



Ministry of Education
Government of India

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NCERT



Scoping Mission

FOR SETTING UP OF A
**NATIONAL INSTITUTE FOR
CURRICULUM RESEARCH AND
DEVELOPMENT (NICRD)**
MAURITIUS

Report by:

Prof Sridhar Srivastava & Prof Indrani Bhaduri



RATIONALE

Curriculum reform and curriculum renewal have been an on-going process, as a necessary measure to equip learners with the knowledge, skills and competences for them to thrive in a rapidly changing world. In Mauritius the responsibility for curriculum development currently rests with the Mauritius Institute of Education (MIE). Since 2010, the MIE has been engaged in the development of national curriculum frameworks for pre-primary, primary and lower secondary education, the development of teaching syllabi and the production of textbooks alongside its core function of teacher training.

An overview of the structure of the school education system in Mauritius shows that there are approximately 318 primary schools (both public and private) and around 175 secondary schools (including public, private, and state-funded institutions). The number of primary school students is between 90,000 and 95,000, while secondary school students' number between 110,000 and 115,000. There are approximately 6,000 primary school teachers and 8,500 secondary school teachers. The teacher-to-student ratio in Mauritius is generally favourable, particularly in primary schools, where the government has focused on maintaining smaller class sizes.

The population of Mauritius is ageing due to sustained low fertility level and increasing life expectancy, which in turn is resulting to lower proportion of children and higher proportion of elders in the population. To balance the economic effects of an aging population, Mauritius needs to become more innovation-driven. Improving STEM education, entrepreneurship, and digital literacy at all levels can help foster a tech-savvy workforce that can drive automation, technological advancements, and innovation, reducing the dependency on a large workforce. Thus, prioritizing the improvement in the education system becomes crucial. Skill development, lifelong learning, and innovation will ensure that Mauritius remains competitive in a globalized world while also creating a more equitable and resilient society. Mauritius also experiences the emigration of educated individuals to more developed countries, leading to a loss of talent. By improving the quality of education and aligning it with the needs of the local economy, the country can create more opportunities for young people to stay and contribute, countering the potential negative impacts of brain drain.

The Ministry of Education, Tertiary Education, Science and Technology (MoETEST) expressed its interest to set up a dedicated institution for curriculum development in Mauritius. The need for such an institution is strongly felt as the education system has significantly evolved and become increasingly complex. New imperatives of changing student profiles, the tremendous influence of technology and the demand for specialized skills for students to be future-ready and thrive in the 21st Century call for innovative pedagogies and curricula that propel learning in new directions.

In addition, the MoETEST is currently working on the broadening of the secondary school curriculum to integrate a new programme, namely, Technology Education, at upper secondary level. This new stream requires the development of competence-based and skills-driven curricula which differ from the traditional content-based curriculum. Furthermore, future opening of flexible learning pathways will require customization of specific learning programmes.

Hence, the felt necessity to set up a dedicated institution that would take over the specialized field of curriculum development, research, evaluation, professional development and extension in the following sectors:

- (i) Early Childhood Development;
- (ii) Pre-primary Education;
- (iii) Primary Education;
- (iv) Secondary Education;
- (v) Technology Education (as part of STEM)
- (vi) Inclusive Education;
- (vii) Art Education;
- (viii) Health, Wellbeing and Physical Education; and
- (ix) Information and Communication (ICT) and Digital Technologies for Education.

The MoETEST proposed to enlist the services of two Consultants of the National Council of Educational Research and Training (NCERT) to support the setting up of a dedicated institution for curriculum research and development – the National Institute for Curriculum Research and Development in Mauritius. The consultancy work to be divided in two phases:

Phase 1a: Undertake a scoping mission to carry out a situational analysis of curriculum development in Mauritius Phase 1b: Formulate a comprehensive report that will steer policy action as a lead-up to the setting up of modern institution for curriculum research and development, the NICRD. The report will include, inter-alia, the resource and skill requirements, the different departments, definition of roles and responsibilities of key personnel, the governance model in terms of the structure of the Institute, the quality assurance modalities and a costed Action Plan for operationalizing the Institute. The stages of a transitional phase for a smooth take- over of curriculum responsibilities from the existing Curriculum Division of the MIE, and the job profile, role and responsibilities of the Director of the NICRD.

