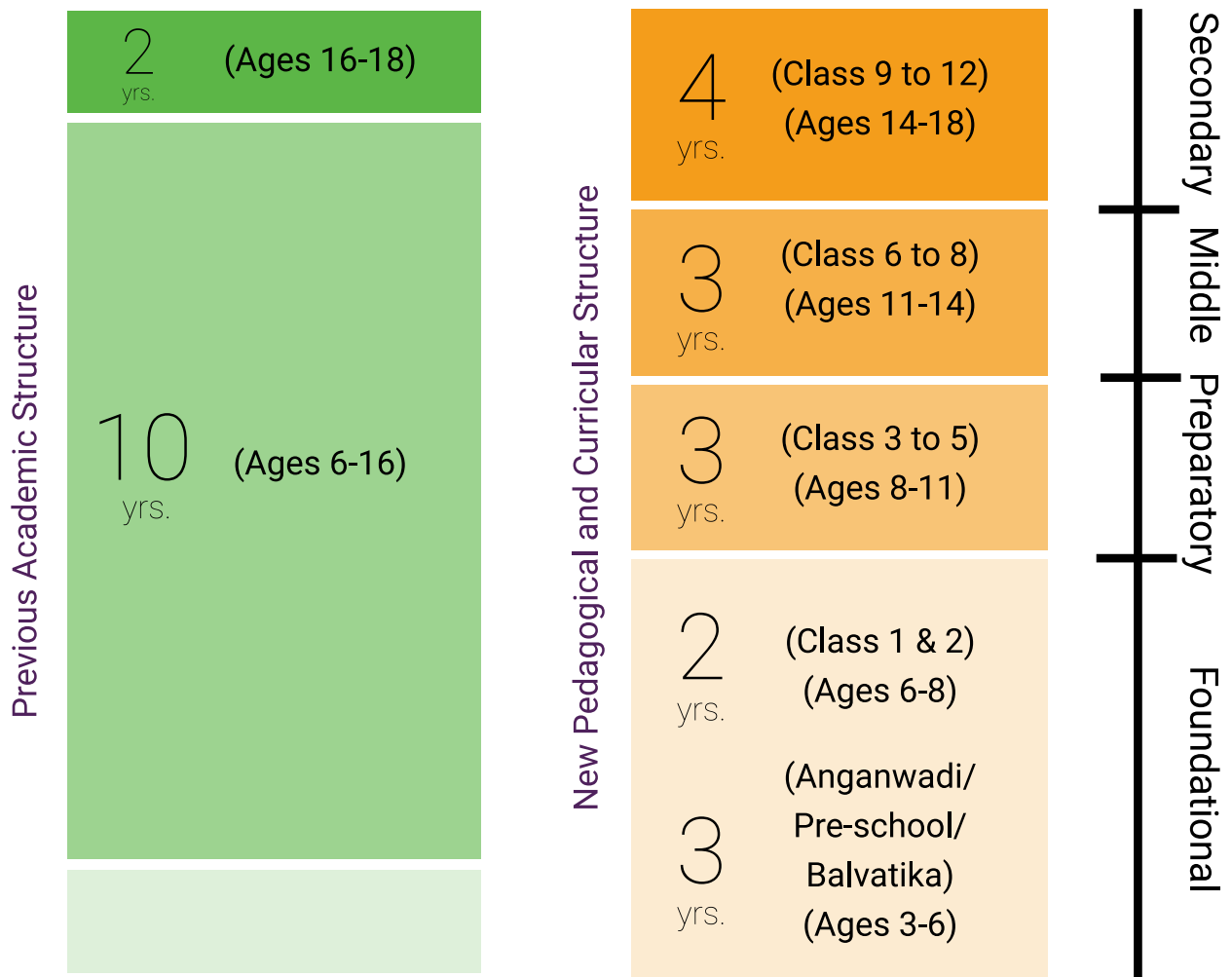




Centre for Educational and Social Studies

Highlights of National Curriculum Framework for Foundational Stage

The Central Ministry of Education released the National Curriculum Framework for Foundational Stage (NCF-FS) October 20, 2022. The NCF proposes the curriculum framework for Foundational Stage as envisioned in the NEP 2020. This NCF is the first ever integrated Curricular Framework for children from Ages 3 to 8 in the country.

