



Government of Maharashtra

School Education and Sports Department

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**Procedure to give your contribution for Position Papers for**

**New Education Policy 2020**

<https://scertmaha.ac.in/positionpapers/>

Last date of filling of your response is 30th May 2022

**Curriculum Development Department,**

**State Council of Educational Research and Training, Maharashtra, Pune**

# Curriculum and Pedagogy

**e-Template for the Position Paper of the Focus Group**

1. **Preliminary information**

This section contains preliminary information regarding the focus group.

* 1. **Executive Summary/Abstract** (1-500 words)

1. **Introduction**
   1. **Introduction to Curriculum and pedagogy**

(What are the present approaches regarding Curriculum and Pedagogy for School Education? This also needs to include a brief on historical perspective and prevailing practices at the National or State or UT level) (1-300 words)

# Perspectives of National Education Policy 2020 on Curriculum and Pedagogy

**(**Please respond to the NEP 2020 points on curriculum and pedagogy, including any suggestions you may have regarding additions or modification #1) (1-500 words)

# Current Challenges

(What are the problems currently faced in the curriculum and pedagogy? #2) (1-400 words)

# Addressing Current Challenges

(How can we ensure in the new curriculum and pedagogy that the problems listed in #2 are addressed/overcome? What is currently being done well in curriculum and pedagogy, and how can these present good practices/innovations/initiatives be strengthened/ scaled up? #3 and #4) (1-400 words)

# Imperatives of Curriculum and Pedagogy

* 1. **Curriculum and Pedagogy for Holistic Development of Learners** *(Holistic development is emphasized in NEP 2020. What are the specific sets of skills, capacities and values that would be cross-cutting across different curricular areas?*

What is the progression of development of these skills, capacities and values across school stages? #6?) (1-300 words)

* 1. **Reducing the Content Load in Curriculum** *(What is the approach to reducing the content load in all the school subjects? What are the key principles that would allow such a systematic reduction without compromising on educational vision and goals? What are the main challenges expected in curriculum reduction? How is the greater focus on concepts likely to help in achieving this objective? #7)* (1-300 words)
  2. **Multidisciplinary and Interdisciplinary Experience in Curriculum and Pedagogy** *(How would horizontal integration of the different curricular areas be facilitated and achieved? How would arts, sports and vocational education be integrated across the curriculum? #13)* (1-300 words)
  3. **Integrating Indian Knowledge Systems in Curriculum and Pedagogy** *(What would be the approach to integrating Indian Knowledge Systems, heritage, and traditions within the school curriculum across curricular areas and school stages? #14)* (1-300 words)
  4. **Adjustments in Curriculum and Pedagogy for Children with Disabilities** *(What kinds of curricular and pedagogical adjustments would be required for children with different disabilities?#16)* (1-300 words)
  5. **Transitions in Pedagogical Approaches** *(How would the transition to the pedagogical approach envisioned by NEP 2020 be made? What are the current challenges to adopting such pedagogies? What are the enabling conditions that are necessary for a more experiential approach to learning? What assistance will teachers expect either from their schools or from teacher-training bodies in shifting to the new pedagogies? How can the habit of reading be developed in every child at an early stage? #8 and #17)* (1-300 words)
  6. **Family and Community Participation in Designing and Implementing Curriculum and pedagogy** *(Describe ways in which families and local communities could be involved in designing and implementing curriculum and pedagogy)* (1-300 words)

# Developmental Stages and Curriculum

**(**The 4-stage design of Foundational (ages 3-8), Preparatory (ages 8-11), Middle (ages 11-14), and Secondary (ages 14-18) is critical for realizing the vision of NEP 2020. In addition, age (developmental) appropriateness, holistic education, more opportunities for creativity and analytic thinking rather than rote learning, and choice and flexibility are also emphasized in NEP 2020.) (1-200 words)(ECCE, SE, TE)

* 1. **Stage-wise Approach to Curriculum and Pedagogy *(****The four-stage school curriculum is one of the most significant transitions in NEP 2020. How is each stage distinct in its curricular and pedagogical approach? How is this approach developmentally appropriate? How will continuity be maintained across the stages even as each stage is distinct? #5)* (1-300 words)(ECCE, SE, TE)
  2. **Stage-wise Core Competencies in School Curriculum** *(To move towards a more competency- based approach, core competencies have to be well defined for each stage of the school*

*curriculum. These would be both subject-specific and cross-curricular. What should be the core competencies for each stage? #9)* (1-300 words)(ECCE, SE, TE)

## Foundational stage (1 -200 words)

* + 1. Preparatory stage (1-200 words)
    2. Middle stage (1-200 words)
    3. Secondary stage
       1. Classes IX and X (1-200 words)
       2. Classes XI and XII (1-200 words)
  1. **Age-appropriate Curriculum and Pedagogy** *(This section should elaborate key understandings of the learning capacities of children of specific age groups, and appropriate curricular and pedagogical approaches across the curriculum for each stage)* (1-300 words)(ECCE, SE, TE)

