



CHOITHRAM EDUCATION POLICY

2024



**CHOITHRAM EDUCATION
SERVICE UNIT**



Our Vision

Creating learning experiences that foster Intellectual Curiosity, Confidence and Compassion in individuals and nurture them into Balanced, Resilient and Responsible Citizens who celebrate diversity.

Our Mission

We aim to create a joyful, friendly atmosphere in a stimulating environment, where learning is a pleasurable activity and the flame of positivism is kindled to bring about an Integrated Individual who has a strong belief in himself.



Our Values

- **Education Excellence:** A commitment to providing high-quality education and promoting academic achievement.
- **Diversity and Inclusion:** Fostering a welcoming and inclusive environment that respects and celebrates diversity.
- **Respect and Integrity:** Promoting honesty, integrity, and respect for all members of the school community.
- **Responsibility and Accountability:** Encouraging a sense of responsibility for one's actions and their impact on the community.
- **Teamwork and Collaboration:** Promoting collaboration, teamwork, and a sense of community among students, staff, and parents.
- **Lifelong Learning:** Instilling a love of learning and a belief in the importance of continuous personal and intellectual growth.
- **Citizenship and Social Responsibility:** Encouraging students to be active, engaged citizens who contribute positively to society.
- **Innovation and Creativity:** Fostering a culture of innovation, creativity, and critical thinking.
- **Environmental Stewardship:** Promoting sustainability and an awareness of environmental issues.
- **Health and Well-Being:** Prioritizing the physical and mental well-being of students and staff.
- **Community Engagement:** Building strong connections with the local and global community through service and outreach.
- **Cultural and Ethical Awareness:** Instilling an understanding and appreciation of various cultures and ethical principles.
- **Personal Growth and Empowerment:** Fostering an environment where students can discover and develop their unique talents and potential.
- **Safety and Security:** Ensuring a safe and secure environment for everyone within the school.
- **Parental Involvement:** Encouraging parents to be actively engaged in their child's education and the school community.
- **Transparency and Communication:** Maintaining clear and open communication channels between the school and its stakeholders.

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PART A: SCHOOL EDUCATION

Adverting into the second half of the century with 'Summa cum Laude' (achieved with the highest distinction) as proclaimed by one of the biggest educational institutions of the world, the Choithram group intends to bring an academic proposition to its students and teachers in order to bring a cohesive and intricate approach towards the pedagogy of the curriculum policy.

Choithram has been a brand name and a premier institution in the city of Indore for the past 50 years. The notion of articulating the policy is to build a paradigm of learning through change amongst the children. With the changing times, keeping up with advancements of technology, and adaptability of the coming generations to the idea of innovation commemorating towards a much simpler and effective way of living is what this policy focuses on.

With the narrative of bringing stability into the conceptual building of a student and incorporating a healthy access to the exposures of the new aging world the Choithram group aims to bring a curriculum best suited for the future academics of this generation.

As a group, Choithram intends to build an opportunity for children to expose themselves towards a dynamic and constant changing environment. The teaching learning process has always been at the core of the development of the education policy.

A transition from a blue pen to an E-pen is something our education policy welcomes with open arms with an idea of growth from a textbook centric approach to a Tech-book friendly education by training and airing the professional minds to bridge the gap between the educator and the educatee. In the essence of bridging the gap, we at Choithram intend to throw light on our major key areas focusing on the socio – emotional dependency of a child.

In the first 15 years of learning in an institution, a child undergoes a major growth sprint physically and mentally as well. We are inclined towards building strong and confident minds by addressing the cerebral aspect of a child's personality.

Vocalization of ideas and emotions in a therapeutic and independent environment is one of the addressing points our policy focuses upon which we aim to motivate in our education system, for which we as a group stand for.

Choithram as a group offers a propaganda of learning with an empathy of building a connection between educating a mind and education of an individual. The intent of building a policy states more than just ideas; it dictates the attributes and learnings of the growing minds in this progressive world.

PART B: COLLEGE EDUCATION

The field of education is constantly evolving, and the needs of learners are changing with it. One approach that has gained increasing attention in recent years is andragogy, a teaching philosophy that focuses on the unique needs and characteristics of adult learners. Andragogy emphasizes the importance of active, experiential learning, self-direction, and problem-solving, all of which are critical for adults who are seeking to acquire new knowledge and skills for professional development.

This education policy document aims to outline the principles and practices of andragogy and provide guidance on how to apply them in professional training programs. It is intended for educators, trainers, and instructional designers who are responsible for creating and delivering educational programs for adult learners.

The policy begins by providing an overview of andragogy and its key principles, such as the importance of learner autonomy and the need to build on learners' prior experience and knowledge. It then explores different strategies and techniques that can be used to facilitate adult learning, such as problem-based learning, case studies, and simulations. The document also addresses the importance of assessment and feedback in andragogy, and provides guidance on how to evaluate learning outcomes and provide learners with constructive feedback.

Finally, the policy document outlines practical considerations for implementing andragogy in professional training programs, such as the need to create a supportive learning environment and to ensure that training programs are relevant and aligned with learners' professional goals. It also highlights the importance of ongoing evaluation and improvement, and encourages educators to seek feedback from learners and to continually refine their teaching strategies.

Overall, this policy document serves as a guide to educators and trainers who are committed to creating effective and engaging learning experiences for adult learners. By incorporating andragogical principles and practices into their training programs, educators can help adult learners to acquire the knowledge and skills they need to succeed in today's rapidly changing professional landscape.

Choithram Education Policy 2023

A common Education Policy that acts as a guiding light to all the educational institutions under the umbrella of 'Choithram' is envisaged to facilitate the development of a skilled and competent workforce, also a framework for the evaluation of student performance and teacher effectiveness, enabling us to measure progress and identify areas of improvement, thus constantly marching towards perfection- perfection of Choithram Education Service Unit.

The policy focuses on the future requirements of the student, to ensure that when he/ she steps out of Choithram school/ college, he/ she is equipped with the knowledge and skills necessary for the 21st-century job market, and becomes a part of the workforce that is capable of driving economic growth and innovation.

Objectives:

- To bring a commonality in the Choithram Education Service Unit
- To create a USP for all institutions from the coming session
- To follow an education system which makes the children ready to face the world when they step out of the threshold of Choithram School/ College
- To create a Teaching-Learning process where learning flourishes
- To go for an assessment policy which assesses not the 'information gathering' but the skills; which bridges the gap between THEORY and APPLICATION
- To identify the END and to device the right MEANS to achieve the end

- Catering to the requirements of the students throughout, for promoting quality education in lieu of the requirements and promoting long term opportunities to all
- Catering to the practical requirement of the students, for making students future ready and self employed
- To provide educators, trainers, and instructional designers with a comprehensive understanding of the principles and practices of andragogy.
- To promote the use of andragogical strategies and techniques that are best suited to the unique needs and characteristics of adult learners.
- To help educators and trainers create effective and engaging learning experiences that enable adult learners to acquire new knowledge and skills.
- To encourage the use of assessment and feedback mechanisms that support continuous improvement and learner growth.
- To promote the development of professional training programs that are relevant, practical, and aligned with learners' professional goals.
- To foster a culture of ongoing evaluation and improvement, where educators and trainers seek feedback from learners and continually refine their teaching strategies.
- To ultimately improve the quality and effectiveness of professional training programs, and to enable adult learners to succeed in today's rapidly changing professional landscape.



Rajesh Awasthi-

Director- Choithram Education Service Unit

PART I. A. TEACHING LEARNING PROCESS (SCHOOL EDUCATION)

THE FUTURE REQUIREMENTS/ SOCIETAL NEEDS AND OUR END PRODUCT

- Youngsters who have a deep-rooted pride in being an Indian, not only in thought, but also in spirit, intellect, and deeds
- With knowledge, skills, values, and dispositions that support commitment to human rights, sustainable development and living, and global well-being
- Need of a skilled workforce with multidisciplinary abilities
- Be capable of fulfilling and leading a sensible life
- Be capable of having a positive and integrated self
- Ability to take decisions, think critically and solve problems, to be creative and innovate
- To develop 'THINK OUT of THE BOX' ideation being the major aspect for innovation
- Ability to adapt and absorb new material in novel and changing fields
- Education must build character, enable learners to be ethical, rational, compassionate, empathetic and caring
- Learners to be ready for gainful, fulfilling employment with the required skill set
- Certain subjects, skills, and capacities to be learned by all students to become good, successful, innovative, adaptable, and productive human beings in this rapidly changing world
 - creativity and innovativeness
 - sense of aesthetics and art
 - oral and written communication
 - health and nutrition
 - knowledge of India
 - physical education, fitness, wellness, and sports
 - collaboration and teamwork
 - problem solving and logical reasoning
 - vocational/ entrepreneurial exposure and skills
 - digital literacy, coding, and computational thinking
 - ethical and moral reasoning
 - knowledge and practice of human and Constitutional values
 - gender sensitivity; Fundamental Duties; citizenship skills and values
 - responsible civic sense
 - easy adaptability towards technological aspects such as AI, ML, DL, Learning Techniques
 - setting/ following ethical norms in coordination with a vast development and involvement of Science and Technology including Artificial Intelligence
 - Sense of global citizenship and belongingness to world
 - Awareness of Sustainable Development Goals for sustainable living and environment

CHAPTER 1. TEACHING- LEARNING PEDAGOGY

1.1. INTRODUCTION

At Choithram, the pedagogy is non perspective in nature and thus appropriate selection of tools is made to generate and facilitate effective learning. It is important to understand that learning is multi- layered and multi-dimensional. We propagate that learning can be facilitated and thus we focus on understanding 'WHAT the students need to learn, WHY there's a need to learn and HOW they want to learn' which is vital for learning to take place. Over the years, there has been a sea change in the teaching- learning process. We have analyzed the impact of informal learning to formal learning and thus the role of the teacher has changed from an instructor to that of a facilitator. The progression of learning is not based on teacher, who delivers/ transfers knowledge in the form of facts or information but on how the children construct the knowledge from simple to complex, moving on to open enquiry. The motto of transacting is not to complete the fixed bulk of syllabus, rather to create interest, inquisitiveness and curiosity in the students for the concept and make them independent learners who inquire, explore, discuss, collaborate, appreciate and reflect. Learning naturally happens and learning that remains forever becomes an enjoyable experience for the learner who is at the core of the process! For this, it is mandatory to design the teaching- learning pedagogy of an institution which has defined constructive approach incorporating the methods and practices to be followed by the mentors associated with the educational institution. It thus becomes a guideline and helps to fulfill the learning objectives and attain the expected learning outcomes.

1.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON T-L PEDAGOGY: RATIONALE AND BENEFITS

- 'Choithram' denotes not just one school/ college, but a legacy of group of educational institutions under its aegis that has been contributing in the field of education, medicine, and professional fields with a philanthropic approach
- The vision of 'Choithram Group of Institutions' is to empower the young minds, inculcate a sense of belongingness and team spirit and make them learn in a welcoming and stress- free environment by honing their innate potential to enable them to face the future challenges with vigor and wisdom and contribute back to the society
- The framework of the 'Choithram Education Policy' (CEP) focuses not only on cognitive development, but also on building character, and creating holistic and well-rounded individuals equipped with the key 21st century skills
- All Choithram institutions presently follow a T-L pedagogy of their own which aims at the attainment of these goals but now we tend to come together to build up on our strengths and move ahead with a combined mission for the group. Thus, from the coming session 2023- 24, we intend to work on a common 'Choithram Education Policy' for all institutions in the Choithram group.
- This makes it necessary to define the objectives and learning outcomes catering to the developmental needs of the students and focus on a common T- L pedagogy
- This well knitted comprehensive pedagogy will impart clarity on the methods and practices to be followed and act as a guideline; making learning integrated, enjoyable and engaging
- It will bridge the gap between
 - ❖ Theory and Application
 - ❖ Skill and Character
 - ❖ Meaning and Purpose
 - ❖ Means and End

1.3. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

With an objective of reaching the zenith of our defined goals, the process needs to be understood. The structure that we follow in alliance with the NEP 2020 emphasizes on four learning stages that move in a spiral and progressive manner. The TLP can be projected well through an image that instructs the process carried out at each level. The process circles around the headings but the difficulty level varies at each level though the connection with previous learning is always maintained.