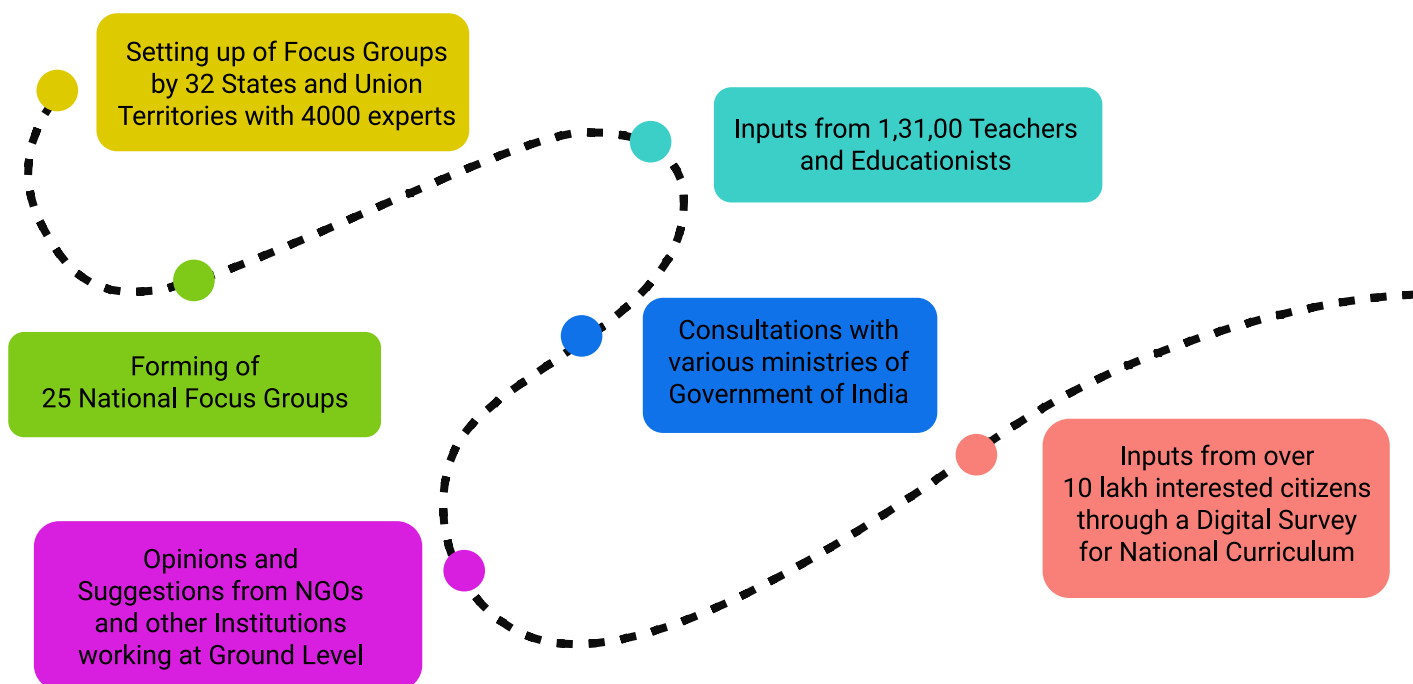


National Curriculum Framework (NCF) for the Foundational Stage



- Flexible, multilevel, play and activity-based learning for children from Ages 3 to 8
- Based on cutting-edge research from across the world
- Rooted in India's deep traditions and knowledge
- Guide for Teachers and other Practitioners
- Enables holistic development of all children across institutions

Wide and Inclusive Process for Development of the National Curriculum Framework

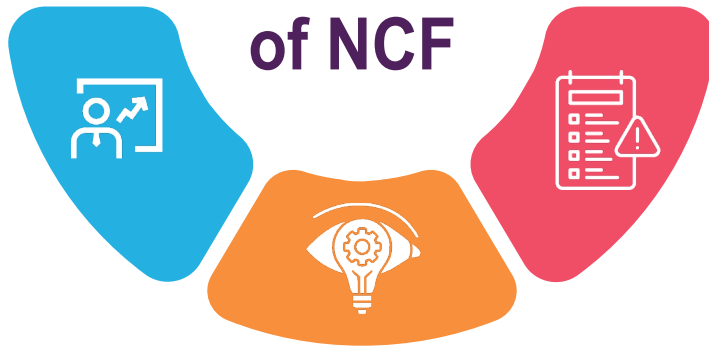


Objective of NCF

Holistic Overall Transformation of the Curriculum in the School Education System of India as envisioned in NEP 2020

Characteristics of NCF

Developed for
Teachers and
Practitioners in
Education



Provides Details and
Guidelines for Quality
Education at
Foundational Stage

Lays down the New Vision
for Schools

Paradigm Shifts in NEP 2020 that Guide the NCF



Transitioning to more emphasis
on critical and analytical thinking
rather than rote learning

Transitioning to a more
multidisciplinary and
holistic education



Transitioning to a new
curricular and
pedagogical structure

Fundamental Principles of the NCF

1

Every child is capable of learning regardless of the circumstances of birth or background

2

Each child is different and grows, learns, and develops at their own pace

3

Children are natural researchers with great observational skills

4

Children are social beings; they learn through observation, imitation, and collaboration

5

Children are social beings; they learn through observation, imitation, and collaboration

6

Children's experiences and ways of learning must be acknowledged and included

7

Children learn best when they are respected, valued, and fully involved in the learning process

