

FAQs on LO mapped Syllabus and Assessment Blueprint

1. What is the rationale behind incorporating Learning Outcomes (LOs) from previous or higher-grade levels into certain classes?

The NCERT textbook consists of a mix of LOs. Some chapters address prerequisite LOs from previous grades. Without achieving these prerequisites, students may struggle to understand or achieve the LOs of their current grade or follow the topics therein. Similarly, some chapters introduce concepts that pave the way for higher grades, so certain LOs from higher grades are also included in the syllabus to provide teachers with a comprehensive understanding of the targeted Learning Outcomes for each class.

2. What is meant by ‘Spirality’ as mentioned in the Syllabus?

The Learning Outcomes (LOs) provided by NCERT are designed to create a progressive complexity across Classes 1 to 10. In the syllabus mapping, LOs have been classified under the basic concepts for English, Mathematics and Science and the progression has been systematically organised into separate sections for grades 1-5, 6-8, and 9-10. While developing the sections, it was noted that some LOs are common to two concepts and are accordingly divided under the respective concepts. Additionally, it is important to note that there are certain LOs that recur across grades with their difficulty level escalating with each grade.

3. How can we plan our monthly targets and chapters?

In the Syllabus, there is a section named Academic Year Plan where you can get an idea of the chapters and targets that need to be covered in a month.

4. Why incorporate Learning Outcomes (LOs) and what benefits do they offer teachers and students?

LOs articulate what students are expected to know, understand and be able to do after completing a topic or a lesson. These outcomes serve as measurable and observable indicators of the knowledge, skills and abilities that students should acquire. They provide a framework for assessment and evaluation.

Advantages for Teachers:

- **Clear Direction for Teaching:**

Learning outcomes guide teachers in structuring their lessons and choosing appropriate teaching methods. They ensure the focus stays on what students need to learn.

- **Design Effective Assessment:**

Learning outcomes help design assessments that accurately measure student achievement of the set goals. This allows teachers to adjust their teaching approach as needed.

- **Improved Communication:**

By clearly communicating learning outcomes to students, teachers can foster better understanding and collaboration in the classroom.

Advantages for Students:

- **Focused Learning:**

Knowing the learning outcomes helps students understand what's expected of them. They can focus their studies on the key areas and prioritise their learning activities.

- **Goal Setting and Tracking Progress:**

Learning outcomes act as benchmarks. Students can track their progress towards achieving them, gauging their understanding and identifying areas that need more work.

- **Increased Engagement:**

Clear learning outcomes can boost student motivation. They see the purpose of their learning and how it contributes to their overall development.

5. What are the differences between traditional curriculum and LO based curriculum?

Feature	Traditional Curriculum	Learning Outcome-Based Curriculum
Focus	Syllabus completion	Syllabus completion with Skills and Application
Approach	Teacher-centred	Student-centred
Teaching modality	Fixed	Flexible
Assessment	Memorisation	Applying knowledge and solving problems

6. How verbs from Bloom's Taxonomy are used in LOs?

The verbs from Bloom's Taxonomy commonly used in LOs are as follows:

i. **Remembering**

Verbs: Remember, recall, recognize, list, define, identify, label.

Example LO: " Students will be able to recognizes numbers up to 99 and writes numerals "

ii. **Understanding:**

Verbs: Understand, explain, summarize, describe, interpret, paraphrase.

Example LO: "Students will be able to explain industries and their impact on the environment."

iii. **Applying:**

Verbs: Apply, demonstrate, use, solve, implement, illustrate.

Example LO: "Students will be able to demonstrate the use of first aid during common injuries or CPR."

iv. **Analyzing:**

Verbs: Analyze, differentiate, categorize, compare, contrast, examine.

Example LO: "Students will be able to differentiate between local government and State government."

v. **Evaluating:**

Verbs: Evaluate, assess, critique, judge, justify, defend.

Example LO: "Students will be able to evaluate the various suggestions to reform democracy in India."

vi. **Creating:**

Verbs: Create, design, develop, compose, generate, formulate.

Example LO: "Students will be able to create collage, designs, models, rangolis, posters, albums, and simple maps (of school/neighborhood, flow diagrams, etc.) Using local/waste material. "

7. Why LOs need to be incorporated during assessment?

Inclusion of LOs during assessment ensure that assessments are meaningful and impactful that students are being evaluated on the knowledge, skills, and understanding that are expected from students. Incorporating LOs into assessments provides clarity to both students and teachers regarding what is expected to be learned and demonstrated.

8. How will LOs measure the learner's achievement?

Each LO includes specific indicators that define what should be the proper achievements look like and these serve as the basis for assessing students' performance. Different assessment methods are used to measure student achievement of LOs. These methods may include written tests, quizzes, projects, presentations, observations, or demonstrations, depending on the nature of the learning outcomes. Some LOs may also specify different levels of performance or proficiency that students are expected to achieve.

9. What are some of the key considerations while creating a lesson plan/unit plan?

While preparing a lesson or a unit plan first consider setting the Learning Outcomes you want to achieve from that particular lesson. Next, assess the students' pre-requisite knowledge and plan your next process/steps using easily accessible materials and resources. Then outline the methods of assessing students' learning and progress and evaluate the overall learning outcomes. Incorporate local contexts where possible and encourage students to draw on their own experiences to enhance learning.

10. How will we know the learners have achieved the LOs in a particular chapter/lesson?

Knowing whether learners have achieved the LOs in a particular chapter or lesson involves assessing their performance and understanding against the stated objectives. After completing relevant chapters which are mapped to these LOs, activities/worksheets or an internal assessment will be conducted to test the students' performance on that LO. In case there are LOs on which students are performing poorly, remedials may be administered.

11. Is there any Sample Question Paper pattern for the subjects since it is a new textbook?

We are in the process of finalising the Assessment Blueprint for classes 1-10 where we have listed LO based Assessment framework, type of questions and marks distribution for each chapter/unit. Once it is finalised it will be shared with all the teachers.

12. Suggest some guidelines for developing questions as per the new book or syllabus.

Refer the Assessment Blueprint document, which outlines the summative exam question paper format, including chapter-wise weightage for half yearly and annual exams, along with various question types aligned with specific Learning Outcomes. Additionally, we plan to create a Question Bank and will make it available to teachers for their use.

13 What is an Assessment Framework? How will it aid the teacher?

An Assessment Framework is a structured approach or set of guidelines used to plan and implement assessments. It provides a systematic way to measure students' learning progress against some criteria or standards.

The Assessment Blueprint consists of the Structure of the Question Paper, for summative exams, chapter-wise weightage, and what LOs to be assessed through which types of questions.

14 Where do we get the Assessment Blueprint?

The Assessment Blueprint for English and Mathematics (classes 1-10) and Science (Class 6-8) will be circulated among the teachers and will be uploaded on the MBOSE and Education website.

15 Is there any teacher aid available for the internal assessment for Science and Mathematics for classes 9 and 10?

The Assessment Blueprint proposes allocating 20 internal marks for each term, along with recommended activity types for internal assessments. Furthermore, we aim to compile a repository of activities to assist teachers in conducting these assessments.

16 What should be referred to conduct science practical?

Please refer the following NCERT prescribed Science Manual:

<https://ncert.nic.in/science-laboratory-manual.php>

17 Do we need to submit the assessment data every time?

The assessment data needs to be submitted as per the directives from MBOSE from time to time but an official record needs to be kept so that it can be shared with the Assessment Cell as and when required. Specially the data from the formative assessments, will help you in understanding the progress and gaps in the students at a glance, which will help you in planning the teaching learning process of the class as per the need of the individual students depending upon the achievement of the Learning Outcomes

18. Are there any additional resources with the textbook to help and work with the students?

Yes, there is a Teacher Handbook for classes 1-5 covering English and Mathematics. This handbook consists of a series of activities curated to ease your teaching process. The activities are in alignment with the NCERT textbooks and their corresponding Learning Outcomes (LOs). This book consists of activities that span not only the LOs of the current class, but also pre-requisite LOs to help children cover up. Teachers can use those activities along with the Textbook to help the students understand concepts.

19 Where do we get the teacher handbook from?

The Teacher Handbooks (Class 1-5) are in the final stage of development and soon will be circulated among the teachers by DERT & SSA.

20 Will there be any separate grammar book for English?

The NCERT English textbooks incorporate speaking, listening, reading, grammar and writing within each chapter. The exercises at the back of the chapter indicate the same, they have different exercises catering to different competencies. This way, teachers don't have to do the dual job of teaching through a separate grammar book. They can use the very same comprehension texts (poetry or prose) to teach grammar and all other competencies.

Additionally, you can also use additional grammar books as per students' need prescribed by the board.

21 How can we address the issue of the Mathematics textbook having a limited number of problem sets?

The NCERT math textbook focuses on conceptual understanding and includes a sufficient number of problems for practise. Additionally, there are numerous free resources available online for further reference. Additionally, we aim to compile a repository of activities or questions to assist teachers.

23 Is there a framework for documenting students' achievements or a sample Holistic Progress Card?

At present Holistic Progress Card (Class 1-3) are in the final stage of development and will be shared to teachers by DERT & SSA.

24 How does this approach enhance student performance in national assessments such as NAS and SEAS?

Questions in national-level assessments are aligned with the NCERT Learning Outcomes (LOs). These LOs are mapped to chapters in the LO mapped Syllabus, available on the MBOSE website, and the Assessment Blueprint (which is in final stage of development). By effectively implementing, teaching, and assessing these LOs, students are better prepared to excel in tests like NAS and SEAS.