A TO Z OF NCF - 2022 IMPLEMENTATION

Compiled by Dr. Swati Popat Vats

A AGE OF ADMISSION
(section 10.2.4, page 216)

The most important aspect for all schools and states - Age of Admission

NEP 2020 states that the Foundational Stage begins at Age 3 and ends at Age 8. However, many State policies do not reflect these age and developmental milestones.

Given the rapid pace of brain growth, a difference of even a few months is significant.

The curriculum for Grade 1 is designed with the assumption that children will be over 6 years old.
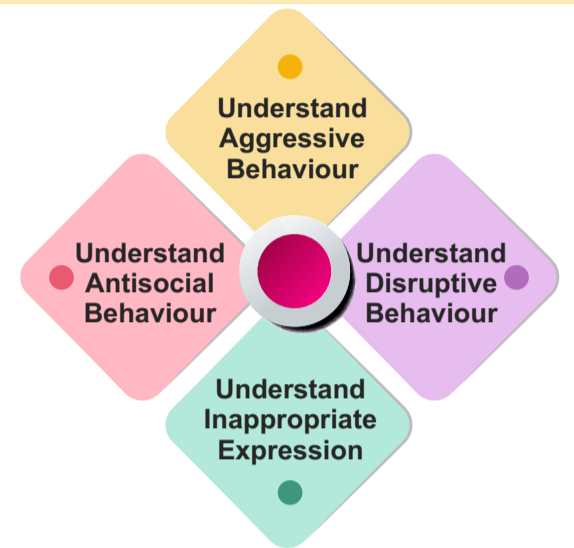
The trend of officially advancing the entry age for Grade 1 to below 6 years defies this assumption and can pose significant damage to children's cumulative learning.

B BEHAVIOUR MANAGEMENT
(section 4.6.2 and 4.6.3, pages 123-129)

Creating a positive classroom environment with behaviour management

Teachers to focus on their **VOICE-WORDS-BODY LANGUAGE-ATTITUDE**

- Understand Aggressive Behaviour
- Understand Disruptive Behaviour
- Understand Inappropriate Expression
- Understand Antisocial Behaviour

C CARING FOR SAFETY AND SECURITY
(section 8.2, pages 200-202)

Safety and Security in Schools to focus on

Physical	ensure safe furniture, toys, environment
Emotional	no threats, comparison, labelling, shouting or insulting
Sexual Abuse	understand POCSO, teach children Good touch- Bad touch

D DEVELOPING SELF ASSESSMENT
(section 6.4.3, page 183)

How about teaching children Self-Assessment?

5,6,7 and 8 year olds can learn about self-assessment - it promotes autonomy and responsibility

LD @school

SELF-ASSESSMENT FORM   NAME: _____

Circle the picture that shows how you worked today.

| I liked doing this work. | | | I found this work easy. | | |
| yes | so-so | no | yes | so-so | no |

To do this work, I needed...   peers   teacher   books/ computer

https://www.ldatschool.ca/executive-function/self-assessment/

Figure 6.4A: A sample self-assessment form for children

E EARLY IDENTIFCATION OF DELAYS
(section 8.1, pages 193-199)

Addressing developmental delay and disability- use the 10 Questions of WHO for early identification and intervention

The World Health Organization's Ten Questions Screening

- Compared with other children, did the child have any serious delay in sitting, standing, or walking?
- Compared with other children does the child have difficulty seeing, either in the daytime or at night?
- Does the child appear to have difficulty hearing?
- When you tell the child to do something, does she seem to not understand what you are saying?
- Does the child have difficulty in walking or moving her arms or does she have weakness and/or stiffness in the arms or legs?
- Does the child sometimes have fits, become rigid, or lose consciousness?
- Does the child learn to do things like other children her age?
- Does the child speak at all (can she make herself understood in words; can she say any recognizable words)?
- For 3-to-9-year-olds, ask: Is the child's speech in any way different from normal (not clear enough to be understood by people other than her immediate family)? For 2-year-olds ask: Can she name at least one object (for example, an animal, a toy, a cup, a spoon)?
- Compared with other children of her age, does the child appear in any way dull or slow?

F FOUR STAGES OF LEARNING TRAJECTORY
(section 6.4.3.1, page 184)

Assessment to celebrate every stage of child's achievement.

Hence 4 stages in the learning trajectory of children-Beginner, Progressing, Proficient and Advanced.

