

INDIAN LANGUAGE SCHOOL

ACADEMIC SESSION 2023-24

CBSE CAPACITY BUILDING PROGRAMME (CBP)- 5th TO 7th FEBRUARY 2024

Agenda of the three – day Capacity Building Programme -

5th Feb 2024 – Learning Outcomes and Pedagogies

6th Feb 2024 – National Education Policy 2020

7th Feb 2024 – Educating Parents about Education

Resource Persons-

Ms. Jeelu Mary Varghese and Ms. Varsha Ratta, under the leadership guidance of Dr. Ram Shankar, Director Training CBSE.

This is the first time in the history of ILS that CBSE conducted a 3 days' workshop for teachers. We were a part of it is a blessing for us.

Learn, unlearn, relearn is a critical process for teacher professional development that allows teachers to stay up to date on the latest research and best practices, and to adapt their teaching to the changing needs of their students.

Day 1 – Learning Outcomes and Pedagogies

The recent National Education Policy 2020 (NEP) is the outcome of mammoth exercise to integrate Indian traditional value-based education with the present technology dominated teaching and learning process. As the NEP 2020 strives to develop well-rounded, competent individuals with 21st-century skills, the curricula and pedagogies have to be reoriented and revamped for the same, which includes raising the standard of curricula and using appropriate pedagogies to deliver effectively to the learners. Aligning the philosophy of NEP, the resource persons conducted a very interactive and enriching workshop on Learning Outcomes and Pedagogies.

Various insights were then discussed through an interactive dialogue about team spirit, healthy competition, learning by doing, problem-solving, out-of-the-box thinking, critical and creative thinking skills, and learning through mistakes in our everyday classroom.

Elaborate discussions and activities were conducted for-

- Difference between Learning objectives and outcomes.
- Better understanding of the characteristics and development of effective learning outcomes
- Pedagogy that makes education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible and enjoyable.
- Pedagogical approaches for different learning needs of students, for different disciplines, multi and inter-disciplinary approaches
- Evaluation & Assessment corresponding to defined Learning Outcomes
- How to incorporate 21st century competencies (Seven c's : Creativity, Critical thinking & Problem solving, Collaboration, Communication, Capacity for lifelong learning, Citizenship & Character and Computational thinking)

- Active learning strategies (Case-based learning, Field-based learning, Inquiry based learning, Lab based learning, experiential learning)
- Importance of reflection in enhancing teaching effectiveness

Day 2 – National Education Policy 2020 and National Curriculum Framework

The focus area for second day training was to delve deeper into the diversified ways in which NEP 2020 is poised to revolutionize learning in India. Its emphasis on foundational literacy and numeracy, holistic development, and flexibility in curriculum and assessment has the potential to bring about significant positive changes in the education system.

Key Features covered in CBP:

- NEP Policy and NCF
- Holistic Development of Learners.
- Multilingualism and the power of language.
- Sustainable development Goals.
- Difference between equality and equity
- Equitable and Inclusive education
- Teachers' development
- Grouping of schools
- Child-Centric Approach
- Flexibility in curriculum that allows for the integration of local context, culture, and diversity.
- Multidisciplinary Learning to foster critical thinking, creativity, and problem-solving skills.
- Continuous and comprehensive assessment that focuses on assessing not only cognitive abilities but also social, emotional, and physical development.
- Need to address the diverse learning needs of all children, including those from marginalized and disadvantaged backgrounds.
- Association with SDG goals
- Significant role of Schools and Teachers in effective implementation of the NCF which requires extensive training and capacity building of teachers.

The day two session was also engaging and provided a collaborative learning environment for teachers using a variety of instructional strategies, case studies, role-plays, and group activities.

Day 3 – Educating Parents about Education

The role of parents in their child's education is paramount and goes beyond merely ensuring their children attend school. Parental involvement is a critical factor in shaping a child's educational experiences and outcomes. When parents actively engage in their child's education, they create a strong foundation for lifelong learning and success.

With the National Education Policy 2020, ready to be in full implementation stage, the need to build a convincing buy-in from an important stakeholder in the lives of a student – their 'parents', was felt. Therefore, CBSE planned to train teachers to further educate the parents about the current educational scenario and also make them understand their children by being non-judgemental and prepare them for a suitable career which their children are enthusiastic about.

This session had four modules-

- Paradigm shift in Education – abreast parents about the changes proposed in the Indian education system, curriculum, pedagogies and assessment.
- Assessment Reforms- focusing the various reforms proposed in assessments being implemented across Grades
- KYC- Know Your Child- educating parents to develop the importance of gratitude and be aware of emotional intelligence.
- Career Counselling opportunities- to provide required and accurate information to the students and parents which will help to develop right skills to keep their career in right direction.

The facilitators were quite interactive and interspersed the session with various hands – on activities to demonstrate strategies to deal with parents when introducing the details about NEP 2020. The knowledge gained during these three days is expected to positively impact both educators and their students, contributing to a more vibrant and effective educational environment.

Points of Discussion: -

- a) What is inclusive education.
- b) Target of Sustainable Development Goals.
- c) Changes in the Indian School Education System.
- d) Different forms of Assessment since Indian Independence.
- e) Reforms in Indian Assessment Systems. (PARAKH, SAFAL, Competency Based etc.)
- f) Purpose of Holistic Progress card.
- g) Know your child.
- h) Career Counselling Career Opportunities.

Attending the sessions on the implementation of the NEP 2020 by CBSE was an enlightening experience. The thorough insights made it clear what CBSE expected, giving us confidence that our current procedures are up to date and in line with the changing educational landscape. The credit goes to the abled leadership and the trainings conducted at the school level. The training served as affirmation that our efforts as educators are crucial in successfully implementing the framework.

As a high school teacher in a foreign land, such training sessions foster a deeper connection to CBSE and our cultural roots, emphasizing the global impact of these educational changes. I am optimistic that implementation of these shifts will bring about significant positive changes in CBSE schools.

Looking forward for more such sessions in future.