## Foundational stage (1-200 words)

* + 1. Preparatory stage (1-200 words)
    2. Middle stage (1-200 words)
    3. Secondary stage
       1. Classes IX and X (1-200 words)
       2. Classes XI and XII (1-200 words)
  1. **Holistic Education** *(This section should elaborate the guiding principles and design approach for each stage of schooling through which the student will receive holistic education. While elaborating on these, it should be kept in mind that all the curricular areas provide holistic coherence and complement each other. This section should specify the mechanisms through which such coherence would be maintained)*(1-300 words)(ECCE, SE, TE)

## Foundational stage (1-200 words)

* + 1. Preparatory stage (1-200 words)
    2. Middle stage (1-200 words)
    3. Secondary stage
       1. Classes IX and X (1-200 words)
       2. Classes XI and XII (1-200 words)
  1. **Engaging, Enjoyable, Integrated and Holistic Learning** (*This section should describe the guiding principles and design approaches for each stage of schooling that enable greater experiential, play-based, inquiry based, and discovery -based learning, creativity, enjoyment, interaction, discussion, problem solving and analytic thinking with less rote learning*)(1-300 words)

## Foundational stage (1-200 words)

* + 1. Preparatory stage (1-200 words)
    2. Middle stage (1-200 words)
    3. Secondary stage
       1. Classes IX and X (1-200 words)
       2. Classes XI and XII (1-200 words)
  1. **Flexibility and Choice in the Curriculum** *(Flexibility and choice are emphasized by NEP 2020, particularly at the Secondary Stage. How will this flexibility and choice be enabled in the curriculum? How will the curriculum move away from the current “hard separations”, such as between arts and sciences, between academic and vocational subjects, and between curricular and co-/extra-curricular activities? How will this flexibility and choice be translated into practice? #11 and #12)* (1-300 words) ( SE, TE)

## Secondary stage

4.6.1.1.Classes IX and X (0 -200 words)

4.6.1.2 Classes XI and XII (0 -200 words)

* 1. **Assessment** *(How would assessment change at each stage to reflect the new curricular and pedagogical vision?#10)* (1-400 words)

## Foundational stage (1-200 words)

* + 1. Preparatory stage (1-200 words)
    2. Middle stage (1-200 words)
    3. Secondary stage
       1. Classes IX and X (1-200 words)
       2. Classes XI and XII (1-200 words)
  1. **Time Management**

(Given the emphasis on experiential learning, no hard separation and flexibility in the choice of subjects, what changes may be required regarding time-tabling and time management in schools?#15) (1-300 words)

# Using Educational Technology for Curriculum and pedagogy

**(**Describe ways in which technology could be used in Curriculum and pedagogy in an effective and equitable manner?) (1 -300 words)

# Teacher Capacity Building

(How should teacher capacity, support, and education be reformed in order to effectively enable all the above transformations?) (1-300 words)

# Guidelines for Textbook and Teaching-Learning Material(TLM) Developers

(Describe the approach to the textbook and TLM development keeping in mind the curricular and pedagogical shifts.) (1-300 words)

## Foundational stage (1-200 words)

* 1. Preparatory stage (1-200 words)
  2. Middle stage (1-200 words)
  3. Secondary stage (0-200 words)

1. **Role of various Agencies** *(What roles, various agencies for example, SIETs, SCERTs, DIETs, CTEs, IASEs, NIEPA, NCERT, KVS, NVS, CBSE, School Education Boards, Universities, CSR initiatives, philanthropic organizations, NGO, SIEMAT, local administration etc., can play in providing curriculum and pedagogy at different stages in schools?)* (1-200 words)

## Local organizations (1-200 words)

* 1. State level organizations (1-200 words)
  2. National level organizations (1-200 words)
  3. Any other (1-200 words)

1. **Specific Recommendations for the National/State Curriculum Frameworks**

(What are your specific recommendations for four curriculum frameworks with regard to curriculum and pedagogy?) (1-300 words)

## Specific recommendations for NCF/SCF ECCE (1-200 words)

* 1. Specific recommendations for NCF/SCF SE (1-200 words)
  2. Specific recommendations for NCF/SCF TE (1-200 words)
  3. Specific recommendations for NCF/SCF AE (1-200 words)

1. **Any other Comments and Suggestions on this Theme**

(In this section, please provide other suggestions about curriculum and pedagogy that are not covered in the above questions. It is recommended that these suggestions are in alignment with the vision and specific anchors provided above from the NEP 2020). (1- 200 words)

# Bibliography and References

**(**Please include references (research papers, studies, pilots, or anecdotal evidence) throughout to help substantiate recommendations wherever applicable. A bibliography would also be most helpful for easy reference.**)**

***(Here, the system will allow the user to insert references in the APA format while filling up the document and will collate all the references in this section.)***

## Filled by system.

Annexures

(Not mandatory. Please put in a title for an annexure along with a one-line description)