educators should guide students on responsible and ethical practices while utilizing digital tools.

- **Immersive Environments:**

The use of immersive technologies like augmented reality, virtual reality, and mixed reality can enhance student engagement and understanding. These technologies expand the boundaries of the classroom and provide interactive learning experiences.

- **Gamification:**

Gamification, incorporating game elements into educational activities, can make learning more enjoyable and effective. It encourages active participation and motivation among students.

The NCF 2023 recognizes that educational technology is not just about using devices; it's about leveraging technology to create meaningful learning experiences, foster critical thinking, and prepare students for the digital age. (*NCF 2023: Part B - Chapter 6, Page 191*)

## FINANCIAL LITERACY COURSE

Financial market is one of the fastest growing market in the world. It provides a good number of job opportunities as well as promotes the economy of the country and the standard of living for the people. Here are key points regarding the importance of Financial Literacy:

- It is a crucial life skill that profoundly shapes an individual's future. It encompasses understanding and managing money, from budgeting to investing in the stock market.
- Learning Financial Literacy in schools is an investment that can yield long-lasting benefits for the next generation. It equips students with essential skills to manage their finances effectively, break free from debt and create a secure financial future.

The Financial Literacy course for secondary level is an extra-curricular, compulsory course, which comprises of 25 periods of 45 minutes each. The National Stock Exchange Academy provides training to the teachers. Schools are required to complete the course before the end of July. An online/offline examination is conducted in the month of August. A joint certificate is issued to all the candidates appearing for the course.



As part of the course, schools are encouraged to organize talks and seminars on Financial Literacy which can significantly enhance students' understanding of money management. Here are some ways to incorporate these sessions:

- **Key Topics for Financial Literacy Training:**
  1. **Budgeting and Saving:** Teach students how to create and stick to a budget, track expenses, and save effectively.
  2. **Understanding Credit:** Explain credit scores, interest rates, and responsible credit card usage.
  3. **Investing Basics:** Introduce concepts like stocks, bonds, and mutual funds.
  4. **Financial Goal Setting:** Help students set short-term and long-term financial goals.

5. **Debt Management:** Discuss strategies for managing student loans, credit card debt, and other liabilities.
  6. **Consumer Rights and Responsibilities:** Educate students about their rights as consumers and responsible spending.
- **Guest Speakers and Experts:**  
Invite financial professionals, economists, and experts to conduct interactive sessions. They can share real-world experiences, case studies, and practical tips with students.
  - **Collaborate with Financial Institutions:**  
Partner with local banks, credit unions, or financial institutions to organize workshops. These institutions often have financial literacy programs tailored for students.
  - **Interactive Workshops:**  
Conduct hands-on workshops where students can simulate budgeting, investing, and making financial decisions. Use games, role-playing, and group activities to engage students.
  - **Public Seminars:**  
Organize seminars open to students, parents, and the community. Cover topics like college financing, retirement planning, and avoiding financial pitfalls.

Financial Literacy education should be age-appropriate and adapted to students' developmental stages. By fostering financial awareness early on, schools contribute to building financially responsible individuals who can make informed decisions throughout their lives.

## PRE -VOCATIONAL EDUCATION

Pre-vocational education is the education, which is mainly designed to introduce participants to the world of work and to prepare them for entry into Vocational or Technical Education programmes. Prevocational education mainly focuses on activity based teaching-learning. Through activity based learning process, children would be able to relate their knowledge of facts, concepts and principles embedded in various disciplines.

The NEP 2020 in order to introduce vocational education from classes VI to VIII recommends all students to participate in a 10 Bagless Days period where they intern with local vocational experts such as carpenters, gardeners, potters, artist etc. The general education teachers of Languages, Mathematics, Science, Social Sciences should be involved in the organization of the skill based activities in context to the themes or subjects. School teachers need to prepare theme-wise activity plan and conduct activities which children would like to engage themselves in and can also get appropriate feedback for improving upon their skill learning.

The main objective of pre-vocational education is designed to make students work-ready upon graduation. It aims to equip students with foundational knowledge, skills, and attitudes necessary for success in specific trades, industries, or professions.

Some common components of pre-vocational education are:

- **Career Exploration:**

Introducing students to a variety of career options available to them, including both traditional and emerging fields. This can involve career counselling, aptitude assessments, guest lectures from professionals, and visits to workplaces.

- **Skill Development:**

Providing hands-on training and instruction in basic vocational skills relevant to various industries. This could include technical skills such as carpentry, plumbing, electrical work, automotive repair, computer programming, healthcare assistance, etc.

- **Work-Based Learning:**

Offering opportunities for students to gain practical experience through internships, apprenticeships, or cooperative education programs. These experiences allow students to apply their knowledge and skills in real-world settings under the guidance of mentors or professionals.



- **Academic Foundation:**  
Ensuring that students have a solid foundation in core academic subjects such as Mathematics, Science, Language arts, and Social Studies. These subjects provide the essential background knowledge and critical thinking skills necessary for success in any career field.
- **21st Century Skills:**  
Emphasizing the development of transferable skills such as communication, collaboration, problem solving, creativity, and digital literacy. These skills are essential for navigating today's rapidly changing job market and workplace environments.
- **Career Planning and Preparation:**  
Assisting students in setting career goals, creating resumes, developing job search strategies, and preparing for interviews. This may also include guidance on further education and training opportunities beyond high school.
- **Personal and Professional Development:**  
Fostering qualities such as professionalism, work ethic, adaptability, resilience, and self-confidence that are valued in the workforce.

Pre-vocational education should be flexible and responsive to the needs and interests of individual students, as well as the evolving demands of the labour market. It should also promote equity and inclusion by ensuring that all students have access to high-quality vocational opportunities regardless of their background or circumstances. (refer Notification No. 22/2022, date 05.03.2022).

## PLASTIC-FREE ENVIRONMENT

Plastic - The wonder material that we use in our everyday life for almost anything is probably one of the most destructive waste/ one of the biggest contributors of pollution to our environment. Plastic as we all know is non-biodegradable, which means it persists in nature for a very long time. The top plastic waste contributors include beverage bottles and containers, straws, disposables cutlery and plates, plastic bags, bubble wrap among other things.



On our part, in order to make our environment plastic free we can inculcate –

1. Plastic waste management: Disposal of plastic should be done by making proper use of recycling bin. This also includes differentiating biodegradable and non-biodegradable waste. This way the hazardous effect of plastic pollution can be contained to great extent.
2. Use of biodegradable product: One of the best ways to reduce plastic waste is to choose products that are made from sustainable materials like paper and bio-plastics which are made from parts of sugarcane, corn, coconut, areca nut etc.

## SPORTS EDUCATION

Sports should be an integral part of the curriculum, sports activities teach students ethics, values, discipline, determination to win, a sense of belongingness, and mutual trust develops exponentially becoming an integral aspect of the student's personality. Physical skill



development embodies a crucial aspect in enabling holistic development ultimately working hand in hand with academic curriculum in facilitating critical thinking skills, sustaining moral values and the ability and the desire to accomplish academic goals, ultimately resulting in boosting the self-confidence of the student community, sports take the mediator role in bridging students to cope with the daily challenges faced by the students.

Sport education along with academics is crucial for the all-round development of the student.

*A good educational institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered and where good physical infrastructure and appropriate resources conducive to learning are available to all students*

*[NEP 2020, Principles]*

Nagaland Board of School Education  
Upper Bayavü, Kohima  
Nagaland - 797001

**Website :** *[www.nbsenl.edu.in](http://www.nbsenl.edu.in)*

**Email :** *[nagaboard@gmail.com](mailto:nagaboard@gmail.com)*