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Orientation Programme for Key Resource Persons (KRPs) on National Curriculum Framework for School Education – 2023

Conducted in Three Phases at:
MSCERT, Pune (Maharashtra & Goa)
GCERT, Gandhinagar (Gujarat & UTs)
RIE Bhopal (Madhya Pradesh & Chhattisgarh)

Submitted by:
Prof. B. Ramesh Babu (Programme Coordinator, Phase I and Phase II)
Dr. Sanjay Kumar Pandagale (Programme Coordinator, Phase III)

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NCERT

Regional Institute of Education, Bhopal
(Constituent Unit of NCERT, New Delhi)
Shyamla Hills, Bhopal – 462002, Madhya Pradesh
NAAC Accredited A++ Institute

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Orientation of Key Resource Persons (KRPs) on National Curriculum Framework for School Education–2023

1. Introduction

The National Education Policy 2020 (NEP-2020) proposed radical restructuring of school education. Building on this, the National Curriculum Framework for School Education–2023 (NCFSE–2023) re-articulates knowledge organization -from curricular goals to competencies to learning objectives- to translate NEP-2020 philosophy into actionable classroom processes. It broadens the sites of learning beyond textbooks, promotes multiple textbooks, reimagines physical and cultural spaces as 'learning spaces,' and advocates critical pedagogy, participatory teacher education, and examination reforms.

To operationalize these shifts, a series of orientation programmes were designed to equip Key Resource Persons with the philosophy, purposes, and processes of NCFSE–2023 so they can cascade training effectively.

Venue & Dates:
- MSCERT, Pune: 4–9 November 2024
- GCERT, Gandhinagar: 20–24 January 2025
- RIE Bhopal: 17–21 February 2025

Each phase spanned five to six days and engaged 29 to 42 KRPs drawn primarily from DIETs, SCERTs, and academic institutions. The present report synthesizes the objectives, design, content, participant profile, key sessions, and outcomes of all three phases.

2. Objectives and Expectations

2.1 Objectives of the Orientation Programme
- Familiarize KRPs with the structure, key themes, and pedagogical shifts advocated by NCFSE–2023.
- Build facilitation skills, resource materials, and strategies for cascading orientation at State and district levels.
- Foster interdisciplinary dialogue and exchange of best practices among participants.
- Guide KRPs in formulating State-specific rollout plans, including teacher workshops, material development, and monitoring mechanisms.

2.2 Expectations from Participants
- Appreciate and critically engage with the new ideas, ideals, and practices of schooling within NCFSE–2023.
- Dialogue actively on philosophical moorings, socio-political contexts, and cultural linkedness of Indian schooling.
- Initiate and lay foundations for curriculum rooted in Indian knowledge traditions.
- Work towards experiential learning and critical pedagogy in their teacher education programmes.

- Demonstrate readiness to adopt integrated, participatory teacher education and to integrate Art, ICT, and examination reforms.

3. Methodology and Design

Across all phases, a **blended participatory approach** was employed, comprising:

1. **Interactive Lectures & Plenary Sessions**
   - Framing the vision of NCFSE–2023, its genesis, and alignment with Foundational Literacy & Numeracy (FLN), health & well-being, and 21st-century skills.
2. **Thematic Workshops**
   - Focused on core dimensions such as disciplinary organisation, multi-disciplinarity, cross-cutting themes (e.g., values, sustainability), and integration of ICT.
3. **Group Activities & Simulations**
   - Role-plays, jigsaw activities, and curriculum mapping exercises to translate Framework recommendations into classroom tasks.
4. **Resource Showcases**
   - Demonstrations of teacher-resource packages, digital tools, and assessment rubrics.
5. **Action-Planning Clinics**
   - Structured sessions for KRPs to draft roadmaps for State-level orientation, including participant selection criteria, training-of-trainers schedules, and feedback loops.

