

EVS REFORMS

Concept-wise Complete Information from the PPT

Revamping EVS Textbook: Aligning Curriculum with NEP 2020 and NCF-SE 2023

Based on the 10-slide presentation “EVS Reforms”

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1. Overview and Need for Revised EVS

Presentation theme: Revamping the EVS textbook by aligning the curriculum with NEP 2020 and NCF-SE 2023.

1.1 Why was EVS revised?

- Alignment with NEP 2020 and NCF-SE 2023.
- A child-centred and competency-based approach.
- Greater emphasis on experiential learning.
- Development of environmental responsibility.

Overall message: The revised EVS approach aims at nurturing young minds, caring for nature and building a better tomorrow.

2. NEP 2020 – NCF-SE 2023 Alignment

Core direction: An EVS curriculum for a sustainable, inclusive and competent future.

2.1 Child-Centred Learning

- Children actively participate in learning.
- Learning is promoted through observation, questioning, discussion and exploration rather than memorization.
- The learner is placed at the centre of the learning process.

2.2 Experiential Learning

- Learning takes place through activities, projects, experiments, field visits and real-life experiences.
- Children learn by doing and by connecting classroom learning with their surroundings.

2.3 Competency-Based Education

- Learning outcomes are competency-driven.
- Focus is placed on application, understanding and problem-solving skills.
- Curricular goals and competencies are clearly mapped in the textbooks.

2.4 Holistic Development

- Cognitive development.
- Social and emotional learning.
- Environmental sensitivity.
- Values and ethics.
- Health and hygiene awareness.
- Communication skills.

2.5 Integration of Local Context

- Local culture.
- Occupations.
- Traditions.
- Food habits.
- Festivals.
- Rivers.
- Environmental practices.

Purpose: To make learning meaningful by connecting EVS concepts with the learner's local environment and lived experiences.

2.6 Multidisciplinary Learning

- EVS integrates language, art, science, mathematics and social understanding.
- Integration is promoted through activities and projects.

2.7 Inclusivity and Equity

- The curriculum promotes participation of all learners.
- Flexible activities and collaborative learning opportunities are emphasized.

Overall outcome stated in the presentation: The revised EVS curriculum builds knowledgeable, responsible, empathetic and active citizens who care for themselves, others and the environment.

3. Physical Features and Textbook Components

3.1 Physical Features

- Attractive cover and layout.
- Child-friendly design and fonts.
- High-quality pictures and illustrations.
- Strong binding and durable paper.
- QR codes for digital access.
- Colourful and engaging pages.

3.2 Textbook Components – Part 1

Learning Outcomes (LOs)

- Clear learning outcomes for each lesson.

QR Codes and Digital Integration

- QR codes provide access to audio, video, activities and e-content.

Big Pictures and Picture Discussions

- Large pictures are provided for observation, exploration and discussion.

Main Text (Content)

- Simple, clear and interesting content.
- Real-life examples are used.

Think and Discuss

- Questions encourage children to think, share and discuss ideas.

Let Us Do

- Hands-on activities encourage learning by doing.

Do You Know?

- Interesting facts are included to develop curiosity.

3.3 Textbook Components – Part 2

- Amazing Facts – surprising and interesting facts related to the topic.
- Key Words – important keywords that help learners understand better.
- What We Have Learnt – a summary of what has been learnt in the lesson.
- Improve Your Learning – competency-based assessment tasks to apply and improve learning.

3.4 Example: Lesson Layout – “My Family”

- Lesson title and lesson number.
- Learning outcomes are clearly displayed.
- Learning outcomes include explaining family, appreciating different occupations in the surroundings, identifying family members, appreciating family care, identifying resemblance among family members, identifying home appliances, and understanding a family flow chart.
- A QR code/digital access component is included.

3.5 Example: Lesson Layout – “Respiratory System”

- Main text explains breathing and the respiratory system using simple real-life language.
- The respiratory system is presented through the nose, windpipe and lungs.
- A “Let us discuss” question promotes thinking, such as considering whether the flow of a river can be controlled.
- The layout combines text, visuals and discussion.

3.6 Example: Other Components

- Let Us Do – e.g., preparing lemon juice as a hands-on activity.
- Do You Know? – e.g., interesting information about Ugadi pickle.
- Amazing Facts – e.g., unusual food habits in some countries.
- Key Words – e.g., silk, cotton, wool, cocoon, natural fabrics, artificial fabrics, yarn, spinning, weaving, shearing and reeling.
- What We Have Learnt – concise learning points such as roots, stems and leaves being parts of a plant and leaves preparing food for the plant.

4. EVS Textbook Additions and Modifications – Classes 3, 4 and 5

4.1 Class 3

A. My Family

- Additions: Celebrating Festivals; Home Appliances.
- Modifications: Role of family members; Help each other.
- The slide links the additions to curricular goals.