8

Play and activity are the primary ways of learning and development

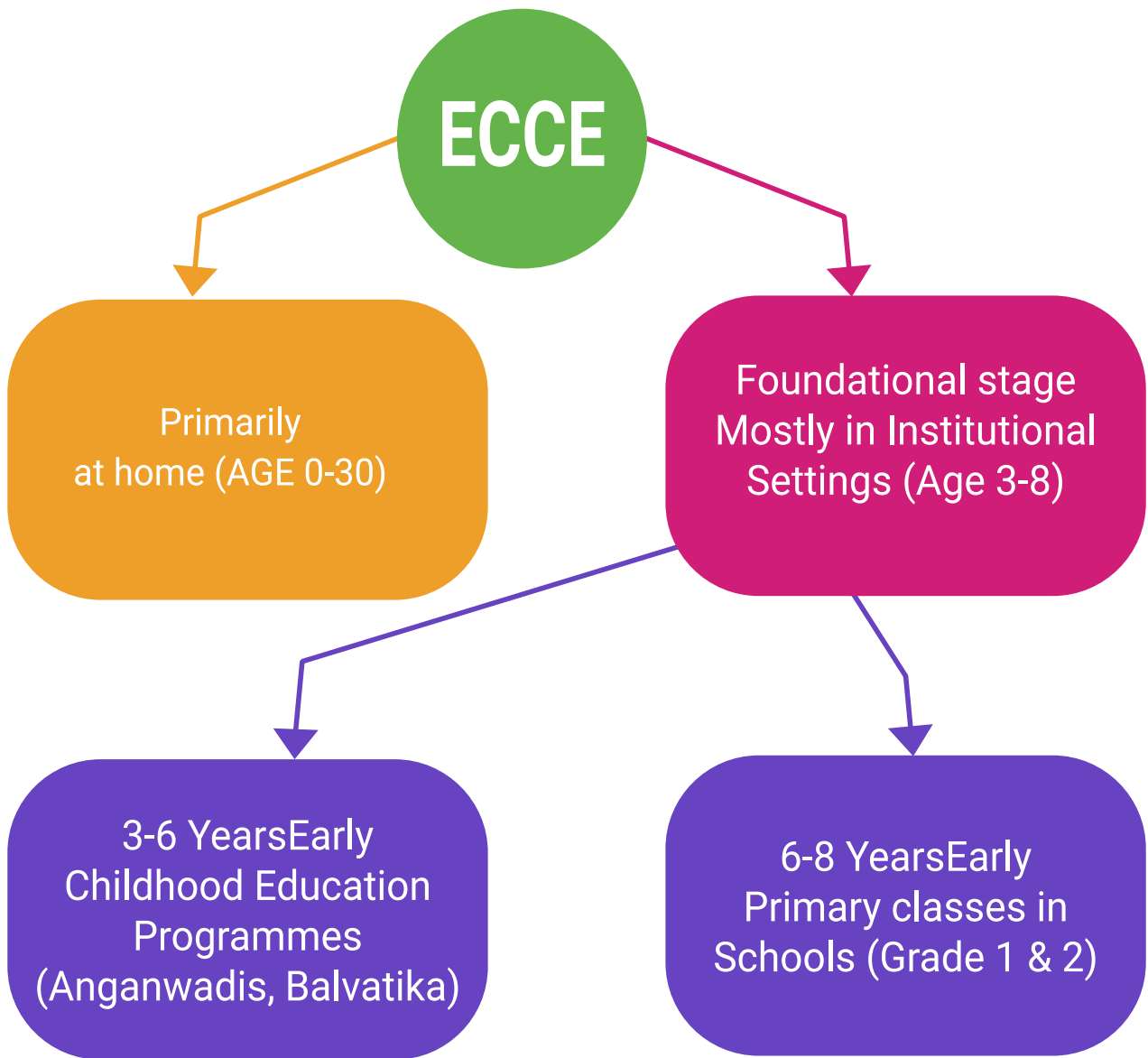
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Content should be drawn from the experiences of children

