

PROPELLED LEARNING IN NEP

The National Education Policy 2019 envisions an India- centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It emphasizes on holistic multidisciplinary education for future nation’s stakeholders.

One of the stated aims of the policy is to instill a “deep-rooted pride” in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being.

How is all this possible? To make it possible schools should work on a curriculum that integrates all the above points and prepares teachers to execute it.

Why reinvent the wheel?

PROPEL curriculum focuses on almost all aspects mentioned in the policy. Also offers handholding for teachers at no extra cost.

Here is a comparative for better understanding.

NEP reference code	NEP reference description	Presence in Propel
LEARNING		
(4.5.) FOCUS ON ESSENTIAL CONCEPTUAL UNDERSTANDING AND CRITICAL THINKING	<p>Reduce curriculum content to enhance essential learning and critical thinking</p> <p>Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis- based learning. The mandated content will focus on key concepts, ideas, applications, and problem- solving.</p> <p>Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.</p>	<p>This is the cornerstone of Propel curriculum – focusing on constructivist approach to learning generating meaningful and applicable learning with adequate practice.</p> <p>Experiential Learning with projects ensures children build their skills of learning and become independent learners.</p> <p>The curriculum itself is thematically organized where key concepts to be learnt from each theme are focused on. Exploration and collaboration are followed everywhere, and emphasis is put on creative thinking rather than repeating what is given.</p>

<p>(4.31) FOCUS ON CONSTRUCTIVIST LEARNING</p>	<p>Text Books- ‘emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs.’</p>	<p>Propel’s core work is eliminating conditions for Rote Learning so that children can construct meaning from educative experiences provided by the curriculum. Propel courseware is comprehensive and offers Interactive curriculum books, Technology Aided Instruction and Learning (TAIL) modules, formative and summative assessment tools, Evaluation Framework and Teacher’s Handbook for implementation.</p>
<p>FOCUS ON LIFE-SKILLS ALONGWITH ACADEMICS AND HIGHER ORDER THINKING SKILLS</p>	<p>Both the ‘foundational capacities ’of literacy and numeracy and ‘higher-order’ cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.</p>	<p>PBL and Propel’s Resilience Program’ are designed to build higher order cognitive skills as well as social and emotional competencies. Propel is based on Human Constructivist Theory which</p>



		emphasizes on learning that unifies body, emotion and cognition.
FOCUS ON LEARNING HOW TO LEARN, HOW TO THINK CRITICALLY AND SOLVE PROBLEMS, HOW TO BE CREATIVE AND MULTIDISCIPLINARY	<p>‘it is becoming increasingly critical that children not only learn, but more importantly learn how to learn.</p> <p>Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. (P3)</p> <p>Need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. (P3)</p>	Project Based Learning (PBL) incorporates all STEAM subjects plus languages and life-skills, and emphasizes on building of learning skills.
HOLISTIC AND INTEGRATED	<p>4. Curriculum and Pedagogy in Schools: Learning Should Be Holistic, Integrated, Enjoyable, and Engaging</p> <p>4.4 Holistic development of learners</p> <p>‘curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today.’</p>	Propel’s Integrated Multi-disciplinary Project Based Learning and engaging Subject Based Learnings ensure all learning is holistic and enjoyable. Propel’s base theory of Human Constructivism focuses on the development of the complete human, essentially integrating the growth of body, emotions and cognition. In a sense we have waged a war on rote learning, and our focus on meaningful learning is undiluted and intense.
FOCUS ON THE ULTIMATE PURPOSE OF EDUCATION, LEARNING FOR INDIA’S RICH CULTURE AND PHILOSOPHY	P4 - The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self .	Frequent metacognitive questions about self, own thinking and feeling. Understanding the world around, and knowledge of the self is liberating.
SYLLABUS		
FOCUS ON Foundational	There will be an increased focus on foundational literacy and numeracy - and	Propel curriculum emphasizes the importance of hierarchy in learning