The four stages of learning structure as prescribed by NEP 2020 is 5 +3+3+4 i.e.:

- Foundational stage – (3+2: Montessori and first two years of Primary- Grade 1-2)
- Preparatory stage – grade 3-5
- Middle stage – grade 6-8
- Secondary stage – grade 9-12

The International school follows the given structure in Primary Years Programme-

- Early Years EY 1-EY 3
- PYP- Grade 1-5

IB follows the structure of -

- Primary Years Programme (Early Years to grade 5)
 - Middle Years Programme (Grades 6-10)
 - Diploma Programme (Grades 11-12)
-

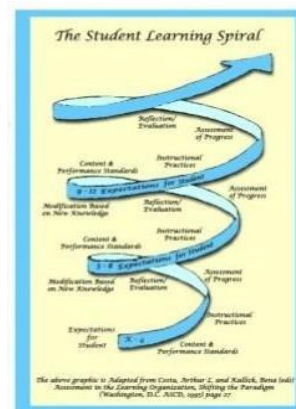
1.4. TEACHING LEARNING PEDAGOGY @ SCHOOL

The word 'school' describes a thought while a pedagogy remains at the core on how the thoughts can be aligned for the fulfillment of one's dreams and passion. Learning is basically a child's domain on how students receive, process and retain the knowledge during learning. The entire process acts as an experience that helps the child in adapting in all the domains i.e., cognitive, emotional and environmental. The teaching learning process @Choithram encompasses a range of teaching techniques that are structurally defined and put into practice for guided learning, activities and assessment practices. The goals of imparting such education focuses on improving high order thinking skills and metacognition, and optimizing questioning and dialogue for an open mindset to make observations from different perspectives and broaden the thinking horizon.

The Teaching Learning process at Choithram attributes to certain essentials that are mandatory outcomes at all levels aligned with the visionary goals of Choithram. The common outcomes aspired are:

- The entire pedagogy aims at character building of the students in 15 years of journey by incorporating values, attitudes and the capacity to use the acquired knowledge for the betterment of self and society
- Focus on conceptual learning than rote learning

- The base of TLP is the BLOOM'S TAXONOMY that initiates the learning process at imparting the knowledge in a structured format, reaching to creation of new knowledge winding through the spiral framework of strengthening the acquired learning through understanding, applying and evaluating the learned concept to create an innovative treasure.
- The spiral structure is productive and progressive and frames the learning experiences in a sequential progression broadening the horizon from simple to complex, concrete to abstract.
- The whole process is student and learner centered which incorporates the interdisciplinary and multidisciplinary approach at each level
- Focus on inquisitiveness, discovery and discussion, leading to analytical learning applicable as per age appropriateness
- Adopt an inquiry- based approach to facilitate critical and creative thinking
- Learning that instills values and ethics to build a strong independent learner able to take up his own decisions, keeping the humanity in his intellect
- The entire session is term based with defined and sequential curriculum, processed with formatted lesson plans/ unit plans incorporating specifically designed objectives and outcomes.
- Universal thinking framework that supports the learners in adapting to purposeful learning strategies in a conducive learning environment to make effective learning happen
- Exposure to collaborative projects, ICL incorporated with mainstream learning to give a global acquaintance as well as strengthen the co-scholastic domain.
- Art integration and digitalization of learning at all levels to enhance the creative potential
- Association of learning with real life experiences and experiential learning
- Application of learning in real life situations to make it purposeful and meaningful



Pre-primary stage

- The foundational stage i.e., birth to six years is a very important stage of human life as the rate of development during these years is more rapid than any other stage
 - Inclined towards holistic development and prepare the child to be independent
 - The environment is a means of development and an instrument to build the child's overall personality
 - Focus on linguistic and numerical literacy
 - Students gradually shift into the formal learning environment
 - Learning takes place in a Play way method
 - Reflection plays a considerable role in learning as it develops reflective thinking skills, self awareness and promotes goal setting
- Curriculum based on holistic development that encounters five developments – sensory-motor, personality, cognitive, linguistic, and aesthetic domains
- Sensory Motor – all about growing and developing fine and gross motor skills for proper coordination of body movements and balance in actions
 - Personality development – Major focus on personal and social skills like learning, to express emotions in a healthy way and learning to identify their strengths; development of self-concept, self-control, and self-help skills
 - Cognitive development – Developing skills related to intellect and numeracy

- Language development- Acquiring and enhancing four basic skills i.e., listening, speaking, reading and writing
- Aesthetic development- Development of creativity, imagination, and reflection of thoughts in a creative, artistic, and joyful way

➤ **ASSESSMENT:**

- Informal assessment that is regular in nature
- Students observed on a daily basis; recording the observations in the anecdotal report/ portfolios/reporting sheets
- Assessment based on the checklist pertaining to each development through various activities
- Comprehensive report to the parents in the form of constructive feedback
- Assessment uses tools like rubrics, checklist, exemplars, continuum and anecdotal records

Grade 1-2

- Smooth transition from preprimary to grade 1 and 2 group by letting them develop at their own pace
- Mother Teacher continuation to create a true bond with children, fostering productive relationship between student and teacher to enhance learning (In MP Board- till Grade 1)
- Introduction to subjects and activity- based learning (Pre, during, post learning activities)
- Curriculum development that is structured, sequential, conceptual and dynamic- need driven
- Focus on FLN (foundational literacy and numeracy)
- Focus on language skills to let each child have the ability to read and respond with meaning, focusing on L S R W (listening, speaking, reading and writing); extending from phonic sounds and progressing towards fluent and independent readers
- Skills associated with numeracy which are spiral in nature focusing on E L P S (experience, language, picture and symbol)
- Self-Designed Textbooks and activity books which are age- appropriate catering to the needs of students in the best way with the scope of amendment whenever needed
- For IB - Customizing the leaning engagements according to the needs of the students and provide guidance for the same in the form of guided questions, a few guidelines or some research links
- Assessment:
 - assessment 'for' learning instead of 'of' learning to optimize learning
 - assessment for learning, assessment as learning and assessment of learning
 - appropriate methods of observing and assessing in informal settings
 - corrective action in the form of rubrics shared with students
 - different assessment tools- rubrics, checklists, exemplar, continuum and anecdotal record
 - remedial support provided accordingly (EAL for language)
- Feedback:
 - effective feedback which is purposeful, meaningful, and compatible with students' prior knowledge
 - providing logical connection for future developments
 - positive reinforcement
 - Reflection plays a considerable role in learning as it develops reflective thinking skills, self-awareness and promotes ongoing evaluation and goal setting

At the Preparatory Stage (Grade Three to Five):

- Moving from mother teacher concept to subject teachers/ In IB- mother teacher concept till PYP 5
- Introduction of two new subjects in place of EVS- Social Science and General Science/ IB- Subjects are different in International with a Transdisciplinary approach- Unit of Inquiry connected with other subject areas
- Encourage concept- based approach that is not topical in nature
- Introduction of basic concepts of all main subjects and their sequential development
- International curriculum is organized around six transdisciplinary themes
- Student development gradually from self to immediate surroundings and further to broader perspective
- Defined lesson plans with sequential arrangement of experiential learning that provide a spiral of cumulative learning/ pre designed Unit Planners and weekly/monthly planners to execute teaching learning smoothly and systematically
- Strategies like story-telling, experimental learning, flipped classroom, PBL and IDC
- ICL and collaborative projects incorporated with mainstream learning to give global exposure to the students
- Transactional process varying from classroom discussions, field visits, structured activities, hands on experience, experimentation, model and project making to make learning clear and precise
- Revisiting the learned concepts before moving to in-depth knowledge of the extended learning
- Focus on association of learning to real life experiences
- Incorporation of behavioral and life skills with the conceptual understanding
- ATL skills (Approaches to Learning) incorporated with the conceptual understanding and contextual application
- Providing scope for conceptualization by self-designing resources and textbooks of all the subjects
- Art integration and digitalization in learning of concepts to enhance creativity in expression
- IB- Introduction of basic research methodology and skills
- Continuous Assessment focusing on-
 - Building of learning based on prior knowledge of students
 - Identification of strengths and areas of improvement
 - Learning gaps and problems faced
 - Timely corrective teaching pattern to ensure better learning
 - Oral, written, teacher observation, classroom participation, project work, individual and group activities, games, quizzes etc.
 - Skill based rubrics with descriptive indicators incorporating suggestive measures
 - Reflection plays a considerable role in learning as it develops reflective thinking skills, self-awareness and promotes ongoing evaluation and goal setting

At the Middle Stage (Grade Six to Eight):

- Methodology based on the pedagogical and curricular style of the Preparatory Stage
- More focus on learning of concepts grounded in global contexts, thus discouraging cramming the content; also, by incorporating few factual questions and more open- ended questions in the assessment
- Learning and discussion of the more abstract concepts in each subject

- For some subjects, designing our own dynamic content/ text books; to be reviewed and modified every year according to the suitability of the target group and changes in circumstances/ society/ curate resources not limited to any book but encompass the varied learning materials like reference books, digital resources, multimedia resources etc.
- Selection of content for our own study material as per local contexts and needs; to make students aware about their own city/ state/ national/ global surroundings and community's needs
- Reducing curriculum content to core essentials (not bulky) to enhance essential learning and critical thinking
- Content to be diversified amalgamation of knowledge, concepts and skills
- Creating space for more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning
 - Designing Problem Based Learning projects (PBL)
 - Encouraging questioning and framing questions/ focusing of what, why and how of learning
- Experiential learning-
 - hands-on learning
 - arts-integrated education
 - sports-integrated education
 - technology integrated education
- Encouraging and emphasizing exploration of relations between different subjects
 - Interdisciplinary Projects
 - Interdisciplinary learning thread across the classes and subjects and interdisciplinary units
- Teaching- Learning to be designed and assessed keeping in mind the various learning levels and sub categories of Bloom's Taxonomy
- Learning that instils values and ethics
- IB- Subject specific skills as well as ATL skills
- Learning that is grounded in real life application
- Research based learning with focus on real life applications
- Conceptual learning with an inquiry- based approach
- develop a sense of responsible global citizenship
- Learning to focus on 'what, why and how'.
- Teaching Learning to be informed by reflection - for teachers and students
- Focus on Service as action
- Assessments designed are such that they are
 - Not a burden on the students
 - Stress free
 - Continuous assessment identifying the grey areas
 - Reviewing after analyzing the performance of the students
 - Assessment for learning and assessment of learning (Formative and Summative assessments)

At the Secondary Stage (Grade Nine to Twelve):

- Building on the subject-oriented pedagogical and curricular style of the Middle Stage
- With greater depth, greater critical thinking, greater creative thinking and application, greater attention to life aspirations, and greater flexibility

- Specific sets of skills to be identified as per the core subject along with ATL (approaches to learning skills)
 - T-L to train students in building capacities and developing competencies
 - T-L to be more interactive; students to be encouraged to explore and share
 - Conceptual learning with an inquiry- based approach
 - Learning grounded in real life situations
 - Research based learning with focus on real life applications
 - Focus on Creativity, activity and service
 - Learning to focus on 'what, why and how'
 - Teaching Learning to be informed by reflection - for teachers and students
 - Creative, collaborative, and exploratory activities for students for deeper learning
 - Classroom transactions to shift towards competency-based learning and education
 - Students to be taught the importance of "doing what's right", enabling them to
 - embrace moral/ethical values in life
 - formulate a position/argument about an ethical issue from multiple perspectives
 - use ethical practices in all work
 - develop a sense of responsible global citizenship
 - Assessments to be designed such that they test achievement of basic learning outcomes, thus assessment focusing on
 - core concepts and knowledge
 - relevant higher-order skills
 - critical and creative thinking
 - application of knowledge in real-life situations
 - open ended assessments
 - Assessment for learning and assessment of learning (Formative and Summative Assessments)
 - Research based papers on disciplinary grounding and nature of knowledge
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CHAPTER 2. SOCIO- EMOTIONAL LEARNING

2.1. INTRODUCTION

A holistically healthy individual engages in productive activities, has fulfilling relationships with others, and displays the capacity to adapt to change and cope with adversity. Fundamentals of socio emotional learning can be understood in two ways: Learning part and Behavioural part. Learning part is developed through the execution of Bloom's taxonomy in learning set up, keeping in mind the developmental changes in thought process during growing up years of a child. The first two years- the child mostly has sensory learning; from age 2 to 7, the child shows learning through concrete objects, from 7 until puberty, the child also shows reasoning. Children show abstract thinking as they enter adolescence. Along with this, children learn better with their natural learning styles. One child may be adaptable to one learning style, the other in another, while some others prefer various combinations of it. Behavioural part includes aspects related to knowing oneself, understanding others, regulating and monitoring one's own emotions, making reasonable and informed decisions, being socially aware and strengthened with effective communication, creative thinking and innovation, collaboration, building and managing relationships, critical thinking, flexibility and adaptability, leadership, problem solving, initiative and self-direction, productivity and accountability. The students also need to incorporate the skills of social and cross-cultural interaction, awareness, value differences & tolerance with an intent to contribute for the social welfare and create a harmonious society. SELs can be planned as part of lesson plan, class talks, value-based themes, small sessions etc. for each level. Learning is complete when a child connects the knowledge to understand real life; when the child gives back to society; fulfills duties and responsibilities towards self, family, society, nation, and grows into a responsible adult.