10

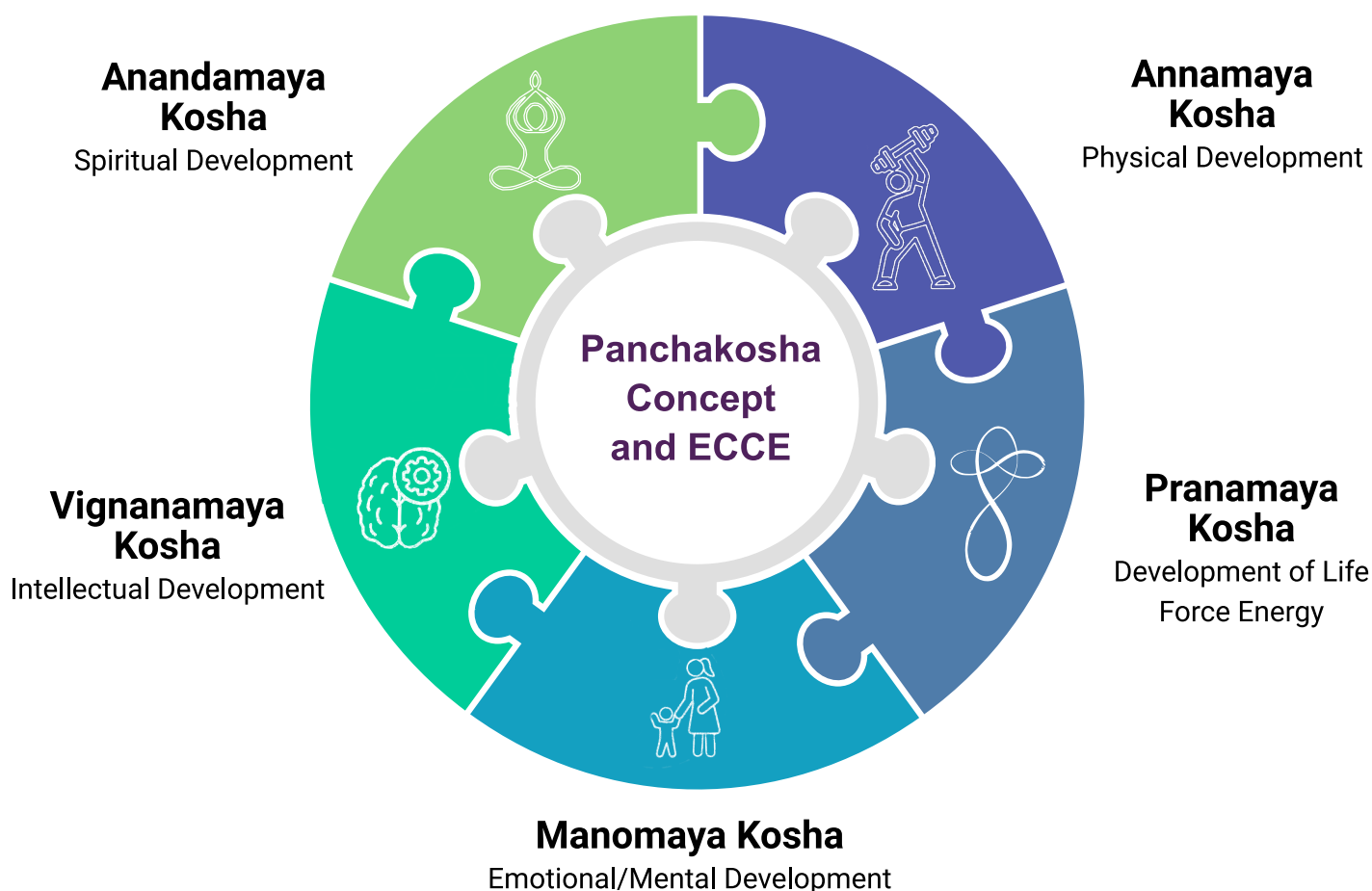
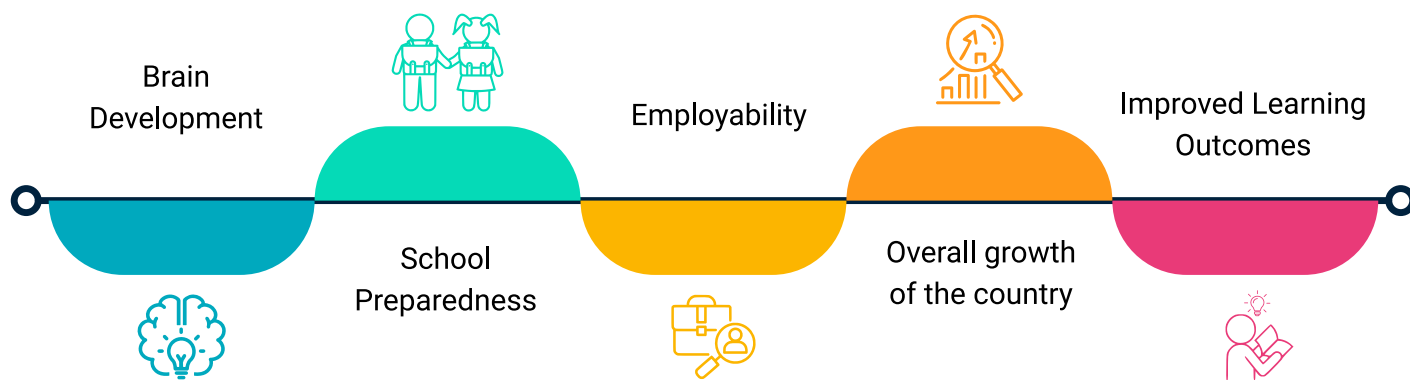
Equity in issues such as gender, caste, class, and disability should be emphasized in the content

Early Childhood Care and Education (ECCE)



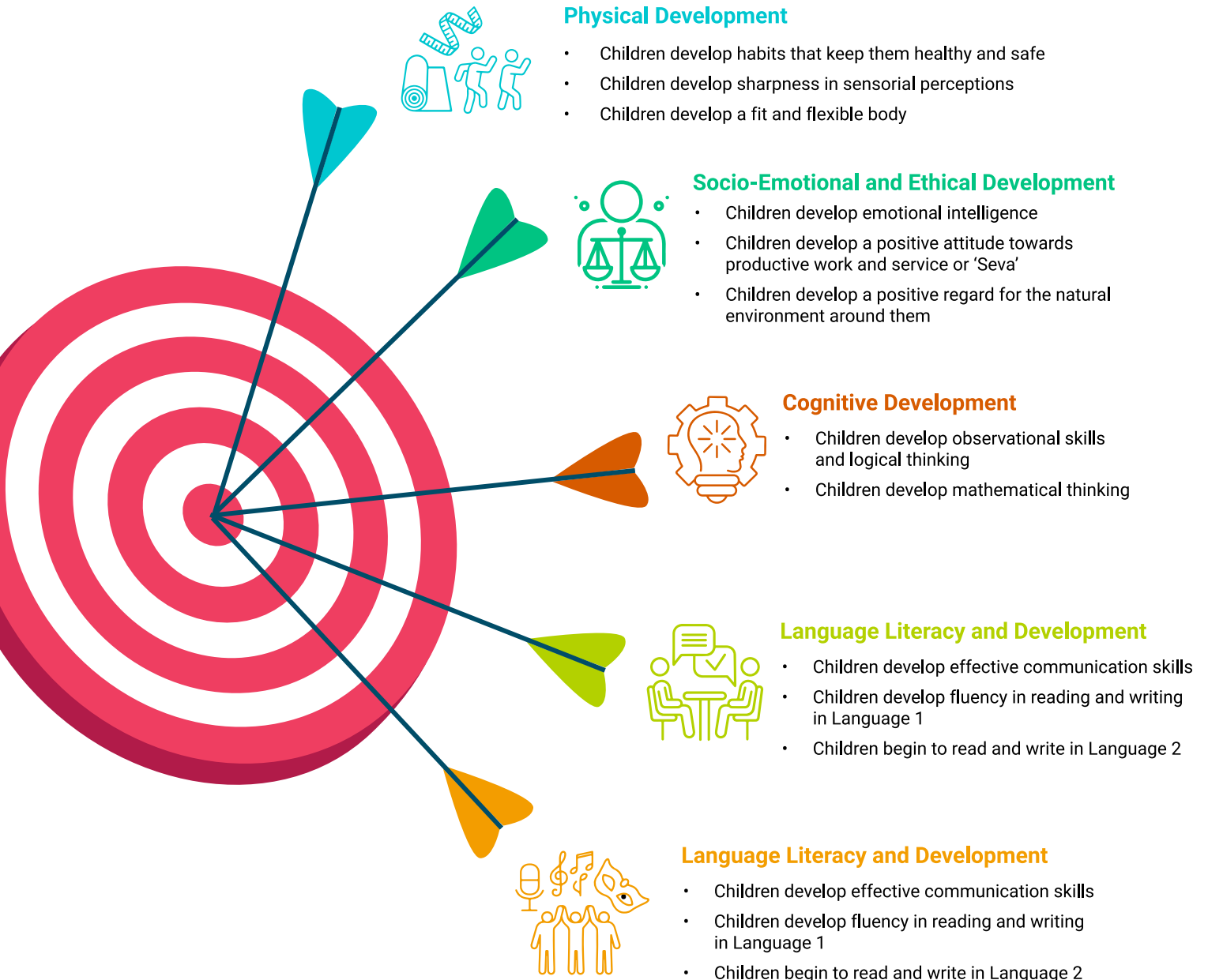
National Curriculum Framework aims to address the Foundational Stage in institutional settings, within the overall context of ECCE

