

National Curriculum Framework 2023

In lieu of NEP 2020

Aims & Role of a Teacher

The purpose and aims of education have been detailed in NEP 2020

- “The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.” [NEP 2020, Principles of this Policy]

The vision for education is thus to develop well-rounded individuals capable of rational thought and action equipped with sufficient knowledge and appropriate capacities and possessing desirable moral and democratic values.

- The vision of education articulated in the NEP 2020 would be achieved by school education by developing, in individuals :
 - knowledge,
 - capacities, and
 - values and dispositions

Aims of School Education for this NCF

- a. Rational Thought and Autonomy:
- This indicates that the individual should have the capacity for rational reasoning and sufficient knowledge to understand the world around them. This understanding develops through knowledge in breadth and depth. Thus, achieving knowledge in depth and breadth, becomes one of the key goals in the NCF.

- b. Health and Well-being
- **School education should be a wholesome experience for students, and they should acquire capacities and dispositions that keep their bodies and mind healthy.**

- c. Democratic Participation:
- **The goals articulated in the NEP 2020 point to the development of an individual who can participate and contribute meaningfully to sustaining and improving the democratic vision of the Indian Constitution.**

- d. Economic Participation:
- Effective participation in the economy has positive impacts on both the individual and the society. It provides material sustenance for the individual and also generates economic opportunities for others in society. The achievement of these aims makes individuals productive members of the economy. **The exposure and preparation of vocational education in particular develops capacities and dispositions to enter the world of work.**

- e. Cultural and Social Participation
- **The NEP 2020 expect students to have ‘a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions’. They should also acquire capacities and a disposition to contribute meaningfully to culture.**

Role of a Teacher

- **According to Shri Aurobindo, the three instruments of the Guru are**
 - **Teaching,**
 - **Example &**
 - **Influence.**

- According to NCF 2023, the role of a teacher has to be a **facilitator** who creates a safe and inclusive environment for the students to express themselves freely without having to worry about being judged. The teacher is also expected to view learners as active participants in their learning and not as recipients of knowledge

Values and Dispositions

- a. Ethical and moral values. These values include among others: the “values of seva, ahimsa, swacchata, satya, nishkam karma, tolerance, honest hard work, respect for women, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, etc. will be inculcated in students.”

- Democratic values.

These values include “democratic outlook and commitment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ... Commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation...”

- c. Epistemic values.
- These are values that we hold about knowledge. Developing a scientific temper is as much a value orientation towards the use of evidence and justification, as much as understanding current scientific theories and concepts. “Inculcate scientific temper and encourage evidence-based thinking throughout the curriculum”

- d. A positive work ethic.
- Any form of achievement, if it needs to be achieved through just and equitable means, require honest and deliberate work. This includes learning achievements too.

- Curiosity and wonder. Curiosity and wonder are at the core of learning, and with this disposition students can become lifelong learners. This needs to be sustained, extended, and expanded. If knowledge needs to be active and alive and not passive and inert, students have to approach knowledge with curiosity and wonder. The world around us is a limitless source for developing this disposition.

- Pride and rootedness in India. The Aim of cultural participation indicates that students should develop dispositions that make them rooted in the Indian context. Right in the vision of NEP 2020 it is stated that
- “The vision of the Policy is to instill among the learners **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,** thereby reflecting a truly global citizen.” The notion of Vasudhaiva Kutumbakam, the world as one family, emerges from this rootedness. With the varied and common shared interests to hold strongly within, Indians can aspire to have a free and fair interplay with the rest of world with assurance and confidence.

Capacities

- a. Inquiry. To act rationally, we need an understanding of the world around us. This understanding needs abilities of observation, collection of evidence, analysis, and synthesis. Experimentation and innovation are the practical aspects of this capacity.
- b. Communication. The abilities to listen, speak, read, and write in multiple languages are very valuable capacities. This includes the skilled use of digital media for effective and appropriate communications.

- c. Problem Solving and Logical Reasoning.
- d. Aesthetic and Cultural Capacities.
- e. Capacities for Health, Sustenance, and Work.
- f. Capacities for Social Engagement.

Knowledge

- The achievement of the values and capacities listed above intrinsically depends on knowledge.
- Knowledge about the self, about others, about the social world around us, and the natural world enables us in being “capable of rational thought and action”.

Key Elements that Enable Effective Pedagogy in the Classroom

- a. Ensuring respect and care
- b. Building positive Teacher-student relationships
- Getting to know each student individually
- Listening carefully to students
- Observing students
- Encouraging student responses

- Encouraging questioning
- Recognizing and responding to the emotions and moods of students

- **c. Providing scaffolding**
- **Scaffolding refers to providing support, structure, and guidance during instruction. Scaffolding differs, depending on the task, but occurs when the Teacher carefully students a learning task and provides support along the way until gradually fading as the student reaches expertise.**
- **One way of scaffolding is through a ‘Gradual Release of Responsibility’ (GRR) where first, Teachers model or explain ideas or skills; after which students and Teachers work together on the same ideas and skills where the Teacher provides guided support; and finally, students practice individually and independently.**

d. Using differentiated instruction

- Teacher could identify small groups of children who have similar needs and address them differently as a group. Before planning for this, it is important for the Teacher to observe students carefully, analyse their work and gather as much information as possible about them. e.g., 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 students in the class are able to do.**

e. Providing opportunities for independent and collaborative work

- Teachers may ensure that children work in pairs, small and large groups as well as independently.**
- Teachers must help students to listen, understand, appreciate, and reflect on their own thought process and other's experiences with empathy and critical understanding.**

f. Using varied resources

- . Classroom processes should incorporate use of resources made by students, teachers, and the local community as well as those available in the immediate environment. Digital resources must also be incorporated appropriately.**
- Classroom displays constitute an important part of the learning process which should not be limited to finished products alone - they could also include aspects of work in progress.**

g. Helping students develop appropriate work habits and responsibility

- **These include aspects like students' organizing space and materials before and after use, organizing time, ensuring time on task, taking responsibility for tasks, persisting with, and completing work, staying on a given task even without a Teacher present, and allowing others to work without disturbance.**

h. Giving prompt and meaningful feedback

- **Students need immediate and appropriate feedback to benefit from classroom processes**

Panchaadi – Five-Step Learning Process

- Aditi (Introduction):**
- As a first step, the Teacher introduces a new concept/topic by establishing a connection with the child's prior knowledge. Children gather relevant information regarding the new topic with the help of the Teacher by asking questions, exploring, and experimenting with ideas and material.**

- **Bodh (Conceptual Understanding):** Children try to understand core concepts through play, enquiry, experiments, discussion, or reading in the second step. The Teacher observes the process and guides the children. The teaching plan has the list of concepts to be learnt by the children.

Abhyas (Practice):

- **The third step is about practice to strengthen understanding and skills through a range of interesting activities. Teachers can organize group work or small projects to reinforce conceptual understanding and attainment of competencies.**

Prayog (Application):

- **The fourth step is about applying the acquired understanding in the**
- **child's everyday life. This can be accomplished through various activities and small projects.**

Prasar (Expansion):

- **The fifth step is about spreading the acquired understanding through conversations with friends, telling each other new stories, singing new songs, reading new books together and playing new games with each other.**
- **For each and every new topic learnt, a neural pathway is created in our brain. Sharing knowledge strengthens our learning. A neural pathway is incomplete if we don't teach what we have learnt. Teaching makes learning clear and long-lasting.**

Thank You