

# Workshop on Decoding NCF-FS for Classroom Practices-Report

<b>Date</b>	04.10.2025
<b>Time</b>	09:00 AM to 02:00 PM
<b>Modern Institute for Education</b>	Modern Institute for Education
<b>Venue</b>	Raghubir Singh Junior Modern School
<b>Facilitators</b>	Ms. Shivani Parashar (Education Consultant-UNICEF)
<b>Participants</b>	41 teacher (Pre-K to Grade 2)

## Introduction

The aim of the workshop was to equip teachers with a thorough understanding of the developmental milestones, curriculum, and activities aligned with it. Grounded in the theoretical framework of why early years matter, the workshop was interspersed with group activities to demonstrate how these align with current policies and theories. The main objective was to help teachers reflect on and enhance their teaching practices by focusing on holistic child development using interactive activities and discussions to highlight strategies for addressing students' diverse needs. Through a combination of interactive activities and discussions, the workshop encouraged participants to showcase activities and classroom strategies that cater to the needs of every student in their classroom.



## Opening Session

The workshop commenced with a welcome address by Mrs. Nalini Singh Rajput, Headmistress, Raghubir Singh Junior Modern School, who delineated upon the need for a policy shift in early childhood education and introduced Ms. Shivani Prashar to the participants.



## Discussion & Activities

The facilitator, Ms. Shivani Parashar, began the workshop with an ice-breaking activity. She asked the participants to draw their teaching super power within 2 minutes and introduce themselves while showing and describing their drawing. Teachers drew a garden, patience, calmness, etc., and introduced themselves. Summarising their drawings, Ms. Parashar brought to their attention that the policy speaks about these same very qualities to be characteristics of the Pre-K to Grade 2 teachers.



Next, she presented research evidence to show how cognitive development occurs rapidly and that teachers need to capitalize on this development to ensure lifelong learning.



She introduced teachers to five developmental domains, each with specific milestones and curricular goals to facilitate activity selection and progress assessment. Key points were:

- Physical development that demands activities like jumping, hopping, drawing, paper cutting, etc., to scaffold fine motor and gross motor development
- Cognitive development necessitating enhancement of problem-solving skills, memory, creativity, etc., it demands using math talk and nature-based games to develop logical thinking.
- Social emotional development that includes milestones like taking turns, regulating emotions, developing empathy, and understanding social norms. Role plays and group work are effective in modeling positive interactions.
- While discussing milestones related to Language and Literacy development, Ms. Parashar elaborated upon the milestones related to listening skills, vocabulary development, etc. She underscored the importance of working on phonological awareness, which is a precursor to reading and writing skills.
- The discussion regarding Creative and Aesthetic development brought to the fore that these activities were previously called extracurricular or co-curricular activities, while the present policy framework has brought it within the ambit of the main curriculum.

Moving ahead, Ms Parashar asked participants to design one activity pertaining to one domain while keeping in mind one developmental goal and corresponding competency. This activity helped teachers identify the spots they need to work upon while designing the classroom activity. They realised that they need to decide the objective first, rather than choosing the activity and then deriving the objective out of it.

Drawing references from various policy documents like NCF-FS 2022, NCFSE 2023, Adharshila, and NIPUN Bharat Guidelines, Ms. Parashar demonstrated what an ideal day should look like in the Pre-k to Grade 2 classrooms. She also delineated upon the Balanced Literacy Approach (Four Block Approach) and the Four Block Approach of Math/Numeracy. She also highlighted the importance of math talk to strengthen pre-number concepts and build school readiness among children.



## **Conclusion**

The workshop empowered teachers with insights on cognitive development to customize activities and classroom processes accordingly. By understanding key milestones, perceiving it as a process of development rather than as a product, a whole lot of things can be changed in pre-school and early grade instructional practices. Follow-up sessions are recommended to deepen FLN strategies.

