



NIRMALA NIKETAN INSTITUTE'S  
**COLLEGE OF HOME SCIENCE**  
**NIRMALA NIKETAN**

AFFILIATED TO THE UNIVERSITY OF MUMBAI  
NAAC Accredited 'A+' Grade

49, New Marine Lines, Churchgate, Mumbai – 400 020. Phone: 2207 6503 / 2200 7544  
E-mail: principal@nnchsc.edu.in / office@nnchsc.edu.in Web: www.nirmalaniketan.com

**Type of Activity:** SCERT Pune organized training program on NEP 2020.

**Theme:** Shikshak ShamtaVruddhi Prashikshan 2.0

**Duration:** 5 days.

**Venue:** Jai Hind College

**Objectives:**

- 1) To create awareness of objectives and goals of NEP 2020.
- 2) To create awareness about the sections in School Education in NEP 2020
- 3) To create awareness about the National Curriculum Framework..
- 4) To create awareness about the construction and organization of School Quality Assessment and Assurance Framework , (SQAAF)
- 5) To create awareness about Competency based teaching – learning process.
- 6) To create awareness about Competency based assessment and evaluation.
- 7) To create awareness about Holistic Progression Card (HPC).

**Number of teachers participated: 5**

**Report**

A 5 day's training program was organised by SCERT, Pune in association with Education Inspector South Zone, on NEP-2020 based on 'Shikshak ShamtaVruddhi Prashikshan 2.0' at Jai Hind College. The following staff of Junior College of Nirmala Niketan, College of Home Science, attended the training program.

Name	Dates of training	Venue
Ms Farhanaaz Syed, Mr Shridhar Talekar Ms Vijayalakshmi Mannadiar Mr Shankar Pandey Ms Dipika Surve	18 <sup>th</sup> , 19 <sup>th</sup> , 20 <sup>th</sup> , 21 <sup>st</sup> And 22 <sup>nd</sup> March 2025	Jai Hind College.

The sessions on each day consisted of introduction and discussion by the resource person followed by presentation by various participants. The details are as follows:



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18<sup>th</sup> March 2025

**I] Introduction to NEP 2020 its aims and goals.**

The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. NEP 2020 aims at revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. It lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving - but also social, ethical, and emotional capacities and dispositions.

Emphasis was laid on the following aspects:

1. **Recognizing, identifying, and fostering the unique capabilities of each student**, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
2. **Achieving Foundational Literacy and Numeracy** by all students by Grade 3.
3. **Flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
4. **No hard separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.
5. **Multidisciplinary and a holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.
6. **Emphasis on conceptual understanding.**
7. **Creativity and critical thinking** to encourage logical decision-making and innovation.
8. **Ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.
9. **Promoting multilingualism and the power of language** in teaching and learning.
10. **Life skills** such as communication, cooperation, teamwork, and resilience;
11. **Focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture'.
12. **Extensive use of technology** in teaching and learning.
13. **Respect for diversity and respect for the local context** in all curriculum, pedagogy, and policy, keeping in mind that education is a concurrent subject.





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14. **Full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.

15. **Synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education.

16. **Teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions.

17. **'Light but tight' regulatory framework** to ensure **integrity, transparency, and resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment;**

18. **Continuous review of progress.**

## II] Sections of School Education in NEP 2020.

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18. Main focus of discussion was ECCE.

The curricular and pedagogical structure of school education reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively.

The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the

- Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8),
- Preparatory Stage (Grades 3-5, covering ages 8-11),
- Middle Stage (Grades 6-8, covering ages 11-14), and
- Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).



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### III] The National Curriculum Framework

A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 is developed by NCERT in two parts, namely, a sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds, aligned with the above guidelines, the latest research on ECCE, and national and international best practices.

In particular, the numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, is suitably incorporated. The framework serves as a guide both for parents and for early childhood care and education institutions.

The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of

- (a) Stand-alone Anganwadis;
- (b) Anganwadis co-located with primary schools;
- (c) Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and
- (d) Stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.

19<sup>th</sup> March 2025

**I] Empowerment of Teachers Capacity in NEP 2020.** The National Education Policy (NEP) 2020 emphasizes competency-based education and recognizes the crucial role of teachers in its implementation, requiring them to possess skills in pedagogy and content knowledge to cater to 21st-century education needs.

Key Aspects of Teacher Competency in NEP 2020:

#### **Competency-Based Education:**

NEP 2020 promotes a shift from rote learning to a system where students acquire specific competencies, skills, and knowledge.

