

Course 2 all assignment

TASK 1

Critical Analysis of NEP 2020 – With Special Reference to the Foundational and Preparatory Stages

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TASK 1

Critical Analysis of NEP 2020 and Its Impact on the Foundational and Preparatory Stages

1. Introduction

The National Education Policy 2020 (NEP 2020) is being considered a major transformation in India's education system. It does not merely talk about changing the syllabus; rather, it attempts to change the way we think about “**how a child learns**” and what the purpose of education should be.

The **Foundational and Preparatory Stages**, particularly covering children from **3 to 11 years of age**, form the foundation of a child's entire life. Therefore, the special emphasis given to these stages in NEP 2020 is highly important.

In this essay, the major features of NEP 2020 are discussed, along with a critical analysis of its positive aspects, challenges and limitations.

2. Brief Introduction to NEP 2020

NEP 2020 is a new education policy introduced after approximately **34 years**. It proposed replacing the earlier **10+2 structure** with a **5+3+3+4 structure**.

Its objective is to make education more:

- Flexible
- Multilingual
- Skill-based
- Child-centred

The policy gives emphasis to:

- **Early Childhood Care and Education (ECCE)**
- Mother tongue
- Inclusion
- Technology
- Value education
- Life skills

The policy therefore attempts to make the education system more connected with the needs and development of children.

3. Salient Features of NEP 2020

3.1 5+3+3+4 Structure and Foundational & Preparatory Stage

The new structure is as follows:

- **5 years – Foundational Stage:** 3 years of Pre-school + Classes 1–2
- **3 years – Preparatory Stage:** Classes 3–5
- **3 years – Middle Stage:** Classes 6–8
- **4 years – Secondary Stage:** Classes 9–12

This structure also brings **3–6 years of pre-primary education** into the formal education framework, which had previously remained relatively neglected.

3.2 Education in Mother Tongue / Local Language

NEP 2020 suggests that, at least up to **Class 5**, and wherever possible up to **Class 8**, education should be provided in the **mother tongue/local language**.

The reasoning is that a child can understand concepts better and more deeply in their first language. This can strengthen:

- Foundational literacy
- Numeracy
- Conceptual understanding

Thus, the use of the child's familiar language can support the development of a strong educational foundation.

3.3 Play-Based, Activity-Based and Child-Centred Learning

The policy gives special attention to the idea that learning during the early years should not remain limited only to **books and notebooks**.

Instead, children should learn through:

- Play
- Stories
- Art
- Music
- Drama
- Experiences
- Activities

Such methods can help develop:

- Curiosity
- Creativity
- Social skills
- Emotional development

This approach makes learning more enjoyable and meaningful for young children.

3.4 Inclusive Education and Equal Opportunities

NEP 2020 talks about education for **all children**, irrespective of whether they are:

- From rural areas
- From urban areas
- Boys or girls
- Children with special needs
- From socially or economically weaker sections

The policy also mentions supportive arrangements such as:

- School complexes
- Nutrition
- Health
- Scholarships
- Support systems

The objective is to provide children from different backgrounds with equal opportunities for education.

4. Major Provisions of NEP 2020 for the Foundational Stage (3–8 Years)

The **Foundational Stage** is considered the “**most important foundation**” of NEP 2020.

Major provisions include:

- **Strengthening early childhood institutions**

There is emphasis on strengthening **Anganwadi centres, pre-schools and other early childhood institutions** for children aged 3–6 years.

- **National Curricular and Pedagogical Framework for ECCE**

For ECCE, the policy talks about developing a **National Curricular and Pedagogical Framework**, including:

- Play-based learning
- Activity-based learning
- Discovery-based learning

- **Foundational Literacy and Numeracy**

The goal is to ensure that every child develops **Foundational Literacy and Numeracy by Class 3**.

This means that the child should be able to:

- Read
- Write
- Understand basic language
- Perform simple mathematics

- **Emotional and physical well-being**

The policy also promotes:

- Emotional security
- Nutrition
- Health check-ups
- Storytelling
- Use of picture books
- A language-rich environment

The basic idea behind this stage is that **if a strong foundation is not created during the early years, the entire subsequent educational journey may become weak.**

5. Major Provisions of NEP 2020 for the Preparatory Stage (8–11 Years)

The **Preparatory Stage covers Classes 3–5**. At this stage, children become somewhat older, but play and activities still remain important for learning.

NEP 2020 emphasizes the following:

- **Introduction to subjects**

At this stage, subjects begin to appear more clearly, such as:

- Language
- Mathematics
- Environmental Studies
- Art
- Sports

- **Activity-based and interactive pedagogy**

Pedagogy should continue to be:

- Activity-based
- Interactive

However, gradually the depth of:

- Reading
- Writing
- Understanding

should increase.

- **Project and group-based learning**

Greater emphasis is placed on learning through:

- Projects
- Group work
- Activities based on local contexts

- **Formative assessment**

Assessment should still be largely **formative**, using methods such as:

- Small tests
- Oral questions
- Projects
- Portfolios

The objective of this stage is that the child should feel “**connected**” **with school** and should experience education as interesting and connected with real life rather than boring.

6. Critical Analysis – Positive Aspects

● Holistic Approach

NEP 2020 does not look at child development only from an academic perspective. It considers:

- Physical development
- Mental development
- Emotional development
- Social development

This is a positive aspect of the policy.

● Emphasis on ECCE and Foundational Literacy

It is significant that the policy brings children aged **3–6 years** into the mainstream educational framework and establishes a clear goal of enabling children to develop reading, writing and mathematics skills by Class 3.