Grading children	Level I	Level II	Level III	Level IV
Description of gradation of the children to support their learning and development	Tries to achieve the Learning Outcomes with Teacher support in the given timeframe	Achieves the Learning Outcomes with teachers' support in the given time frame	Achieves the Learning Outcomes on their own	Achieves the Learning Outcomes

Helps and supports others to achieve the Learning Outcomes

Requires more challenging tasks |
| Description | BEGINNER | PROGRESSING | PROFICIENT | ADVANCED |

G GRADUAL RELEASE OF RESPONSIBILITY
(section 4.2.2, pages 87,88)

Scaffolding and Gradual Release of Responsibility (GRR)-

Supporting children to become independent learners. Making them competent learners and not dependent learners.
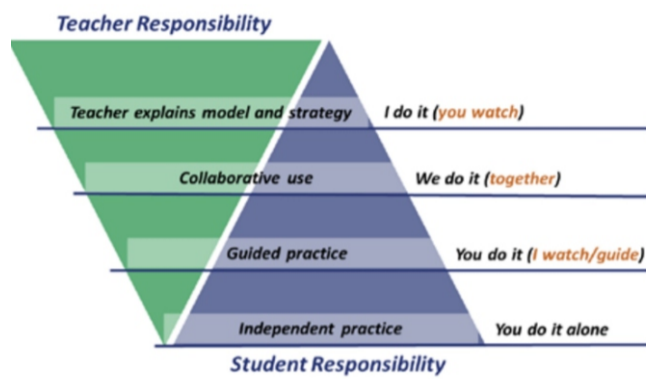

Teacher Responsibility
- Teacher explains model and strategy — I do it (you watch)
- Collaborative use — We do it (together)
- Guided practice — You do it (I watch/guide)
- Independent practice — You do it alone

Student Responsibility

Figure 4.2B: Gradual Release of Responsibility

H HOLISTIC PROGRESS CARDS (HPC)
(section 6.4, pages 182-184)

Introduce Holistic Progress Cards (HPC)

HPC is a 'multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains.

I INDIAN AND GLOBAL PIONEERS
(section 1.2.2, pages 22-25 and page 30-31)

GLOCAL (Local to Global)

Understand the theories of pioneers to create quality ECE curriculum and programs. Understand and implement the works of both local and global ECE pioneers

Savitribai and Jyotiba Phule | Rabindranath Tagore | Fredrich Froebel | Mahatma Gandhi

Rousseau | Anutai Wagh | Dewey | Maria Montessori | Piaget

Sri Aurobindo | Jiddu Krishnamurti | Gijubhai Badheka (The first indigenous preschool was set by Gijubhai Badheka in 1916) | Tarabai Modak

Bruner | Lev Vygotsky | Urie Bronfenbrenner | Gardner | Swami Vivekananda

J JOY-CHOICE-WONDER
(section 1.4.1, pages 38,39)

How children learn- CHOICE- WONDER- JOY and Toy Pedagogy

India has a rich culture of toys- wooden, shells, wool, cloth, papier mâché, terracotta, beetel nut, lacquer and many more materials- so why choose only plastic toys? Think of the diverse finger grasps required for handling shell toys, wooden toys and cloth toys- sensorial stimulation. Children also learn to be gentle with delicate materials like shell etc.

Think whether children are receiving the experience of **CHOICE- WONDER AND JOY i**n all teaching and learning materials.

K KEEPING DIFFERENTIATED LEARNING ACTIVITIES
(section 4.2.2, pages 87,117,301)

Tailoring the teaching process according to the individual needs of children. Content, methods of learning, material, and assessment may be different for different children. It is often difficult to do this for individual children, especially in a large class. In that case, the Teacher could identify small groups of children who have similar needs and address them differently as a group.

i. For children who are at different levels of reading, the Teacher could plan to use different texts or reading material.

ii. The Teacher could plan to use worksheets of varying levels, starting with simple worksheets and progress to more complex ones according to what different groups of children in the class are able to do.

L LITERACY
(section 4.5. pages 112-117)

Read up on NIPUN document to understand foundational literacy, understand the LSRW flow of literacy development- Listening- Speaking- Reading and Writing

Use the 4 blocks model of language development

Oral Language Development
- Picture conversation
- Sharing experiences
- Storytelling
- Drama and Role play

Word Recognition
- Phonological awareness activities
- Letter-recognition
- Sound-symbol association
- Skiill-focussed writigng (of letters and words)
- Letter and word reading

Reading
- Read aloud
- Shared reading
- Guided reading
- Independent reading

Writing
- Modelled writing
- Shared writing
- Guided writing
- Independent writing

Figure 4.5A: Four Blocks Model - Language

M MELA FOR TEACHERS
(section 4.2, page 320)

The Teacher Mela is a day-long event where Teachers participate in a series of vibrant and exciting demonstration sessions on teaching and learning. Along with the sessions, Teachers display and explain their work and teaching-learning materials that they have created, around play, conversation, story, song, art, craft, or pre-literacy and pre-numeracy work.