Quality ECCE leads to holistic development



National Curriculum Framework aims to address the Foundational Stage in institutional settings, within the overall context of ECCE

Curricular Goals



Approach to Language Education and Literacy



Medium of Instruction in Child's Home Language/ Mother Tongue/Familiar Language



Exposure to Multiple Oral Languages



Reading and Writing in Child's Home Language Whenever Possible



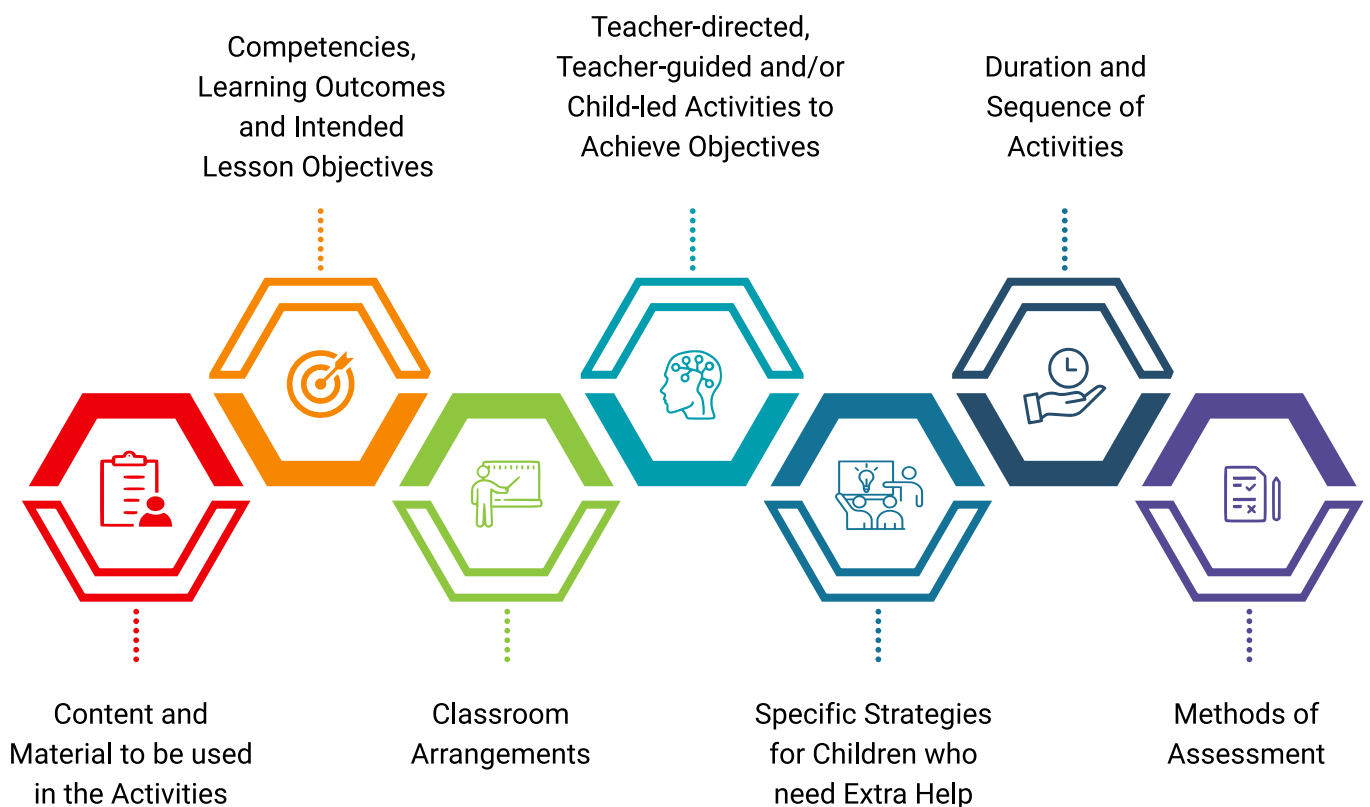
Use of Additional Scripts to develop an Independent Reader and Writer