2.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON SOCIO- EMOTIONAL LEARNING:

RATIONALE AND BENEFITS

- Child's socio-emotional, spiritual, mental health and well-being is directly connected to success in school and life
- It's necessary to build self-awareness, understanding one's strength, limitations, interests, triggers, emotions, wants, needs, demands, pressures etc. to navigate smoothly and cope in day-to-day life
- SEL helps a child to adapt to changing roles: child as national citizen; child as a global citizen
- He/ she learns to adapt to the changing scenario of life, society, nation and world
- Is able to develop social and cross- cultural skills and values
- Understands cultural, political, technological and economic forces that affect societies and individual's life and decision making
- SEL cultivates effective work habits
- It helps develop healthy attitudes towards life
- Children who understand emotions apply the knowledge, like conflict resolution strategies to comprehend how others feel, understand their perspective, and show compassion
- Education system must aim to "develop good human beings capable of rational thought and action, possessing compassion and empathy"
- SEL in Early Childhood Care and Education is as important as other academic competencies

2.3. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

- Counselling sessions: Academic, Career, Personal
 - Identification of children with special needs, teacher parent counseling, and changes in assessment method
 - Life skills sessions [SEL sessions] which are regular and structured
 - Planned sessions with teachers
 - Developed therapy- based module for students
 - Integration of SEL in the curriculum: Academic, Sports and Art
 - Developing content/modules
 - Resource Room/ A Centre dedicated to SEL
 - Continuous review and researches based on need and requirement of the students; new findings in the field & contextualizing those findings for school set up
 - Team of counsellors and Special educators: Assisting teachers and students of particular level viz- Montessori, Primary, Middle, Secondary and Sr. Secondary
 - Guidance services – Awareness sessions, class talks, career talks, disseminating information, group sessions
 - Counselling services – one to one, group counselling
 - Psychometric Assessment and Career Counselling
 - SEL sessions for support staff
 - Parental involvement through sessions, parental core committee to conduct sessions for other parents, students etc.
-

CHAPTER 3. VOCATIONAL LEARNING

3.1. INTRODUCTION

Vocational education is a different learning option which offers a path that imparts the skills and knowledge needed to work in a given occupation. It is coordinated with the requirements of the job market and is an integral part of the education system. Vocational education prepares learners for jobs that are based on manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation, or vocation. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Vocation and career are used interchangeably. Vocational education might be classified as teaching procedural knowledge which may be contrasted with declarative knowledge, as used in education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge. It is necessary to impart the skills required to survive and thrive in the job market at the right age, so that by the time a student leaves the threshold of the school, he/ she is ready with the skill set in true spirit; as only academic ranking doesn't help one to win in a profession.

3.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON VOCATIONAL LEARNING: RATIONALE AND BENEFITS

- By giving students a wealth of the right experiences, they grow stronger and more positive
- It is necessary to educate the students for the future while considering the demands of the future
- Training them in the employability skills adds value and enhances their self-esteem
- Vocational training builds practical knowledge required to understand and apply research and theoretical studies to one's day-to-day role
- Fostering skill-based learning with academic development to make the students learn a variety of abilities as the job market is becoming more specialized and economies demand higher levels of skills
- Governments and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship/ traineeship initiatives
- Entrepreneurial exposure is a driving force to make the students gain hands on experiences as they get business ownership as a career path
- Educating students about business ownership and free enterprise amplifies entrepreneurial activity
- Teaching entrepreneurship not only gives them the skills they need, it actually increases their confidence so that they become successful at business ownership; it increases the likelihood that they will, in fact, start a business of their own

3.3. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

- A variety of subjects in Grade 11 and 12 for children to opt for (Business Administration, Taxation, Marketing, Management etc.)
- Focusing on skill development coordinated with the most current requirements of the job market
- Incorporating in the curriculum, skill training required to perform well at the future job
- Establishing professional networks – Faculties and administrators, along with peers
- Having a separate cell dedicated for vocational education
- Organizing regular sessions in school

- Arranging visits to various industries
 - Tie up with industries, NGOs, factories and small- scale industries for training
 - Designing short term courses for students
 - Tie up with the colleges to know the requirement of the current market
 - Providing opportunities for apprenticeships, internships, workplace training
 - Establishing new startups in school
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CHAPTER 4. SCIENCE AND TECHNOLOGY

4.1. INTRODUCTION

As foreseen by the society, today Science and Technology are and will be in years to come, an indispensable part of life of every individual. Building a robust ecosystem has become the responsibility of the entire education community; ideation, problem solving, innovation and creativity being the major areas of research. Building scientific temperament, computational thinking, thinking logically and critically using experiential learning methods would be a part and parcel of the T- L Process. 'LEARNING how to Learn' is the aspect to be instilled by mentors or facilitators in the students. Technology has significantly transformed the field of education, providing numerous benefits that enhance the learning experience. Updating technological advancements and sensitizing students and mentors towards new methods is of utmost importance. Ethical behaviour and moral education must go hand in hand with the scientific and technological aspect and have a governance framework. Data management playing a very important role in today's world of Artificial intelligence and its domains. "Coding" also being an inseparable part of today's education system and in every aspect of skill development. Technology helping the students in access to compiled voluminous information throughout the globe. Interactive and self-paced learning giving an edge over scheduled and non-interactive rote learning methods using technology. Technology can also help in bridging the gap between theoretical concepts and real world applications. Preparing children to be industry ready once they finish schooling and giving them opportunities for research and development at smaller scale to enhance their skills is also a major area of practice. Enhancing Inter disciplinary / multi-disciplinary concept would add a major dimension to the personality of the child.

4.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON SCIENCE AND TECHNOLOGY: RATIONALE AND BENEFITS

- It's necessary to focus on building scientific temperament and logical approach, computational skills in the students
- Real time Problem scoping, analytical and computational skill, Innovation and Creativity, Experiential learning, Integrated, Inquiry Driven, Personalised self-paced learning, discussion- based teaching learning process is essential looking at the rapid advancements in Science and Technology
- Technology helps in collaborative and communicative learning, bringing in inclusiveness and personalised learning methods for students using assistive technological tools
- Updating students on technological advances helps the student to follow the pace at which it's growing
- It bridges the gap between theoretical concepts and real time application
- The future is of new researches, new and more advanced tools, new innovations and sophisticated technology; scientific aptitude would be the requisite for a person to be successful
- The more the students experiment, the better they learn and implement
- Technology has the capacity to enhance the learning process, increase engagement, and foster a more inclusive and personalized approach to education, empowering students with the skills and knowledge they need to sustain in the digital age. Data handling being the major skill in today's technological scenario as "Data is the new GOLD"

4.3. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

- Designing our own resources as per set objectives and content of scientific learning
 - Designing activities as per the learning objectives which are age appropriate
 - Creating our own audio/Video/Presentations/Practical demonstrations as per the requirement for experiential learning of young minds
 - Providing access to the information around the globe using technological advances and keeping the students updated
 - Incorporating problem- based learning projects related to global problems- issues related to environment, sources of energy, natural resource conservation used for sustainable development
 - Designing the Do's and Don'ts to be followed compulsorily in the practical labs
 - Teaching of ethical norms in the regular classes along with situation handling
 - Practical explanation of every concept of science and technology by means of activities and experiments
 - Easy access to practical labs regularly as per the ideation process for unlimited time
 - Providing opportunity and time to students for tinkering and trying out new ideas
 - Providing resources such as Computer labs, Scientific labs, ideation/innovation labs, ATL
 - 'Think Labs' and 'Thought Rooms' to be designed and allotted to students regularly
 - Allotting investigatory projects to students and providing opportunities to experiment and find the solutions
 - Making the problem scoping interdisciplinary and using assistive tools of technology for research and analysis.
 - Extending learning beyond classrooms and formal setups by providing online webinars, educational apps, internships in real time projects regardless of age and location.
 - Designing assessment and feedback systems where student and mentor is able to identify the areas of improvement and content specific.
 - Offering interactive and engaging learning opportunities through multimedia elements such as videos, simulations, virtual reality (VR), and augmented reality (AR).
 - Providing adaptive learning platforms which will be self-paced and age appropriate.
 - Providing students online discussion forums, video conferencing tools, and shared documents promote collaboration, peer-to-peer learning, and communication, developing sense of community among them.
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CHAPTER 5. GLOBAL CITIZENSHIP

5.1. INTRODUCTION

Meaning of Global Citizenship

Global citizenship refers to the idea that individuals have a sense of belonging to a wider global community and that their actions have an impact beyond national borders. It is an understanding that we are all interconnected and interdependent, regardless of nationality, and that we have shared responsibilities towards each other and the planet. Global citizens recognize the importance of promoting inclusivity, justice, and sustainability on a global scale. They are aware of the challenges that we face as a global society, such as poverty, inequality, climate change, and conflicts, and actively work towards finding solutions. Global citizenship encompasses having an open mind, valuing diversity, respecting human rights, and engaging in actions that contribute to positive change in the world.

Philosophy

‘Embrace Unity, Celebrate Diversity!’

Believing that every learner is unique and endowed with hidden talents which need to be tapped, we at Choithram offer our learners multitudinous opportunities and a healthy environ to excel and reach their acme. Exposing the learners to our glorious culture as well as diversified cultures around the globe, we enable them to become fine human beings; humane and empathetic, proud of their country as well as harbingers of global peace.

5.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON GLOBAL CITIZENSHIP: RATIONALE AND BENEFITS

'Preparing Global Citizens for an Interconnected World!'

- To create a more inclusive and interconnected world that values diversity, empathy and collaboration, it is imperative to equip the learners with global and cultural competencies in today's era. We hope to make a conscious effort towards this end by making them understand various global issues that encompass them. They need to value their own culture as well as respect other cultures and must engage in the preservation of harmony at the local and global levels.
- As they gain international understanding, the feelings of empathy and humaneness will be instilled in them. Transcending the barriers of discrimination and developing reverence for the human family will further benefit them in becoming messengers of peace and nurture global citizenship amongst them.

We believe that...

- Our institution is a place where learners look forward to come every day, a place where the values underlying responsible citizenship – peace, international understanding, democratic ethos, tolerance and equality are nurtured
- by valuing learners as individuals and making them feel unique, we are helping them to develop their self-esteem which will assist them in becoming strong and positive. They will be able to exercise their roles, rights, and responsibilities within the family, the community, the country and the world with competence

- a creative, well- planned child-centric curriculum addressing global issues will inspire a love for learning and ignite a spirit of enquiry amongst them and hone their potential to the maximum. As global education becomes a part of the curriculum, students will be actively involved in activities at the school, neighbourhood, national and international level and will strive in every possible way for world peace
- by treating our learners with respect and kindness, they will imbibe the values of respectfulness, helpfulness, sharing, happiness, empathy, compassion and reverence for the human family

AIM/BENEFITS

Building Bridges and Not Walls!

We aim to create a joyful, friendly atmosphere in a stimulating environment, where learning is a pleasurable activity, where the flame of positivism is kindled to bring about integrated individuals who have a strong belief in themselves. At the same time, we foster the feeling of camaraderie and brotherhood in the young minds, influencing their thought process, value systems and empowering them to look upon the school, the neighbourhood, the nation and the world as a part of the integral family of mankind.

We wish our learners to...

- appreciate and respect the culture of their community as well as the cultures of the other communities at the local, regional, national and global level
- keep the glorious culture of their country alive at the global level
- be exposed to art, music, dance, literature, science and technology, sports of their country as well as other parts of the world
- be responsible global citizens who respect themselves and other people in the community, who are committed to human rights and global well-being, and are advocates of pluralism, equality, and justice
- be active citizens who address issues encompassing them, their school, neighbourhood, nation and world with understanding and tolerance
- be equipped with 21st century skills viz., critical thinking and problem solving, creativity and imagination, communication and collaboration, digital literacy, leadership, citizenship as well as skills of cross- cultural awareness and adaptability which will enable them to thrive in an interconnected and diverse world
- be sensitized towards various environmental issues facing them and how they can learn from the safe practices followed in other countries, thus appreciate and preserve the rich biodiversity
- be equipped with scientific temperament to find a solution for various global issues and work towards addressing United Nations Sustainable Development Goals
- realize how they can influence and shape the changes in the global economy, environment and society of which they are a part
- be empowered with understanding of how the world works economically, politically, socially, culturally, technologically and ecologically
- ‘think globally and act locally’ by engaging in community outreach projects which enable them to delve deeper into local issues that have a global impact

5.3. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

➤ **Integrating International Dimension in the Curriculum**

Integrating international dimension in the curriculum enables learners to gain a better understanding of different cultures as well as global issues. This will help to expand their knowledge and worldview, as well as foster greater tolerance and respect for others.

