

NEP 2020 and NCF - Teacher Training Workshop REPORT

Date: 30.08.2025

Conducted by: Ms. Chandra – CBSE Resource Person

Duration: 9:30 – 4:30 (1 hr. lunch break in between)

Attended by: Principal, Vice-Principal and Primary teachers.

1. SESSION OBJECTIVES

The workshop aimed to equip teachers with a comprehensive understanding of the **NCF-SE 2023 framework** and its classroom applications. Key objectives included:

- Explain the five aims of school education.
- Understand the linkage: **Vision → Aims → Curricular Goals → Competencies → Learning Outcomes (LOs)**.
- Illustrate examples mapping LOs to assessment evidence.
- Understand the **5+3+3+4 stage-wise design** and apply developmental logic to pedagogy, content, and assessment.
- Design competency-based lessons with **embedded formative assessment (FA)** and **UDL strategies**.

2. SCHOOL CONTEXT & AFFILIATION READINESS

The session emphasized:

- Making **Aims visible** in lesson plans, displays, and timetables.
- Aligning tasks and assessments with **competencies and learning outcomes**.
- Collecting **simple evidence of practice** for demonstrating affiliation readiness.
- Encouraging **collaborative planning** through PLCs and peer discussion.

3. FIVE AIMS OF SCHOOL EDUCATION

- **Rational Thought & Autonomy:** Foster knowledge depth, scientific temper, and independent judgment.
- **Health & Well-being:** Promote physical, mental, and socio-emotional wellness; safe habits.
- **Democratic Participation:** Encourage constitutional values, dialogue, collaboration, and conflict resolution.
- **Economic Participation:** Build problem-solving, digital/entrepreneurial capacities, and respect for labor.
- **Cultural & Social Participation:** Cultivate appreciation of heritage, arts, inclusion, equity, and community contribution.

4. KEY DEFINITIONS

- **Aim:** Broad purpose of schooling, common across subjects.
- **Curricular Goal (CG):** Stage/subject-specific intent guiding units and assessments.
- **Competency:** Transferable ability combining knowledge, skills, and values (expressed as an action verb).
- **Learning Outcome (LO):** Grade-specific, observable demonstration of what students can do.

Formula for Observable LOs:

LO = [strong verb] + [content] + [product/process] + [criteria]

Examples:

- G4 Math: Constructs a bar graph from class-survey data (title, axes, scale) and explains one comparison orally.
- G7 Language: Writes an 80–120 word summary with 2 cited facts and one inference.
- G6 Science: Records pH test steps, follows 3 SOPs, and justifies one safety choice.

- G8 Social Science: Writes a CER paragraph on a local issue using 2 sources.

5. EXAMPLE MAPPING – GRADE 6 SCIENCE: WATER SYSTEMS

Component	Details
Aim(s)	Rational Thought & Autonomy; Democratic Participation
Curricular Goal	Understand local water sources, usage, and safety
Competency	Analyse and explain with evidence; communicate recommendations
Grade LO	Describes water cycle with labeled diagram; identifies safe-use practices
Assessment Evidence	Data table + CER explanation, safety poster, group presentation rubric

6. WORKSHOP ACTIVITIES

- Card Sort (10 min): Teachers sorted cards into Aims, Goals, Competencies, and LOs; discussed mismatches and refined wording.
- Aim → LO Alignment Sprint (15 min): Teachers selected an upcoming lesson, identified the Aim, wrote a CG phrase, reworded competencies, selected LO, and planned one form of assessment evidence with a rubric/checklist.

7. 5+3+3+4 DESIGN OVERVIEW

Stage	Grades	Age (yrs)	Focus
Foundational	Pre-school + 1and2	3–8	Play-based learning, oral language, emergent literacy/numeracy
Preparatory	3–5	8–11	Guided discovery, activity-based, reading to learn
Middle	6–8	11–14	Discipline-anchored inquiry, projects, explicit strategy instruction
Secondary	9–12	14–18	Not covered

8. STAGE-WISE PEDAGOGY, CONTENT & ASSESSMENT

A. Foundational (Grades 1–2, ages 6–8)

- **Pedagogy:** Play-based, storytelling, songs, manipulates; short cycles; oral language and emergent literacy/numeracy.
- **Assessment:** Observation notes, checklists, work samples, short performance tasks; feedback-focused.
- **Content:** Integrated Language, Math, EVS; concrete materials, picture books, local contexts.

B. Preparatory (Grades 3–5, ages 8–11)

- **Pedagogy:** Activity-based, guided discovery, games; reading to learn; structured talk (pair/share), visuals, organizers.
- **Assessment:** Competency-based tasks, rubrics/checklists, portfolios; reading logs & comprehension conferences.
- **Content:** Stronger subject strands with integration; tables, graphs, timelines, maps; vocabulary and background knowledge.

C. Middle (Grades 6–8, ages 11–14)

- **Pedagogy:** Discipline-anchored inquiry, projects; argumentation, modeling, data use; explicit strategies (note-making, CER).
- **Assessment:** Performance tasks with rubrics, lab/field logs; quizzes for retrieval; CER paragraphs; self/peer assessment and reflections.
- **Content:** Deeper concepts; cross-subject connections; abstract ideas; local case studies.

9. FROM AIMS TO CLASSROOM PRACTICE

Aim	Classroom Implementation
Health & Well-being	Safe routines, movement, SEL check-ins, lab SOPs
Rational Thought & Autonomy	Evidence-based tasks, student choice
Democratic Participation	Collaboration norms, dialogues, roles
Economic Participation	Problem-solving, quantitative & digital tasks
Cultural & Social Participation	Local texts, arts, inclusion, UDL hooks

10. LESSON DESIGN – COMPETENCY-BASED APPROACH

7-Step Planner:

1. Choose Competency & Write LO.
2. Define Success Criteria (rubric/checklist).
3. Evidence Plan: Product and process.
4. Pedagogy Sequence: Hook → Mini-lesson → Guided practice → Independent/Inquiry.
5. UDL Hook: Representation, Action, Engagement.
6. Feedback Moments: Teacher circulation, peer check, mid-task stops.
7. Exit Ticket: Quick prompt aligned to LO; plan reteach/enrichment.

FA Toolbox: Rubrics, checklists, portfolios, observation, quick quizzes, self/peer assessment.

Worked Examples:

Subject	Grade	LO	Pedagogy	FA Tools
Math	G4	Constructs bar graph; explains comparison	Mini-lesson, guided practice, independent work	Checklist, exit ticket
Language	G7	80–120 word summary, 2 facts, 1 inference	Think-aloud, partner practice, independent write	One-point rubric, portfolio
Science	G6	pH steps, follows SOPs, justifies one safety choice	Demo, stations, log steps	Checklist, teacher observation, exit ticket
Social Science	G8	CER paragraph on local issue using 2 sources	Mini-lesson, source jigsaw, peer swap	Rubric, portfolio

11. PLANNING NEXT WEEK (TEAM TASK)

Steps:

1. Pick one upcoming topic per stage (G1–2, G3–5, G 6–8).
2. Sketch task & evidence:
 - **Product:** What students will make
 - **Process:** What teachers will observe
 - **Tool:** Rubric, checklist, quiz
3. Include a **UDL hook:** representation, action/expression, engagement.
4. Assign responsibilities and bring evidence for PLC discussion.

12. ALIGNMENT & NEXT STEPS

- Verify that **LO matches competency & CG.**
- Ensure **success criteria are measurable.**
- Confirm that **pedagogy provides sufficient practice.**

- Include at least one UDL hook.
- Prepare evidence for PLC sharing.

VISUALS FROM THE WORKSHOP

