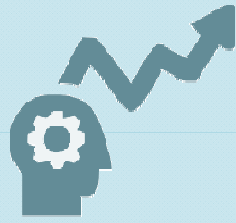
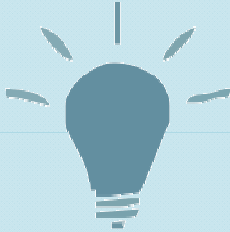
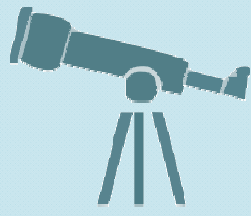
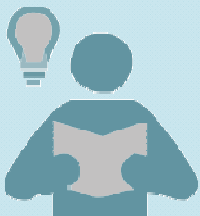


Pedagogy for School Education NEP-2020



“Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, enjoyable” NEP,2020

Prof. Anjum Sibia
NCERT





Vision of Education- NEP ,2020

Holistic development-cognitive, affective, psycho-motor
Competency based – knowledge , skills, attitudes, behaviours

School curricular and pedagogical restructuring

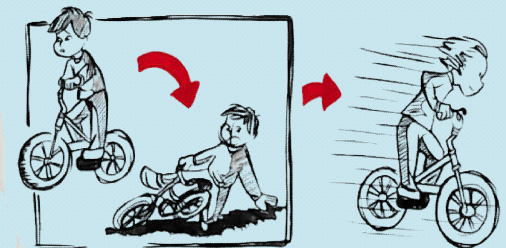
- Continuum from *anganwadis*/ playschools (ECCE) to formal schooling
- Developmentally sensitive as it takes into cognizance the child's cognitive developmental stages
- Highlighting age appropriate curriculum, learning goals, and pedagogy
- Empowering learners by flexibility in course choices

Thrust of curriculum and pedagogy

- Shift towards learning how to learn
- Facilitate attaining the potentialities /hidden abilities of all learners.
- Integration of specific sets of skills and values across domains & stages
- Curriculum to focus on core concepts, Constitutional values, bonding with one's country

Pedagogy

Experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, enjoyable



Foundation Stage (3 - 5 Years)



- National mission - Attaining foundational literacy and numeracy for all children (ability to read, write and perform basic operations with numbers)



- Child explores and learns on his own-activities both indoor and outdoor play, puzzles, logical thinking, problem solving, drawing, painting, etc.

- Mathematics and computational thinking is to be given increased emphasis
- Exposure to different languages in this stage with major focus on mother tongue.



- *Anganwadis* (3-5years) will be strengthened in terms of pedagogical strategies like activity filled tours

Preparatory Stage (8-11 years)



- Taking forward interactive pedagogical style of the Foundational Stage- learning opportunities to be built on the play, discovery, and activity-based.
- Incorporating light text materials-aspects of more formal



- Implementation of three language formula
- Students may change one or more of the three languages in grade 6 or 7, demonstrate basic proficiency in three languages at the end of secondary stage.
- Bilingual approach- including bilingual teaching-learning materials-across subjects
- Providing opportunities to use language with peers, teachers and others