A possible design of a one-day mela could involve four sessions along different themes – each one around an hour-long – that is repeated four times that day. Each session could be facilitated by two Teachers. A group of say 30-40 Teachers could move from one session to the other.

N NUMERACY
(section 4.5, pages 117-122)

Also Read up on NIPUN document to understand foundational numeracy, follow ELPS concept of numeracy learning.

E – Experience: Learning the mathematical concept of concrete objects, e.g., counting concrete objects for learning numbers.

L – Spoken Language: Describing the experience in language, e.g., what is being counted, how many have been counted.
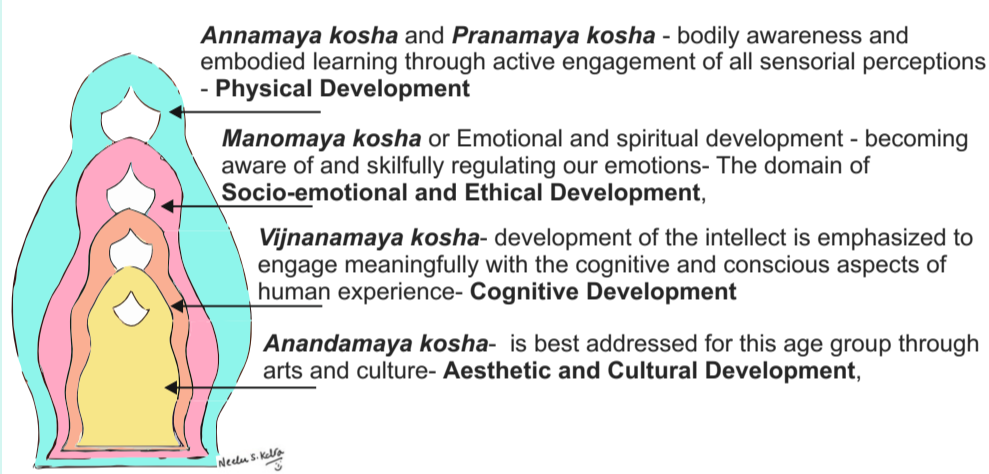
P – Pictures: Representing mathematical concepts in a pictorial form e.g., if 3 balls have been counted, these can be represented through 3 pictures of the ball.

S – Written Symbols: Mathematical concept that has been learned through concrete experience and pictorial can be generalized in written symbol form such as writing the number 3 for three balls.

O OUTCOMES FOR LEARNING
(pages 30, 51 onwards)

1. The ancient Indian emphasis on **Smriti (memory)** is critical to the overall development of a human being. It has often been misunderstood as an emphasis only on rote learning.

2. Current cognitive science research indicates that **Smriti** - both working memory and long-term memory - plays an important role in cognition and comprehension. Insufficient emphasis on memory often results in inadequate outcomes in the classroom.

3. Learning Outcomes enable Teachers to plan their content, pedagogy, and assessment towards achieving specific Competencies.

4. A complete set of learning outcomes is available in the NCF document in Annexure 1 and page 64 onwards

P PANCHAKOSHA
(section 1.2.1, pages 19-22)

Holistic development with PANCHAKOSH- Indian tradition of 5 fold development

Annamaya kosha and *Pranamaya kosha* - bodily awareness and embodied learning through active engagement of all sensorial perceptions - **Physical Development**

Manomaya kosha or Emotional and spiritual development - becoming aware of and skilfully regulating our emotions- The domain of **Socio-emotional and Ethical Development**,

Vijnanamaya kosha- development of the intellect is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience- **Cognitive Development**

Anandamaya kosha- is best addressed for this age group through arts and culture- **Aesthetic and Cultural Development**,

Q QUATERLY PLANNING
(section 1.1.2. page 277 onwards)

Quarterly planning helps teachers implement the yearly plan in a more organized manner and overflow if any due to holidays can then be corrected in the next quarterly plan. (Examples of teacher plans are given in pages 278 onwards)

R RELATIONSHIP- TEACHER AND STUDENT, TEACHER AND PARENT
(section 1.5, page 45 onwards)

1. In the learning and education of children, families, peers, communities, other aspects of the environment, and the education system including Teachers, play significant roles.

2. However, it is important to realize that the characteristics of the role of each of these five and their relative influence change as children grow.

3. Parents should also be included as partners in the educational processes of children. This makes the schooling process more enjoyable and more secure for children, and also enables and fosters a closer home-school relationship, which is important for a child's holistic development and learning.