Phase 2: Services of a Consultant to head the National Institute of Curriculum Research and Development for an initial period of two years.

The NCERT will be responsible for selecting the Consultants and quality assure the work of the Consultants, who will report to the NCERT and to MoETEST. During in-country visits, the Consultants will brief a Steering Committee and the Hon. Vice Prime Minister as required. Prior to the scoping mission, all relevant documentation will be made available to the Consultants. The Consultants will be onboarded by the Ministry of Education, Tertiary Education, Science and Technology.

With the above background, the Phase 1a and 1b of the activity was carried out and this report details the findings of the same.



Classroom Observation by the Delegates

PROCESS INVOLVED

September 30, 2024 (Monday)

DAY 1

Deliberations at the Ministry:

Briefing session with Her Excellency, Leela Devi Dookun Luchoomun, the Vice Prime Minister of Mauritius, Shri Vimarsh Aryan, the Deputy High Commissioner of India in Mauritius, Shri Ranjan Kumar Singh the First Secretary at the High Commission of India in Mauritius along with Ms Maya Soonarane, Director of Strategic Planning and International Relations at the Ministry of Education of Mauritius, Prof Sridhar Srivastava, Joint Director, NCERT, India and Prof Indrani Bhaduri, CEO and Head, PARAKH, NCERT.

Identification and engagement of key stakeholders including government officials from the Ministry of Education and other relevant departments/ Ministries, educators, administrators, education experts, NGOs working in in education, and other relevant parties.

Based on the interactions, select individuals/groups identified for conduct of interviews, focus groups, and surveys to gather insights from stakeholders regarding their perspectives, needs, and expectations regarding curriculum development and research. Also, identification of the best practices, innovative approaches, and lessons from India that can be adapted to the Mauritian context.

MODE – HIGH LEVEL MEETING

October 1, 2024 (Tuesday)

DAY 2

Review of Existing Educational Practices and Policy at Mauritius Institute of Education:

Evaluation of the current curriculum frameworks, pedagogical approaches, teaching methodologies, and assessment systems in Mauritian schools.

Identification of the strengths, weaknesses, gaps, and areas for improvement in the existing curriculum and educational practices.

Reviewing of existing education policies, laws, regulations, and institutional frameworks relevant to educational development and research in Mauritius.

Identifying any legal or policy barriers that may need to be addressed to establish and operate the National Institute effectively.

MODE – DOCUMENTS COLLECTION, REVIEW, VISITS AND DISCUSSIONS

October 2, 2024 (Wednesday)

DAY 3

Understanding of Educational Needs and Challenges:

Assessment of the educational needs and challenges faced by Mauritian students, teachers, and schools in achieving quality education outcomes.

Considering factors such as student diversity, learning disparities, teacher capacity, infrastructure constraints, technological readiness, and socio-economic barriers.

MODE – SCHOOL VISITS AND OTHER EDUCATIONAL INSTITUTIONS FOR
INTERVIEWING THE STUDENTS, TEACHERS AND THE EDUCATORS.

October 3, 2024 (Thursday)

DAY 4

Identification of Priority Areas for Educational Research and Development:

Prioritization of the areas of educational research and development based on identified needs, gaps, and challenges e.g., Talent identification, large scale assessment and school-based assessment. Infusing the emerging trends in education, technological advancements, global competencies, and sustainable development goals.

MODE – SCHOOL VISITS AND OTHER EDUCATIONAL INSTITUTIONS FOR
INTERVIEWING THE STUDENTS, TEACHERS AND THE EDUCATORS.

October 4, 2024 (Friday)

DAY 5

Initial Sharing of the Findings at the Ministry:

Sharing of the existing capacity within the education system, including human resources, expertise, infrastructure, and financial resources available for curriculum research and development.

Convey areas where capacity-building initiatives are needed to support the establishment and operation of the National Institute. Presentation of the summarization of the collected data for the scoping mission.

De briefing session with Ms K. Nandini Singla, the High Commissioner of India in Mauritius, Shri Ranjan Kumar Singh the First Secretary at the High Commission of India in Mauritius and Prof Sridhar Srivastava, Joint Director, NCERT, India and Prof Indrani Bhaduri, CEO and Head, PARAKH, NCERT.