Literacy AND NUMERACY	generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the preparatory and middle school curriculum, with a robust system of continuous formative/ adaptive assessment to track and thereby individualize and ensure each student's learning.	concepts and skills. Hence, foundational literacy and numeracy are ensured thoroughly using elaborate and meaningful engagement. Propel's early literacy and numeracy program is powerful and effective, immersing the learner in carefully crafted age appropriate activities and conversations.
LEARNING PROGRESSION TO IMPROVE MEANINGFUL LEARNING	Synergy in curriculum across all levels of education from early childhood care and education to school education	Propel's Learning Progression on which the curriculum is based shows the trajectory of concepts and skills across grades, ensuring child masters a concept before moving to the more complex one.
INCREASED EMPHASIS ON ARTS AND HUMANITIES	There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.	Propel curriculum uses the power of arts and humanities and integrates in all subjects. Additionally, the Social Science curriculum is well developed and strengthens inter-cultural thinking and connections.
KNOWLEDGE OF CULTURAL DIVERSITY OF INDIA FOCUS ON PRIDE OF BEING INDIAN	A respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration. (P6)	Propel curriculum provides exposure to a variety of cultures from across the country, literature from different languages, arts, lifestyles, food, festivals etc. in Project Based Learning as well as in languages and social sciences.
FOCUS ON INTEGRATION	4.23. Curricular Integration of Essential Subjects, Skills, and Capacities 'these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, collaboration and teamwork; problem solving and logical reasoning'	Propel's unique Project Based Learning beautifully integrates a variety of subject knowledge, skills and competencies that are essential for learning and thriving in the world. These include, inter alia, communication skills, confidence, ability to work in teams and deal with people, learning from experiences and problem solving.
INTEGRATION OF ART IN CROSS-	4.7. Art-integration is a cross-curricular pedagogical approach that utilizes various	Visual Arts and aesthetics teaching is integrated in all the subjects,

CURRICULAR AREAS	aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.	making each one vibrant. Propel's premise is that arts and aesthetics are vehicles of our cultural and academic expressions, hence students must learn and use them to nurture and express their creativity.
INTEGRATION OF SPORTS IN CURRICULAR LEARNING	4.8. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities.	Although not part of the core-curriculum, sports skills are integrated into various activities children do throughout the curriculum, keep them physically active and agile. Through these activities, students build the value and skill of team work, responsibility, consequences and above all staying connected to each other.
FOCUS ON EXPOSURE TO MULTIPLE LANGUAGES	4.16 'every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the ' <i>Ek Bharat Shrestha Bharat</i> ' initiative.	Propel's Project Based Learning in grade 7 on 'ONE COUNTRY, THOUSAND LANGUAGES' (Ek Desh, Bhasha Anaek) explores the diversity of languages and cultures across the length and breadth of the country.
LIFE SKILLS	4.23 'ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity;	Propel's Resilience Program takes care of these learnings and beyond.

	Fundamental Duties; citizenship skills and values'	
PEDAGOGY		
FOCUS ON EXPERIENCE BASED PEDAGOGY RATHER THAN ROTE LEARNING BY PRESCRIPTION	<p>4.6. Experiential learning</p> <p>In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects.</p>	<p>Propel curriculum is based on Experiential Learning theory and its methodology. Each sub-unit (called Learning CHAKRA) is based on the 4 stages of original learning cycle of David Kolb- experience, reflection, conceptualization and application, plus two added one to make learning robust and accountable-practice and assess).</p> <p>Story telling, folk-tales and role-plays are used as pedagogic tools in all subjects since children connect to stories well.</p>
Accountable Assessment	To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment “as”, “of”, and “for” learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.	Propel is outcome driven curriculum. Every activity or transaction in class is based on clearly articulated Learning Objectives, and teachers are encouraged to keep looking for possible Evidence of Learning which inevitably invigorates their teaching, and keeps them connected to where each child is.
INTER-DISCIPLINARY AND INTEGRATED, REMOVING SILOS BETWEEN SUBJECTS	No hard separations between arts and sciences, between curricular and extra-curricular activities, multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities.	This is well achieved through inter-disciplinary PBL in which students realize the ‘interconnected and integrated form of knowledge’. This empowers them to make better choices when they enter secondary.
EVIDENCE BASED PEDAGOGY – PEER TUTORING	Studies around the world show one-on-one peer tutoring to be extremely effective for learning not just for the learner, but also for the tutor. Thus, peer tutoring can be taken up as a voluntary and joyful activity (P-8)	Propel curriculum has structured activities that use peer-learning and peer-teaching as an important learning methods in the classroom. Students seek feedback from each other and offer support.
TEACHERS		
CONTINUOUS PROFESSIONAL DEVELOPMENT	<p>Continuous Professional Development (CPD)</p> <p>5.15. Teachers will be given continuous</p>	Propel’s comprehensive Continuous Professional Development (CPD) of

<p>(CPD) OF TEACHERS</p>	<p>opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.</p>	<p>Teachers - named Propelled Teachers does exactly this. Propel has created Teacher's training and handholding structures. Through subject meetings, PBL meetings and classroom observation and feedback, teachers are continuously supported.</p> <p>Propel's Continuous Professional Development (CPD) course runs for 48 hours in a year. Depending on the need of the teachers and school's inspiration, it is increased further.</p>
<p>CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) FOR SCHOOL LEADERS</p>	<p>5.16 School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.</p>	<p>Propel's Leadership Development Program offers 48 hours of structured Learning Program for school/education leaders.</p>
<p>ASSESSMENT</p>		
<p>FOCUS ON FREQUENT ASSESSMENT FOR</p>	<p>4.34 Transforming Assessment for Student Development</p> <p>The aim of assessment in the culture of our schooling system will shift from one</p>	<p>Propel curriculum's fundamental purpose of assessment is to give feedback to teachers on her/her teaching. The teacher uses</p>