S STRATEGIES OF TEACHING
(pages 83, 85,112 onwards)

How can teachers support children to learn better and Ways of organizing content.

Teaching strategies
- Listening
- Modelling
- Solving Problems
- Questioning
- Provoking
- Researching
- Making Children Independent

T TOY AND STORY PEDAGOGY
(section 4.1, 4.4, pages 83,93 onwards)

Story pedagogy and learning skills - stories develop the HOT skills (Higher Order Thinking skills)

U UNDERSTANDING THE FLOW IN LESSON PLANNING- PANCHAADI
(section 4.2, pages 85,86)

PANCHAADI- the 5 steps of the learning process

The five-step learning process - 'Panchaadi' - is a good guide for formulating the sequence that a Teacher may adopt in planning for instruction:

Adhiti (Introduction)
Bodh (Conceptual Understanding)
Abhyas (Practice)
Prayog (Application)
Prasar (Expansion)
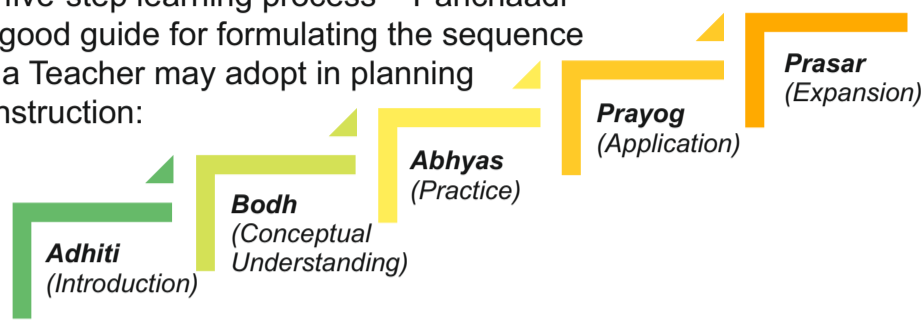
V VIKAS- OUTER TO INNER, INNER TO OUTER
(pages 19,20)

Outer to inner and inner to outer for all round development that makes learning intrinsic

PHYSICAL DEVELOPMENT (SHARIRIK VIKAS)
development of senses; nutrition, hygiene, personal health,

DEVELOPMENT OF LIFE ENERGY (PRANIK VIKAS)
smooth functioning of all major systems (digestive, respiratory, circulatory, and nervous systems)

EMOTIONAL/MENTAL DEVELOPMENT (MANASIK VIKAS)
Concentration, peace, will power, courage, developing virtues (maulyavardhan happiness) .

INTELLECTUAL DEVELOPMENT (BAUDDHIK VIKAS)
Observation, experimentation, analytical ability, abstract and divergent thinking, synthesis, logical reasoning, linguistic skills, imagination, creativity,

SPIRITUAL DEVELOPMENT (CHAITSIK VIKAS)
Happiness, love and compassion, spontaneity, freedom, aesthetic sense, the journey of 'turning the awareness inwards.'

W WAYS OF ORGANISING CONTENT
(chapter 5, page 135 onwards)

How can teachers support children in Ways of organizing content.

Ways of organising content

• Project-based Approach

• Story-based Approach

• Theme-based Approach

• Eclectic Approaches

X XENACIOUS-THE NCF IS Xenacious means "filled with a yearning for change."
(section 1.2.1, pages 19-22)

Chairperson of National Steering Committee K. Kasturirangan states, "While this NCF is informed by this collective knowledge and wisdom, the real challenge came when we had to analyse these inputs and develop a cogent, pragmatic, and effective synthesis that will enable changes in practices on the ground. This, in turn, called for the NCF to be presented in a language, structure, and with a variety of illustrations, such that practitioners, including most importantly Teachers, should be able to relate it to their current realities.

Let us implement the NCF with Xenacious Zeal!

Y YOUNG LEARNERS NEED PROPER PUPIL-TEACHER RATIO (PTR)
(section 10.2.3, page 216)

1. It is widely understood and accepted that the right Pupil-Teacher Ratio (PTR) enables individual attention by Teachers, and therefore can increase student engagement and achievement.

2. One important caveat is that reducing PTR does not imply filling schools with underqualified and contractual Teachers.

3. PTR must be improved through the appointment and professional development of qualified Teachers.

Z ZOOMING AND LEVERAGING TECHNOLOGY
(section 5.4.7. Page 154 onwards)

Use the following to increase student engagement and teacher capabilities

1. **NDEAR (ndear.gov.in) and**

2. **VidyaDaan (vdn.diksha.gov. in)**

3. **Technology for Inclusive Access (Divyang)**

4. **DIKSHA teacher training platform**

5. **Technology for parental engagement**