MODE – DISCUSSIONS AND DELIBERATIONS

SITUATIONAL ANALYSIS

Aimed to provide relevant insights into the feasibility and sustainability of establishing the NICRD, the situational analysis focused on existing gaps, institutional needs, opportunities, and risks:

- **Current Challenges:**

- ✓ Fragmented curriculum development processes across educational levels.
- ✓ Insufficient integration of 21st-century skills and STEM education.
- ✓ Limited research on curriculum effectiveness and student learning outcomes.
- ✓ Inadequate capacity for monitoring and evaluation of curricula.

- **Opportunities:**

- ✓ Growing political will to improve education outcomes.
- ✓ Availability of international partnerships from India for curriculum reform.
- ✓ Emerging trends in digital education and open learning resources.
- ✓ Potential to integrate local cultural contexts and values into curriculum reform.

- **Risk Assessment:**

- ✓ Resistance to change from traditionalists within the education sector.
- ✓ Budgetary constraints and dependency on external funding.



A Visit to the ZEP School

FINDINGS

Introduction

The establishment of a National Institute of Curriculum Research and Development (NICRD) is critical to improving the quality of education through systematic curriculum development, research, and innovation. This institute will serve as the hub for curriculum formulation, policy development, and ongoing professional development for educators. A key goal is to ensure that curricula are aligned with national development goals, evolving pedagogical trends, and technological advancements.

Objectives of the Institute

The objectives of the Institute may include to:

- a) Engage in all matters related to curriculum development for the advancement of learning and knowledge in the field of education for the:
 - Primary School Achievement Certificate (PSAC) (Grades Pre-Primary to 6)
 - National Certificate of Education (NCE) Lower Secondary (Grades 7-9)
 - Technical and Vocational Education
- b) Conduct curriculum research with an aim to enhance the education system by offering a holistic, inclusive, and equitable approach to learning.
- c) Commit to the attainment of international standards in the field of curriculum research and development;
- d) Ensure that curriculum and instructional materials developed in Mauritius, including Open Educational Resources, are in line with international standards.



A Classroom Assessment in Progress

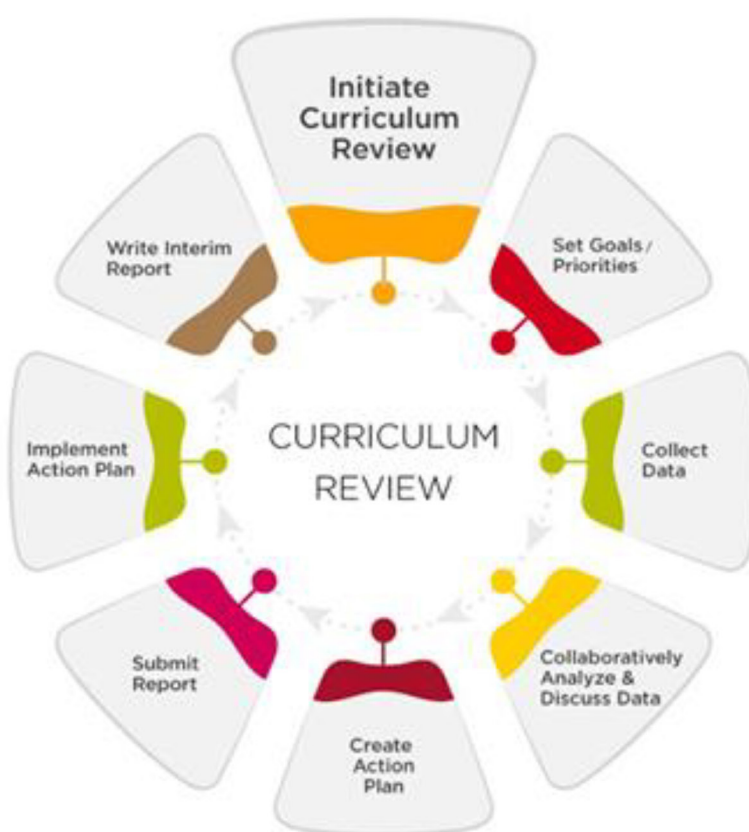
Key Elements for Research

Support Early Education Programmes: To help identify students' learning gaps from pre-primary to Grade 6 and support to overcome learning challenges.

Infuse Marine education and awareness for achieving the United Nations' Sustainable Development Goal (SDG) 14, which aims to protect and sustainably use the ocean and marine resources.