4. Phase-Wise Overview

4.1 Phase I: Pune (Maharashtra & Goa)

- **Dates:** 4–9 November 2024 (6 days)
- **Venue:** Maharashtra State Council of Educational Research & Training (MSCERT), Pune
- **Resource Persons:** 15 senior faculty from NCERT, RIEs, and MSCERT
- **Participants:** 42 (32 from Maharashtra; 10 from Goa)
- **Highlights:** Thematic workshops on knowledge nature, art-integrated pedagogy, ICT strategies, culminating in curriculum mapping exercises and certification.

In Pune, the whole KRPs were taken to National Institute of Naturopathy (NIN) at 6 am. Expert

talks on Naturopathy and NIN faculty and Director conducted sessions on Yog. These sessions exposed all the participants to indigenous ways of life.

4.2 Phase II: Gandhinagar (Gujarat & UTs)

- **Dates:** 20–24 January 2025 (5 days)
- **Venue:** Gujarat Council of Educational Research & Training (GCERT), Gandhinagar
- **Resource Persons:** 12 experts from RIE-Bhopal, and SCERT Gujarat
- **Participants:** 40 (all from Gujarat; none from UTs)
- **Highlights:** Crosscutting themes (values, school culture), ICT-mediated strategies, and group presentations of State action plans.

4.3 Phase III: Bhopal (Madhya Pradesh & Chhattisgarh)

- **Dates:** 17–21 February 2025 (5 days)
- **Venue:** Regional Institute of Education (NCERT), Bhopal
- **Resource Persons:** 12 resource persons including faculty from RIE-Bhopal and SCERT
- **Participants:** 29 from Madhya Pradesh; none from Chhattisgarh
- **Highlights:** Five-day schedule covering NEP-2020 reforms, art integration, language, sciences, social sciences, mathematics, assessment, inclusion, and ecosystem building.

Below is a summary of the five-day schedule:

Date	9:30–10:00	10:00–11:30	11:30–13:00	14:00–15:30	15:30–17:00	17:00–17:30
17/02/2025	Registration (RK)	Inaugural (Principal RIE; Head DE; Head DEE)	NEP-2020 Recommendations (BRB)	NCFSE-2023: Basic Structure & Features (BRB)	Art-Integrated Pedagogy (SM)	Curricular & Pedagogical Structures (RK)
18/02/2025	Summary & Review (Participant)	Knowledge: Nature, Disciplinary Organisation & Orientation (BRB)	NCFSE-2023 & Languages (GM)	Continued (GM)	"Jadui Pitara" (AG & GM)	Physical Education & Well-Being (MB)
19/02/2025	Summary & Review (Participant)	Cross-cutting Themes: Rootedness & Indian	NCFSE-2023 & Science (LSC)	Continued (LSC)	ICT-Integrated Pedagogy (SBP)	Cross-cutting Themes: Inclusion (PA)

		Knowledge (BRB)				
20/02/2025	Summary & Review (Participant)	Cross-cutting Themes: Values & Dispositions (BRB)	NCFSE-2023 & Social Sciences (SP)	Continued (SP)	NCFSE-2023 & Assessment (ST)	ICT Integration with Assessment (SBP)
21/02/2025	Summary & Review (Participant)	NEP-2020 Reforms in Teacher Education (NCO)	NCFSE-2023 & Mathematics (AKG)	Continued (AKG)	Creating Supportive Ecosystem (BRB)	Valedictory (Principal, Head DE, Head DEE)

Abbreviations:

BRB: Prof. B. Ramesh Babu; RK: Dr. Rajesh Kumar; ST: Dr. Shruti Tripathi; MB: Dr. Mahendra Barua; GM: Dr. Ganga Mahto; SBP: Dr. Sanjay Kumar Pandagale; PA: Poonam Aggarwal; NCO: Prof. N. C. Ojha; SP: Dr. Sangita Pethia; SM: Dr. Suresh Makwana; AKG: Dr. Ashwini Kumar Garg

4.4 Session Descriptions

Below are concise write-ups for each thematic session conducted during the five-day Orientation at RIE Bhopal:

- **Inaugural Session**: The opening ceremony set the tone by articulating the vision behind NEP-2020 and NCFSE-2023. Programme coordinator welcomed participants, underscored the importance of reimagining school education for the 21st century, and outlined the programme's objectives, fostering a sense of purpose and collegiality among KRPs.
- **NEP-2020 Recommendations**: This session delved into the key policy recommendations of NEP-2020, emphasizing the shift towards holistic, competency-based learning. Prof. B. Ramesh Babu unpacked pillars such as foundational literacy and numeracy, experiential learning, and multilingualism, illustrating how these reforms underpin the new curriculum framework.
- **NCFSE-2023: Basic Structure & Features**: Building on the policy context, Prof. Babu mapped the structural innovations of NCFSE-2023—its curricular strands, grade-wise components, and learner-centred approach. Participants examined sample frameworks, gaining clarity on the Framework's organization and its alignment with classroom practice.
- **Art-Integrated Pedagogy**: Dr. Suresh Makwana showcased strategies to weave visual and performing arts into core subjects. Through case studies and hands-on mini-activities, he demonstrated how art integration deepens conceptual understanding, fosters creativity, and promotes emotional well-being in learners.
- **Curricular and Pedagogical Structures**: Dr. Rajesh Kumar guided KRPs through the curricular architecture of subjects, highlighting scope for inter-disciplinary linkages. He illustrated pedagogical shifts -such as inquiry-based

learning and collaborative projects- designed to engage diverse learners and nurture higher-order thinking skills.

- **Knowledge: Nature, Disciplinary Organisation & Orientation**: Revisiting theoretical foundations, Prof. Babu led a discussion on the nature of knowledge and its disciplinary classifications. Participants critically reflected on how curriculum design can balance depth within disciplines and opportunities for multi-disciplinary exploration.
- **NCFSE-2023 & Languages**: Dr. Ganga Mahto explored language education reforms, including the Three-Language Formula, mother tongue instruction, and communicative competencies. He introduced the "Jadui Pitara" resource box, demonstrating language games and modules that foster joyful, contextualized language learning.
- **Language Continuation Workshop**: Continuing from the earlier session, participants engaged in group activities using the "Jadui Pitara" toolkit. Under Dr. Mahto's facilitation, they designed short lesson plans integrating storytelling, poetry, and digital tools to enhance language proficiency.
- **"Jadui Pitara" Toolkit**: Facilitated by Dr. Mahto, this hands-on workshop allowed KRPs to curate and customize materials from the "Jadui Pitara" box. Teams developed thematic kits tailored to local contexts, promoting adaptability and resourcefulness in language teaching.
- **Physical Education & Well-Being**: Dr. Mahendra Barua highlighted the holistic dimensions of physical education, linking motor skills, mental health, and social-emotional learning. He introduced classroom-friendly movement breaks and mindfulness exercises to foster well-being and active engagement.
- **Cross-cutting Themes: Rootedness & Indian Knowledge System**: Prof. Babu examined how curriculum can integrate local knowledge traditions -arts, crafts, folk narratives- to strengthen learners' cultural identity. Participants brainstormed strategies for authentic contextualization of cross-cutting themes.
- **NCFSE-2023 & Science**: Dr. L. S. Chauhan unpacked science curriculum revisions, emphasizing experiential labs, inquiry projects, and integration of indigenous ecological knowledge. He illustrated ways to scaffold scientific thinking from primary through secondary levels.
- **ICT-Integrated Pedagogy**: Dr. Sanjay Kumar Pandagale demonstrated digital pedagogies, from low-cost tech solutions to interactive e-resources. Participants learned to leverage online platforms, educational apps, and multimedia content to enrich teaching-learning processes.
- **Cross-cutting Themes: Inclusion in Schools**: Dr. Poonam Aggarwal led a reflective dialogue on inclusive education—addressing gender, socio-economic, and ability diversities. She shared strategies for universal design of learning (UDL) and differentiated instruction to ensure equitable classroom participation.