#### **Teacher Training and Professional Development:**

The policy emphasizes providing teachers with appropriate training and continuous professional development (CPD) to create learner-centered classrooms and assessments.





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**Shifting Assessment Methods:**

NEP 2020 encourages a shift from summative assessments that primarily test rote memorization to more regular and formative assessments that promote learning development and test higher-order skills.

**Role of Teachers in NEP 2020:**

1. **Igniting Curiosity:** Teachers are expected to ignite curiosity and a love for learning in students, moving away from rote memorization.
2. **Shaping Character and Values:** Teachers play a crucial role in instilling qualities of morality, ethics, and emotions in students, developing skills like sympathy, resilience, discipline, and teamwork.
3. **Facilitating Interdisciplinary Learning:** NEP 2020 encourages interdisciplinary learning, and teachers are expected to facilitate this by designing lessons and modifying teaching methods to achieve conceptual understanding.
4. **Student-Centric Policy:** NEP 2020 emphasizes a student-centric approach, focusing on joy and purposefulness in student education.
5. **Focus on 21st-Century Skills:**

NEP 2020 aims to equip students with 21st-century skills, and teachers are expected to facilitate this through their teaching methods and assessments.

**III] Competency based teaching – learning and assessment. (CBA)**

The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students.

National Assessment Centre, has developed PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MHRD that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of this Policy.



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20<sup>th</sup> March 2025

**I] LOT and HOT questions based on Blooms Taxonomy**

Bloom's Taxonomy categorizes learning objectives into six levels, progressing from basic knowledge to complex skills:

1. **Remembering:** Recalling facts and basic information.
2. **Understanding:** Comprehending the meaning of information.
3. **Applying:** Using information in a new context.
4. **Analysing:** Breaking down information into its components.
5. **Evaluating:** Making judgments about information.
6. **Creating:** Producing new ideas or product

To summarize

- **LOT (Remembering, Understanding, and Applying):** These questions focus on basic recall and comprehension.
- **HOT (Analysing, Evaluating, and Creating):** These questions require critical thinking, problem-solving, and higher-level cognitive skills.

**II] Group Activity**

All participants were divided into groups based on their subject. Each group was given 2 hours to prepare a detailed lesson plan on any unit from the syllabi of 8 – 12 grade. Our Science group prepared a lesson plan on Parts of flower from Grade 8 syllabus. Presentation were then done and relevant LOT and HOT questions were addressed to the audience with explanation on their objectives.

21<sup>st</sup> March 2025

**The construction and organization of School Quality Assessment and Assurance Framework, (SQAAF)**

The School Quality Assessment and Assurance Framework (SQAAF), developed under the National Education Policy (NEP) 2020, is a tool for evaluating and accrediting schools, aiming to improve educational quality and ensure compliance with standards.

**Purpose:**

SQAAF is a framework designed to assess and ensure the quality of schools, both government and private, across all levels of education, from pre-primary to higher secondary.

**Alignment with NEP 2020:**

It's a key component of the NEP 2020, aiming to empower schools and teachers to strive for excellence and enhance their work.





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**Key Features:**

1. **Comprehensive Assessment:** SQAACF evaluates various aspects of school functioning, including curriculum, pedagogy, infrastructure, human resources, inclusive practices, management, governance, leadership, and beneficiary satisfaction.
2. **Self-Assessment:** Schools are expected to conduct self-assessments using the SQAACF framework.
3. **Focus on Improvement:** The framework is designed to identify strengths and areas for improvement, ultimately leading to better learning outcomes for students.
4. **Domains:** The framework is structured around key domains that cover various aspects of school functioning, including Curriculum, Pedagogy, and Assessment; Infrastructure; Human Resources; Inclusive Practices; Management and Governance; Leadership; and Beneficiary Satisfaction.

**Its implementation:**

1. **Self-Assessment:** Schools conduct a self-assessment based on the SQAACF standards and indicators.
  2. **External Peer Review:** External peer assessors may be involved in the assessment process.
  3. **Continuous Improvement:** The SQAACF process is designed to be ongoing, with schools continuously reviewing their performance and implementing improvement plans.
5. **Benefits of SQAACF:**

**1. Improved Quality of Education:**

By focusing on key areas of school functioning, SQAACF aims to improve the overall quality of education.