Revise Curriculum: A new National Curriculum Framework may be introduced, along with digitized learning materials for equitable access.

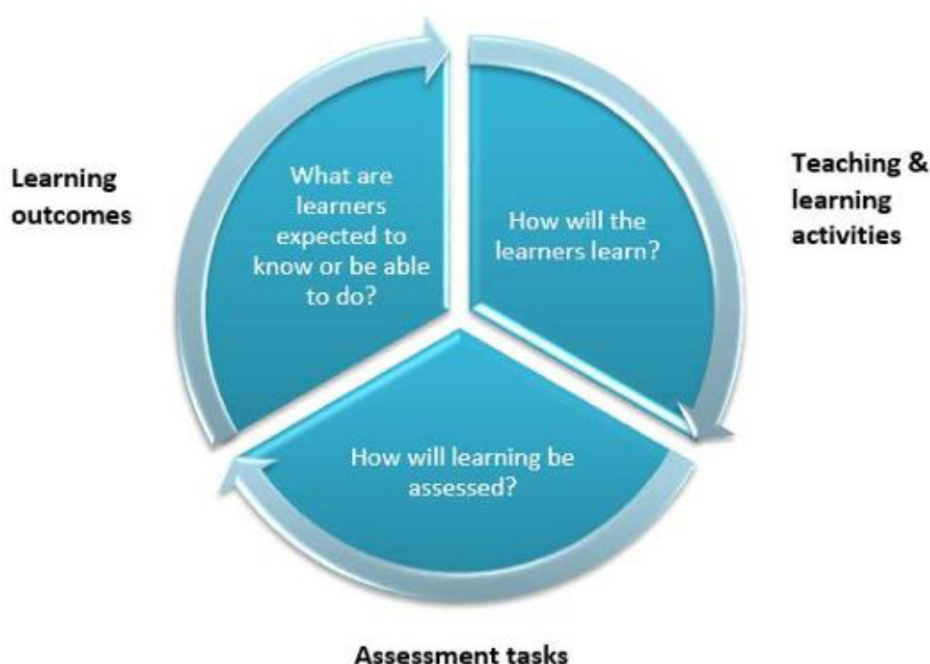
Assessment Changes: Modular assessments may be introduced to reduce the pressure on students, alongside the PSAC, and the National Certificate of Education (NCE) examination at Grade 9 which marks the transition to upper secondary levels and potential vocational training pathways.



Functions of Institute

- a) Advise the Ministry on policies and matters pertaining to curriculum research and development at the various stages of school education;
- b) Undertake a periodic research and review of curricula to ensure a constructive alignment i.e., the fidelity between learning outcomes, student assessment, and teaching and learning activities aligning with the global standards. Ideally the learning outcomes needs to be identified, and then align the student assessment and TLAs with these outcomes. These curriculum review will enable the following:
 - Enhance student learning and experiences
 - Provide an opportunity for critical reflection on the curriculum
 - Articulate the strengths of the existing curriculum

- Increase discussion and collaboration among educators and other stakeholders who play a role in the program
- Provide opportunities for student voice and input
- Reflect on and strengthening teaching and learning practices
- Provide evidence to guide decision-making within the program
- Understand the relationship among courses within a program
- Identify specific actions to strengthen an academic program



- c) Develop instructional materials meeting international standards. Act as a national repository for instructional materials produced and published in Mauritius, including Open Educational Resources;
- d) Conduct capacity building programmes for curriculum research, development, evaluation and implementation;
- e) Network and collaborate with relevant stakeholders, institutions and organisations at the national and international levels for capacity building and the sharing of knowledge, information, best practices and emerging trends in the field of education. Hold such local and international seminars and conferences as may be necessary on curriculum-related matters
- f) Every two years submit to the Ministry a detailed research report on the progress of the learning outcomes in the country

Powers of Institute

The Institute shall have such powers to enable it to carry out its functions most effectively and may, in particular –

- a) Acquire, hold and dispose of assets;
- b) Manage, in such manner as it may determine, any property belonging to, or vested in it, where appropriate, charge or disburse such fees as it considers necessary in relation to the discharge of its functions;
- c) Receive such sums which may lawfully accrue to it, grants and donations; and
- d) Enter into agreements, in such manner as it may determine, with any other institution or body.