Key Principles behind the NCF's Approach to Language Education

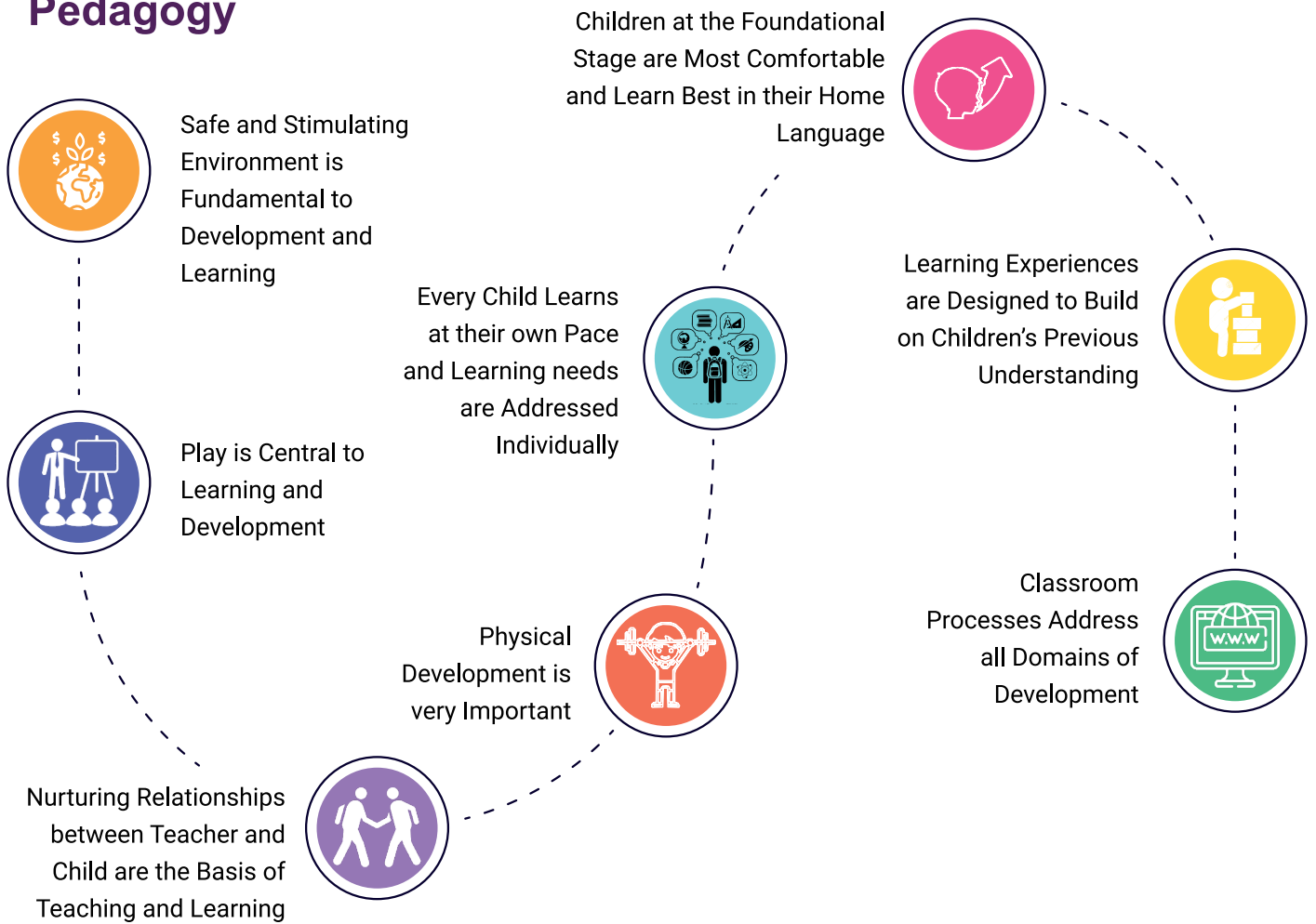


- Children learn spoken language most rapidly between the ages of 0 and 8
- Multilingualism has both cognitive and societal/cultural benefits
- While spoken language comes naturally to young children, written language comes less naturally, and thus the concept of reading and writing must be learned
- Young children learn and grasp nontrivial concepts most quickly and deeply in their home language/mother tongue/familiar language
- Language forms a critical aspect of cultural awareness and expression, which is considered among the major competencies important to develop in children