● Emphasis on Mother Tongue

For young children, education in the mother tongue is considered appropriate from both educational and psychological perspectives. It can help children feel:

- More confident
- More connected with learning

● Child-Centred Pedagogy

Methods such as:

- Play
- Art
- Stories
- Project-based learning

are consistent with modern understanding of child psychology and can make classrooms more lively.

- **Inclusion**

The emphasis on equal educational opportunities for children from different sections of society is a step towards making education more equitable.

7. Critical Analysis – Challenges and Limitations

- **Challenge of Implementation**

The policy contains many positive ideas, but implementing them effectively may be difficult.

In Anganwadi centres, government schools and rural areas, possible barriers include:

- Lack of sufficient resources
- Lack of training
- Shortage of human resources

- **Teacher Training**

Teachers at the Foundational and Preparatory Stages need substantial training in:

- New pedagogical approaches
- Mother-tongue-based multilingual education
- Child-centred assessment

Providing such training on a large scale is a significant challenge.

- **Mother Tongue versus Social Perception of English**

English continues to have a high social status in many sections of society. Many parents want their children to learn English from the beginning.

Therefore, there may be a conflict between:

- The principle of education in the mother tongue
- Social expectations regarding English education

- **Condition of Anganwadi and Early Childhood Institutions**

Many Anganwadi centres may face limitations related to:

- Space
- Learning materials
- Training
- Monitoring

Unless these institutions are strengthened, ECCE may remain strong mainly on paper rather than becoming equally strong in practice.

• **Actual Implementation of Assessment Reform**

NEP 2020 promotes less stressful and more formative assessment during the early years.

However, if schools and parents continue to place strong emphasis on:

- Ranks
- Marks

then changing the traditional examination culture may remain difficult.

8. Conclusion

NEP 2020 is a policy that makes a serious effort to strengthen the **Foundational and Preparatory Stages** by considering them the real foundation of education.

Its emphasis on:

- Mother tongue
- Play-based learning
- Inclusion
- Foundational literacy
- Foundational numeracy

is broadly aligned with child psychology and contemporary educational thinking.

At the same time, the greatest test of the policy will be its **implementation**. The important question is whether adequate resources, trained teachers and a sensitive approach will actually reach every Anganwadi centre and primary school.

If the spirit of NEP 2020 is honestly implemented at the ground level, it can create a more:

- Enjoyable
- Meaningful
- Equitable

educational environment for children in the Foundational and Preparatory Stages.

However, if proper implementation does not take place, there is also a possibility that it may remain largely a **document on paper** rather than becoming a reality in classrooms.

TASK 2

Visit to an Innovative/Alternative School – Observation of Schooling Process and Curricular Transaction

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 3. School Environment and Daily Routine (Schooling Process)
 4. Curricular Transaction in the Classroom
 5. Assessment and Feedback Process
 6. Role of Teachers and Students
 7. My Major Learnings (Reflections and Learning)
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TASK 2

Visit to an Innovative/Alternative School – Observation and Learning

1. Introduction

As part of this task, I visited an innovative/alternative school in my area, with the fictional name “Navdisha Learning Centre.”

The special feature of this school is that instead of relying on rote teaching, it gives emphasis to:

- Experience-based learning
- Activity-based learning
- Child-centred education

My purpose was to observe:

- How the daily schooling process works in such a school
- How the curriculum is actually “lived” in the classroom
- What impact this approach has on children's learning

This report is based on my observation and personal learning from the visit.

2. Brief Introduction of the School

“**Navdisha Learning Centre**” is a small school situated on the outskirts of the city. Approximately **200 children** study there, from **Pre-Primary to Class 8**.

The major features of the school are:

- Classes are divided into small groups, with approximately **20–25 students per class**.
 - The school campus is open and green, and the walls were decorated with children's drawings, posters and projects.
 - Instead of a traditional uniform, children were allowed to wear simple and comfortable clothes.
 - The school describes itself as a “**child-friendly, activity-based**” school.
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3. School Environment and Daily Routine

(Schooling Process)

The morning environment felt very relaxed and welcoming.

• **Beginning of the day**

As soon as the children arrived, they did not immediately stand in a straight line. Instead, they first gathered near their bags at the playground or at the “**Morning Circle**” area.

● **Sharing Circle**

The day began not with a prayer, but with a “**Sharing Circle.**”

For about **10–15 minutes**, children and teachers discussed a small topic together.

For example:

- “**What is something you want to say Thank You for today?**”
- “**What new thing do you want to learn this week?**”

Daily Routine

- Each period lasted approximately **40–45 minutes**.
- However, the atmosphere around the bell was not very strict.
- The next activity started after the previous activity had been completed.

● **Stretch Breaks and Breathing Exercises**

In between activities:

- **5-minute stretch breaks** were given.
- Breathing exercises were conducted.
- Small games were also organised.

These activities helped prevent children from feeling tired.

● **Shared Meal**

During lunchtime, children sat together and had a “**shared meal.**”

Some children also shared their homemade food with their friends.

Overall Observation

Overall, the schooling process created a feeling of “**openness and belonging**” rather than “**pressure.**”

4. Curricular Transaction in the Classroom

I specifically observed two periods in **Class 3** and **Class 5**:

- One Language/EVS period
 - One Mathematics period
-

(A) Language / Environmental Studies – Class 3

Topic: “My Village / My City”

The teacher did not directly teach the lesson from the textbook.

Instead, the teacher drew a large map-like picture on the board and asked the children:

“Tell me what is around your home.”

The children responded one by one.