Management of Institute

The Institute shall be administered and managed by a Governing Board which shall, in particular,

- a) Establish the policy of the Institute;
- b) Determine the work plan of the Institute and ensure its timely implementation;
- c) Determine applications for the approval of curricula and resources as instructional materials;
- d) Manage the budget of the Institute;
- e) Ensure that adequate human and financial resources are provided to the Institute for the proper discharge of its functions; and
- f) Take such measures as it considers appropriate to achieve the objects of the Institute.

Resource and Skill Requirements

To build a robust NICRD, the following resources and skills are necessary:

- **Human Resources:**
 - ✓ **Curriculum Specialists:** Experts in curriculum design and subject-specific pedagogies.
 - ✓ **Educational Researchers:** Skilled in quantitative and qualitative research methodologies.
 - ✓ **Instructional Designers:** With experience in both physical and digital education.
 - ✓ **Data Analysts:** To assess curriculum effectiveness and learning outcomes.

- ✓ **Support Staff:** Administrative, IT, and logistics staff to maintain the institute's operations.
- **Technical Resources:**
 - ✓ **Digital Infrastructure:** A robust IT system for data management, communication, and resource sharing.
 - ✓ **Research Facilities:** Laboratories and other facilities for educational experimentation and pilot studies.
 - ✓ **Libraries and Databases:** Access to global curriculum repositories and research databases.
- **Financial Resources:**
 - ✓ Start-up capital to establish the institution.
 - ✓ Recurring funding for operational costs, salaries, and ongoing research projects.

Departmental Structures, Roles, and Responsibilities

The NICRD will require a clear departmental structure with well-defined roles to function effectively. Below is a proposed structure:

- **Department of Curriculum Design and Development:**
 - ✓ **Role:** Develop, evaluate, and revise curricula for all educational levels (primary to tertiary).
 - ✓ **Responsibilities:** Collaborate with subject matter experts, integrate technology, ensure inclusivity.
- **Department of Research and Evaluation:**
 - ✓ **Role:** Conduct empirical research to assess curriculum impact and provide recommendations.
 - ✓ **Responsibilities:** Conduct pilot programs, analyze data, and report on educational trends.
- **Department of Teacher Professional Development:**
 - ✓ **Role:** Provide ongoing training for teachers to implement the new curriculum effectively.
 - ✓ **Responsibilities:** Organize workshops, offer online courses, and facilitate peer learning.

- **Department of Policy and Advocacy:**
 - ✓ **Role:** Coordinate with government bodies to influence educational policy.
 - ✓ **Responsibilities:** Advocate for curriculum reforms and ensure compliance with national education goals.
- **Department of Quality Assurance:**
 - ✓ **Role:** Monitor and ensure the quality of curriculum implementation across regions.
 - ✓ **Responsibilities:** Establish standards, conduct evaluations, and certify curricula.

Governance Model

The governance structure of NICRD must reflect transparency, accountability, and multi-stakeholder involvement. Suggested model:

- **Board of Governors:** Comprising representatives from the Ministry of Education, district level representatives, universities, teacher unions, private sector, and civil society. This board will oversee policy direction and resource allocation.
- **Executive Leadership:** The Director-General will manage daily operations, coordinate with stakeholders, and report to the Board of Governors.
- **Advisory Councils:** Subject-specific councils to provide expert guidance on curriculum development and review.

Quality Assurance Mechanisms

Quality assurance will be crucial to ensure the NICRD meets national and international standards. Key mechanisms include:

- **Curriculum Standards:** National guidelines will set benchmarks for curriculum content, pedagogy, and assessment.
- **Periodic Review Cycles:** Every curriculum will undergo periodic review (e.g., every 2-3 years) to ensure it remains relevant and future ready.
- **Accreditation and Certification:** Schools and teachers will be accredited to use specific curricula, with incentives for high-quality implementation.
- **Feedback Loops:** Channels will be established to collect feedback from teachers, students, and parents to inform curriculum revisions.

Tentative Budget

A comprehensive action plan will outline the key steps for establishing the NICRD, with associated costs.