➤ **Embedding UNSDGs in the Curriculum**

Embedding United Nations Sustainable Development Goals (UNSDGs) in the curriculum helps learners understand that even small actions at a local level can have a significant impact globally. By aligning local efforts with the global goals, communities can become more sustainable, more resilient and more connected to the larger world. Learners will realize the role they have to play in creating a sustainable future and become active participants in the process.

➤ **Collaborative Projects with Institutions of Different Countries**

Engaging learners in collaborative projects with different institutions around the globe provides them a window to look into the cultural richness of various countries as well as relearn their own culture. The projects also help them to explore various global issues like climate change, poverty, or human rights in their own community and make cross-cultural connections by making comparisons with their peers of other countries.

➤ **Videoconferences/Virtual Exchange Programmes with International Institutions**

Videoconferences/virtual exchange programmes with international institutions widen the thought process of the learners, helping them to appreciate perspectives of their peers of other countries as well as of their own country.

➤ **Intercultural Learning - Learning the Culture of a Foreign Country**

Learning the culture of a foreign country can help learners to explore international mindedness, increase their cultural awareness, appreciate, respect and develop empathy towards others culture.

➤ **Hosting Exchange Students From Abroad on an Exchange Programme**

Hosting exchange students from abroad on an exchange programme can help to promote a more diverse and global learning environment in the institution, exposing learners of our institutions to different perspectives, cultures and languages. It can also help to foster cross-cultural understanding among learners, staff and the community.

➤ **Sending Exchange Students Abroad on an Exchange Programme**

Learners who go on an exchange programme are able to immerse themselves in a new culture which helps them expand their horizons and broaden their perspectives. The exchange programmes also assist learners in knowledge acquisition and thereby become more globally aware individuals.

➤ **Hosting Visitors from Abroad**

Hosting visitors from abroad can provide learners of the institution with opportunities to learn about different cultures, beliefs, and values. This can broaden their worldview and enhance their appreciation of diversity.

➤ **Teacher Exchange Programmes**

Teacher exchange programmes can help create long-lasting partnerships between institutions and teachers across borders, which can lead to greater cooperation and collaboration in areas such as curriculum development, research and global citizenship.

➤ **Celebrating Various International Days, National Independence Days and Important Festivals of Different Countries Across the Globe**

These celebrations help broaden learners' understanding of the world and different cultures, help them to develop a global perspective and appreciate cultural diversity as well as promote cross-cultural understanding.

➤ **Embedding Global Programmes like School Enterprise Challenge**

Participation in School Enterprise Challenge, an initiative of UK-based charity Teach A Man To Fish enables school learners to run a business in their institution. It helps them to come closer to the environment and the community as well as equips them with 21st-century skills.

➤ **Embedding Global Programmes like the TED-Ed Club**

Participation in a TED-Ed Club helps learners to hone their public speaking skills, encourages them to explore their own ideas and express them in a unique and creative way, facilitates them to provide constructive feedback to each other aiding in developing valuable collaboration skills, enhances their research and writing skills and offers opportunities for leadership.

➤ **Providing Opportunities to High School Learners to Know More About Foreign Universities**

Learning about foreign universities empowers high school learners to make informed decisions about their academic and career goals and can broaden their perspectives, enhancing their educational experience.

➤ **Embedding Global Perspectives**

Embedding Global Perspectives helps learners to consider significant global issues such as climate change, human rights, and poverty, from different perspectives. It promotes global competence, cultural awareness and prepares them to be global citizens who are capable of solving complex global problems.

➤ **Volunteering In Global Organisations - Online and Offline**

Volunteering in global organisations can provide young learners with a chance to engage in local/global issues, collaborate with people from different countries and backgrounds, develop new skills and contribute to a meaningful cause.

➤ **Learning a Foreign Language**

Learning a foreign language can expose learners to diverse cultures and promote cross-cultural understanding, which can facilitate international communication and cooperation. Additionally, it can also enhance cognitive skills such as problem-solving and creativity of the learners.

➤ **Academic and Research Collaboration**

Academic and Research Collaboration with reputed universities and schools enhances knowledge sharing, increases research opportunities, provides access to specialized expertise, promotes diversity in learning experiences, and can lead to co-publication of research papers and joint grant applications. Additionally, it can foster international partnerships and establish global networks of researchers and educators, thereby advancing academic and research excellence.

➤ **ICT Based Internationalisation**

By embracing ICT (Information and Communication Technology), institutions can create new pathways for internationalisation that promote global awareness, cross-cultural communication, and intercultural learning, all of which are essential for students to become active and informed global citizens.

➤ **Overseas Alumni Connect**

Involvement of alumni settled overseas leads to alumni playing a significant role in mentoring the learners and teachers, promoting our institutions as global study destinations as well as celebrating the spirit of togetherness.

- **Fostering cross-cultural understanding and empathy** is crucial for preparing students to become global citizens. Schools should provide opportunities for students to interact with individuals from different cultural backgrounds, whether through exchange programs, cultural events, or collaboration with schools from other countries. These experiences can help students develop empathy, respect, and appreciation for different cultures. It is also important to promote dialogue and respectful communication, encouraging students to express their opinions and listen to others' perspectives in a constructive manner. By fostering cross-cultural understanding and empathy, schools can contribute to the development of a more inclusive and harmonious global community.
 - **Promotion of active citizenship among students:** Active citizenship refers to individuals actively engaging in their communities, advocating for social justice, and working towards positive change. We can encourage students to take part in service-learning projects, community service initiatives, and social justice campaigns. These activities provide students with opportunities to apply their knowledge and skills to real-world issues and make a tangible difference. By empowering students to become active citizens, we can contribute to the development of responsible and engaged global citizens.
 - **Cultivating sustainable practices:** We should strive to become an environmentally sustainable institution by adopting eco-friendly practices, reducing waste, conserving energy, and promoting sustainable transportation options. This can be achieved through the implementation of recycling programmes, the use of renewable energy sources, and the integration of environmental education into the curriculum. By practicing sustainability within schools, students can learn first-hand about the importance of responsible resource management and contribute to creating a more sustainable future.
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CHAPTER 6. SCHOOL INNOVATION COUNCIL

6.1. INTRODUCTION

Ministry of Education's Innovation cell has launched the School Innovation Council (SIC) program for schools across the country. The objective of this program is to foster the culture of Innovation, Ideation, Entrepreneurship, Creativity, and Design Thinking in schools. Established in July 2022, SIC will promote out of box thinking in school education as envisioned in National Education Policy 2020. We have divided this SIC in two major segments: first is I_CELL i.e., Innovation cell which aims to research and development, Scientific Ideation etc. second segment is E_CELL i.e., Entrepreneurship cell which aims to create culture of Ideation, Entrepreneurship skills, Business skills, Marketing etc. The School Innovation Council initiative will bridge the gap in connecting schools with the Innovation & Entrepreneurial enabler ecosystem of the country.

6.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON GLOBAL CITIZENSHIP: RATIONALE AND BENEFITS

- SIC will act as an umbrella program for all the initiatives of projects regarding the promotion of Innovation and Entrepreneurship among school teachers and students.
- SIC will enable mindset change, awareness, and training on IIE, design thinking, startup finance, HR and IPR among teachers and students.
- Providing mentoring and utilizing the existing infrastructure of the school to nurture innovation in learners.
- Encouraging, Incentivizing and upskilling teachers to enhance their mentoring capabilities.
- Enabling exchange program, collaborations, field visits and ideation activities.
- To implement and initiate the various programs on innovation-related and business skills, entrepreneurship in schools.
- To act as the enabling platform for Implementing National Innovation and Entrepreneurship Promotion Policy (NIEPP) for schools.
- The council will create a synergetic bridge between the Innovation and Entrepreneurship ecosystem of higher education and school education

6.3. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

- Establishing and strengthening the Ideation, Innovation and Entrepreneurship (IIE) ecosystem in schools.
- Awareness creation on IIE, Design Thinking, Creative Thinking, IPR, Finance, and product sales, among school teachers and students.
- Aligning School Ideation, Innovation and Entrepreneurial ecosystem with the needs of established ecosystem at higher education level.
- Extending the existing Innovation and Entrepreneurship ecosystem infrastructure to schools.
- Preparing the schools to handhold the Ideation and Entrepreneurial initiatives of their students and create the awareness to reach a greater number of students.
- Guide and handhold the schools to create a sustainable ecosystem of Innovation, Entrepreneurship, IPR creation, Design Thinking etc.

CHAPTER 7. CAREER COUNSELLING

7.1. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON CAREER COUNSELLING:

RATIONALE AND BENEFITS

Career Counselling is a process to provide assistance and guidance to students for making right career choices before they move out of their current educational institutions and provides an insight into their own strengths and areas of further pursuance. Choithram Education Policy is a helpmate for young learners to come out of the situation of “Problem of Plenty”, which in present scenario, is arising for choosing a right career path by students, and helps them to build up into competent, creative, independent and innovative individuals. Choithram Education Policy is a guiding document for the six education units in the city to execute the entire functionality of their guiding principles. The Education Units in Indore are of different levels- high school as well as colleges. They form a diversified conglomerate as they are affiliated to different educational boards as well as the higher educational authorities. Career Counselling formulates an essential part of the culmination of schooling or further guidance to the students of colleges who have already adopted their career choices. Hence, it is a mandate that the policy provides a comprehensive outline of the process of Career Counselling in Choithram Educational Service Units.

7.2. INTEGRATION INTO CURRICULUM

- Encouraging and guiding students to take initiative about their career during regular teaching learning process.
- Counselling students about subject groupwise career paths and options. Career Counsellors at different educational institutions to guide the teachers of respective subjects on a collective collaborative platform (meeting/session in the beginning of the year), which they further take to their students and classrooms.
- Developing a Common Career Counselling lab/ room with information/ posters/ notices/ brochures of further career options/ universities/ colleges
- Activities like skit, nukkad natak etc. to be conducted which focus on the awareness of future careers and also the high in-demand courses.
- Short duration sessions for the middle and high school students in which the resource persons shall be higher class students themselves who are conscious about their career

7.3. PARTNERSHIPS AND COLLABORATIONS

- Common Psychometric tests/Aptitude tests
- Career Fairs
- University visits
- Field visits to local higher education institutions for better experiential knowledge and understanding of admission criteria and future prospects
- Expert guest lectures from different fields, to be organised with common areas of interest across the institutions
- Industrial visits
- Frequent and step-wise sessions by experts
- Lectures of Alumni from various fields

- Expert teacher lectures

7.4. PARENT AND COMMUNITY ENGAGEMENT

- Counselling of parents regarding appropriate career choices for their wards.
 - Generating pool of parental areas of expertise
 - Utilizing parents as resource for providing overview and guidance to students about a particular field/institution/career
 - Guest lectures of parents on different areas of expertise
 - Liaising with parents to arrange for experiential learning through field visits/crash/short courses
 - Partnership with finance/business units for informational sessions/courses
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CHAPTER 8. TEACHER DEVELOPMENT

8.1. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON TEACHER DEVELOPMENT:

RATIONALE AND BENEFITS

The development of teachers is crucial for ensuring that students achieve the academic ability of the highest order and develop the required skills and competencies which the educational institutions are aiming to develop in them. A strong focus on teacher development is indispensable for the desired learning outcomes. When teachers have the skills and knowledge, they need to be effective, feel supported and valued, and are updated with the latest research and practices, they can help students to develop a love for learning and keep the flame burning. Only then they will be able to promote critical thinking and problem-solving skills in students. A focus on teacher development will create an education system where all students would have access to high quality instruction and the opportunity to reach their full potential.