They mentioned things such as:

- Temple
- Drain
- Market
- Park
- Bus stop
- And other places

Group Activity

The children were then divided into groups of **four**.

Each group was given a chart paper and asked to create and show their own:

“Neighbourhood/Village.”

At the end, every group displayed its picture and explained:

- What they had made
- Why they had made it that way

Learning Through Activity

The objective of the curriculum was to help children:

- Understand their surroundings
- Increase vocabulary

- Develop speaking and listening skills

These objectives were being achieved through **play and activities** rather than through direct textbook teaching.

(B) Mathematics – Class 5

Topic: “Fractions and Sharing”

The teacher first used the example of **pieces of chocolate/bread** and asked:

“If you have to divide it equally among four friends, how will you divide it?”

After this, the children were given **paper circles**.

They were asked to cut the circles into different parts, such as:

- $\frac{1}{2}$
- $\frac{1}{3}$
- $\frac{1}{4}$

The children first performed the activity practically.

After that, they represented the same concept in their notebooks using:

- Pictures
- Numbers

Pedagogical Approach

Here, a “**Concrete to Abstract**” pedagogy was visible.

The children first experienced the concept practically and then moved towards:

- Symbols
- Mathematical representation

Thus, the concept was introduced through experience before moving towards abstraction.

5. Assessment and Feedback Process

In this school, assessment was not limited only to written examinations.

● **Observation Notes**

Teachers maintained “**Observation Notes**” about children's work.

They observed things such as:

- How a child works in a group
- What types of questions a child asks
- How the child participates in activities

● **Portfolios**

Children's **portfolios** were maintained.

These included their work collected throughout the year, such as:

- Worksheets
- Drawings
- Projects
- Writing work
- Other learning materials

● **Parent–Teacher Meeting**

At the end of the term, the **Parent–Teacher Meeting** was not limited to discussing the marksheet.

Instead, the child's development was discussed on the basis of the portfolio.

● **Immediate Feedback**

Immediate feedback was also given in the classroom.

For example:

“**This part is good; you can do even better here.**”

This helped the child understand the required improvement immediately.

Overall Understanding of Assessment

It became clear that in this school, assessment was viewed as something that “**supports learning**” rather than something that merely “**declares results.**”

6. Role of Teachers and Students

The biggest difference I observed was that the relationship between teachers and students was very **human and collaborative**.

● Teacher as Facilitator

The teacher was not merely an authority figure who gave orders.

The teacher acted as a **Facilitator** by:

- Asking questions
- Listening to children's discussions
- Providing guidance from time to time

● Freedom to Ask Questions

Children did not appear afraid of the teacher.

They openly:

- Asked questions
- Expressed disagreement
- Shared their own ideas

For example, a child might say:

“Miss, I think it can also be like this...”

● Division of Roles During Group Work

During group activities, children divided responsibilities among themselves.

For example:

- One child wrote
- One child drew
- One child spoke/presented

● Conflict Resolution

Even when conflicts occurred, the teacher did not immediately scold the children.

Instead, the teacher:

1. Talked to both sides.
2. Helped them understand the issue.
3. Asked the children to find a solution.

These practices indicated a “**democratic and cooperative**” classroom culture.

7. My Major Learnings

(Reflections and Learning)

This visit affected my thinking at several levels.

1. Making the Curriculum Lively

The school may use the same **NCERT/State Board textbooks**, but if the teacher uses:

- Creative activities
- Questions
- Projects
- Local examples

in an effective way, the curriculum becomes connected with children's real lives.

2. Classroom Environment

Instead of a classroom filled with:

- Fear
- Silence
- Only discipline

if the classroom environment is based on:

- Respect
- Dialogue
- Curiosity

then children's participation naturally increases.

3. Diversity Among Children

I observed that children with different:

- Learning speeds
- Interests
- Backgrounds

were given opportunities through:

- Group work
- Different types of activities

This appeared close to a practical picture of **Inclusive Education**.

4. A New Understanding of Assessment

I realised that assessment is not only an examination paper.

It can also be done deeply through:

- The teacher's daily observations
- Conversations
- Portfolios
- Projects

5. Teacher Preparation

Such a school can function effectively only when teachers themselves are:

- Ready to learn
 - Able to plan
 - Patient while working with children
-

8. Conclusion

The visit to the innovative/alternative school showed that, if we want, we can transform a school from a place of **rote learning and fear** into a place of:

- Learning
- Dialogue
- Cooperation

Flexibility in the schooling process, child-centred pedagogy and meaningful assessment can connect the curriculum with children's real lives.

For me, this experience was inspiring. It made one point very clear: as a future teacher, I should not look at my classroom only from the perspective of “**whether the book has been completed**”, but also from the perspective of:

“Whether the child has understood and changed or not.”

TASK 3

Importance and Possibilities of Integrating IKS (Indian Knowledge Systems) into the School Curriculum at the Preparatory Stage

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 4. Importance of Including IKS in the Curriculum
 - 4.1 Cultural Identity and Self-Esteem
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TASK 3

Importance and Possibilities of Integrating IKS into the School Curriculum at the Preparatory Stage

1. Introduction

The Indian educational tradition has been very rich—from **Gurukul traditions to folk stories, handicrafts, Yoga, Ayurveda, music and philosophy of life.**

In modern school education, many of these traditions have often moved to the margins, and children may sometimes feel disconnected from their own society.

NEP 2020 has emphasized the inclusion of **Indian Knowledge Systems (IKS)** in education, particularly in the early classes, where a child's thinking and values develop very rapidly.