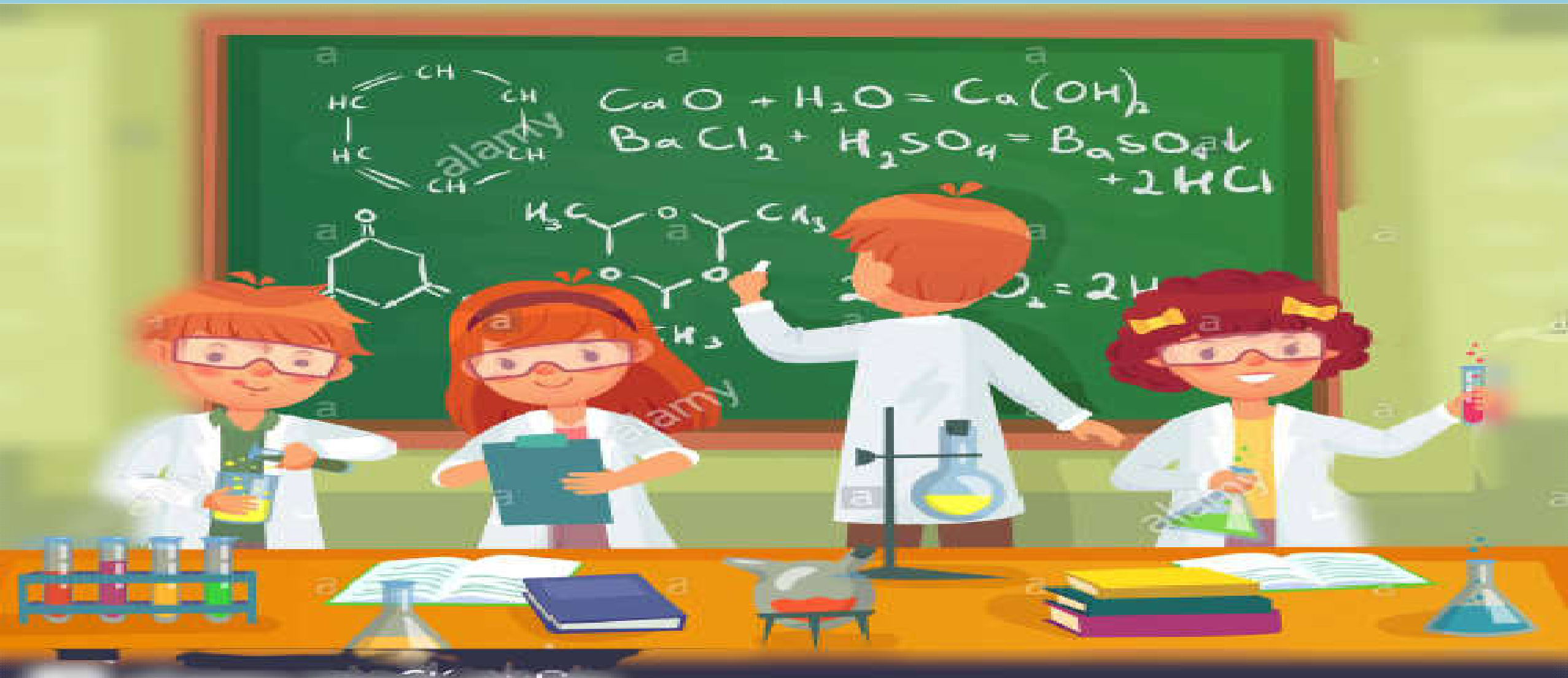
- To support Experiential learning- content in all subjects need to focus on the key concepts, ideas, applications, and problem-solving.



Pedagogical Implications -

- More interactive teaching-learning, promote exploratory activities, discussions, questioning
- To make classrooms interactions more enjoyable, creative, collaborative for deeper understanding and more experiential learning.

Middle stage (11-14 years)



Introduction of subject teachers-specifications

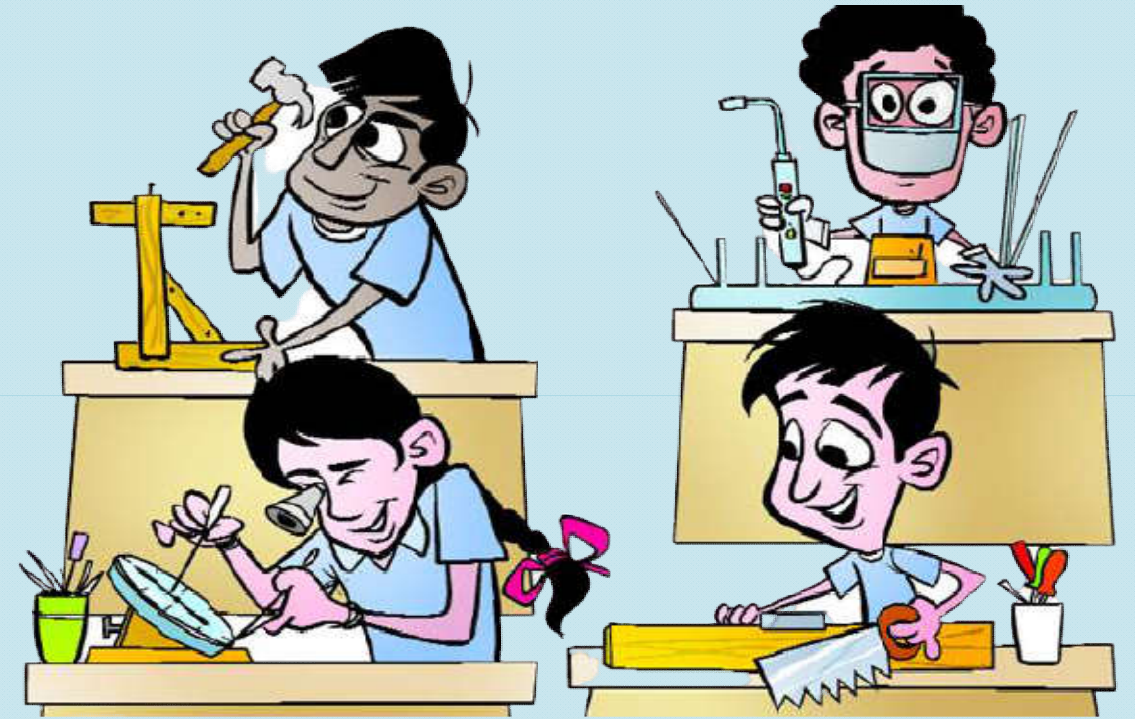
- Promoting learning and discussion of more abstract concepts across the sciences, mathematics, arts, social sciences, and humanities
- Integrated ,cross curricular approach



