Curriculum and Pedagogic Reform

School Education for Holistic Development
Focus: Holistic Development of Students

21st Century Skills
Building character and creating holistic and well-rounded individuals equipped with the key 21st century skills including cognitive skills.

Manifestation of Knowledge as Perfection
Manifestation of knowledge, which is a deep-seated treasure within an individual, as perfection.

Away from Rote Learning
Moving towards real understanding and learning how to learn - and away from the culture of rote learning

Productive Human Being
Developing learners into a good, successful, innovative, adaptable, and productive human beings in today’s rapidly changing world
How to Achieve Holistic Development of Children?

Strategies

1. Reorienting and revamping all aspects of curriculum and pedagogy

2. Identifying specific sets of skills and values across domains for integration and incorporation at each stage of learning, from pre-school to higher education.

3. Developing curriculum frameworks and transaction mechanisms for ensuring that these skills and values are imbibed through engaging processes of teaching and learning.
New pedagogical and curricular structure of school education (5+3+3+4): 3 years in Anganwadi/pre-school and 12 years in school

- **Secondary Stage (4)** multidisciplinary study, greater critical thinking, flexibility, and student choice of subjects
- **Middle Stage (3)** experiential learning in the sciences, mathematics, arts, social sciences, and humanities
- **Preparatory Stage (3)** play, discovery, and activity-based and interactive classroom learning
- **Foundational stage (5)** multilevel, play/activity-based and interactive classroom learning
# Reorienting Curriculum

To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education.

- **No hard separation** between curricular, co-curricular and extra-curricular areas.
- **Freedom of choosing** a variety of subject combination to be provided.

### Competency based education

- Arts, Sports, ICT integration across subjects
  - Arts, Sports, ICT, Story
  - Telling to be integrated across subjects as pedagogies

### Development of scientific temper

- Development of scientific temper and inculcation of knowledge and practice of human and constitutional values such as patriotism, sacrifice, non-violence, truth, honesty, peace etc.

### NO Hard Separation in Subjects

- Emphasis on digital literacy, coding and computational thinking

### Digital literacy

- Bag less days to be scheduled in academic calendar

### Bag less Days
Curriculum content to be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.
Reorienting Curriculum

Adopting Experiential Learning as a Pedagogy

Hands-on learning, arts-integrated and sports-integrated education, storytelling-based pedagogy, among others, as standard pedagogy within each subject.

Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects.

Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc.

Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.
Reorienting Curriculum

Multilingualism and the Power of Language Learning

- **Medium of instruction** until grade 5, and preferably till grade 8 and beyond, will be home language/mother-tongue/local language

- ‘The Languages of India’ a fun project/activity on to be taken by every student

- **Three languages** to be taught will be decided by state/UT

- **All classical languages** will be widely available in schools as options
Reorienting Curriculum

Knowledge of India

To be incorporated in an **accurate and scientific manner** wherever relevant.

Indian Knowledge Systems including **tribal knowledge** and **indigenous and traditional ways of learning**, will be covered.

Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available.

Curriculum to include knowledge from ancient India to modern India as well as future aspirations.

Excerpts from the Indian Constitution will also be considered essential reading for all students.

Scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs will be part of curriculum.
Reorienting Curriculum

Cross cutting Ethics and Values

- seva, ahimsa, swachchhata
- satya, nishkam karma, shanti,
- outlook, integrity, responsibility
- tolerance, diversity, pluralism,
- respect for elders, respect for all people regardless of background,
- righteous conduct, gender sensitivity,

Resources and Activities for Developing these Values

Core Subjects
- Panchatantra,
- Jataka,
- Hitopadesh,
- other fun fables

Inspiring tales from the Indian tradition and learn about their influences on global literature.

Excerpts from the Indian Constitution will also be considered essential reading for all students.

Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid
### Identifying and Integrating Essential Subjects, Skills and Capacities

**For Atmanirbhar Bharat**

#### Computational thinking
- Increased emphasis on mathematics and computational thinking throughout the school years

#### Mathematical thinking and problem solving
- Inculcate mathematical thinking and problem solving through a variety of innovative methods, including the regular use of puzzles and games

#### Coding
- Activities involving coding will be introduced in Middle Stage

#### Including contemporary subjects in schools
- Teaching of contemporary subjects at middle and secondary stages: Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED)
Development of National Curriculum Framework and Textbooks with local content and flavour

All textbooks to contain only essential core material while capturing any desired nuances and supplementary material as per local contexts and needs.

Textbooks will include QR codes and integrate art, sorts and ICT for the holistic development of children.

The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT. The NCFSE document shall henceforth be revisited and updated once every 5-10 years, taking into account frontline curriculum.

States to prepare their own curricula and textbooks based on NCERT curriculum and textbooks, incorporating State flavour and material as needed.

Concerted efforts, through suitable changes in curriculum and pedagogy to significantly reduce the weight of school bags and textbooks.
Transforming Assessment for Student Development

- School examinations in Grades 3, 5, and 8 for testing achievement of basic learning outcomes, and application of knowledge in real-life situations.

- The Board exams for Grades 10 and 12 will be continued. Board exams will be made ‘easier’, as they will test primarily core capacities/competencies.

- Guidelines for Examination Reform will be prepared by NCERT.

- The progress card of all students will be a holistic, 360-degree with multidimensional report.

- A National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) to be set up.

- The National Testing Agency (NTA) for designing a high-quality common aptitude test and specialized common subject exams in various subject areas at least twice every year for university entrance exams.
## Implementation Plan

### Position Papers

Research Based Position papers will be prepared on various aspects of School Education including multilingualism focusing on policy perspectives to provide inputs for the NCFSE.

Role – NCERT in consultation with states/UTs and other stakeholders.

### National Curriculum Framework

National Curriculum Frameworks will be developed for:

- **a.** School Education
- **b.** Early Childhood Care and Education
- **c.** Adult Education

Role – NCERT in consultation with states/UTs and other stakeholders.

### Syllabus and Textbooks

Model syllabi and textbooks in core subject areas and some other emerging subject areas will be prepared which will be adopted or adapted or followed-up by the states/UT in view of need of adding local flavor and content.

Role – NCERT in consultation with states/UTs and other stakeholders.

### Material for Teachers and Teacher Educators

Advocacy and Training material including material in regional languages will be prepared for the capacity building of various stakeholders including teachers and teacher educators.

Role - NCERT, SCERTs and DIETS

### Capacity Building of Teachers and Teacher Educators

Capacity building of Teachers and Teacher Educators along with other stakeholders will be taken up using NISHTHA.

Role – NCERT, SCERTs and DIETS.

### Handbook and Courses

Handbook for internship during Bag less days will be developed. Model courses for Knowledge of India, language and culture, etc., will be developed.

Role – NCERT and SCERTs.
Thank You!