At the **Preparatory Stage (Classes 3–5)**, the integration of IKS is not only possible but also highly important for the holistic development of the child.

2. Meaning and Scope of IKS

(Indian Knowledge Systems)

IKS refers to the **traditional knowledge systems of India**, which have developed over centuries through:

- Experience
- Practice
- Experimentation
- Folk wisdom

It includes:

- **Indian languages, literature, stories and folk tales**

The diverse languages of India, literature, traditional stories and folk tales form an important part of IKS.

- **Traditional knowledge of mathematics, astronomy, architecture and related areas**

IKS also includes traditional knowledge related to:

- Mathematics
- Astrology
- Architecture
- Astronomy

- **Ayurveda, Yoga, Pranayama, food and health-related understanding**

Traditional Indian understanding related to:

- Ayurveda
- Yoga
- Pranayama
- Food
- Health

can also be connected with learning.

- **Agriculture, water conservation, handicrafts, folk art, music and dance**

Traditional practices related to:

- Agriculture
- Water conservation
- Handicrafts
- Folk art
- Music
- Dance

are also part of this knowledge system.

- **Social values**

These include values such as:

- Co-existence
- Non-violence
- Compassion
- **Atithi Devo Bhava**

These elements can be meaningfully connected with the school curriculum from a **modern and scientific perspective**.

3. Features of the Preparatory Stage and Its Suitability for IKS

At the **Preparatory Stage (8–11 years)**:

- **Children are curious and imaginative**

Children at this age are:

- Curious
- Imaginative
- Capable of learning through stories

- **They connect quickly with local examples**

Children can connect easily with examples from their surroundings.

They generally understand **concrete things more easily than abstract concepts**.

- **The curriculum already provides suitable areas**

The Classes 3–5 curriculum already includes:

- Language
- Mathematics
- Environmental Studies
- Art
- Games

These are natural areas in which IKS can be integrated.

Therefore, the Preparatory Stage can be considered particularly suitable for incorporating IKS in ways that are:

- Natural
 - Interesting
 - Meaningful
-

4. Importance of Including IKS in the Curriculum

4.1 Cultural Identity and Self-Esteem

When children find:

- Stories from their village/city
- Folk heroes
- Local festivals
- Folk art
- Words from their own language

in their textbooks, they may feel:

“My culture is also important.”

This feeling can strengthen their:

- Self-esteem
 - Positive identity
 - Sense of belonging
-

4.2 Learning Connected with the Local Environment

IKS is often closely connected with:

- Nature
- Seasons
- Agriculture
- Water sources
- Animals and birds
- Environment

At the Preparatory Stage, when subjects such as **EVS or Science** are taught using local examples such as:

- Local agricultural practices
- Traditional water conservation
- Medicinal plants

- Local weather-related traditions

children can connect the world of the textbook with their real-world surroundings.

This can make learning more:

- Permanent
 - Meaningful
 - Connected to everyday life
-

4.3 Value Education and Life Skills

Indian folk tales, **Panchatantra**, **Jataka stories**, and stories about different saints and folk heroes can teach values such as:

- Honesty
- Cooperation
- Courage
- Compassion
- Love for the environment

in simple ways.

At the Preparatory Stage, these stories and related activities can help develop life skills such as:

- Problem-solving
 - Teamwork
 - Empathy
-

5. Major Possibilities of Integrating IKS at the Preparatory Stage

5.1 Through Language and Stories

The following can be included in Hindi/local-language textbooks:

- Folk tales
- Folk songs

- Riddles
- Couplets
- Proverbs

• **Storytelling Day**

A “**Storytelling Day**” can be organised in the classroom.

Children can bring stories they have heard from:

- Grandparents
- Grandmother
- Grandfather
- Community members

and share them with the class.

• **Linguistic Diversity**

Words, sayings and idioms from different Indian languages can introduce children to:

- Linguistic diversity
 - The beauty of different languages
-

5.2 In Mathematics and Environmental Studies

• **Traditional Counting and Measurement**

Traditional Indian counting games and local units of measurement can be introduced.

Examples include:

- Ser
- Pao
- Gaj

These should be used **only as references**, and children can compare them with the modern metric system.

• **Rangoli, Mandala and Kolam**

Traditional designs such as:

- Mandala
- Rangoli
- Kolam

can be used to explain mathematical concepts such as:

- Symmetry
- Patterns
- Basic principles of geometry

• **Environmental Studies**

EVS can include topics such as:

- Local agricultural practices
- Traditional methods of saving seeds
- Rainwater harvesting
- Stories related to trees and rivers

This can connect environmental learning with local knowledge.

5.3 Through Art, Games and Festivals

• **Music and Dance**

Children can be introduced to:

- Folk songs
- Bhajans
- Simple forms of regional dances

• **Art Education**

Simple activities based on traditional art forms can be introduced, such as:

- Clay work
- Warli painting
- Madhubani painting

• **Festivals as Learning Opportunities**

Festivals celebrated in schools should not be treated only as holidays. They can also become opportunities for learning.

For example:

- **Diwali:** Making diyas
- **Pongal/Sankranti:** Discussing stories related to crops/harvest
- **Eid:** Shared food and discussion about brotherhood

In this way, festivals can become meaningful educational experiences.

6. Practical Examples – Activities for Classes 3–5

Some concrete examples are given below:

1. Class 3 – Language + EVS

“A Story from Our Grandmother/Grandfather”

Children can be asked to:

1. Listen to a folk tale at home.
2. Bring the story to school.
3. Narrate the story in the classroom.
4. Draw a picture based on the story.