- **Participation in project/activity** on the ‘The Languages of India’ under the ‘*Ek Bharat Shrestha Bharat*’ initiative
- Facilitate learning about the major Indian languages
- Develop unity and understanding of cultural heritage and diversity of India
- Project/activity is to be done as a joyful activity and not involve any assessment

Developing **vocational sensitivities** in students

- Every student take a fun course, during Grades 6-8, that gives hands-on experience on important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc.
- As decided by States and local communities and as mapped by local skilling needs.
- **Coding** activities will be introduced through activities inbuilt in the mandated content using an **integrated approach**

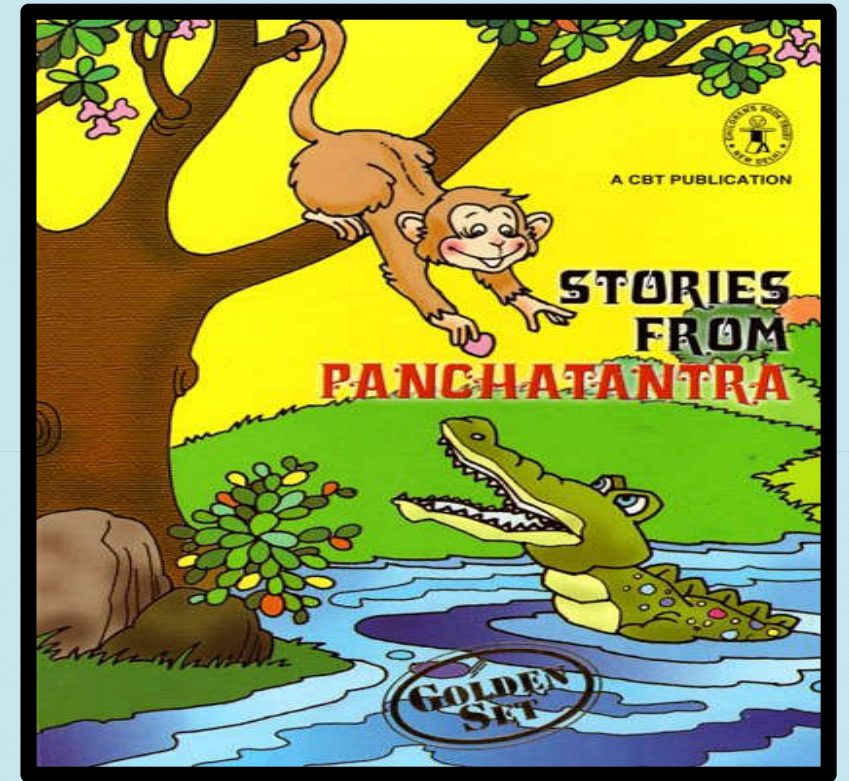
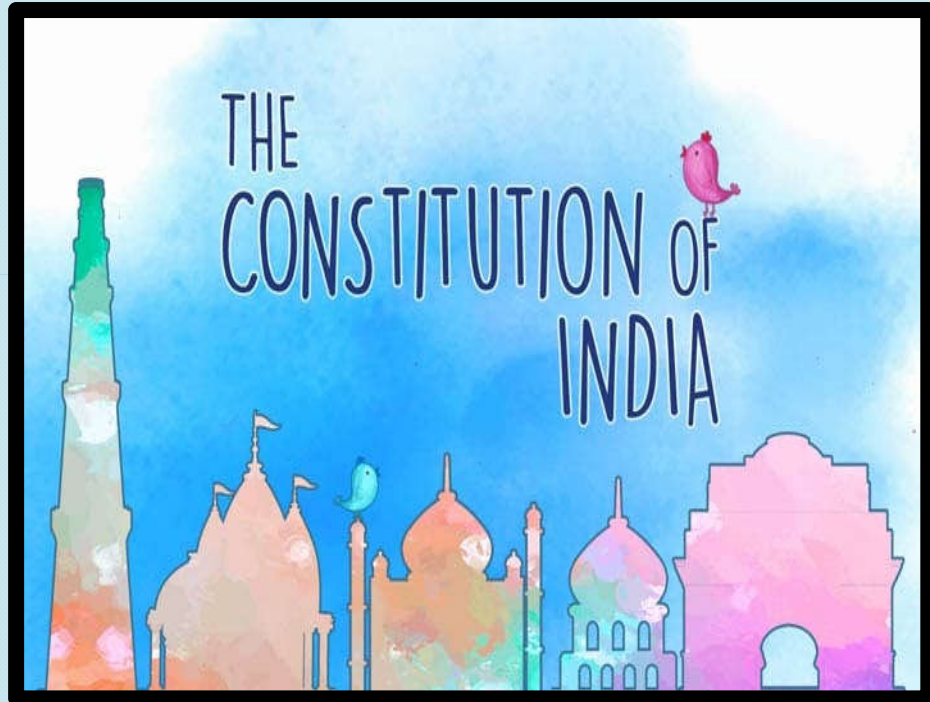