**2. Enhanced School Performance:**

The framework helps schools identify strengths and weaknesses, leading to better performance and outcomes.

**3. Empowered Teachers and Schools:**

SQAACF empowers schools and teachers to take ownership of their quality improvement efforts.

**4. Transparency and Accountability:**

The framework promotes transparency and accountability in school operations.



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22<sup>nd</sup> March 2025

**I] Session on Holistic Progressive Card (HPC)**

The Holistic Progress Card (HPC), a new approach to student assessment, aims to provide a 360-degree, multidimensional report of a student's progress, encompassing cognitive, affective, socio-emotional, and psychomotor domains, going beyond traditional grading systems.

Key Features and Objectives of the Holistic Progress Card:

**1. Comprehensive Assessment:**

The HPC aims to capture a student's holistic development, including academic achievements, social-emotional growth, creativity, and vocational proficiency.

**2. 360-Degree Evaluation:**

It involves a collaborative assessment process involving teachers, parents, peers, and the learner themselves.

**3. Focus on Competencies:**

The HPC emphasizes the development of competencies and skills, rather than solely focusing on marks or grades.

**4. Link Between Home and School:**

The HPC aims to bridge the gap between the home and school environments, making parents integral to a child's learning process.

**5. PARAKH Initiative:**

The HPC is part of the Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH) initiative, a standard-setting body under the NCERT.

**6. National Education Policy 2020:**

The HPC is recommended by the National Education Policy (NEP) 2020 through its Transforming Assessment for Student Development program.

**7. Implementation Stages:**

HPC has been devised for the foundational stage (Classes 1 and 2), preparatory stage (Classes 3 to 5), and middle stage (Classes 6 to 8).

**8. Emphasis on Experiential Learning:**

The HPC encourages schools and educators to embrace an innovative, holistic approach to teaching and learning, including toy-based pedagogy, art-integrated learning, sports-integrated learning, experiential learning, critical thinking, and problem-solving skills.





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**9. Self, Peer, and Teacher Assessment:**

The HPC incorporates self-assessment, peer assessment, and teacher assessment.

**10. Competency-Based Assessment:**

The HPC helps in competency-based assessment which is achieved through task-based assessment.

**II] Lesson Plan presentation by individual participants**

Presentation of lesson plan by various subject teachers to illustrate conduction of a class activity based on CBA. Ms Farhanaaz Syed presented an activity based lesson plan on metals and non- metals for students of Grade 6.

Felicitation of Resource persons, Principal and Vice – Principal of Jai Hind College and officials of Education department was organised by the participants

Ms. Farhanaaz Syed

Teachers-in-charge

Mr Shridhar Talekar

JC Co-ordinator

Dr. Asha Mathew

Principal





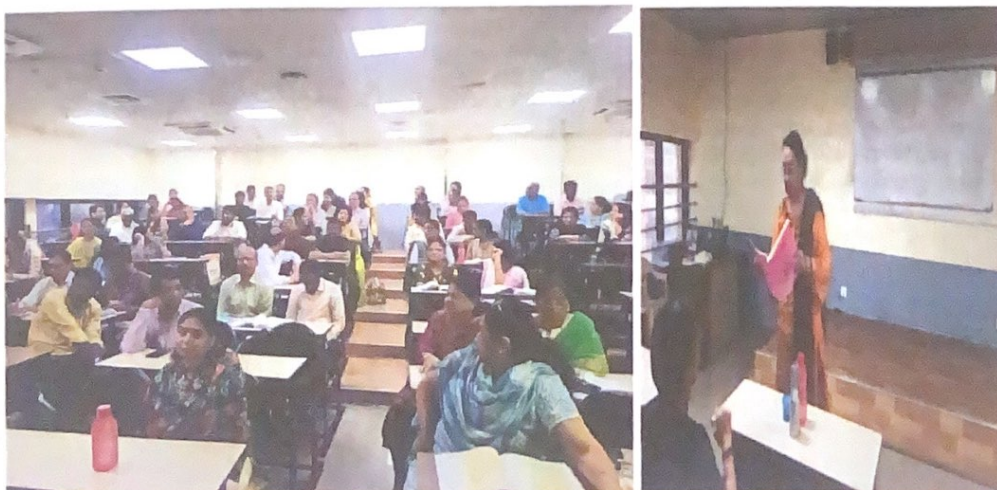
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Parts of Flower : CBA based Lesson Plan and its presentation by Science teachers.



Sessions and presentations in progress