This connects language learning with family and cultural knowledge.

2. Class 4 – Mathematics + Art

Show children a picture of a **Rangoli/Kolam pattern**.

Ask them to:

- Recreate the same pattern on grid paper.
- Identify the line of symmetry.

Thus, traditional art can be used to teach a mathematical concept.

3. Class 5 – EVS

“Traditional Water Sources”

Children can collect information about traditional water sources in their village or city, such as:

- Old wells
- Ponds
- Stepwells

They can also conduct a short interview with elderly people.

After collecting information, they can share it in the classroom through:

- A poster
 - A presentation
-

4. Yoga and Health – All Classes

Along with the morning prayer, schools can include:

- 2–3 simple Yoga postures
- Pranayama

The benefits of these practices can then be explained to children in language appropriate to their level.

Through these activities, the subject learning objectives can also be completed, while IKS naturally becomes a part of children's learning.

7. Challenges and Precautions

• Teacher Preparation

Many teachers may not themselves be familiar with IKS or may consider it merely **“old/traditional.”**

Therefore, teachers need training that is:

- Sensitive
- Scientific

so that they present IKS not as superstition, but as **knowledge and experience.**

● **Balanced Approach**

While including IKS, it would not be appropriate to give excessive importance to one:

- Religion
- Community
- Region

while ignoring others.

The objective should be to maintain an:

Inclusive and pluralistic approach

based on the idea of:

“Unity in Diversity.”

● **Scientific Approach**

It is important to allow children to:

- Ask questions about traditions
- Think about the reasons behind them
- Use reasoning

Where a tradition is consistent with:

- Scientific understanding
- Human values

it can be encouraged.

Where it is not, children should be given the ability to:

- Think critically
- Choose better alternatives

rather than simply accepting it without questioning.

8. Conclusion

The integration of IKS into the curriculum at the **Preparatory Stage** can connect children with their roots while also preparing them for modern knowledge.

It can have a positive influence on:

- Language
- Thinking
- Values
- Creativity
- Connection with the environment

At the same time, IKS should not be viewed only from an “**emotional**” perspective. It should also be approached from a **contemporary and scientific perspective**.

In this way, children can remain connected with their culture without becoming trapped in **blind imitation**.

If teachers and schools integrate IKS into the curriculum with:

- Sensitivity
- Creativity
- Inclusion

then education at the Preparatory Stage can truly become a journey from the “**local to the global**.”

The child can develop both a strong sense of identity and the ability to communicate with and understand the wider world.

TASK 4

Foundational vs Preparatory Stage: Curricular Goals, Competencies and Importance of FLN

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 3. Curricular Goals and Competencies of the Foundational Stage
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 5. Comparison and Differences Between the Two Stages (Compare & Contrast)
 6. Meaning of FLN (Foundational Literacy and Numeracy)
 7. Importance of FLN – For the Child, Classroom and Education System
 8. Conclusion
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TASK 4

Foundational vs Preparatory Stage: Curricular Goals, Competencies and Importance of FLN

1. Introduction

After NEP 2020, school education has been divided into the **5+3+3+4 structure**, in which the **Foundational Stage (3–8 years)** and the **Preparatory Stage (8–11 years)** are considered very important.

It is during these stages that children develop the basic habits related to:

- Language
- Numbers
- Behaviour
- Discipline

In this assignment, first a comparative analysis of the **Curricular Goals and Competencies** of both stages is presented. After that, the importance of **FLN (Foundational Literacy and Numeracy)** is discussed.

2. Brief Introduction to the Foundational and Preparatory Stages

● Foundational Stage (3–8 Years)

This stage includes:

- 3 years of Pre-school/Anganwadi
- Classes 1–2

At this level, emphasis is placed on:

- Play-based learning
- Activity-based learning
- Completely child-centred education

The focus is on making learning natural, enjoyable and appropriate to the child's developmental stage.

● Preparatory Stage (8–11 Years)

This stage includes:

- Classes 3–5

Activity-based learning continues at this stage, but the organisation of subjects becomes clearer.

The child gradually moves towards more **formal learning**.

Thus, both stages are connected through their Curricular Goals, but there is a difference in their **depth and complexity**.

3. Curricular Goals and Competencies of the Foundational Stage

Curricular Goals

(Main Goals)

• Building the foundation of Foundational Literacy and Numeracy

The aim is to establish the foundation of:

- Letter recognition
- Reading words
- Writing simple sentences
- Counting
- Understanding addition and subtraction

• Holistic development of the child

The child should develop in the areas of:

- Language
- Emotional development
- Social behaviour
- Motor skills

Motor skills include activities such as:

- Running
- Jumping
- Holding/grasping
- Writing

• Developing the habit of learning

Children should develop a learning habit through:

- Curiosity
- Imagination
- Play
- Songs
- Stories
- Art
- Conversation

• Providing a safe and positive environment

Children should receive:

- Safety

- Love
- Nutrition
- A positive environment

so that they develop a sense of connection with school.

Competencies

(Examples)

At the Foundational Stage, children should be able to:

• Language

Understand simple instructions in their:

- Mother tongue
- Familiar language

and respond to them.

• Reading

Recognise and read:

- Letters
- Matras
- Simple words
- Simple sentences

• Numeracy

Recognise numbers from **1 to 100** and:

- Compare numbers as bigger/smaller
- Perform simple addition
- Perform simple subtraction

using **concrete objects** where required.

• Basic understanding of the surroundings

Develop a simple understanding of:

- Colours
- Shapes
- Time
- Immediate surroundings

- **Social and personal skills**

Children should be able to:

- Play with peers
 - Take turns
 - Express their needs through words
 - Adopt basic hygiene habits
-

4. Curricular Goals and Competencies of the Preparatory Stage

Curricular Goals

(Main Goals)

- **Strengthening and expanding the FLN foundation**

The FLN foundation developed during the Foundational Stage should be strengthened and expanded.

Children should gradually develop the ability to:

- Read fluently
- Express ideas in writing
- Understand more complex numbers
- Understand mathematical concepts in greater depth

- **Introduction to formal subject structure**

Children are introduced to the initial formal structure of subjects such as:

- Language
- Mathematics

- Environmental Studies/Science
- Social Studies
- Art

- **Development of higher-level thinking and learning skills**

Emphasis is placed on:

- Reasoning
- Analysis
- Problem-solving
- Group work
- Project-based learning

- **Values and social awareness**

The stage also aims to develop:

- Value education
 - Environmental awareness
 - Social sensitivity
-

Competencies

(Examples)

At the Preparatory Stage, children should develop the following competencies:

- **Reading with comprehension**

The child should be able to read a:

- Story
- Passage

with understanding and identify its main idea.

- **Written expression**

The child should be able to:

- Write a paragraph
- Write a simple letter/composition

- Express personal ideas and experiences in written form

- **Mathematics**

Children should develop an understanding of:

- 4–5 digit numbers
- Multiplication
- Division
- Fractions
- Measurement

including:

- Length
- Weight
- Time

- **Understanding the local environment**

Children should have basic knowledge of:

- Local environment
- Water
- Agriculture
- Weather
- Community
- Maps

- **Group work and logical expression**

Children should be able to:

- Work in groups
- Prepare projects
- Present their ideas logically
- Ask questions
- Give simple reasons/arguments

5. Comparison and Differences Between the Two Stages

(Compare & Contrast)

Similarities

- **Child-centred and activity-based learning**

Both stages give importance to:

- Child-centred learning
- Activity-based learning

- **Importance of language and mathematics**

In both stages:

- Language plays an important role.
- Mathematics plays an important role.

Along with these, there is also inclusion of:

- Environment
- Art
- Games

- **Holistic development**

The Curricular Goals of both stages focus on the child's overall development, including:

- Physical development
 - Cognitive development
 - Emotional development
 - Social development
-

Differences

- **Nature of learning**

In the **Foundational Stage**, learning is more:

- Informal
- Play-based

In the **Preparatory Stage**, learning gradually becomes:

- More formal
- More structured

• **Nature of competencies**

In the Foundational Stage, competencies mainly focus on:

- Basic recognition
- Oral language
- Simple counting
- Motor skills

In the Preparatory Stage, competencies expand to include:

- Reading comprehension
- Written expression
- More complex mathematics
- Subject-specific understanding

• **Main focus**

The main focus of the Foundational Stage is:

“Introduction to school and learning.”

The main focus of the Preparatory Stage is:

“Academic preparation for the upcoming Middle and Secondary Stages.”

In brief

The **Foundational Stage** is the “foundation”, while the **Preparatory Stage** is the “first floor” built on that foundation.

The coordination between the two stages is important for the overall success of education.

6. Meaning of FLN

(Foundational Literacy and Numeracy)

Foundational Literacy

Foundational Literacy means that the child should be able to:

- Recognise letters, matras, words and sentences.
- Read correctly.
- Understand what has been read.
- Express personal experiences and ideas in simple written language.

Foundational Numeracy

Foundational Numeracy includes understanding:

- Numbers
- Counting
- Quantity
- Bigger and smaller
- Order/sequence

It also includes basic understanding of:

- Addition
- Subtraction
- Later, multiplication and division
- Patterns
- Measurement

FLN means that by **Class 3**, every child should have sufficient ability in reading, writing and basic mathematics to understand the other subjects that they will study in the future.

7. Importance of FLN

For the Child, Classroom and Education System

1. Key to Further Education

If a child cannot read properly, it becomes difficult for the child to understand:

- Science
- Social Science

- Mathematics
- Other subjects

A strong FLN foundation enables children to understand and absorb new information in the higher classes more independently.

2. Helps Reduce Dropout and Failure

Children whose FLN remains weak may gradually fall behind.

As lessons become increasingly difficult:

- The classroom may become difficult for them.
- They may gradually lose connection with learning.
- Ultimately, some children may even leave school.

Greater attention to FLN can help reduce this problem to a considerable extent.

3. Confidence and Motivation

When a child is able to:

- Read a book independently
- Understand a question
- Solve it successfully

a feeling of:

“I can do it.”

develops within the child.

This confidence can support the child throughout the further educational journey.

4. Impact on Society and the Economy

At a broader level, a generation that possesses basic literacy and numeracy skills can:

- Make better decisions
- Take advantage of employment opportunities
- Participate actively in democratic processes

Therefore, NEP 2020 has treated **FLN as a “national priority.”**

5. A Bridge Connecting the Foundational and Preparatory Stages

FLN is an important link between the Foundational and Preparatory Stages.

Without adequate FLN, it becomes difficult to achieve the Curricular Goals of the Preparatory Stage.

If FLN is firmly established during the Foundational Stage, then at the Preparatory Stage teachers do not have to repeatedly focus on basic letters and numbers.

Instead, they can give greater attention to:

- Higher-order thinking
 - Deeper understanding
 - More advanced learning
-

8. Conclusion

The **Curricular Goals and Competencies of the Foundational and Preparatory Stages are interconnected**, but their roles operate at different levels.

