# 2025

# PARAKH RASHTRIYA SARVEKSHAN,2024



Principal i/c
DIET, Karbi Anglong
11/21/2025

# Report on One-Day Workshop on Dissemination of PARAKH Rashtriya Sarvekshan 2024 Findings and Orientation on Competency-Wise Lesson Transaction.

**Total Participant- 48**
**Organized by: DIET Karbi Anglong, Diphu.**
**Venue: DIET, Auditorium.**
**District: Karbi Anglong.**
**Date: 29th October 2025**

## 1. Introduction

A one-day workshop on the dissemination of PARAKH Rashtriya Sarvekshan 2024 results and orientation on competency-wise lesson transaction was successfully organized at DIET Karbi Anglong, Diphu. The workshop aimed to familiarize teachers and field functionaries with the key findings of the national assessment, build their understanding of competency-based education, and equip them to design competency-focused lesson plans, particularly for low-performing competencies identified in the district.

Participants included teachers, CRCCs and BRPs, from across Karbi Anglong district. The programme provided a platform for learning, discussion, and collaborative activity to support improved classroom practices.

## 2. Programme Proceedings

### 2.1 Registration

Participants arrived and completed the registration process. Resource materials, workshop schedules, and handouts related to PRS 2024 were distributed.

## 3. Inaugural Session

### 3.1 Welcome Address

Mr. Karnel Teron, Principal (I/C), DIET Karbi Anglong, formally welcomed all dignitaries and participants. He emphasized the growing importance of national-level assessments like PARAKH in understanding students' learning levels and shaping instructional improvements. He highlighted DIET's commitment to supporting competency-based teaching and assessment in schools.
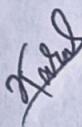
3.2 Keynote Address

Mr. Longki Rongchehon, DPO (TT), SSA, KAAC, delivered the keynote address. He elaborated on the significance of PRS 2024 in identifying learning gaps and the role of teachers in bridging them through effective, competency-driven lesson planning. He encouraged participants to actively engage in the workshop and apply the insights gained in their respective classrooms.

## 4. Dissemination of Findings of PARAKH Rashtriya Sarvekshan 2024

Resource persons presented detailed findings of the district's performance in PRS 2024. Key highlights included:

* Comparative performance of Karbi Anglong in relation to state and national averages

* Subject-wise and grade-wise competency levels

* Identification of high-, medium-, and low-performing competencies

* Critical insights into students' learning gaps and common areas of difficulty

The session enabled participants to understand the importance of evidence-based teaching interventions.

## 5. Session on Competencies and Competency-Based Assessment:

This technical session focused on strengthening teachers' knowledge of competency-based education. Topics covered included:

* Meaning and components of competencies

* Difference between competency-based teaching and traditional content-based teaching

* Designing learning outcomes and learning indicators

* Approaches to competency-based assessment

* Importance of formative assessment in tracking learning progress

* Demonstration of competency-wise lesson transaction models

Participants engaged in discussions, clarified doubts, and reflected on how competency-based methods can improve classroom learning.

## 6. Group Activity: Designing Competency-Based Lessons.

### Name of Subject expert from DIET, Karbi Anglong

I)      Smti. Bobby Ronghangpi, Sr Lecturer, DIET (Social Science).
II)     Shri Pranjal Chetia, Lecturer, DIET (Mathematics).
III)    Shri Subhra Das, Lecturer, DIET (Science).
IV)     Smti. Rupanjali  Devi, Lecturer,DIET (language).

Participants were divided into groups and assigned specific low-performing competencies identified in PRS 2024. Each group carried out the following tasks:

1. Identifying learning outcomes and indicators

2. Designing an engaging, activity-based lesson plan

3. Integrating competency-focused learning activities

4. Planning assessment tools aligned with the competency.

5. Developing teaching-learning materials (TLMs) as needed.

After preparation, each group presented their lesson design. Resource persons and other participants provided constructive feedback. The activity strengthened practical skills in lesson designing and reinforced collaboration and shared learning.

## 7. Feedback and Closing Session:

The final session allowed participants to ask questions, seek clarification, and share feedback. Key points included:

- Appreciation for the practical and data-driven nature of the workshop.
- Request for follow-up trainings on subject-specific competencies.
- Suggestions for developing a district-level repository of competency-based lesson plans.

The workshop concluded with closing remarks by the organizers, who encouraged participants to apply the learning in real classroom settings to improve student's outcomes.
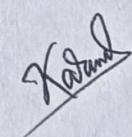
## 8. Conclusion:

The one-day workshop effectively achieved its objectives by disseminating PRS 2024 findings and building teachers' capacity for competency-based instruction. The active participation, insightful discussions, and collaborative group work ensured meaningful learning outcomes. The workshop is expected to contribute significantly to improving the quality of education and student performance in Karbi Anglong.

## Photo Gallary: