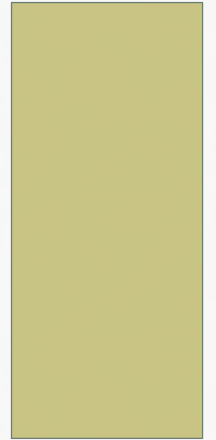
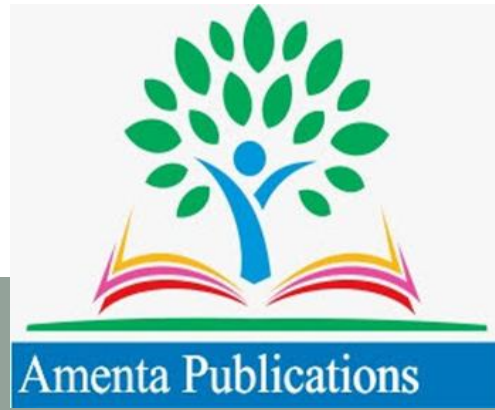


# UNDERSTANDING NEP



# VISION OF NEP



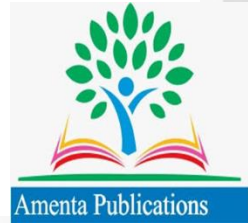
Holistic development

cognitive, affective, psycho-motor

Competency based

knowledge, skills, attitudes, behaviour

# HOLISTIC DEVELOPMENT

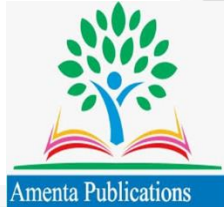


- Cognitive-

The ability of the brain's mental processes to absorb and retain information through experience, senses, and thought is known as cognition.

Cognitive learning is an active style of learning that focuses on helping you learn how to maximize your brain's potential. It makes it easier for you to connect new information with existing ideas hence deepening your memory and retention capacity.

# HOLISTIC DEVELOPMENT



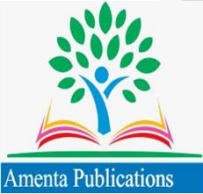
- Affective-

Affective development is the development of emotions as well as their outward expression that begins in infancy and progresses throughout adolescence. It encompasses the awareness and discernment of one's emotions as well as those of others, the ability to connect emotions to those of others, to display emotion, and to manage one's own emotions. Emotions involve three components: feeling, cognition, and behavior.

- Psycho- motor-

"Psychomotor" development refers to changes in a child's cognitive, emotional, motor, and social capacities from the beginning of life throughout fetal and neonatal periods, infancy, childhood, and adolescence.

# THE CURRICULUM



- Shift towards learning how to learn
- Facilitate attaining the potentialities /hidden abilities of all learners.
- Integration of specific skill sets and values across domains and stages.
- Focus on core concepts and Constitutional values.

# THE PEDAGOGY



Experiential

integrated

Holistic

Inquiry-driven

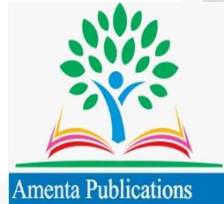
Discovery-oriented

Learner-centered

Discussion-based

Flexible and Enjoyable

# THE STRUCTURE



The curricular and pedagogical structure and the curricular framework for school education will be guided by a 5+3+3+4 design, consisting of

Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8),

Preparatory Stage (Grades 3-5, covering ages 8-11),

Middle Stage (Grades 6-8, covering ages 11-14),

and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

# FOUNDATION STAGE



- Child should learn and explore with the help of activities, such as indoor and outdoor play, puzzles, logical thinking, problem solving, drawing, painting etc.
- Mathematics and computational thinking should be given emphasis.
- Exposure to different languages with the major focus on the mother tongue.

Foundational stage includes learners from 3 to 8 years of age.



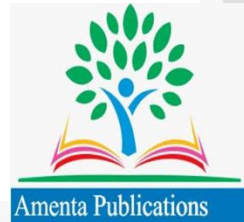
# PREPARATORY STAGE



- Interactive pedagogical style of the Foundational Stage-learning opportunities to be built on the play, discovery, and activity-based model.
- Bilingual approach of teaching.
- To support Experiential learning. The content in all subjects should focus on concepts, ideas, applications, and problem-solving.
- More interactive teaching-learning, promote exploratory activities, discussions, and questioning.
- The classrooms interactions should be more enjoyable, creative, collaborative for deeper understanding and more experiential learning.

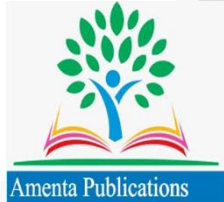
Preparatory stage includes learners from 8 to 11 years of age.

# MIDDLE STAGE



- Learning and discussion of more abstract concepts across the sciences, mathematics, arts, social sciences, and humanities.
- Application of Integrated and Cross curricular approach.
- Develop unity and understanding of cultural heritage and diversity of India through activities and projects.
- Developing vocational sensitivities in students. Every student should be encouraged to take a fun course, during Grades 6 that gives hands-on experience on important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc.

