

NATIONAL CURRICULUM FRAMEWORK

FOR FOUNDATIONAL STAGE 2022



National Curriculum
Framework



CHAPTER 9

LINKAGES TO THE PREPARATORY STAGE FROM THE FOUNDATIONAL STAGE

Shift from fundamental stage to the preparatory stage

MOST SIGNIFICANT CHANGE

**DEVELOPMENT
AL
IMAGINATION
IN
FOUNDATIONAL
STAGE**



**DEVELOPMENT
OF CAPACITIES
AND SKILLS IN
PREPARATORY
STAGE**

Shift from fundamental stage to the preparatory stage

This is further classified as:

**SHIFT IN
CURRICULAR
AREAS**

**SHIFT IN
CONTENT
USED IN
CLASSROOM**

**SHIFT IN
CLASSROOM
ORGANISATION
AND
PEDAGOGY**

**SHIFT IN THE
WAYS OF
ASSESSMENT**

WHAT ARE THESE CAPACITIES AND SKILLS IN PREPARATORY STAGE

SCHOLASTIC CAPACITIES

LITERACY

NUMERACY

ABILITIES TO HYPOTHESIZE

MAKE OBSERVATIONS

COLLECT DATA

ANALYSE DATA

NON SCHOLASTIC CAPACITIES

ARTS & SPORTS

VALUES

BELIEFS

SOCIAL CAPACITIES'

FROM DEVELOPMENT DOMAINS TO CURRICULAR AREAS

- a) **LANGUAGE:** By end of Preparatory Stage, the goal would be to make children independent readers and writers in both L1 and L2.
- b) **MATHEMATICS:** Foundational Numeracy is expected to be achieved in the end of the first year in the Preparatory Stage.
- c) **WORLD AROUND US:** Children would engage both broadly and deeply with the environment around them, both natural and human environments. They would further develop their skills of observation, data collection, and analysis for forming and verifying hypothesis. They would also gain socio-cultural understanding of the human world around them.



d) **ARTS:** In the Preparatory Stage, children would start gaining specific skills in different forms of arts that would enable them to express themselves in more elaborate ways.

e) **PHYSICAL EDUCATION:** Introduction to sports and more formal engagement in physical activity would be the emphasis.

f) **VOCATIONAL EDUCATION:** NEP 2020 sees education holistically, not just understanding of the world but acting upon the understanding meaningfully and productively. From simple activities, like growing vegetables and cooking, to more skilled work, like stitching, children would be encouraged to use their minds and bodies towards productive work.

g) **SOCIO – EMOTIONAL - ETHICAL LEARNING & POSITIVE LEARNING HABITS**



Shift in the curricular goals (Summary)

To Summarize we can say that:

- Shift from the curricular goals based on the developmental domains to more organized and specific skill development.
- Daily routine is to be more structured.
- Dedicated time for each language to be given to make the children independent readers and writers in both L1 and L2.
- Specific time block for development of mathematical skills as a curricular area.
- Specific focus on development of skills in different forms of art that would enable them to express themselves in more elaborate way.
- Specific focus on engaging children to perform productive and skill based activities.



Shift in the content used in the class

- **Shift from concrete experiences to the abstract learning.**
- **Textbooks and workbooks play a bigger role in organizing learning.**
- **Balance of familiar and unfamiliar experiences are created.**



Shift in classroom organization and pedagogy

- Learning experiences are cohort based in formal classroom set up.
- Learning in groups through self directed work plans.
- Importance to learning centric approaches needs to be given.



Shift in the ways of assessment

- **Explicit assessment needs to be adopted.**
- **Creating meta-cognitive awareness among the children.**
- **Written assessment can be given to children to complete in specified time.**



**THANK
YOU**