B. Plants Around Us

- Additions: Green Passport; Ek Ped Maa Ke Naam.
- Modifications: Types of plants.
- Green Passport message: plants give oxygen, food, medicine and shade; children are encouraged to plant and nurture trees.
- The additions are linked to curricular goals and media.

C. Animals Around Us

- Additions: Birds concept; Living in Harmony; Sounds of Birds; Different birds and different sounds.
- The slide also highlights diurnal (active in day) and nocturnal (active at night) concepts.
- Justification is linked with curricular goals and NCERT.

D. Our Body

- Additions: Sense Organs; Stethoscope Activity; Lungs Activity.
- The additions are linked to curricular goals.

E. Food We Eat

- Additions: Varieties of Food; Mid-Day Meal (MDM); Food Safety.
- The additions are linked to curricular goals.

F. Water – A Precious Gift

- Additions: Water Activity; Water Sources; Save Water.
- The slide connects the additions with NCERT.

4.2 Class 4

A. Family

- Addition: Relation and family values.
- The justification refers to helping learners understand family, traditions and community, and to developing social competencies and life skills.

B. Green World

- Addition: Medicinal Plants.
- Examples shown: Tulasi, Aloe vera, Neem and Turmeric.
- The justification connects natural resources/medicinal plants with the immediate environment and helps learners identify natural elements that support life.

C. Animals Around Us

- Additions: Behaviour of birds and animals; Diurnal; Nocturnal; Feeding; Nesting; Schooling/Hibernation-related animal behaviour and other observed behaviours shown in the visual.
- The justification emphasizes observing and describing the diversity, habitats and behaviour of animals and developing sensitivity towards the natural environment.

D. Sense Organs

- Additions: Inclusive Education; Good Touch and Bad Touch reactions.
- The justification emphasizes awareness of basic safety needs, protection and sensitivity/equal opportunities through inclusive education.

E. Water Sources

- Additions: Bird Bath; Water Pollution.
- The justification emphasizes care for birds and animals, awareness of water pollution and responsibility for conserving water.

4.3 Class 5

A. Migration of People

- Additions: Aatma Nirbhar Bharat; Make in India.
- The slide links the additions to understanding changes in society, local occupations and resources.

B. Climate Change

- Additions: Disposable Pens Activity; Reforestation.
- The additions emphasize protecting the natural environment and conserving resources such as trees.
- Activity/message examples shown: reduce plastic use, choose eco-friendly alternatives, and plant trees.

C. Clothes We Wear

- Addition: AP Traditional Weaving Heritage.
- Examples: Dharmavaram, Mangalagiri and Uppada.
- Additional focus: Our Clothes and Our Culture.
- The addition supports observation and appreciation of cultural diversity and local cultural heritage.

D. Our Body – Organ System

- Additions: Stethoscope Activity; Lungs Functioning Activity.
- The activities provide hands-on experiences connected with the human body and its functioning.

E. Food and Production

- Additions: Crop-friendly and harmful insects; Organic Farming.
- The focus connects food production with human-made production systems, healthy soil, crops and insects.

F. Our River – Our Life

- Addition: Flood Safety Tips.
- Local/contextual example: Dhavaleswaram Barrage.
- The section connects rivers and water infrastructure with flood awareness and responsible use of water.

5. Work Book Reforms

Overall reform: The existing EVS workbooks have been completely converted into Competency Based Assessment (CBA) and previewed. The reform is intended to nurture students' thinking skills, logical thinking, creative thinking and 21st-century skills in line with NEP 2020 and NCF-SE 2023. The Work Book Structure (WBS) has also been completely re-arranged.

5.1 Core Directions

- Aligned with NEP 2020 and NCF-SE 2023.
- Student-centric, competency-driven and future-ready learning.
- Develops thinking skills: higher-order thinking, logical thinking and creative thinking.
- Builds 21st-century skills: critical thinking, communication, collaboration, creativity and problem solving.
- Focuses on competencies through structured activities and assessments to track competencies and progress.

5.2 Key Reforms

- Converted to Competency Based Assessment – workbooks are designed under the CBA framework for competency-based learning and evaluation.
- Stimulates thinking process – activities are designed to arouse curiosity, questioning, exploration and reflection.
- Enhances 4C skills – Creativity, Critical Thinking, Collaboration and Communication.
- Integrated and experiential learning – real-life contexts, local relevance and hands-on experiences for deeper understanding.
- Re-arranged Work Book Structure (WBS) – reorganized for better flow, clarity, age appropriateness and effective usage.
- Reduced number of worksheets – worksheets are streamlined to focus on essential competencies and quality learning.

5.3 Expected Impact on Students

- Improved thinking ability and logical reasoning.
- More creativity and originality in ideas and solutions.
- Better communication and collaboration with others.
- Stronger problem solving and decision making.
- Confident, curious and capable 21st-century learners.