The **Foundational Stage** establishes the basic foundation of:

- Language
- Numbers
- Social behaviour

while the **Preparatory Stage** builds more formal and deeper learning on that foundation.

FLN is the most important link connecting these two stages.

If FLN is not strong, further education can become difficult and weak.

Therefore, for policymakers, teachers and schools, it is important to keep FLN at the centre while planning:

- Curriculum
- Pedagogy
- Assessment

across both the Foundational and Preparatory Stages.

The ultimate objective is to ensure that **every child becomes genuinely capable of continuing further education successfully**.

TASK 5

Design of Learning Outcomes and Activities for Two Competencies under One Curricular Goal

Contents

1. Introduction
 2. Selected Subject Area and Curricular Goal
 3. Competency 1: Learning Outcomes and Activities
 4. Competency 2: Learning Outcomes and Activities
 5. Conclusion
-

TASK 5

Design of Learning Outcomes and Activities for Two Competencies under One Curricular Goal

1. Introduction

In this task, one **Curricular Goal** is selected from a school subject, and **Learning Outcomes and Activities** are designed for two specific Competencies related to that Curricular Goal.

Here, the subject “**Language (Hindi)**” has been selected for the **Preparatory Stage (Classes 3–5)** because language development is very important at this level and is also closely connected with **Foundational Literacy and Numeracy (FLN)**.

2. Selected Subject Area and Curricular Goal

Subject:

Hindi

Stage:

Preparatory Stage – Class 4

Selected Curricular Goal:

“The student should be able to understand and read simple grade-level prose stories, identify the main idea, and express his/her thoughts orally and in writing.”

Two Competencies related to this Curricular Goal have been selected:

1. **Competency 1 – Reading with Comprehension**
2. **Competency 2 – Oral and Written Expression**

Clear Learning Outcomes and Activities are given below for both Competencies.

3. Competency 1: Reading with Comprehension

(A) Learning Outcomes

Class 4 Level

By the end of the lesson/unit, the child will be able to:

1.

Read a simple **150–200 word** story/passage appropriate to the class level with:

- Correct pace
- Correct pronunciation

2.

Identify the:

- **Main idea**
- At least **3 important points**

from the text that has been read.

3.

Answer simple factual questions based on the text, such as:

- Who?
- What?
- Where?
- When?

4.

Express his/her own opinion or feeling related to the text orally in **one or two sentences**.

For example:

“Which part of the story did I like the most and why?”

(B) Activities / Learning Experiences

Activity 1: Guided Reading Circle

(Group Reading Circle)

- The teacher sits with a small group of **8–10 children** and selects a short story.
- First, the teacher reads **1–2 paragraphs aloud**.
- After that, children read the text one by one.
- Whenever a child gets stuck, the teacher gently helps the child correct the pronunciation.

After reading, the teacher asks **3–4 simple questions**, such as:

- **“Who is the main character in the story?”**

- “Where does the story take place?”
- “What is the most important event in the story?”

This activity gives children an opportunity to practise reading as well as understanding what they read.

Activity 2: Picture-to-Text Activity

(Understanding a Text through a Picture)

First, the teacher displays a picture related to the story on the board/chart.

For example:

- A village scene
- A family
- Animals

The teacher asks:

“What do you think this story will be about?”

Children first make their own predictions.

The teacher then has the children read/listen to the story.

Afterwards, the teacher asks them to compare:

- What they had imagined earlier
- What actually happened in the story

The children discuss the **similarities and differences** between their prediction and the actual story.

4. Competency 2: Oral and Written Expression

(A) Learning Outcomes

Class 4 Level

By the end of the lesson/unit, the child will be able to:

1.

Retell a story that has been read, or describe an experience, in his/her own words in **4–5 sentences orally**.

2.

Write a short paragraph of at least **5–6 sentences** based on:

- An event
- A picture

3.

Write his/her own:

- Opinion
- Feelings
- Likes and dislikes
- Ideas about what is good or bad

in simple and clear sentences.

4.

Use basic grammar while writing, such as:

- Complete sentences
- Appropriate punctuation marks
- Full stop
- Question mark

in a simple manner.

(B) Activities / Learning Experiences

Activity 1: “My Favourite Part” – Short Writing Activity

The teacher writes two questions on the board:

1. **“Which part of the story did you like the most?”**
2. **“Why did you like that part?”**

Children are asked to write at least **5 sentences** in their notebooks.

They divide their writing into two parts:

- First **2–3 sentences** describe the selected part of the story.
- The next **2–3 sentences** explain their feelings or the reason why they liked it.

After writing:

- **2–3 children** read their paragraphs aloud.
- The teacher gives positive feedback.
- The teacher suggests small corrections, such as:
 - Word arrangement
 - Punctuation marks

Activity 2: Oral Retelling / Expression

Children are encouraged to retell a story or share an experience in their own words.

The activity gives them an opportunity to:

- Speak before the class
- Organise their thoughts
- Use their own words
- Listen to other children
- Express their opinions and feelings

The focus is not merely on memorising the story but on enabling children to express what they have understood.

Activity 3: Picture-Based Writing

(Paragraph Writing by Looking at a Picture)

A picture connected with the story, or a new picture, is shown to the children.

For example:

“Children are playing in the park.”

Children observe the picture and write a short paragraph based on what they see.

They are encouraged to describe:

- What they can see
- What the children are doing
- What may be happening
- Their own thoughts about the picture

The activity provides practice in connecting **observation, thinking and written expression**.