8.2. PROFESSIONAL STANDARDS AND COMPETENCIES

- **STANDARDS:**

- Educational qualifications and experience must meet the state prescribed regulations as specified by whichever board of education the institution is affiliated to
- In case the educator is pursuing a required degree, it must be informed beforehand; also, the evidences to be submitted after the completion of the course/ degree

- **COMPETENCIES:**

A teacher must possess/ develop the following competencies

- **Knowledge of Subject and Pedagogy**
 - regularity in checking the curriculum guidelines
 - in depth understanding of the content/ concepts
 - devising methods to explain complex/ difficult topics with a plan to ensure the understanding
 - clear understanding of the T-L pedagogy, ability to design lesson plans and appropriate assessments incorporating the Bloom's levels with the sub categories
 - identifying the diverse needs of the students and mould the instruction/ teaching in a way that addresses learners with different learning abilities
 - ability to analyse the feedback/ review the lesson plan- identify success/ failure and thus work on the next
 - providing feedback to the students after analysing the assessments
 - capability of convenient, relevant & satisfactory remediation of slow learners
 - efficiently guide the students to plan their career effectively and assist them in exploring new opportunities
 - urge parents to provide a supportive and motivating environment at home to improve the overall performance of students.
- **Classroom Management and Class Control**
 - minimised disruptive behaviour
 - making students engaged and involved
 - providing a safe, positive and supportive classroom environment

- **Effective communication skills**
 - effectiveness in the classroom transaction such that actual learning takes place- the teacher and the students understand the 'same thing in the same sense'
 - be courteous yet firm with parents, address their issues with patience and understanding
 - courtesy and professional language while interacting with colleagues and students too
 - developing expertise in written communication too through peer learning (language teachers)
- **Technology Integration**
 - ability to use digital resources, online platforms and educational apps to enhance the T-L process
 - undergoing training sessions to develop these whenever required
- **Collaboration and Teamwork**
 - being a team player to improve the quality of education in the organization
 - ability to effectively collaborate with the colleagues and other stakeholders

8.3. CONTINUOUS PROFESSIONAL DEVELOPMENT

- Training need analysis to be done at the end of every session by every organization and identify the areas of improvement in the educators
- Planning a training calendar as per the needs identified
- CPD to be an ongoing process to ensure that educators are updated with the best practices and latest research in their field
- Regular participation in workshops/ seminars/ orientation sessions/ conferences
- Maintaining a checklist to see that all members get a chance and the same persons are not sent
- Mandatory practice of conducting a session for others (of the same field) by the person who attends any of these to percolate the learning further into the system and empowering others

8.4. ETHICAL CONDUCT

- maintaining high standards of professional conduct
- integrity, accountability, proactiveness, transparency and respect to be reflected in all actions and decisions
- meeting the deadlines/ timings/ instructions/ tasks /duties
- maintaining student confidentiality (not to label any student in the staff room leading to others forming prejudices)
- maintaining professional boundaries (friendships to be observed outside the campus)
- avoiding conflicts; taking initiative to resolve the conflicts openly
- no indulgence in hush hush group talks
- not to speak against the policy of the institution/ any member/ authority- in case of any issue to approach the responsible person/ authority and sort it out amicably

- maintain a turnout suitable to the profession/ role (follow the specific norms of turnout as laid down by the institution)
- follow 'to the letter' the leave rules as laid down by the institution
- maintain an impartial conduct and behaviour

8.5. PERFORMANCE EVALUATION

The performance evaluation of teachers should be fair, transparent and free from bias.

It must include the following:

- **Clear and measurable standards**
 - The criteria/ standards laid out in this chapter to be assessed through a self- appraisal and HOD evaluation (sub knowledge/ ethics/ communication skills etc.)
 - Multiple evaluation through class observation, feedback from colleagues of the same subject, feedback from students and parents (both formal and informal)
 - These evaluations to be analyzed and areas of improvement to be identified to give the feedback to the concerned teacher
 - The feedback to be specific, actionable and focused on helping teachers improve their performance
 - Acceptance of the grey area and willingness to learn is an indispensable aspect which a teacher must reflect in the next term/ session along with visible improvement
- **SMART goals/ KPIs**
 - Teachers to set annual targets/ goals
 - Goals- measurable, specific and achievable
 - Measurement of KPI goals:
 - Academics: After every assessment and should be discussed with HOD
 - Attendance: At the end of every month
 - Activities (Students' participation & performance): After the activity
 - These to provide a roadmap for the ongoing improvement
- **Action oriented evaluation- to result in any of these-**
 - Performance improvement plan- time bound
 - Disciplinary action/ warning
 - Recognition/ rewards/ awards
 - Career advancement opportunities/ new roles/ responsibilities/ leadership positions

8.6. COLLABORATIVE LEARNING COMMUNITIES

- Mentoring and coaching of new teachers- appointing a mentor so that the new teacher understands the system and practices followed in Choithram
- Pairing young skilled teachers with traditional experienced teachers to enable peer to peer learning, collaboration, support and exchange of ideas
- Formation of PLCs- Professional Learning Communities

- Teachers from different campuses to come together and form a PLC
 - These PLCs share ideas, share their best practices, encourage each other to engage in professional learning
 - Thus, developing leadership skills by imparting training; also taking the ownership of their own professional development by learning from others
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PART I. B. TEACHING LEARNING PROCESS (COLLEGE EDUCATION)

THE FUTURE REQUIREMENTS

- Ongoing research and analysis of the latest trends and best practices in andragogy to inform the development of new policies and strategies.
 - Integration of technology and digital tools into the learning process to enhance the flexibility and accessibility of education.
 - Adoption of learner-centred approaches that prioritize the needs and interests of adult learners and promote self-directed learning.
 - Emphasis on interdisciplinary and experiential learning opportunities that enable learners to develop practical skills and knowledge.
 - Creation of customized learning plans for adult learners that align with their individual needs, goals, and interests.
 - Encouragement of collaboration and teamwork among adult learners to foster a sense of community and support.
 - Promotion of lifelong learning and continuous professional development to enable adult learners to keep pace with changing industry requirements.
 - Expansion of partnerships and collaborations with industry and community organizations to provide learners with opportunities for real-world application of skills and knowledge.
 - Focus on cultural sensitivity and diversity to promote inclusivity and equity in the learning environment.
 - Provision of ongoing support and resources to ensure that adult learners can effectively apply their new skills and knowledge in their personal and professional lives.
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CHAPTER 9. TEACHING- LEARNING ANDRAGOGY

9.1. INTRODUCTION:

Andragogy, or the theory of adult learning, is a central focus of modern education andragogy. This explores the unique challenges and opportunities of educating adults. This includes understanding the unique characteristics and needs of adult learners, as well as the methods and strategies that are most effective in facilitating adult learning.

Teaching and learning in andragogy are based on a number of fundamental principles, such as learner-centeredness, self-directed learning, and practical application. The focus is on creating an environment that enables adults to take an active role in their own learning, rather than relying solely on the guidance of an instructor.

In today's rapidly changing world, where ongoing learning is essential for personal and professional development, andragogy plays a crucial role in enabling adults to acquire new knowledge and skills. As such, it is an important consideration for educational institutions and professionals who are committed to providing high-quality, effective, and relevant education to adult learners.

9.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON TEACHING- LEARNING ANDRAGOGY: RATIONALE AND BENEFITS

- 'Choithram' denotes not just one school/ college, but a legacy of group of educational institutions under its aegis that has been contributing in the field of education, medicine, and professional fields with a philanthropic approach
- The vision of 'Choithram Group of Institutions' is to empower the young minds, inculcate a sense of belongingness and team spirit and make them learn in a welcoming and stress- free environment by honing their innate potential to enable them to face the future challenges with vigor and wisdom and contribute back to the society
- The framework of the 'Choithram Education Policy' (CEP) focuses not only on cognitive development, but also on building character, and creating holistic and well-rounded individuals equipped with the key 21st century skills
- This provide a learner-centered approach to education that is more effective for adult learners compared to traditional pedagogy.
- The focus on self-directed learning encourages students to take responsibility for their own education and fosters a sense of ownership and accountability.
- It emphasizes on practical application and relevance, which is essential in preparing students for the demands of the modern workforce.
- With the rapid pace of technological advancements and changes in the workplace, lifelong learning has become essential for professional growth and success. This supports the development of skills and knowledge that are applicable throughout a student's career.
- Incorporating andragogy into the education policy enables Choithram to provide a high-quality and relevant educational experience to adult learners, which is essential for their personal and professional development.

- All Choithram institutions presently follow a T-L Pedagogy & Andragogy of their own which aims at the attainment of these goals but now we tend to come together to build up on our strengths and move ahead with a combined mission for the group. Thus, in the coming session 2023- 24, we intend to work on a common 'Choithram Education Policy' for all institutions in the Choithram group.
- It will bridge the gap between theory and practice, from classroom learning, clearing of concepts and understanding of theory to real time learning.

9.3. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

- Continuously review and update the curriculum to ensure it remains relevant and addresses the evolving needs of the workforce
- Utilize innovative teaching methods and technologies to enhance the learning experience and engagement of adult learners
- Incorporate experiential learning opportunities such as internships and co-op programs to provide hands-on experience in the field
- Foster a supportive learning environment that encourages collaboration and peer-to-peer learning among students
- Provide ongoing professional development opportunities for faculty members to stay current on industry trends and teaching best practice
- Build partnerships with industry professionals and employers to facilitate job placements and opportunities for students after graduation
- Emphasize the importance of lifelong learning and provide resources for students to continue their education beyond graduation
- Incorporate assessment and feedback mechanism to track student progress and adjust teaching methods and curriculum as needed to ensure student success

A few Methods in T&L Andragogy:

- Lectures
- Case Studies & Case presentations
- Group Projects
- Online Learning
- Clinical Rotations & Clinical supervision
- Simulation- Performing procedure, observed procedure and assisted procedure in specialty las.
- Practice session
- Scenario based learning
- Clinical Case discussion
- Nursing process record
- Evidence based learning
- Field visits (CHN, Pead, Obstetric & Gynae., mental health, medical surgical)
- Exposure learning (outreach activities, camps with hospital)
- Self-assessment (SWOT)
- Critical incident writing
- Bedside teaching

- Clinical skill training program (induction and orientation of Inservice staff and trainees)
 - Problem based learning
 - Assigned Community needs assessment/community postings
 - Participating and execution of national Health programs and days.
 - Administration-Nurses duty roster preparation, ward supervision, assignment of duties, responsibilities of ward in charge, report writing, learning and implementing NABH protocols, delivering high quality patient care, nursing excellence, mock drills, writing indent and inventory.
 - Plan and conduct Inservice education session for nursing personnel
 - Case book writing
 - Process recording
 - Mental status examination in MDBI and mental hospital (Real situation)
 - Lecture.
 - Documentation
 - Role play
 - Health talk
 - Workshop/conference/panel discussion/seminars
 - Drug study presentation.
 - Exhibitions/camps
 - Mind and concept mapping
 - Group projects.
 - Mentorship – student mentoring (TAL, PAL & PSL)
 - Learning by group games.
 - Journal clubs
 - Family cares study -community based family care studies
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CHAPTER 10. PSYCHO-SOCIAL LEARNING

10.1. INTRODUCTION

Inclusive education is a philosophy that seeks to create a learning environment where all learners, regardless of their background, abilities, or challenges, are able to access high-quality education and succeed academically, socially, and emotionally. Psycho-social learning, a key component of inclusive education, is a holistic approach that considers the interplay between psychological and social factors in learning and development.

The aim is to explore the concept of psycho-social learning in the context of inclusive education. This begins by defining the key concepts of psycho-social learning and inclusive education. It then examines the role of psycho-social learning in creating an inclusive learning environment and promoting the academic, social, and emotional development of all learners.

This also helps in identifying the various psycho-social factors that impact learning, such as self-esteem, motivation and social support, and how these can be effectively addressed in an inclusive learning environment. The role of educators in creating a safe and supportive learning environment, in providing appropriate interventions and support for learners with special needs or challenges, is also examined.

Furthermore, this explores the importance of collaboration between educators, parents, and other stakeholders in promoting inclusive education and psycho-social learning. It highlights the need for a comprehensive approach to inclusive education that involves the whole school community, and that promotes a culture of acceptance, respect, and diversity.

Psycho-social learning is a critical component of inclusive education, educators must be equipped with the knowledge, skills, and tools needed to effectively address the psycho-social needs of all learners. By creating an inclusive learning environment that fosters psycho-social learning, educators can promote the academic, social, and emotional development of all learners, and help to create a more equitable and just society.