- The **value building** too will be the focused with students being taught at a young age the importance of “doing what's right”
- Logical framework for making ethical decisions



Pedagogy –Building on Fables and Stories

- Learners need to be given opportunity to read and learn from the Panchatantra, *Jataka*, *Hitopadesh*, and other inspiring tales from the Indian tradition
- Excerpts from the **Indian Constitution** will also be considered essential reading for all students

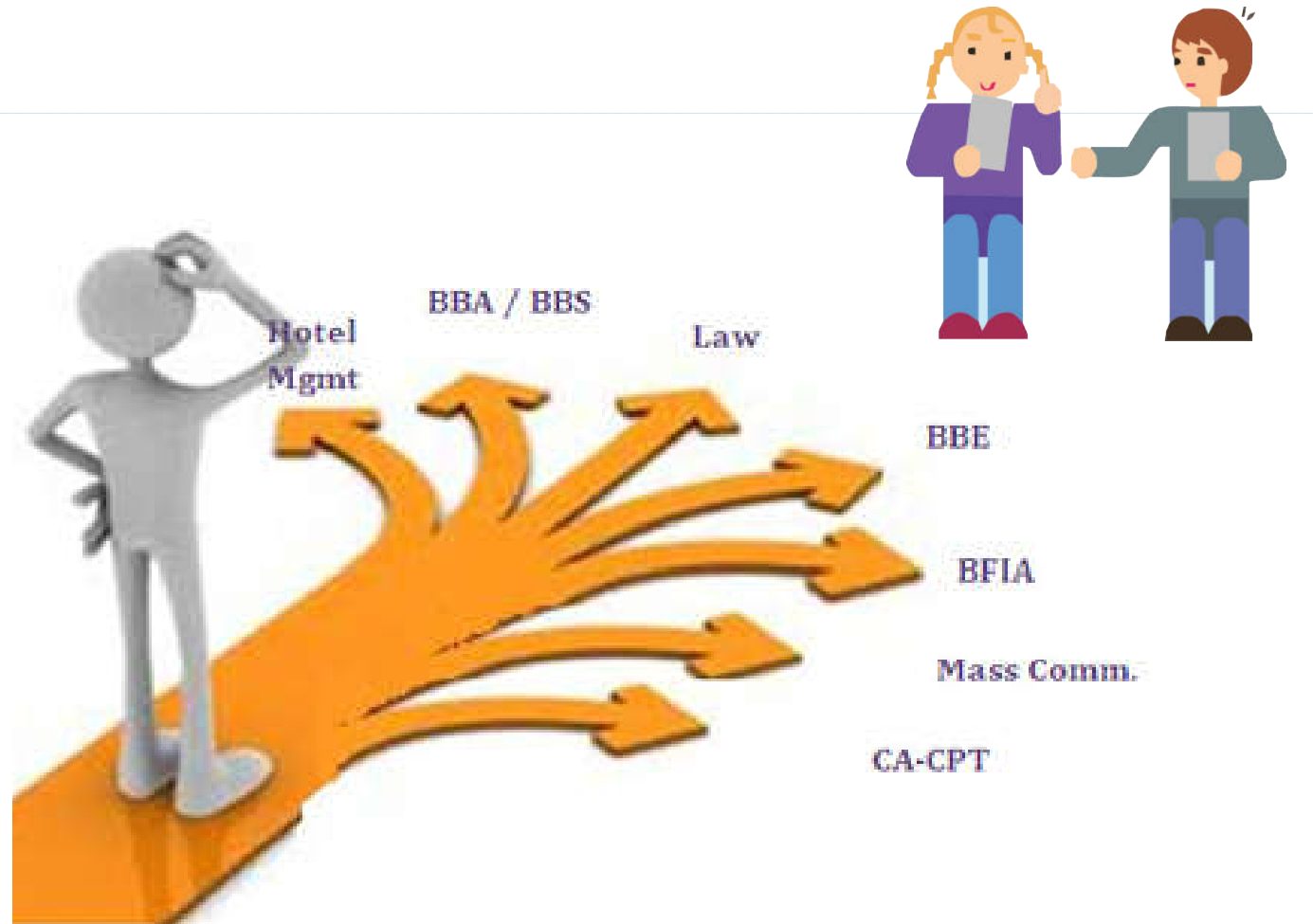


Health and social sensitivity nurtured by integrating in curriculum

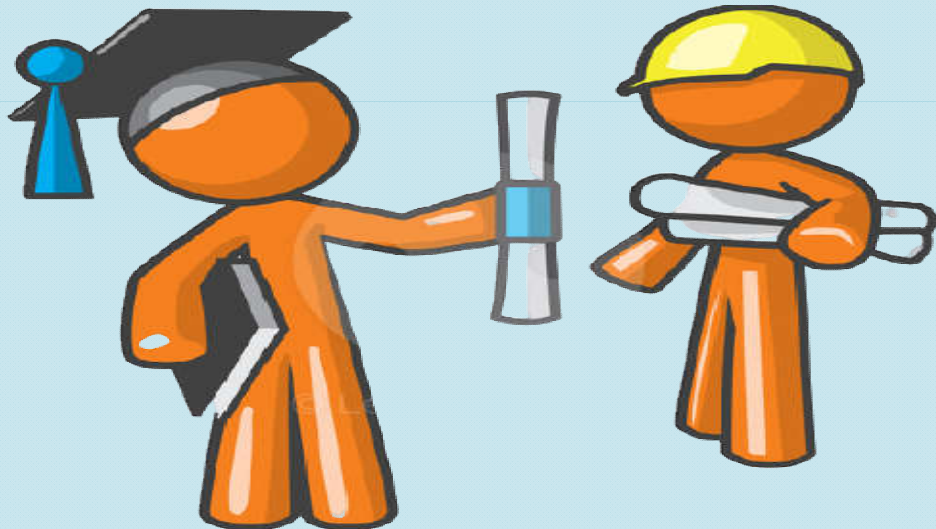
- Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid
- Scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs

Secondary stage (14-18 years)

Career After 12th



- Stage is marked by **four years of multidisciplinary study**. The focus need to be on key concepts, ideas, applications, and problem-solving.
- Build on pedagogical and curricular style of the Middle Stage- greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects
- Option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11-12



Teaching and learning will be conducted in a more interactive manner encouraging questions/dialogue with fun, creative, collaborative, and exploratory activities



10-day bag less period

All students will participate to avail internship opportunities to learn vocational subjects throughout Grades 6-12 - online mode will also be made available.

Pedagogy for active participation

- Arts-integrated and sports-integrated education, story-telling-based pedagogy
- Classroom transactions will shift towards competency-based learning with assessment tools aligned
- Engaging learners with enjoyable and inspirational books for students at all levels, high-quality translation (technology assisted as needed) in all local and Indian languages
- Learners will be encouraged to participate in the Project-based Clubs- Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs, Summer programs, Olympiads,
- Competitions in schools topics and subjects (tribal knowledge and **indigenous and traditional ways of learning across-** mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, literature, sports,



- Visit different states as part of **cultural exchange programmes.**
- **Video documentaries** on inspirational luminaries of India, ancient and modern, in the school curriculum.



1. Creating learning environment is important to enrich the learning experiences of students.
2. Expose learners to the immediate environment which is full of exciting possibilities for creating - learning situations.
3. Provide experiences to students to develop the ability to engage, handle conflicts with their peers/co learners, communicate effectively, work collaboratively, work cooperatively.
4. To design learning experiences with flexibility
 - learner's past experiences and existing ideas are collated
 - enrich their learning experiences
 - to devise a strategy, select and change from one strategy to other as per the requirement of teaching-learning situations
5. Creating a supportive learning environment for students to develop the ability and skills
 - performing activities, experiments, projects, field work, paper reading, discussions, seminars etc.
 - Inquire, observe, hypothesize, measuring, analyzing, communicating, evaluating, seeking alternative explanations.
6. Integrating environmental concerns, ethical concerns, skills, health and hygiene ,inclusion, gender ... to be part of the pedagogy to ensure a supportive, sensitive and nurturing learning environment.

NEP- Experiential Learning Approach to Pedagogy

- Developmentally sensitive –student’s potential to learn
- Holistic development-cognitive, affective, psycho-motor
- Competency based – knowledge , skills, attitudes, behaviours
- Integrated
- Multidisciplinary
- Diverse teaching methods



Content

- Nature -key concepts, ideas, applications, specified learning outcomes
- Sets of skills and values across cognitive, affective and psycho-motor domains
- Linkages and relations among different subjects
- Stories, arts, games, sports, examples, problems, etc.
- Critical thinking . inquiry-based, discovery-based, discussion-based, analysis-based
- Ability to engage, handle conflicts with co-learners, communicate effectively, experiences with flexibility

Processes

- Experiences, hands-on learning, linked to daily life, integration-values , arts, sports
- Space for self-learning, reflection, problem solving,
- Interactive engagement-questioning, story-telling ,games , experiments, field work,



Learning Environment

- Fun, creative, collaborative, exploratory, experiences with flexibility
- Explore , ask questions, plan investigations, reflect on the findings , communicate in various forms.
- Engaging learners with their immediate environment, collate past experiences and existing ideas
- Ability to engage, handle conflicts with co learners, communicate effectively,



Educative Quality of Experience

-A Fable-

A country that had no fruit trees...scholar came across references to fruit...and shared this with village people

A person decided to undertake a journey to *experience* fruit.... directions... found himself at the entrance to a large apple orchard.

Reached at a time when the apple trees were in blossom. Tasted one of the blossoms. ..neither liked the texture nor the taste... went to another tree, tasted another blossom, and then another.....concluded *fruit was not a tasty food*.