LEARNING	<p>that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.</p>	<p>assessment to know the impact of her teaching and modify it as required.</p> <p>Propel curriculum has detailed ongoing formative assessment during the teaching, focused on clearly articulated Learning Outcomes.</p> <p>It has Unit-End Assessment Modules for each unit of the subject. These Assessment Modules check high order thinking abilities such as conceptual understanding and application.</p>
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SCHOOL STRUCTURE

<p>PEDAGOGICAL STRUCTURE ALIGNED TO RESEARCH BASED DEVELOPMENTAL STAGES (new 5+3+3+4 design)</p>	<p>The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).</p> <p>4.3. The above-described stages are purely curricular and pedagogical,</p>	<p>The first five years bracket keeps in mind the child's level of development (Piaget's pre operational stage). Propel curriculum is designed keeping in mind these distinct stages of cognitive development and the divisions accordingly.</p>
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	<p>designed to optimize learning for students based on the cognitive development of children; they will inform the development of National and State curricula and teaching-learning strategies at each stage, but parallel changes to physical infrastructure will not be required.</p>	
<p>RESEARCH BASED FOUNDATIONAL STAGE- focus on ECCE</p>	<p>(4.2) The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE as mentioned in para 1.2. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.(P-7)</p>	<p>Propel achieves this through the 3 years of pre-primary. The curriculum is play-based and comprehensively addresses all areas of child's development- fine and gross motor, cognitive, social and emotional areas</p>
<p>MIDDLE STAGE AS PREPARATION FOR SECONDARY</p> <p>FOCUS ON EXPERIENTIAL LEARNING METHODOLOGY</p>	<p>The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject</p>	<p>Propel's middle stage curriculum, based on solid foundation created earlier, provides academically challenging experiences and propels for formation of robust conceptual frameworks in students. This happens through teaching of various subjects as well as their integration in PBL. Like earlier subjects, Experiential Learning methodology is used throughout, and made more rigorous, thereby building strong confidence in self-learning.</p>

	teachers.	
FOCUS ON CONCEPTUAL UNDERSTANDING AND THINKING SKILLS FOR ENTRANCE TO HIGHER EDUCATION	(4.42) The principles for university entrance exams will be similar. The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year. These exams shall test conceptual understanding and the ability to apply knowledge and shall aim to eliminate the need for taking coaching for these exams	Propel curriculum prepares students for deep conceptual understanding and wide range application in a variety of contexts.
HOLISTIC EDUCATION	A holistic report card is what the NEP 2020 is envisaging, where the performance of a student will be measured, keeping in mind all the three domains of learning: cognitive , psychomotor , and affective , which will help them in understanding the world from all the aspects of life.	Propel's emphasizes Human Constructivist Learning in which cognitive, physical and emotional are developed as a whole. The holistic nature of Propel's approach makes it human and empowers students and teachers alike.
(ENABLING) SYSTEMS		
A system of fixing accountability for quality of education in teachers	(P3) while also instilling in the system basic methods of quality control and accountability. (P-5) ' light but tight ' regulatory framework to ensure integrity , transparency , and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy , good governance , and empowerment	Propel's Accountable Assessment program done at the end of every learning Chakra is meant to be feedback to teachers' on their teaching effectiveness. Through individual and team observation and coaching, we make sure that teachers feel responsible for their students' performance, and stay humble and learning.
FOCUS ON RESEARCH	outstanding research as a co-requisite for outstanding education and development; continuous review of progress based on sustained research and regular assessment by educational experts	Propel focuses on learning from ongoing research and study in cognitive and affective domain as well as innovative pedagogical practices from across the world.
EACH CHILD MATTERS	recognizing , identifying , and fostering the unique capabilities of each student , by sensitizing teachers as well as parents to promote each student's holistic	Through teacher's professional development, structured program and individualized assessment, Propel curriculum ensures that each child in the class learns and

	development in both academic and non-academic spheres	succeeds. The descriptive comprehensive reporting rubrics in every learning area goes to parents to involve them and also be a support to their child's learning.
FOCUS ON USE OF TECHNOLOGY FOR LEARNING	Extensive use of technology in teaching and learning	Propel's TAIL modules (Technology Assisted Instruction and Learning) use digital technology for teaching, learning and assessing