Components of a Teaching Plan

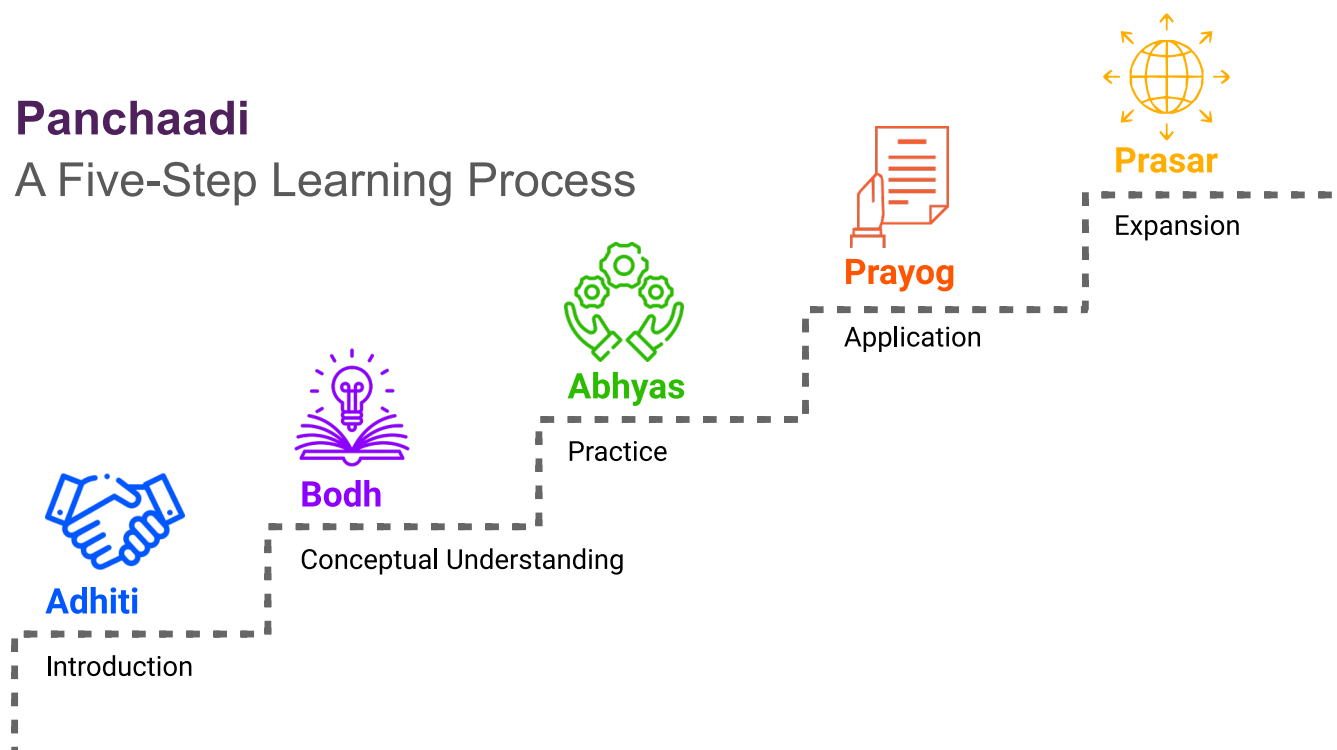


Principles of Pedagogy



Panchaadi

A Five-Step Learning Process





Teacher's Positive Relationship with Children



Getting to Know Each Child Individually



Listening to Children



Observing Children



Encouraging Children's Intuitive Responses



Recognizing and Responding to the Emotions and Moods of Children



Visiting their Homes Regularly

Learning through Play

Conversations

Story Telling

Toy-based Learning

Songs and Rhymes

Music and Movement

Art and Craft

Indoor Games

Outdoor Games

Spending Time in and with Nature

Field Trips



Developing Positive Classroom Culture

Creating Classroom Norms with Children

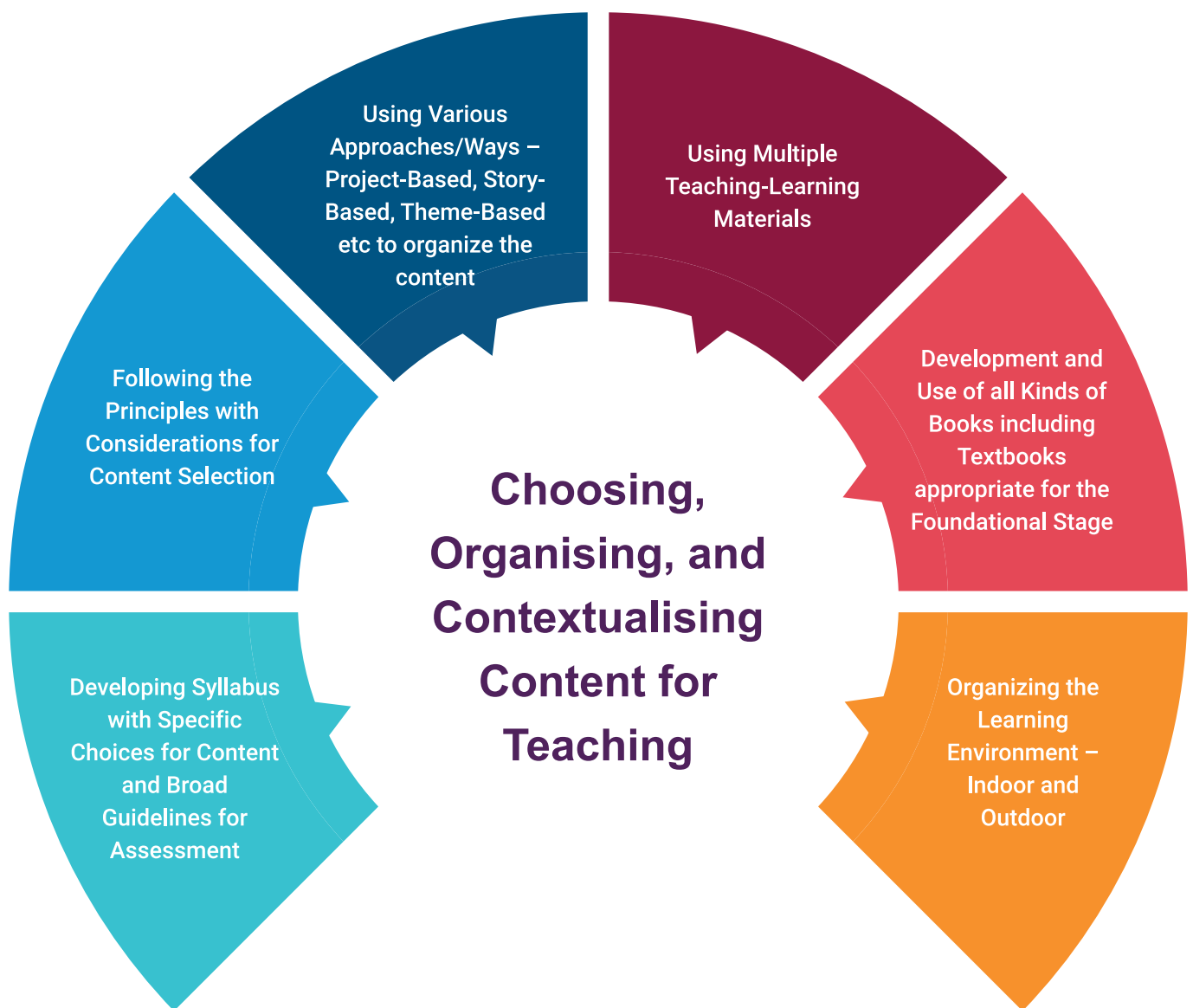
01

02

Managing Different Behaviour

03

Cultivating Discipline and Classroom Behaviour



Assessment for Furthering Learning



Guiding Principles for Assessment

- To keep in mind the nature and purpose of assessment
- To keep in mind the assessment considerations



Methods and Tools of Assessment

- Observations of the Child by making use of various Tools
- Analysing Artefacts to understand Child's Strengths and Abilities



Analysing Children's Responses for Effective Teaching-Learning

- Analysing and Interpreting the Evidence
- Acting upon the Evidence
- Eliciting Evidences of Child's Learning



Documenting and Communicating Assessment

- General Information about Family Background to be recorded
- Teacher Narrative Summary to understand the Child's Progress
- Holistic Progress Card to know the Uniqueness of each Learner

Organizing Time



Purpose

- To prepare organized activities that are play-based but guided and structured
- Supporting language development as well as socio-emotional and ethical development



Considerations for the Daily Routine

Balance between child-initiated and Teacher-guided activities, group and individual or pair activities, and alternating activities



Illustrative Daily Routine for Ages 3-6

- Independent Activities for children: Circle Time, Story Time, Concept Time/Pre-numeracy are Teacher-guided and Free Play
- For a small group : Learning using materials & Allowing children to choose their activity



Illustrative Daily/Weekly Routine for Ages 6-8

More structured and dedicated time for literacy, numeracy and arts



Annual School Calendar

Informative and accessible annual plan calendar detailing all important events to be shared

Additional Critical Areas



Recognizing Developmental Delays and Disabilities at the Early Stage



Role of Foundational Stage Institutions

- Observe the child to understand the child's functioning
- Record daily or weekly observation
- Share concern with parents and family.