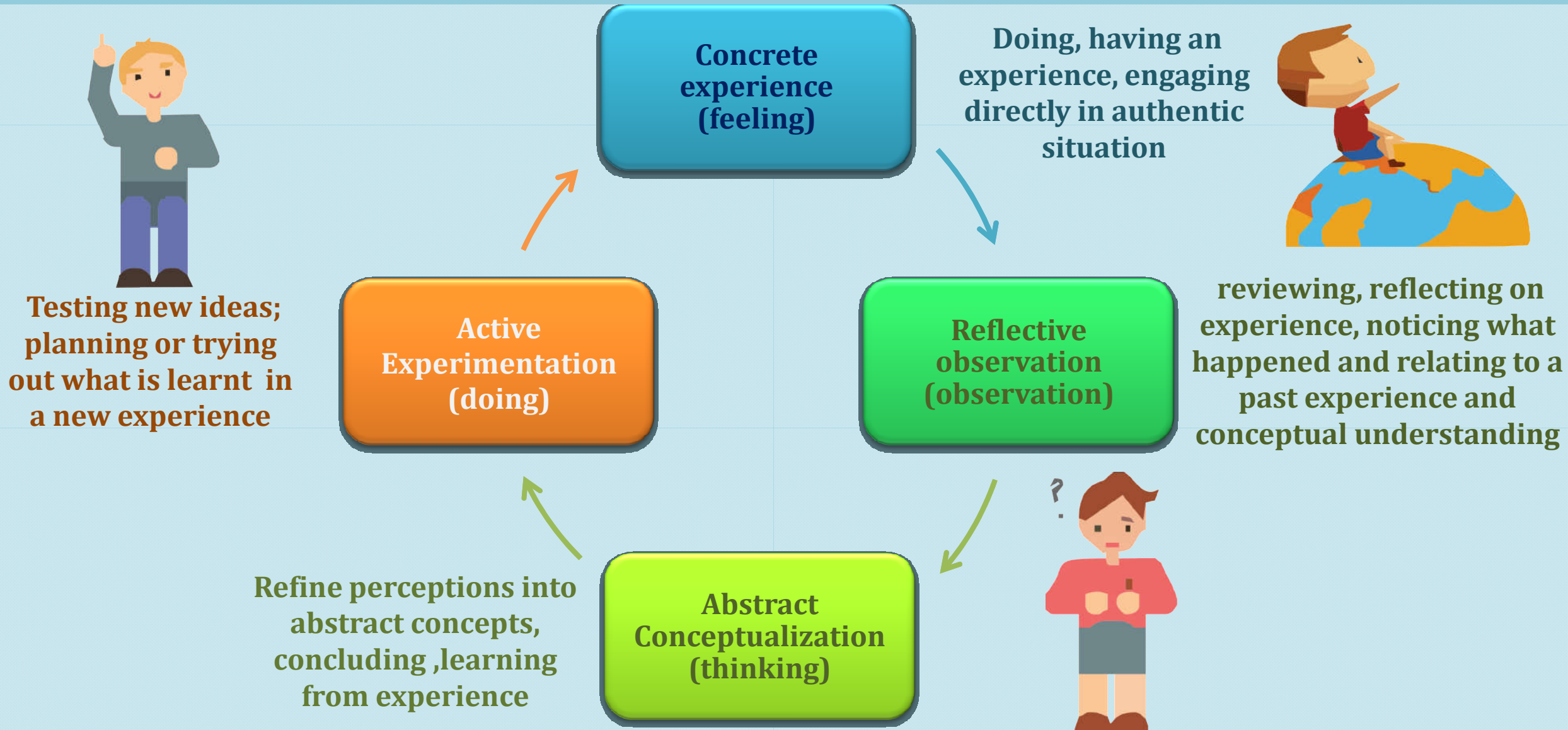
Another person decided to go and taste the fruit..... reached the orchard when the apples had over ripenedate the few apples on the trees ...did not like the tastetasted rottenconcluded *fruit was much overrated food*.

Unable to recognize the difference between the blossom and over ripe fruit

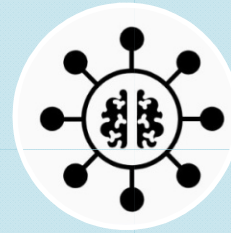
Making experience have an educative value is important in experiential learning

Implications of Experiential Learning for Classrooms

-Attributes-



Assessment *as, of, for* Experiential Learning



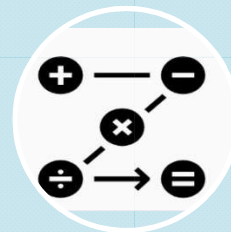
Holistic

1. Self, peer, teacher, parents
2. Cognitive -emotional-psychomotor
3. Observation, reflection, experiments, surveys



Individualized

1. Self referenced
2. Uniqueness/ strengths
3. Monitor own learning



Learning Outcomes

1. Competency based
2. Process based
3. outcomes-Product based



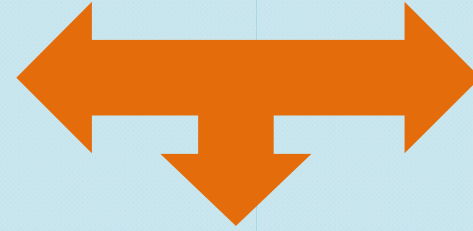
Reporting

1. Multi-dimensional
2. Descriptive
3. 360 degree

Experiential Pedagogy-Transforming Classrooms

Teaching-Learning Practices

- Questioning
- Games
- Discussion
- Dialogue
- Investigate
- Experiments
- Case studies
- Field work
- Role play
- Simulations
- Seminars
- Visualization
- Inquiring
- Investigating
- Presenting information



Learning Environment

- Respecting learner
- Valuing differences
- Resolution of conflicts
- Information seeking
- Initiative taking
- Owning Responsibility
- Team work, collaboration
- Freedom to explore
- Acceptance for mistakes
- building on students' strengths
- Positive relationships
- Culture of care

Learner Competencies

- Resourceful
- Initiative taking
- Self-Responsibility
- Creative
- Resilience
- Independent
- self-disciplined
- self directed
- Reflective



Thank You