10.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON PSYCHO-SOCIAL LEARNING: RATIONALE AND BENEFITS

- Professional institutes focus on psycho-social learning of students because it is essential for their success both professionally and personally. Psycho-social learning recognizes that learners' cognitive and emotional development is closely intertwined, and that social factors such as culture, relationships, and environment can have a significant impact on their learning outcomes.
- By focusing on psycho-social learning, professional institutes create a learning environment that is supportive, engaging, and inclusive of all learners. This leads to improved academic performance, higher levels of engagement, increased motivation and self-esteem. Additionally, psycho-social learning helps students develop important life skills such as effective communication, problem-solving, and emotional regulation, which are essential for success in both personal and professional contexts.

- Psycho-social learning is particularly important for learners with special needs or challenges. By understanding the psychological and social factors that impacts their learning, educators and trainers provide appropriate interventions and support that helps these learners to succeed
- Professional institutes must focus on psycho-social learning of students because it is essential for creating an effective and inclusive learning environment, promoting academic success, developing important life skills, and providing appropriate support for learners with special needs or challenges. By prioritizing psycho-social learning, professional institutes help learners to reach their full potential both academically and personally, and prepare them for success in their chosen profession.

10.3. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

- Simulation- Performing procedure, observed procedure and assisted procedure in specialty lab.
- Practice session
- Scenario based learning
- Clinical Case discussion
- Nursing process record
- Case presentations
- Evidence based learning
- Field visits (CHN, Paed, OG, mental health, medical surgical)
- Exposure learning (outreach activities, camps with hospital)
- Self-assessment (SWOT)
- Critical incident writing
- Clinical supervision
- Bedside teaching
- Clinical skill training program (induction. Orientation and Inservice of staff & Trainee)
- Problem based learning
- Assigned Community needs assessment/community postings
- Participating and execution of national Health programs and days.
- Administration-Nurses duty roster preparation, ward supervision, assignment of duties, responsibilities of ward in charge, report writing, learning and implementing NAH protocols, delivering high quality patient care, nursing excellence, mock drills, writing indent and inventory.
- Plan and conduct Inservice education session for nursing personnel
- Case book writing
- Process recording
- Mental status examination in MDI and mental hospital (Real situation)
- Lecture.
- Documentation
- Role play
- Health talk
- Workshop/conference/panel discussion/seminars
- Drug study presentation.
- Exhibitions/camps
- Mind and concept mapping
- Group projects.

- Mentorship – student mentoring (TAL, PAL & PSL)
 - Learning by group games.
 - Journal clubs
 - Family cares study -community based family care studies
 - Counselling sessions: Academic, Career, Personal
 - Planned sessions with teachers
 - Continuous review and researches based on need and requirement of the students
 - Team of counsellors and Special educators: Assisting teachers and students of particular level
 - Guidance services
 - Psychometric Assessment
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CHAPTER 11. PROFESSIONAL TRAINING

11.1. INTRODUCTION

Professional training is an essential aspect of career development in many fields, including healthcare, business, education, and technology. It is designed to provide individuals with the knowledge, skills, and competencies required to excel in their chosen profession and make meaningful contributions to their industry. This can vary in length and intensity, ranging from short courses, to long-term degree programs and apprenticeships. They may be delivered in a variety of formats, including all teaching and learning styles with online learning, classroom instruction, and on-the-job training.

The primary goal of professional training is to equip individuals with the practical skills and theoretical knowledge they need to succeed in their profession. It may include a combination of classroom instruction, hands-on experience, and practical exercises to ensure that students develop a deep understanding of the subject matter. These programs can be designed for individuals at all stages of their careers, from entry-level to experienced professionals seeking to enhance their skills and stay current with industry trends. They can help individuals gain the qualifications and certifications required for career advancement, or to transition to a new field entirely.

The importance of professional training cannot be overstated, as it allows individuals to develop the expertise and skills necessary to excel in their chosen profession. It also provides with a skilled and knowledgeable workforce, which is essential for maintaining a competitive edge in the marketplace.

In conclusion, professional training is a critical component of career development that provides individuals with the knowledge and skills required to succeed in their profession. It is an investment in one's career that can lead to new opportunities, career advancement, and personal growth. By embracing professional training, individuals can stay current with industry trends and contribute to the success of their organizations.

11.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON PROFESSIONAL TRAINING: RATIONALE AND BENEFITS

- Increased Competency: Professional training helps students improve their knowledge and skills, which leads to increased job performance and productivity
- Career Advancement: Professional training provides students with the necessary qualifications and certifications in their careers within the organization
- Improved Retention: Offering professional training opportunities demonstrates an organization's commitment to student and employee development, which leads to increased job satisfaction and employee retention with students' satisfaction of placement
- Adaptability: It helps employees stay updated with industry trends and changes, enabling them to adapt to new technologies, processes, and procedures
- Enhanced Reputation: Professional training develops a reputation for being a desirable place to work, which attracts top talent and enhance the organization's overall reputation
- Providing training opportunities develops a skilled and knowledgeable workforce that is equipped to meet the organization's goals and objectives

11.3. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

- Focusing on skill development coordinated with the most current requirements of the job market
 - Incorporate the latest tools and platforms into professional training programs which includes virtual reality simulations, online learning modules and interactive mobile applications
 - Incorporating interdisciplinary collaboration into professional training to helps healthcare providers develop the necessary skills to work effectively with other professionals and provide patient-centered care
 - Incorporating cultural competence into professional training to develop an understanding of different cultural practices, values, and beliefs, and how they impact healthcare delivery
 - Commitment to lifelong learning to stay updated with advances in technology, research, and best practices. Professional training programs encourage and support lifelong learning and provide opportunities for ongoing education and skill development
 - Patient-Centered Care: Training programs emphasizing the importance of listening to patients, involving them in their care, and tailoring care to meet their unique needs, developing skills on hand with clinical exposure
 - Establishing professional networks – Faculties and administrators along with peers
 - Tie up with industries, NGOs, CHC, PHC, Government Hospitals, working with National Health Programs etc.
 - Providing opportunity for Elective and value-added courses given by INC
 - Providing opportunities for internships and workplace training
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CHAPTER 12. DIGITAL HEALTHCARE INFORMATION TECHNOLOGY (HIT)

12.1. INTRODUCTION

Digital healthcare information technology (HIT) has transformed the way healthcare is delivered and managed. HIT encompasses a range of digital tools and platforms, including electronic health records (EHRs), telehealth, mobile health (mHealth), and health information exchange (HIE). These technologies have revolutionized healthcare delivery, enabling healthcare providers to improve patient outcomes, enhance efficiency, and reduce costs. In nursing and paramedical education, it is essential to provide students with the necessary knowledge and skills to work with HIT. As the healthcare industry continues to evolve, nursing and paramedical professionals must be prepared to leverage these digital tools to provide high-quality care that is patient-centered, efficient, and effective. In this context, it is crucial to introduce nursing and paramedical students to the fundamentals of HIT and how it can be applied in their respective fields. This includes understanding how to use EHRs, telehealth, mHealth, and HIE, as well as the legal and ethical implications of HIT.

By incorporating HIT into nursing and paramedical education, students can gain a better understanding of the role that digital technologies play in modern healthcare delivery. They can develop the skills and knowledge necessary to work effectively with these technologies, enabling them to provide high-quality, patient-centered care that meets the evolving needs of the healthcare industry.

12.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON DIGITAL HEALTHCARE INFORMATION TECHNOLOGY (HIT): RATIONALE AND BENEFITS

- It's necessary to focus on building scientific temperament in the students
- Updating students on technological advances helps the student to do proper accurate and appropriate recording/reporting/inventory/indenting etc.
- It bridges the gap between theory and application
- HIT improves patient outcomes by providing healthcare providers with real-time access to patient information, enabling them to make informed decisions about patient care
- HIT streamlines healthcare processes, making them more efficient and effective
- HIT helps reduce healthcare costs by improving efficiency, reducing medical errors, and enabling better management of healthcare resources
- Incorporating HIT into education policy ensures that its nursing and paramedical students are trained to use these tools to enhance patient care and contribute to reducing healthcare costs
- For the future of healthcare, digital technologies play an increasingly important role
- Incorporating HIT into the curriculum ensures that students are equipped with the necessary knowledge and skills to provide high-quality, patient-centered care that meets the evolving needs of the healthcare industry

12.2. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

- Regular updating of the nursing and paramedical curriculum to incorporate the latest developments in HIT including topics such as telehealth, mobile health (mHealth), and health information exchange (HIE)

- Investing in a robust technological infrastructure to support HIT training for nursing and paramedical students, including providing access to EHR systems, telehealth platforms, and other digital tools.
 - Faculty Training: Providing faculty training in HIT to ensure that faculty are equipped with the necessary knowledge and skills to teach nursing and paramedical students
 - Encouraging collaborative learning among nursing and paramedical students to promote the use of HIT in healthcare delivery through group projects that involve the use of digital tools to manage patient care
 - Establishing partnerships with healthcare providers and HIT vendors to provide nursing and paramedical students with real-world experience in using these technologies
 - Providing resources such as Computer labs and softwares used in Hospital for data entry
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CHAPTER 13: PROFESSIONAL ORIENTATION/ CONSULTANCY

13.1 INTRODUCTION:

Choithram Education policy focuses on placement services because it understands the importance of supporting nursing and paramedical students and graduates in finding employment opportunities in the healthcare industry. The policy recognizes that finding a job after graduation can be challenging, particularly for those who are new to the job market and lack work experience.

Placement services in nursing and paramedical fields are essential services that are provided to students and graduates to assist them in finding suitable employment opportunities in the healthcare industry. These services can be offered by educational institutions, healthcare organizations, or professional associations and are designed to support students and graduates in navigating the job market and securing meaningful employment.

Nursing and paramedical fields are in high demand, and the healthcare industry is continuously evolving, resulting in an increasing need for qualified healthcare professionals. However, finding suitable employment opportunities can be challenging, particularly for new graduates without work experience. This can assist nursing and paramedical students and graduates in several ways, such as job postings, resume assistance, interview preparation, career counseling, and networking opportunities. These services can help students and graduates identify potential employers, prepare their resumes, practice their interview skills, and connect with healthcare professionals and potential employers.

Overall, placement services in nursing and paramedical fields play a critical role in helping students and graduates navigate the job market, identify suitable employment opportunities, and secure meaningful employment in the healthcare industry. These services help students and graduates to achieve their career goals and contribute to the growth and success of the healthcare industry.

13.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON PLACEMENT SERVICES:

RATIONALE AND BENEFITS

- Provision of placement services is an essential part of the preparation process and helps to bridge the gap between education and employment
- Students and graduates must have access to a wide range of placement services, including job postings, resume assistance, interview preparation, career counseling, and networking opportunities
- It reflects the organization's commitment to supporting nursing and paramedical students and graduates in achieving their career goals and contributing to the growth and success of the healthcare industry
- Providing high-quality placement services enhances the reputation of the organization and it becomes more attractive to potential students. This helps to increase enrollment and boost the institution's overall profile
- Stronger alumni network: Helping students to secure employment in the healthcare industry, institutions develop a strong alumni network that benefits both the institution and its graduates. Alumni serve as ambassadors for the institution, providing mentorship to current students.

- Increased student success: Helps to increase student success rates by preparing students for the job market and helping them to find suitable employment opportunities after graduation. This also improves student satisfaction and retention rates
- Enhanced industry partnerships: By connecting graduates with healthcare organizations, institutions develop stronger partnerships with the industry. This leads to increased funding opportunities, collaborative research projects, and other benefits
- Improved accreditation: Accrediting bodies look favorably upon institutions that provide comprehensive placement services to their students. This helps to improve the institution's accreditation status and demonstrate its commitment to providing high-quality education and support to its students

13.3. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

- Starting a Placement Cell- on/off campus for visits of different health platforms
 - Exposure to competitive coaching classes for govt jobs. IELTS, NCLEX, OET, MOH, DHA, HAAD etc.
 - Career fairs for placements
 - Expert lectures
 - Incorporating digital tools and platforms including online job boards, virtual career fairs, and video interviewing platforms
 - Developing stronger industry partnerships including collaboration with industry leaders to develop targeted training programs and internships that lead to employment
 - Creating job listings and career resources that are specific to the nursing and paramedical fields
 - Providing career counseling and support to identify the career goals, develop job search strategies, and prepare for interviews
 - Leveraging technology to provide online career resources, virtual job fairs and other digital tools that help nursing graduates and paramedical students to connect with potential employers
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CHAPTER 14: FACULTY PROFESSIONAL DEVELOPMENT

14.1. INTRODUCTION:

Faculty professional development is a critical component of any educational institution's success. It is the process by which educators continually enhance their knowledge, skills, and abilities to ensure that they are providing high-quality education to their students. In today's rapidly evolving educational landscape, it is more important than ever for educators to stay up-to-date on the latest trends, technologies, and teaching methodologies. This development can take in many forms, including workshops, seminars, webinars, conferences, and online courses. It can be tailored to meet the specific needs of individual educators or entire departments. The goal of faculty professional development is to provide educators with the knowledge and tools they need to be effective in their roles, improve student outcomes, and drive institutional success.

