



Government of Maharashtra

School Education and Sports Department

State Council of Educational Research & Training, Maharashtra

**708, Sadashiv Peth, Kumthekar Road, Pune 411030**

Telephone (020) 2447 6938 E-mail: positionpapers@maa.ac.in

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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**

# Knowledge of India

**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 Knowledge of India** (*What is the present status/position regarding Knowledge of India? This also needs to include a brief on historical perspective and prevailing practices at the National or State or UT level)* (1-300 words)
	2. **National Education Policy 2020 and Knowledge of India (***Please respond to the NEP 2020 points on Knowledge of India, including any suggestions you may have regarding additions or modification. #1)* (1-300 words)
	3. **Current Challenges *(****What are the problems currently faced in the incorporation of knowledge of India in curriculum and pedagogy that must be addressed by the new NCF? #2)* (1-500 words)
	4. **Addressing Current Challenges** *(How can we ensure that the problems listed in 2.3 are addressed/overcome? What is currently being done well in the curriculum and pedagogy for Knowledge of India, and how can these present good practices/innovations/initiatives be strengthened /scaled up? #3 and #4)* (1-500 words)

# Integration of Knowledge of India across Curriculum and Pedagogy

* + 1. **Principles of Integration** *(What principles will be used to determine how elements from knowledge of India can be incorporated at each of the stages and in each subject (e.g., Section 4.6.9 of the Draft NEP 2019 illustrates how this can be done in the context of mathematics? #7)* (1-500 words)
		2. **Connections with Real Life *(****Describe ways in which Indian and local traditions (including stories, poems, music, dance, drama, games, toys, etc.) and Knowledge Systems can be incorporated through horizontal connections across subjects and with real life, thereby promoting a more holistic and multidisciplinary experience for students. #8)* (1-500 words)
		3. **Holistic Development of Learners** *(What would be the best pedagogy to draw the*

child’s interest in Indian knowledge systems? How to design hands-on, experiential

learning in this area? How can a deep understanding of the local context be leveraged for learning and holistic development? How can knowledge of India develop national pride? #6, #9 and #5?) (1-300 words)

* + 1. **Material related to Knowledge of India** *(How will material related to knowledge of India and the local context (including tribal knowledge) be sourced and developed? #10)* (1-300 words)

# Developmental Stages (5+3+3+4) and Knowledge of India

* 1. **Core Learning Objectives** *(What are the core learning objectives and outcomes, i.e., key concepts, skills, values, dispositions, and capacities, related to knowledge of India that all students must develop by Grade 12? How should these capacities be developed across each stage (Foundational: up to 8yrs; Preparatory: 8-11yrs; Middle: 11-14yrs; High: 14- 18yrs)? Please give a few specific examples of concepts from each of the school stages; please try to illustrate linkages across stages. #11)* (1-200 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. **Pedagogy for Achieving Learning Outcomes related to Knowledge of India** (F*or each of the concepts/capacities and stages described in 4.1 (for as many as possible), describe, stage wise, experiential/play-based/ toy-based/ discovery-based/ experiment-based/ art-based/ sports-based/ storytelling-based/ interactive/ less-textbook-centric/ creative/ enjoyable activities and pedagogy that will enable students to develop these capacities through less rote and greater creativity and analytical/critical thinking. What specific strategies/provisions may be used for providing Knowledge of India to Children with Special Needs? #12*).(1-300 words)
		1. Foundational stage (1-300 words)
		2. Preparatory stage (1-300 words)
		3. Middle stage (1-300 words)
		4. Secondary stage

## Classes IX and X (1-300 words)

* + - 1. Classes XI and XII (1 -300 words)
	1. **Multidisciplinary and Interdisciplinary Experiences** (*Describe how to develop useful/interesting/illuminating horizontal connections in the curriculum and pedagogy of this subject (with other subjects and with “real life”) for each of these concepts (or for as many of these concepts as possible) that would promote a more holistic and multidisciplinary experience for students#13*) (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. **Introducing Course on Indian Knowledge Systems** *(What should be the design for the elective course in the Secondary Stage on Indian Knowledge Systems? #17)* (1-200 words

## Secondary stage(1-200)

* + - 1. Classes IX and X (1-200 words)
			2. Classes XI and XII (1-200 words)
1. **Family and Community Participation (***Describe ways in which families and local communities could be involved in teaching and learning of this area. How can scholars be involved, and the community’s resources leveraged, to enable children’s engagement with this area? #14 and #15.*) (1-300 words)
2. **Use of Educational Technology (***Describe ways in which technology could be used to enhance teaching-learning in this area in an effective and equitable manner? #16)* (1-300 words)
3. **Teacher Capacity Building (***How should teacher capacity, support, and education be re- formed in order to effectively enable all the above transformations? #18*) (1-300 words)
4. **Enabling Conditions (***What other enabling conditions (e.g., school culture, practices,infrastructure, equipment, governance, etc.) should be in place in order to effectively enable all the above transformations? #19*) (1-200 words)
	1. School Culture and Practices (1-200 words)
	2. Infrastructure and Equipment (1-200 words)
	3. Human Resource – Teaching as well as supporting (1 -200 words)
	4. Teaching Learning Material (1-200 words)
	5. Technology related (1-200 words)
	6. School Governance (1 -200 words)
	7. School Complex (1 -200 words)
	8. Any other (1-200 words)
5. **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 imparting Knowledge of India at different stages in schools?)* (1-200 words) (SE, TE, AE)
	1. Local organisations (1-200 words)
	2. National level organisations (1-200 words)
	3. National level organisations (1-200 words)
	4. Any other (1-200 words)
6. **Specific Recommendations for the National/State Curriculum Frameworks** *(What are your specific recommendations for four curriculum frameworks with regard to Knowledge of India?)* (1-200 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 subsection, please provide other suggestions about Knowledge of India 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 recommendationswherever applicable. A bibliography would also be most helpful foreasy 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)