# MIDDLE STAGE



- Value building will be the focus. Students will be taught at a young age the importance of “doing what's right”. A logical framework for making ethical decisions will be adopted.
- Learners need to be given opportunity to read and learn from the Panchatantra, Jataka Tales, and other inspiring tales from the Indian tradition. Excerpts from the Indian Constitution will also be considered essential reading for all students.
- Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid shall be integrated in the curriculum.

Middle stage includes learners from 11 to 14 years of age.

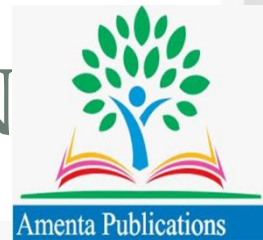
# SECONDARY STAGE



- This 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 with greater depth, greater critical thinking, thinking, greater attention to life aspirations, and greater flexibility and choice of subjects.
- Teaching and learning will be conducted in a more interactive manner encouraging questions/dialogue with fun, creative, collaborative, and exploratory activities.
- Arts-integrated and sports-integrated education, telling-based pedagogy should be adopted.

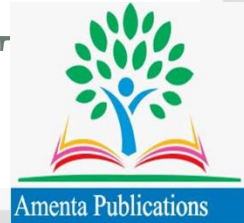
Secondary stage includes learners from 14 to 18 years of age.

# THE LEARNING ENVIRONMENT



- Provide experiences to students to develop the ability to engage, handle conflicts with their peers/co learners, communicate effectively, work collaboratively, work cooperatively.
- 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

# THE LEARNING ENVIRONMENT



- Creating a supportive learning environment for students to develop the ability and skills
- to perform activities, experiments, projects, field work, paper reading, discussions, seminars etc.
- to Inquire, observe, hypothesize, measure, analyze, communicate, evaluate, seek alternative explanations.
- 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.

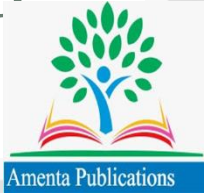
# NEP- THE EXPERIENTIAL LEARNING APPROACH



The content includes...

- Key concepts, ideas, applications, specified learning outcomes.
- Sets of skills and values across cognitive, affective and psychomotor domains.
- Integration among subjects.
- Integration of stories, arts, games, sports and more.
- Encouraging Critical thinking, inquiry-based, discovery-based, discussion-based, and analysis-based learning.
- Ability to engage, handle conflicts, communicate effectively, and work with flexibility.

# NEP- THE EXPERIENTIAL LEARNING APPROACH



The process involves...

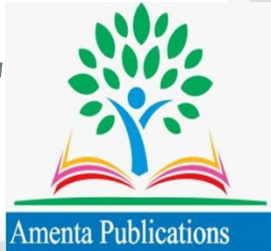
- Experiences, hands-on-learning linked to daily life, integration of values , arts and sports.
- Space for self-learning, reflection and problem solving.
- Interactive engagement, questioning, story- telling, games, experiments and field work.



The learning environment should be...

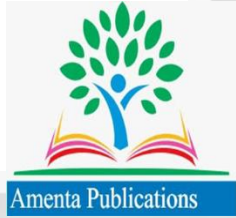
- Fun, creative, collaborative, exploratory, experiences with flexibility
- Exploration , asking questions, plan investigations, reflections on the findings , communication in various forms.
- Engaging learners with their immediate environment, collate past experiences and existing ideas.
- Ability to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

# ASSESSMENT IN EXPERIENTIAL LEARNING

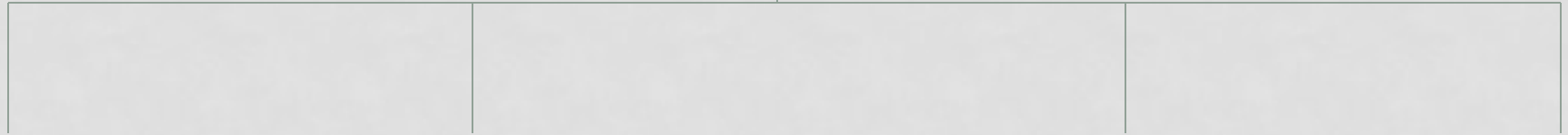


Regular and formative assessments. It shall be more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.

# ASSESSMENT IN EXPERIENTIAL LEARNING



Assessments



Holistic  
Descriptive

Individualised

Learning

Outcomes

- Holistic assessment (also called 'integrated assessment') focuses on the assessment of whole work activities rather than specific elements. When assessing a unit of competence holistically, the assessment activities integrate a number of aspects of the competency.
- When an assessment is individualized it is self referenced, works on an individual's Uniqueness and strengths, and helps to monitor own learning.
- Awareness of learning outcomes helps improve competency, it is process based, and the final outcome is product based.
- A Descriptive assessment helps in multi-dimensional evaluation of the subject and helps with a complete 360 degree understanding.

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