6. Standard Pattern Maintained in Every Worksheet

- I. Rewriting the given words.
- II. True or False / Fill in the blanks / Mind map / MCQs.
- III. Reading Comprehension.
- IV. Answer the following / Mind map / Fill in the blanks / MCQs.
- V. Answer the following.
- VI. Answer the following.

7. Teacher Handbook – Purpose and Uses

Definition: A teacher handbook is a valuable resource that guides, supports and empowers teachers in effective teaching, learning and classroom management. It helps teachers plan better, teach better and inspire better.

7.1 Purpose of the Teacher Handbook

- Curriculum Interpretation – supports teachers in understanding curricular goals, learning outcomes and competencies.
- Pedagogical Guidance – provides activity-based, learner-centric and inquiry-driven teaching strategies for each lesson.
- Lesson Planning Support – provides model lesson plans, creative Teaching-Learning Material (TLM) ideas and assessment strategies.

7.2 Additional Purposes

- Explaining learning objectives and concepts clearly.
- Providing energized and digitalized resources, teaching methods and classroom activities.
- Suggesting assessment and evaluation techniques.
- Giving answers, explanations and additional information for lessons.
- Helping teachers organize lessons and maintain consistency in teaching.
- Supporting better student understanding and participation.

7.3 How to Use the Teacher Handbook

Before Teaching the Lesson

- Go through the teacher resources and read the lesson objectives and key concepts.
- Understand the teaching strategies and activities suggested in the handbook.
- Prepare teaching notes, TLMs and classroom resources.

During Classroom Teaching

- Follow the step-by-step teaching process suggested in the handbook.
- Conduct suggested activities, discussions and demonstrations.
- Use examples and explanations to make concepts easier to understand.

For Assessment and Evaluation

- Use CFUs, questions, exercises and assessment methods provided.
- Check students' understanding and learning progress.

For Classroom Management

- Apply tips for organizing classroom activities and encouraging participation.
- Maintain discipline and create an interactive learning environment.

For Additional Support

- Refer to extra notes, answers and teaching tips whenever needed.
- Use the handbook to improve teaching skills and lesson delivery.

8. Teacher Handbook – Features and Structure

8.1 Key Features

- Guides planning.
- Supports teaching.
- Manages the classroom.
- Enhances learning.
- Builds teacher confidence.

8.2 Structure of the Teacher Handbook

- Book Overview – begins with table of contents and a year plan.
- Chapter Planning – includes a month plan and weekly weightage table with teacher remarks.
- Resources & Tools – teacher resources, TLMs, worksheets, charts and digital resources.
- Lesson Template – includes learning outcomes, prior concept skills, synopsis, concept map, period-wise plan, TL process (Hook, I do, We do, You do), CFU, Learning Enhancement and Assignment.
- Teacher Observations.
- Closing Procedures – teacher's diary is filled after completion of each concept.

8.3 Learning Outcomes

- Clear statements of what students know, understand and can do.
- Knowledge – what they learn.
- Understanding – what they understand.
- Skills – what they can do or apply.
- Learning outcomes are clear, measurable and student-centred, and linked to objectives and activities.

8.4 Prior Concept Skills

- Basic knowledge, understandings and abilities students should have before learning a new concept.
- Provides a foundation for learning.
- Supports improved learning and accommodates learning differences.

8.5 Synopsis of a Lesson

- A short and clear summary of main points, concepts, objectives and activities.
- Includes objectives, main concepts, key points, activities and outcome.
- Helps save time, keeps focus and guides teaching and learning.

8.6 Thinking Maps

- Visual maps used to organize and connect ideas.
- The example shown includes concepts around Sense Organs, Care and Safety & Kindness.

8.7 Maximizing Learning – Summary Table

- Summary – key facts at a glance.
- CFU – check understanding.
- AQ – apply and think critically.
- Project Work – connect learning to real life.

Purpose: Deeper, stronger and more memorable learning.

8.8 Concept-wise Teacher's Diary

- Concept taught.
- Objectives.
- Date and period.
- Activities conducted.
- TLM used.
- Summary.
- Project work.
- Signature.

Approach: Track • Reflect • Improve.

9. Overall Educational Impact

- Learners become more active participants in learning.
- Learning becomes more competency-driven, experiential and connected to real life.
- Thinking, creativity, communication, collaboration and problem-solving are strengthened.
- Local context and environmental responsibility become meaningful parts of EVS learning.
- Textbooks, workbooks and teacher handbooks work together to support better planning, teaching, assessment and classroom participation.
- The overall direction is towards knowledgeable, responsible, empathetic and active citizens who care for themselves, others and the environment.

10. Closing Message

Together, let's empower teachers and create brighter futures for every learner!

Guiding Learning • Supporting Teachers • Enriching Classrooms • Enhancing Learning • Building Confidence

Thank you for your attention.