Effective faculty professional development programs focus on several key areas, including subject matter expertise, teaching methodology, technology integration, and leadership development. These programs can help educators to improve their classroom instruction, foster innovation, and promote student engagement. They can also help educators to develop leadership skills, collaborate with colleagues, and build strong relationships with students.

Faculty professional development is a vital component of any educational institution's success. It provides educators with the knowledge and skills they need to be effective in their roles, improve student outcomes, and drive institutional success. With the right faculty professional development programs in place, educational institutions can stay ahead of the curve and ensure that they are providing the best possible education to their students.

14.2. THE EMPHASIS OF CHOITHRAM EDUCATION POLICY ON FACULTY PROFESSIONAL DEVELOPMENT:

RATIONALE AND BENEFITS

- Faculty members are crucial to providing high-quality education to students.
- Investing in faculty professional development is a way of investing in the quality of education that the institution provides.
- Professional development helps to keep educators up-to-date with the latest trends and technologies in their fields.
- It helps educators to improve their teaching methodologies, making the learning process more engaging and effective for students.
- It fosters a culture of innovation and collaboration among educators.
- It helps educators to develop leadership skills and take on leadership roles within the institution.

14.3. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

- Regular assessment of faculty needs and skills to identify areas for improvement and growth
 - Creation of customized professional development plans for faculty members that align with their individual needs and goals
 - Promoting faculty members for nomination in panel of examiners, resource persons in different universities
 - Offering a variety of professional development opportunities, including workshops, conferences, online courses, master trainer, counsellors, research guides, faculty development programs, mentorship programs etc.
 - Encouraging collaboration and knowledge-sharing among faculty members to foster a culture of innovation and continuous learning
 - Incorporating technology and digital tools into professional development programs to keep up with the latest trends and best practices in education
 - Providing ongoing support and resources to ensure that faculty members can effectively implement new skills and knowledge gained from professional development programs
 - Building partnerships and collaborations with other institutions and organizations to access new resources, share knowledge and best practices, and expand professional development opportunities
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PART II. SHARING RESOURCES

15.1. INTRODUCTION

With a legacy of more than 50 years, brand CHOITHRAM at its present juncture stands tall with a world of titanic resources available at its disposal in all the arenas of education, medical field including nursing facilities along with an efficient and productive human resource that is a key element and strength of the organization.

The organization is a charitable organization with the mission of ‘VIDYA VINAYEN SHOBHATE’ i.e. 'How education will bring out the best behavior or embody the person self with values, skills so that he/she can contribute back to the society'. With such a vision the organization has always provided or catered to the needs of the organization with utmost priority. Thus, at what we see today is an institute with an abundance of resources that have been built up with a planned congregation of five decades of hard work, research and determination with a thoughtful mindset to fulfill the visionary needs with an intention of refining the available resources according to the changing times.

The adaptability and the zeal to remain at par with changing trends coming in the world, the group has always been an initiator in establishment of new resources for all its stake holders since its inception – be it being resourceful in starting mess facility for its young buddies or a strong transport and communication system or starting up a computer lab at a time when computer came as a new technological advancement in our country. The group also has been keen on providing the best medical facilities to the city to serve the people with the best of the facilities available.

The group has shown an open hand in spending and updating the infrastructural facilities as well as promoting the academic development of its stakeholders. With an intention of remaining updated in terms of modern and innovative methods and approaches, the program policies and strategies that are formulated regarding various aspects within the educational need to be put into operation in an autonomous manner. Thus, to have a clearer and a defined picture of CRSP we first need to have an overview of:

- What are resources?
- What is the importance of resources?
- How do they impact the working of the institution?
- What are the categories or types of resources we have?
- Need of sharing resources and how to share the resources?

15.2. RESOURCES INFLUENCING EDUCATIONAL ORGANIZATION

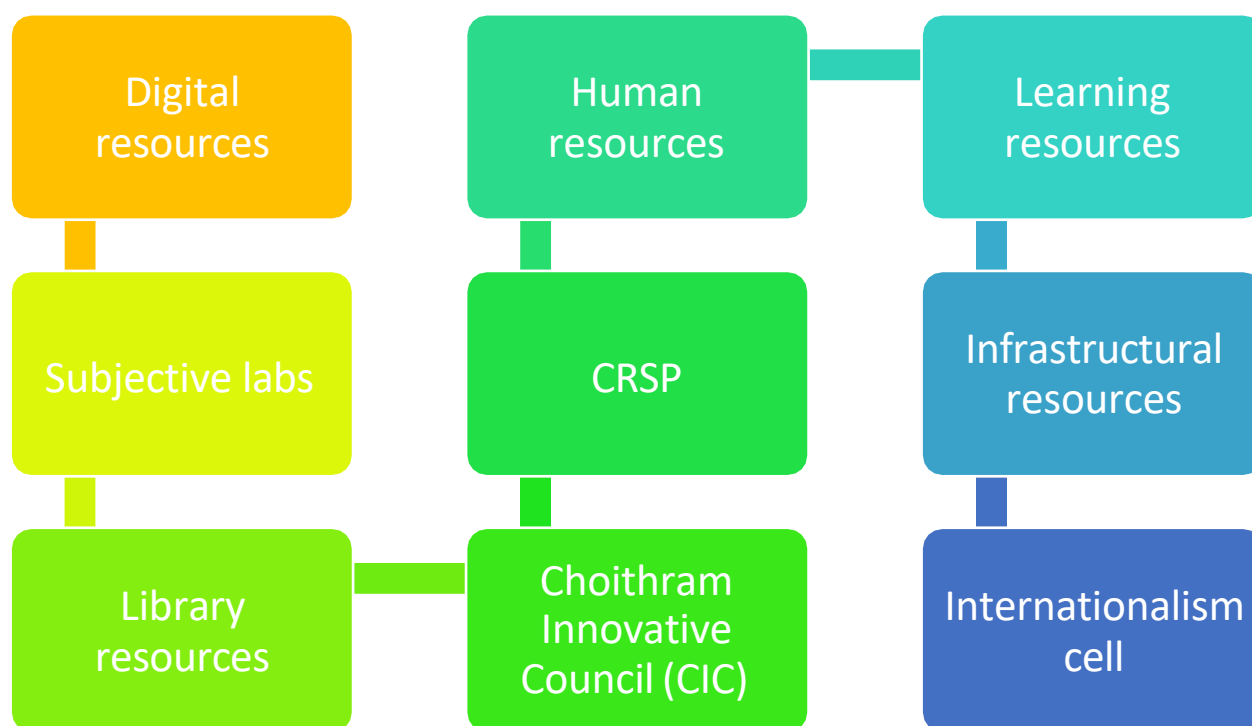
Resources in teaching and learning is the term to ascribe to something such as written sources, audio visual aids, e-learning/technological objects, events and human resources that can be used to support and help teaching and learning. Furthermore, resources are recognized to help in the processing of information by creating interest in learners, attracting and maintaining attention, help understanding and aiding memory so that the knowledge of the learners' can be greatly increased and their learning enriched to achieve their learning goals.

The purpose of resources in learning and teaching is anchored on three important factors: aid, learning and teaching. The identification of learning that is to be supported and learning outcome to enhance student

learning experience i.e., the use of videos and images/ charts to visually provide in-depth explanation during a teaching session is needed to enrich the experience of learning. This is supported by Reece and Walker who says 'the purpose of using resources is to- increase understanding, reinforce facts, create deeper learning, motivate, simplify ideas etc. Resources fall into a number of different categories ranging from prepared resources to those which are used in spontaneous manner.

The main resources that have an impact upon the system in an educational field are classified into categories that hold importance in its own arena.

15.3. TYPES OF RESOURCES



1. Learning resources: Textbooks, Workbooks, Lesson plans, ACP, Models, Posters, Charts, Slides, Transparencies, Environmental conditions resources in classroom /classroom environment, Resources prepared by teacher, teaching aids prepared by teachers

2. Digital resources: Computer labs, Online /multimedia resources, Atal Tinkering lab, Language lab, Robotics lab

3. Human resources: Management leads, Teachers/HOD, Parents –expertise, Office staff, Grade 4 staff

4. Infrastructural resources: Building, Furniture, Auditorium, A.V Hall, Playgrounds, Electronic and electrical appliances, Musical instruments, Wings and boards for display, Buses, Lunch Hall

5. Library resources: Library books, Digital books resources

6. Subjective labs: Science lab, Math lab, English lab, Social Science resources

7. Choithram Innovative council- projects can be planned group wise for students and teachers.

8. Internationalism Cell- exchange programmes can be planned for the group schools so that global exposure extends to all

15.4. NEED OF SHARING THE RESOURCES

Sharing resources is a way to gain efficiency through collaborative approach. It makes system more productive and more comprehensive by taking the advantage of experience of others and viewing things from a different perspective.

Let's have a look at the real impacts of sharing best practices in an organization.

- Nurtures A Learning Culture- sharing best practices is one of the great ways of instigating a learning environment in an organization. Organization that shares best practices through knowledge tools, social media networks, etc. attract more talent, adjust to change, and are more likely to boost employees' performance.
- Identifies and Fills Knowledge Gaps- Another major impact of sharing best practices in an organization is that it helps recognize existing knowledge gaps within the organization and the leader can identify which content is being accessed the most. Organizations come up with better strategies this way. This, ultimately, leads to improvement in the productivity of an organization
- Generates Creative and Innovative Ideas- Sharing best practices in an organization helps your employees to share their creative and innovative ideas to boost the performance and productivity of an organization.
- Enables Better Decision Making- When facing problems, we tend to look for information to solve the problems. By sharing best practices in an organization, all these things are performed efficiently. It ensures better and faster decision making, eventually improving the organization's performance and productivity.
- Boosts Efficiency and Competence- Sharing best practices in an organization will considerably shrink the time spent in looking for knowledge as all employees will have access to the right information whenever they need it. Employees can share their ideas, brainstorm, and collaborate in a relaxed environment. It will improve the overall productivity of an organization.
- Constructs A Supportive Corporate Community- Knowledge sharing acts as an intuitive way of forming a close-knit community. With a dedicated information sharing platform, organizations can store knowledge in a protected space that is accessible only to authenticated users. Businesses can ensure the consistency of the knowledge being shared.
- Provides Employees with an Internal Knowledge Base - Sharing best practices allows you to provide your delegates with an internal knowledge base. Well, we all know that social networks have empowered consumers with a platform where they can share their opinion fearlessly. Using a knowledge sharing platform facilitates your workers in staying up-to-date with the organization policies, practices, and techniques.
- Reduces the Loss of Know-How - Know-how is an important asset in every organization and should be managed properly. By sharing best practices, an organization can capture knowledge and ultimately reduce their losses. A knowledge sharing tool captures all that knowledge and makes it accessible to employees.
- Cuts Down Costs and Time - Sharing best practices through a knowledge sharing platform allows employees to share all the valuable information they have in their minds along with their

experiences and achievements. It saves the employees from committing the same mistakes made by their seniors. Ultimately, they can easily come up with the right solution at the right time.

Sharing best practices can develop a community within an organization. Employees can provide helpful insights which boost employee efficiency and help businesses in cutting down costs and time with the right information search. Integrating sharing best practices into the philosophy of a business can encourage transparency, which is important for organizational accomplishment.

