

Report on the Session by Prof. Meena Sehrawat

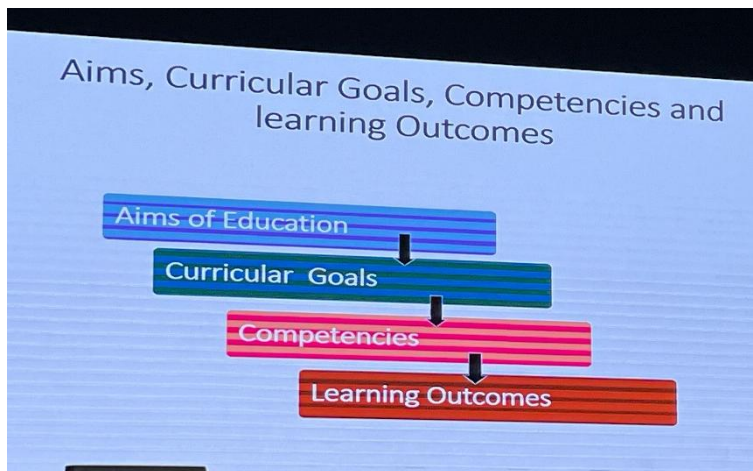
Topic: Competency-Based Assessment for the Foundational Stage

Facilitators: Pre-School to Class II

Resource Person: Prof. Meena Sehrawat



A comprehensive and enriching session on “Competency-Based Assessment for the Foundational Stage” was conducted by Prof. Meena Sehrawat for facilitators teaching from Pre-School to Class II. The session aimed at empowering Facilitators with a deep understanding of the principles and practices of competency-based assessment. It focused on ensuring that Assessments are learner-centric, developmentally appropriate, and aligned with the holistic goals of foundational education.



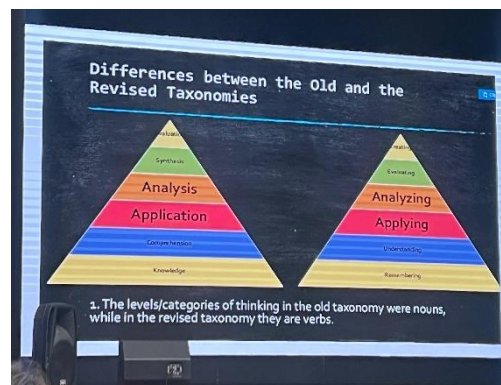
The session began by emphasizing the aims of competency-based education, which included understanding, application, and the development of essential life skills. Prof. Sehrawat elaborated on the curricular goals defined by the National Curriculum Framework for the Foundational Stage (NCFFS), which are based on three core developmental goals- ensuring that children maintain good health and well-being, become effective communicators, and evolve as involved learners who are connected to their immediate environment. These curricular goals are translated into specific competencies, observable and measurable abilities comprising knowledge, skills, and dispositions.

A key highlight of the session was the clear explanation of learning outcomes, which serve as end goals that children are expected to achieve after demonstrating specific competencies. Prof. Sehrawat provided a structured understanding of the linkages between developmental goals,

competencies, and learning outcomes, emphasizing how these components are interconnected and essential for planning age-appropriate, meaningful assessments.

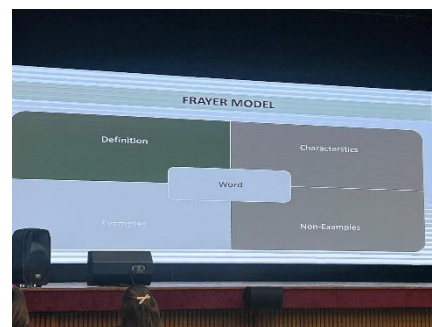
The session further explored how to assess these competencies through methods that capture all aspects of a child’s development. The domains of development were discussed in detail, showing how they align with the competencies and should be reflected in both teaching and assessment practices.

Prof. Sehrawat also introduced Bloom’s Taxonomy, comparing the old and new versions. While the old taxonomy focused primarily on cognitive processes like knowledge, comprehension and application, the revised taxonomy is more dynamic and includes categories like remember, understand, apply, analyze, evaluate, and create. These are arranged as active verbs that are more suited for modern educational needs. This updated version promotes deeper thinking and aligns better with competency-based learning.



Another concept discussed in the session was the importance of “wait time” the intentional pause a teacher gives after asking a question. Prof. Sehrawat explained that providing children with adequate wait time leads to improved comprehension, encourages critical thinking and gives all learners an equal opportunity to participate.

To enhance comprehension, she introduced the Frayer Model, a graphic organizer that helps children understand vocabulary and concepts by defining them, listing characteristics, and identifying examples and non-examples. This model promotes clarity and deeper understanding and can be a valuable tool in early education classrooms.



The session concluded with insights on the use of portfolios as a form of continuous and comprehensive assessment. Prof. Sehrawat emphasized that portfolios offer a holistic view of a child’s learning journey and should be prepared through important stages: collection, selection by the child, reflection by both student and teacher, and evaluation. These stages ensure that portfolios are meaningful, developmental, and reflective of each child’s unique progress.

Overall, the session provided valuable strategies and frameworks to help educators implement effective, child-centered assessments in the foundational years. Prof. Sehrawat’s clear and thoughtful presentation enabled the facilitators to deepen their understanding of how to assess competencies in a way that supports joyful and meaningful learning for every child.