- Refer the child to an appropriate medical professional
- Focussed work with the child in school.



Role of Teachers in the Everyday Class

- Learn as much as possible about the child.
- Make information as concrete as possible.
- Setting goals for the child that are realistic and achievable.
- Using a multi-sensory approach.
- Sensitize other children to the situation



Safety and Security of Children in Schools



Adult supervision must always be present



No physical violence or corporal punishment with children



Adults must not bully, harass, or intimidate children even by implication or covertly



Teachers must intervene inappropriate behavior



Confidentiality of sensitive information must be maintained



Zero tolerance of child sexual abuse.



Teachers and all other adults must be aware of child sexual abuse, and the POCSO Act



Linkages to the Preparatory Stage

- Gradual shift from Development Domains to Curricular Areas (subjects) in the Foundational stage
- Gentle move from child-led pedagogical exploration to a more formal learning environment
- Begin to move from concrete, sensorial experiences to more abstract ideas and concepts
- Assessment through explicit tasks in addition to teacher observation of student work

Creating a Supportive Ecosystem



Enabling and Empowering Teachers

- Ensuring an Enabling Environment for Teachers
- Conducive Facilities and Work Environment
- Pre-Service Teacher Education
- In-Service Teacher Education, Mentoring, and Support
- Career Ladder and Professional Development Opportunities
- Teacher Autonomy and Teacher Accountability



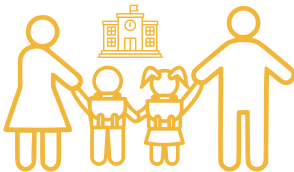
Ensuring an Appropriate Environment for Learning

- Ensure Adequate Infrastructure and Learning Resources
- Suitable Pupil Teacher Ratio and Appropriate Age of Admission



Role of Academic and Administrative Functionaries

- Head Teachers/Principals contribute to shaping supportive and empowering culture
- Cluster/Block level functionaries provide critical feedback for improvement/development
- Ensure presence of adequate teachers, teaching-learning resources and access for SEDGs



Role of Parents and Community

- Parents/family as co-partners with schools to aid child learning and development
- Community can support in ensuring enrolment, attendance, observations etc



Leveraging Technology

- Technology can support in accelerating capacity building, enabling participation and engagement, and synergies among stakeholders
- 'Energizing' material for teachers and children using QR codes for ease of access to contextual curriculum-linked content works very well
- Responsive parenting may be encouraged by using broadcast media Radio, TV, OTT platforms as well as messaging through IVR and other means