Activity	Timeline	Cost (USD)	Notes
1. Establishment of NICRD	3 months	\$100,000	Recruitment, setup, and training
2. Recruitment of Key Personnel	6 months	\$500,000	Staffing costs for core positions
3. Infrastructure Setup	12 months	\$2,000,000	Office setup, research facilities, digital tools
4. Curriculum Development Workshops	Ongoing	\$300,000/year	Collaboration with national and international experts
5. Research and Pilot Testing	Ongoing	\$500,000/year	Pilot testing in schools, data collection and other research
6. Teacher Training Programs	Ongoing	\$1,000,000/year	Teacher workshops, online training platforms
7. Quality Assurance and Evaluation	Ongoing	\$200,000/year	Monitoring and evaluation costs
8. Total Estimated Cost (Year 1)	24 months	\$4,600,000	Approximate cost for the first year

Conclusion

The successful establishment of a National Institute of Curriculum Research and Development is essential for the advancement of educational standards. This report outlines the key resources, organizational structure, governance, and quality assurance needed for NICRD. With a clear action plan and appropriate funding, the NICRD will drive educational reform and create a curriculum system responsive to both national and global needs.



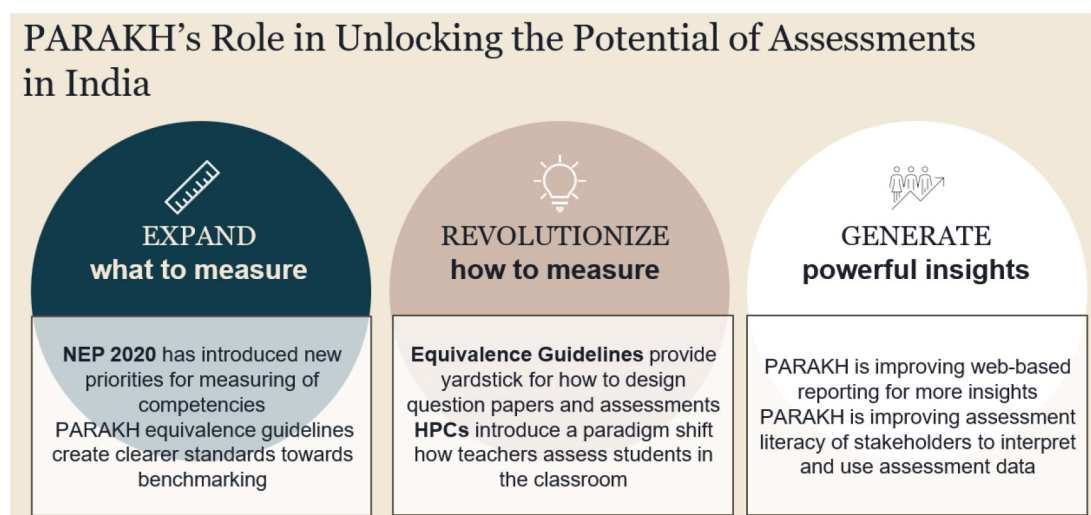
After a Hearty Meal Students Going Back to their Classroom

WAY FORWARD

1. There is a felt need for the establishment of the National Institute of Curriculum Research and Development (NICRD)
2. The NICRD, MIE and the MES may work in unison under the umbrella of the Ministry
3. The Extended Programme being delivered in the present mode is not serving its purposes of Inclusion, Equity and quality. Case studies may be initiated to understand in depth the gaps.
4. The medium of instructions in the schools are hindering the progression that the child makes from the 'Learning to Read' to 'Reading to Learn'. The island of Mauritius is polyglot, the various languages such as Hindi, Tamil and Telegu may be included as medium of instructions along with English and French.
5. Regular schools may be converted to 'Blue School'. Blue Schools aim to introduce Blue Economy to school education and support students to build a sustainable future in coastal areas and islands.
6. Career counselling may be made mandatory right from the primary level, wherein the different choices available in the world of work, the child may be made aware of.
7. School community linkages needs to be established and strengthened.
8. The in-service training programmes needs to be strengthened by the MIE, as at present MIE is looking at both the aspects, i.e., the training and the curriculum, the emerging training needs of the in-service teachers in sync with curriculum reform and pedagogical reform, are not being catered to.
9. Development of attitudes and values needs to be incorporated in the leaning teaching concepts. This inclusive approach will help foster respect for different beliefs, promoting social cohesion and tolerance in a society enriched by its cultural and religious diversity.
10. STEM education may be initiated on priority. For this teacher training is crucial
11. The training of the faculty and staff from the Mauritius Institute of Education (MIE) becomes apparent as they are responsible for the pre service training.
12. The geographical presence of Mauritius demands the inculcation of the 'Marine Education' and 'Blue Curriculum' in the schools a syllabus and the same may be

worked out in collaboration with Indian Institutes working in this field especially collaborating with the Indian Naval Academy.