- **Cross-cutting Themes: Values & Dispositions; School Culture Informing Aims**: Prof. Babu discussed embedding values -such as empathy, environmental stewardship, and democratic citizenship- within school culture. He guided KRPs to envision school policies and classroom norms that reinforce desired dispositions.
- **NCFSE-2023 & Social Sciences**: Dr. Sangita Pethia articulated social science curriculum updates, highlighting thematic approaches (e.g., "People and Environment") and critical thinking through historical inquiry. She modeled activities linking local history with national narratives.
- **Social Sciences Continuation Workshop**: Continuing the exploration, KRPs mapped project-based learning modules -such as oral history projects and community mapping- that align with NCFSE-2023's learner-centred social sciences pedagogy.
- **NCFSE-2023 & Assessment**: Dr. Shruti Tripathi outlined revised assessment frameworks, emphasizing formative practices, self- and peer-assessment, and performance-based tasks. She showcased rubrics and portfolios as tools to capture holistic student progress.
- **ICT Integration with Assessment**: Dr. Pandagale demonstrated digital tools for assessment—online quizzes, e-portfolios, and data dashboards. Participants experimented with formative assessment apps to design quick feedback loops for real-time learning insights.
- **NEP-2020 Reforms in Teacher Education**: Prof. N. C. Ojha analyzed teacher education reforms, including practice-teaching enhancements, mentorship models, and continuous professional development frameworks. He outlined implications for redesigning B.Ed. and diploma programmes.
- **NCFSE-2023 & Mathematics**: Dr. Ashwini Kumar Garg examined math curriculum transformations, focusing on conceptual understanding through manipulatives, math trails, and problem-solving contexts. He illustrated lesson sequences that move from concrete to abstract reasoning.
- **Mathematics Continuation Workshop**: Participants collaborated on designing math activities -such as local geometry explorations and real-life data handling- applying NCFSE-2023's activity-based and contextualized approach.
- **Creating Supportive Ecosystem**: Concluding thematic sessions, Prof. Babu synthesized how systemic elements -leadership, community engagement, and resourcing- shape an enabling ecosystem. He facilitated action planning for institutionalizing supports at the school and district levels.
- **Valedictory Session**: The closing ceremony celebrated participants' achievements, shared key takeaways, and reaffirmed commitments. Certificates were awarded, and resource packs distributed, marking the transition from orientation to implementation.

5. Participant Profile

A total of **111 KRPs** attended across all phases (Phase I: 42; Phase II: 40; Phase III: 29). Participants represented:

- **DIETs & SCERTs:** Primary group responsible for district-level cascading.
- **Subject Experts:** From Language, Mathematics, Science, Social Sciences, Physical Education, and Arts.
- **Teacher Educators:** Engaged in designing teacher-training modules.

6. Outcomes and Feedback

1. **Enhanced Understanding:** Post-programme assessments showed a marked increase in KRPs' familiarity with NCFSE–2023 principles.
2. **Peer Networks:** WhatsApp group was formed to facilitate peer mentoring, share updates, and coordinate follow-up workshops.

Participants highlighted the need for **refresher webinars** at three-month intervals and localized translations of key resource materials.

7. Recommendations

1. **Follow-Up Webinars:** Organize quarterly virtual sessions to revisit cross-cutting themes, share success stories, and troubleshoot challenges.
2. **Localized Materials:** Translate core NCFSE–2023 documents and toolkits into regional languages, adapting examples to local contexts.
3. **Monitoring & Evaluation:** Develop simple monitoring templates for KRPs to track district-level training reach, teacher engagement, and classroom implementation.
4. **Peer Mentoring:** Identify senior KRPs as "Mentor Champions" to support newcomers and lead specialized modules (e.g., ICT integration).
5. **Feedback Loop:** Institute a structured feedback mechanism for teachers to report on classroom experiences, feeding into SCERT/NCERT refinement processes.

8. Conclusion

The three-phase Orientation Programme for KRPs under the banner of NCFSE–2023 has successfully built foundational capacity among 111 resource persons across Maharashtra, Goa, Gujarat, Madhya Pradesh, and Chhattisgarh. Through a blend of thematic workshops, interactive sessions, and action-planning clinics, participants are now well-equipped to cascade the Framework's vision to thousands of teachers and learners. Continued support in the form of follow-up webinars, localized resources, and robust monitoring will be critical to sustain momentum and realize the transformative potential of NCFSE–2023.