15.5. IMPLEMENTING EFFECTIVE RESOURCE SHARING:

- Initiating a common programme to bring clarity of vision and futuristic goals to the stakeholders with the objective to provide direction to align their goals to the goals of the group.
- Designing an annual calendar of the group so that optimum use of resources can be made. A committee to be established with an intention of approving the calendar and make arrangements for sharing the resources
- Creating a platform so that all learning resources can be shared in digital format. A code to be assigned to the stakeholders as these resources would come in the category of copyright resources
- Creating a digital library with all e-books of different genre to be uploaded on the group dashboard accessible to all with a library code allotted to all stakeholders (no option to download the books)
- Usage of the physical resources of the group by all keeping in mind the annual calendar
- Creating a detailed profile of all teachers with their expertise- Designing a program initiating professional development programs and taking up of sessions to build master trainers who then help in grooming their peers. For this, setting up a committee which approves the presentations submitted by the teachers on their topics and then giving chances to all by suggesting improvements
- Creating a detailed profile of all the parents for their involvement in taking up sessions for the students, teachers and even for parents
- Updating of labs in all the units; arrangements for Sunday classes for students where labs are not available. In case of requirement of material for labs, first requisition can be put up a day before to check the availability and called from the other school so that learning does not get disturbed.
- A common professional development programme or conference annually at the beginning of the session- mandatory for all so that the group stake holders are well acquainted with the changes to be initiated; this also gives a chance to all the stakeholders to be connected with each other, thus enhancing collaborative working.
- Sharing of well- structured learning resources (ACP, lesson plans) so that all stakeholders have a clear picture of what is to be taught, how (process) it is to be taught and most importantly why is the concept being taught
- Accountability and responsibility for the shared resources – creating original work /resource and not sharing resources outside school
- Availability of e-resources planned for each concept to all through a code
- Organizing/ Co-hosting common projects/ events- exhibitions, display of work in all scholastic and co-scholastic domains
- Pool buying leading to cutting in expenses and equal distribution of resources
- Certain collaborative projects with international partner schools can be taken up commonly for the group so that students and teachers get equal opportunities and the institutional goals are fulfilled.

- Sharing international collaborative projects for the group (e.g., Global Goals Project- related to UNSDGS and Climate Action project) with the sister concerns and to have a global standing of the group
 - Guests coming as part of exchange programme to share sessions with all sister concerns for cultural exchange
 - Planning works/project of the innovative council keeping the group in context with an objective of promoting inventiveness and innovation in all the stakeholders
 - Organizing guest lecture series, paper (articles, general topics) presentation by teachers/ students, E summit/workshops / seminars, model exhibition/art exhibition/robotics workshop, ideation, prototype, business idea development workshops/setting up of business enterprise to promote environmental sustainability and citizenship can be organized
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PART III. DESIGNING NEW KPIS

16.1. INTRODUCTION:

A. KEY PERFORMANCE INDICATORS: DEFINITION AND SIGNIFICANCE:

KPIs, which stands for Key Performance Indicators, is a widely used metric that organizations use to measure their performance and progress towards achieving specific goals or objectives. KPIs are quantifiable and measurable indicators that provide insights into the success or effectiveness of various aspects of an organization's operations. The primary purpose of KPIs is to track performance and monitor critical areas of an organization's performance and efficiency. By establishing and tracking KPIs, an organisation can gain valuable insights into its strengths, weaknesses, and areas for improvement. They help align employees and teams with organizational goals, provide benchmarks for performance evaluation, and facilitate data-driven decision-making. The selection of relevant KPIs is crucial to ensure that organizations focus on the most critical aspects of their performance and allocate resources effectively. Regular monitoring and analysis of KPIs enable organizations to identify trends, make informed decisions, and take proactive measures to improve performance and achieve desired outcomes.

B. THE NEED TO DESIGN NEW KPIS FOR CHOITHRAM EDUCATION POLICY:

Designing new KPIs (Key Performance Indicators) in education system is essential to ensure the effectiveness, accountability, and continuous improvement of Teaching- Learning process. It allows for a focus on continuous improvement. KPIs provide a clear focus on specific goals and objectives, enabling educators and policymakers to measure and evaluate the performance of schools and educational programs. By setting relevant and measurable KPIs, Choithram ESU can align its efforts towards desired outcomes, such as improving student achievement and teaching quality. These KPIs promote accountability and transparency by establishing clear expectations and standards for performance, allowing stakeholders to evaluate the effectiveness of our institutions. Furthermore, designing new KPIs supports evidence-informed decision making, strategic planning, and resource allocation. By collecting and analysing data related to the defined KPIs, we can make data-driven decisions to enhance educational outcomes, allocate resources effectively and identify areas of improvement, stakeholder engagement, and strategic decision making in school/ college education. KPIs help in identifying successful strategies and best practices while addressing areas that need improvement, thus driving a culture of reflection, self- assessment, and innovation, fostering a commitment to ongoing growth and development.

16.2. SELECTION OF INDICATORS FOR IMPROVEMENT IN THE T-L PROCESS:

- **Segregating Problems**

- Listing out all the problems faced in the last session
- Problems may be related to the content/ concept/ methodology/ system/ students/ teachers
- Compilation of similar problems
- Segregating the compiled problems into two categories-
 - i. Subjective problems
 - ii. Behavioural problems

- **KPI name and KPI definition**

- Writing a KPI definition for each problem
- KPI name can be same for similar problems
- The definition should be created out of the problem
- Example-

Problem- (Class VI- English) students could not identify and understand literary devices used in the poems

KPI def.- Identifying and understanding literary devices used in the poems

- **Where are we now?**

- For each problem, putting the data in %
- The % is to be calculated based on the analysis of the performance of the students in the last session
- Example- 55% of the students can identify and use literary devices correctly

- **KPI Goal**

- Performance targets and benchmarks associated with each KPI to be set
- The targets to be ambitious yet realistic to drive improvement
- Baseline data and best practices to be considered while establishing the targets
- The goal to be mentioned in %
- Example- 65% (at the end of this session, 65% students of class VI will be able to identify and use literary devices)

- **KPI Limit**

- It's not necessary that every targeted goal can always be accomplished accurately, hence there is a need to set a limit on the goal, so that there's some relaxation considering the unforeseen circumstances/ hindrances; all the same there's some boundation / motivation to proceed
- Example- KPI limit $\pm 3\%$
[if 65% target cannot not be accomplished, even 62% (65-3) can be aimed for]

- **What we need to do?**
 - To achieve the targeted goal, something different needs to be done than what had been done in the previous year
 - Strategic planning is required to encounter the particular problem
 - Objectives in the particular lesson plan will be based on this
- **How will it be achieved?**
 - An outline of methodology to be followed for achieving the particular KPI to be planned
 - Details of methodology- activities/ assignments etc. to be included in the particular lesson plan
- **KPI Measurement**
 - When and how the measurement would be done needs to be planned beforehand
 - It requires data collection for measuring the particular KPI
 - The data must be valid, reliable and consistent for accurate measurement
 - The tool and the frequency for measurement must be laid out
- **Review**
 - KPI needs to be reviewed after the measurements
 - Framework for monitoring and evaluating progress towards achieving the KPIs to be laid out beforehand
 - The data to be analyzed and used for evidence- based decision making to design the next lesson plan/ the KPI for the next term
- **KPI Reporting**
 - At the end of the term/ specified period to achieve the KPI, the achievement is to be reported
- **KPI Achievement**
 - The achievement is to be calculated in %
 - The % of achievement is to be compared to the % of 'Where are we now?' and 'KPI goal'
 - That would give you the achievement; if it's less than what had been targeted, strategy for improvement needs to be planned and implemented in the next term
- **KPI Improvement**
 - Whether the goal has been achieved or not, there would always be scope for improvement
 - Based on the KPI achievement, outlining the key elements and considerations for designing new KPIs
 - Commitment to ongoing evaluation and improvement of the KPIs is a must

16.3. FORMAT FOR DESIGNING KPIS:

SHEET 1-

What are the problems?	Compilation of problems	Categorisation of Problems (Subjective & Behavioural)

SHEET 2- (To be prepared in Excel)

ANNUAL PEDAGOGICAL PLAN (Grade ____ - SUBJECT)

KPI NAME	KPI DEFINO	KPI DEFn	WHERE ARE WE NOW? (scale & description)	KPI GOAL	KPI LIMIT	WHAT WE NEED TO DO?	HOW WILL IT BE ACHIEVED	KPI MEASUREMENT	REVIEW	KPI REPORTING	KPI ACHIEVEMENT	KPI IMPROVEMENT

PART IV. SYNCHRONISING COMMON ACTIVITIES

17.1. INTRODUCTION:

Synchronising common activities among Choithram group of educational organisations is essential to ensure cohesion, consistency and effective management within the educational system. By synchronising activities, we can establish a unified approach, promoting consistency in curriculum, policies and practices across all campuses. This consistency not only fosters a sense of fairness and equity but also facilitates collaboration and knowledge sharing, allowing for the exchange of resources expertise and best practices. It also enables efficient resource allocation and optimised use of available resources, avoiding duplication and maximising their impact. It also enhances communication, coordination and accountability within the ESU leading to improved quality assurance and a unified vision and mission. By leveraging the collective strength and fostering collaboration, synchronisation ensures that the Choithram ESU operates cohesively, delivers a high- quality education to all students, and maximizes the overall effectiveness and impact of the educational system.

17.2. SYNCHRONISATION OF ACTIVITIES UNDER THE CHOITHRAM ESU:

1. CURRICULUM AND INSTRUCTION:

1.1. Curriculum Alignment-

- Ensuring consistency and alignment of curriculum across schools/ colleges
- Providing strategies for differentiation and accommodations to address different learning styles, abilities, and interests. This ensures equitable access and opportunity for all students.
- Integrating key concepts and skills that are relevant and essential for the subject or topic.
- Focusing on core ideas and fundamental skills, ensuring that students develop a strong foundation in the subject area and holistic approach to research with critical thinking.
- Curriculum does not refer to the content but the totality of experiences a student will have when taught in an institution by the teacher

1.2. Instructional Practices-

- Promoting best practices in teaching- learning methodologies

1.3. Assessment Strategies-

- Standardising assessment methods and practices across schools/ colleges
- Incorporation of Bloom's learning levels in assessment
- Assessment for learning/ that targets the learning, not the score

2. PROFESSIONAL DEVELOPMENT:

2.1. Staff Training and Development:

- Common orientation sessions

- Professional development programmes catering to the specific needs of the teachers
- Curriculum updates involving workshops on new strategies and resources aligned with the updated curriculum
- Common workshops on technology integration
- Training by the C2L2 members on implementing differentiated instruction strategies/ special education training to incorporate inclusive education in the real sense
- Discipline policies
- Sessions on personal growth and well- being, stress management, work life balance, positive mental health, resilience and self- care
- Annual function for teachers wherein they display their skills/ talents

2.2. Knowledge Sharing:

- Facilitating exchange of expertise and best practices among staff/ faculty
- Common sessions for small groups of students wherever possible (career fairs/ motivating lectures/ educational visits/ community visits)
- Collaboration platforms for teachers to collaborate and share

3. POLICIES AND PROCEDURES:

3.1. Policy Development- Consistent policies and guidelines across ESU

3.2. Policy Development- Ensuring uniformity in the implementation of policies and procedures

3.3. Compliance Monitoring- Regular monitoring to ensure adherence to policies and procedures

4. STUDENT SUPPORT SERVICES:

4.1. Special needs education- ensuring consistent provision for students with special needs

4.2. Counselling Services- Guidance and Counselling workshops// services for students/ students' grievance and redressal cell/ Anti Ragging Cell/ Prevention of Sexual Harassment cell

4.3. Student welfare programmes- Implementing programmes to promote the well- being and holistic development of the students

5. RESOURCE ALLOCATION AND MANAGEMENT:

5.1. Resource sharing- Optimising the sharing of educational resources- text books, technology and equipment; also, school grounds, auditorium, stage, theatre, college anatomy labs, e-library etc.

5.2. Facilities management- Standardising maintenance and management practices for school/ college facilities

6. PARENT AND COMMUNITY ENGAGEMENT:

6.1. Parent involvement initiatives- Coordinating efforts to involve parents in school activities and decision- making

6.2. Community partnerships- Collaborating with community organisations to enhance educational opportunities

7. DATA MANAGEMENT AND REPORTING:

7.1. Data collection and analysis- Standardising data collection methods and analysis across schools/ colleges

7.2. Reporting mechanisms- Establishing consistent reporting frameworks for academic and administrative data

7.3. Performance monitoring- Monitoring and evaluating performance indicators (KPIs) across schools/ colleges

8. GOVERNANCE AND LEADERSHIP:

8.1. Core Committee Coordination- Facilitating effective coordination and communication among the School/ college members through the core committee

8.2. Leadership development- Providing leadership training and support for school/ college principals, vice principals, administrators, HODs and senior faculty members

8.3. Decision making process- Establishing clear decision-making structures and processes within the administrators/ authorities



CHOITHRAM SCHOOL MANIK BAGH
SINCE 1972



TIRATHBAI KALACHAND SCHOOL SINCE 1978



CHOITHRAM COLLEGE OF NURSING
SINCE 1982



CHOITHRAM SCHOOL NORTH CAMPUS
SINCE 2004



CHOITHRAM INTERNATIONAL SINCE 2003



CHOITHRAM COLLEGE OF PARAMEDICAL
SCIENCES SINCE 2006