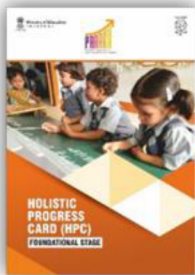
13. The pedagogy as well as the text books may be improved, as at present the focus is on 'teaching to the test' which may be changed to 'Competency Based Learning and Assessment'.
14. Artificial Intelligence (AI) is the norm of the day, the training of the teachers in generative AI for use in learning and assessment becomes incumbent.
15. India may send 40 teachers trained from its 4 Regional Institutes of Education to work in Mauritius for a period of 2 years to work as 'support teachers' in the schools.
16. The Indian Institute of Management (IIMs) may take up the training of the school leaders such as the Principals and the Head Teachers
17. Assessment Reforms needs to be initiated at the school level: A Competency Based Assessment Framework needs to be practiced at the school level. The in-service training programmes in competency-based assessment needs to be developed and implement.
18. PARAKH, NCERT's assessment reforms initiated as per National Education Policy (NEP) 2020 may be adopted or adapted



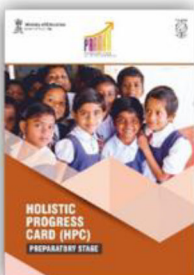
19. PARAKH's NCERT Holistic Progress Cards, developed for the foundational, preparatory, middle and secondary may be implemented in the schools which will help in saving time and resources.

Holistic Progress Cards for 4 stages by PARAKH

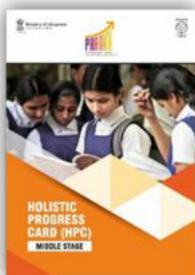
Strengthening the Implementation of Competency Based Assessment Framework Model



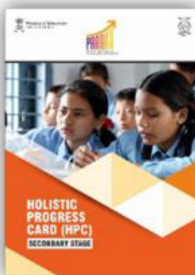
Scan QR Code to
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Foundational Stage



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Middle Stage



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Secondary Stage

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20. Research needs to be strengthened at all levels for informed policy framing.

Appendices

Appendix 1

Questionnaire for Government Officials from The Ministry of Education and other relevant departments for Review of Educational Policy and Practices

Instructions

- There are 20 open-ended questions related to School Education (SE). These questions focus on the present scenario, perspectives and implementation strategies in the area of School Education (SE).
- The group is required to hold discussions among its members on various aspects of each given question and write the responses after discussion.
- The word range for each of the responses is 100-200 words.
- The group needs to take care of the contexts of Mauritius.

1. The aim of education is not only the development of cognitive abilities (attention, perception, intelligence, memory, etc.) among children but also building character and developing 21st century skills (cooperation, collaboration, problem solving, creativity, innovation, communication, etc.). What steps are being taken to achieve this goal?
2. What is the present structure of school education in Mauritius? Do you think the structure requires rethinking? What are your suggestions in revising the structure of school education?
3. How does the school system address the diverse learning needs of all different groups of students including children from rural and deprived regions and disadvantaged groups such as girls/children with special needs etc.?
4. Are there any provisions of bringing back children to school who have dropped out.
5. What ways are being followed to strengthen school-community relationship to enhance quality of education and to benefit from the community. Share some community-based good practice(s) and initiatives/ efforts in your country to improve the learning environment in schools.
6. Researches advocates that wherever possible, the medium of instruction should be home language /mother tongue / local language / regional language at least up to grade 5? Is it being implemented?
7. Are there any challenges being faced in organizing online and digital education? What do you suggest to bring improvement in the current situation?