5. Conclusion

In this task, one **Curricular Goal** from the **Hindi subject at the Preparatory Stage** was selected.

Two major Competencies connected with it were identified:

1. **Reading with Comprehension**
2. **Oral and Written Expression**

For both Competencies, clear **Learning Outcomes** and practical **Activities** were designed.

This example shows that when the sequence:

Curricular Goal → Competency → Learning Outcomes → Activities

is clearly established, the teacher gets a clear direction for teaching, and the child learns through activities what the actual learning goal requires.

In the same way, for other subjects such as:

- Mathematics
- EVS
- Art

Competencies, Learning Outcomes and Activities connected with their Curricular Goals can also be thoughtfully designed.

Thus, proper alignment between **Curricular Goals, Competencies, Learning Outcomes and classroom activities** can make teaching more purposeful and learning more meaningful.

TASK 6:

Analytical Report Based on Parent Interviews

1. Introduction

School education is not only a process between the teacher and the child; parents are also important partners in this process. Parents' expectations and their understanding of their own role have a direct influence on the child's learning.

Under this task, I have prepared a hypothetical/sample-based analysis of interviews conducted with five parents regarding their views, expectations, and understanding of their role in schooling. This report presents a summary, comparison, and my understanding of their responses.

2. Interview Process and Brief Introduction of the Participants

As a standard example, I spoke with five parents belonging to different backgrounds:

- **Parent 1:** Urban, middle-class family; the child is studying in Class 3.
- **Parent 2:** Rural background; the child studies in a government school and is in Class 4.
- **Parent 3:** Working parents; the child studies in a private school and is in Class 5.
- **Parent 4:** Homemaker mother and father running a small business; the child is in Class 2.
- **Parent 5:** First-generation educated parents; the child is in Class 1.

The same set of questions was asked to all the parents, such as:

- What are your expectations from the school?
 - According to you, what should the child learn the most in school?
 - What do you consider your role at home, such as homework, discipline, value education, etc.?
 - Do you want to participate in school activities, and are you able to do so?
-

3. Parents' Expectations from Schooling

1. Good Education and Results

Almost all parents said that they wanted their child to “**study well,**” “**get good marks,**” and “**build a good career in the future.**”

- Parents 1 and 3 specifically mentioned **competitive examinations, English, and computer knowledge.**
- For Parents 2 and 5, basic things such as **not having to repeat a class and not dropping out of school** were also very important.

2. Discipline and Behaviour

Many parents expected the school to teach children **discipline, punctuality, and polite behaviour.**

Parent 4 said:

“No matter how much we explain things at home, the child listens more to the school. Therefore, we want the school to develop good behaviour and habits in the child.”

Thus, parents also viewed the school as an important place for developing appropriate behaviour and habits.

3. Holistic Development — Sports, Art and Personality

Some parents, especially Parents 1 and 3, also said that they wanted their children to get opportunities for **sports, dance, drawing, public speaking, etc.**

Their expectation was:

“Not only books, but also some confidence and the ability to speak in front of others should develop.”

Thus, their expectations were not limited only to academic learning but also included confidence and personality development.

4. Parents' Perception of Their Own Role

1. Help with Homework and Studies

Most parents believed that their role at home was to:

- Make the child sit for studies.
- Help the child complete homework.
- During examinations, ensure that the child does not get distracted by playing.

Parent 3 explained that since they are working parents, they cannot sit with the child every day. Therefore, they arrange tuition or take help from an elder brother or sister.

2. Value Education and Behaviour

Parents 2 and 4 said that at home they tried to teach their children things such as:

- Respecting elders.
- Doing small tasks independently.
- Not telling lies.
- Not fighting.

According to them, giving “**values and संस्कार**” is the responsibility of the family, whereas “**book-based education**” is the responsibility of the school.

3. Communication with School / Parent–Teacher Meeting

Parents 1 and 3 frequently attended **Parent–Teacher Meetings**, paid attention to WhatsApp groups, and wanted to participate in school activities.

5. Similarities and Differences among Parents – Analysis

From the interviews, it became clear that although the parents belonged to different social and educational backgrounds, many of their expectations were similar.

Similarities

- Parents generally wanted their children to receive a good education.
- They wanted their children to develop good behaviour and discipline.
- They wanted their children to have a better future.

- They wanted the school and family to contribute to the child's development.
- Parents wanted their children to develop not only academically but also socially and personally.

Differences

There were also differences in the way parents understood and performed their roles.

- Some parents were able to spend more time helping their children with studies, while working parents had less time.
- Some parents were more regularly involved in Parent–Teacher Meetings and school activities.
- Some parents placed greater emphasis on academic results, while others also emphasized confidence, sports, arts, and personality development.
- The social and economic circumstances of families affected their ability to participate in their child's education.

The important point for a teacher is that **every parent should not be considered “careless” merely because they participate less in school activities**. In many cases, social and economic circumstances limit their participation.

6. Conclusion and My Learning

The interviews and analysis of these five parents made it clear that parents' expectations regarding schooling are **multi-dimensional**. They want good education, discipline, holistic development, and a safe environment for their children.

At the same time, parents also want to play a role in their child's development, but they do not always feel equally capable or supported in doing so.

My biggest learning as a present/future teacher is that parents should not be viewed merely as **“people who put pressure on children”**, but as **“collaborative partners.”**

If teachers understand parents' circumstances, dreams, and concerns and communicate with them accordingly, the **home–school partnership** can become stronger. This can help the child feel more **safe, supported, and motivated**.

Thus, effective cooperation between teachers and parents can contribute significantly to the overall development and learning of the child.