8. Are there any hard boundaries among the arts, commerce, humanities and sciences in the school system or there is flexibility in choosing the subjects at higher grades?
9. Teachers are expected to be first level counsellors for students. How is this aspect being implemented/strengthened in every school?
10. Which subjects should be added in school education to widen the choice of subjects for greater flexibility at the higher grades?
11. How subjects like sciences and social sciences are taught? Do you follow disciplinary approach or integrated approach?
12. Researches recommend a multidisciplinary approach (e.g., teaching about local monuments involving learning of different subjects such as science, history, mathematics, etc.) linking different subjects at school and higher education. Is this multidisciplinary approach being implemented in schools?
13. According to current global practices, activities involving coding (numbers/symbols in a concise form/pattern based on logical rules) are to be introduced in schools. Are these being used in learning - teaching?
14. What strategies do you suggest to develop computational thinking (logical/sequential way of thinking for carrying out tasks) among students during school years?
15. Are there ways in which teachers and parents adopt local context which help to make learning of concepts joyful for children.
16. Learners can learn many languages easily during their early years of schooling. Which are the languages you would like your children to learn in the schools? How do you think the learning of these languages be helpful to the child?
17. What measures do you suggest for integrating arts and sports in the regular teaching-learning in order to provide experiential learning (learning based on experiences) of different school subjects?
18. What actions would you suggest to strengthen the integration of gender concerns including concerns related to transgender in teaching-learning processes and related material such as textbooks, training modules, etc.?
19. Suggest ways in which values can be integrated in various curricular areas. Also suggests strategies for assessment of values at different stages of school education.
20. Indigenous (knowledge and practices followed since ages in your region/ country) need to be transmitted to our coming generations.

Any Other Issue, if to be highlighted (30-200 words)

Appendix 2

Questions for Understanding of Educational Needs & Challenges

Instructions

- This questionnaire consists of open-ended questions related to School Education (SE). These questions focus on the present scenario, perspectives and implementation strategies in the area of School Education (SE).
- The group is required to hold discussions among its members on various aspects of each given question and write the responses after discussion.
- Each group may be joined by Government officials, Teachers, Teacher Educators, (from schools or higher education institutions), Subject Experts, Scholars, Local Community Functionaries and Others.
- The word range for each of the responses is 100-200 words.
- The group needs to take care of the contexts of Mauritius.

1. What are the different Education Policy documents available?
2. What are the steps involved in preparing curriculum in your country?
3. How Learning outcomes of students were assessed? What challenges are faced in assessment of learning outcomes?
4. Elaborate on how teachers are integrating technology with the teaching – learning process in your country?
5. What kind of experiences need to be woven/integrated in the curriculum to prepare students for epidemics, climate change, natural disasters, etc.?
6. There should be a few days where students must not carry schools bags. Activities are to be planned for school students during the “bag less” days, suggest a few activities related to your context, for students of grades 6-8 to engage them during the 10 bagless days.
7. What improvements would you suggest in the textbooks (content, design, layout, etc.) to make them more students friendly?
8. In your country are there any traditional practices related to protection of environment, preservation of forests and animals (flora and fauna), water conservation, climate change, etc.? Give details about these practices.
9. Pandemic and adverse situations have made us realize the importance of good health habits. What are the ways in which schools can promote good health practices among student?
10. How a child should be assessed for his/her holistic development?

11. What changes would you suggest which will contribute to the shift in paradigm of assessment from Assessment of Learning to Assessment as Learning?
12. What are the provisions for identification and nurturance of talented/gifted students?
13. Do you prefer to have bilingual textbooks (text in two languages in the same book) and teaching-learning materials for science have to be prepared? What is the process of development of textbooks?
14. Researches recommends reducing curriculum to its core essentials (fundamental concepts/ elements). What may be the criteria to identify the core essentials in subjects at different stages of school education?
15. How curricular areas like mathematics and sciences to be taught in schools?
16. Is there a concept of school complexes which help in enriching the learning experiences of students?
17. Development of pre-vocational skills need to be integrated in the lower grades. Are there any kind/type of pre-vocational skills being introduced in lower grades?
18. What strategies should be used to integrate vocational education with general education at grades 7th, 8th and 9th?
19. What strategies should be used to integrate art education with general education at grades 7th, 8th and 9th?
20. What strategies should be used to integrate sports education with general education at grades 7th, 8th and 9th?
21. Are there any programmes / schemes for promoting mental health of the child?
22. What steps should be taken to strengthen vocational education courses to make them at par with academic stream courses?
23. Educationists advocate for granting autonomy to the school heads. What kind of autonomy needs to be exercised by the school head to strengthen school functioning?
24. What mechanism should be developed to obtain continuous feedback related to different aspects of school functioning?
25. Are there any ways in which school community linkages are being established?

Any Other Issue, if to be highlighted (30-200 words)



***Unlocking the Potential of
Schools as Institutions of
Improved Learning***