

## School Curricular

Grameen Jyoti Academy, located in Chhaygaon, dist: Kamrup, Assam, is officially affiliated with the Central Board of Secondary Education (CBSE), New Delhi, under Affiliation No. 230344. As a CBSE-affiliated institution, the academy adheres to the standardized curriculum and guidelines prescribed by the board, ensuring consistency with other CBSE schools across India. The curriculum we are adopted are distinctly outlined for (i) Secondary level and (ii) Preparatory and Primary level.

### **Curriculum for Secondary Level:**

The school follows the 10+2 pattern of education, emphasizing a broad, balanced, and rigorously taught curriculum. This approach aims to provide students with the requisite knowledge and skills essential for their academic and personal development. The academy places significant importance on educating the 'whole child,' focusing on individual abilities and potential to foster a happy and conducive learning environment.

In addition to academic instruction, Grameen Jyoti Academy emphasizes holistic learning, aiming to nurture well-rounded development in today's competitive environment. The school's objectives include fostering curiosity, critical thinking, creativity, and social responsibility among students.

All the CBSE affiliated schools follow the National Curriculum Framework (NCF), which is a broad guide for education, not a rigid syllabus. Our school curriculum emphasizes a holistic approach in learning, including scholastic areas like academic subjects and co-scholastic areas like art, sports, and skill development. We focus on experiential and active learning methods, and promote innovative pedagogies.

#### **1. Scholastic Areas:**

- These are the core academic subjects taught in schools, including languages, mathematics, sciences, social sciences, and more.
- As it is mandatory in CBSE School to offer Skill subjects like Electives, allowing students to choose subjects related to vocational skills.

#### **2. Co-scholastic Areas:**

- These areas focus on developing students' overall personality, including art, sports, and extracurricular activities.
- Work experience, which is now subsumed in Health & Physical Education, also falls under this category.

#### **3. Focus on Application-Based Learning:**

- CBSE emphasizes connecting academic subjects with real-world applications, helping students understand the relevance of what they learn.
- This approach encourages critical thinking and problem-solving skills.

#### **4. Skill Development:**

- CBSE actively promotes the development of practical skills alongside academic learning, preparing students for future careers and life.
- This includes both general skills and specific skills related to different subjects.

#### 5. Learning Outcomes:

- CBSE emphasizes the importance of learning outcomes, which are specific goals students are expected to achieve in each subject.
- Schools are expected to track the attainment of these outcomes to ensure students are progressing.

#### 6. Innovative Pedagogies:

- CBSE encourages schools to use innovative and engaging teaching methods, such as experiential learning and project-based learning.
- This helps students learn in a more meaningful and enjoyable way.

#### 7. Assessment:

- CBSE uses a combination of formative and summative assessments to evaluate students' learning.
- Formative assessments are ongoing evaluations, while summative assessments are conducted at the end of a term or year.

#### 8. Focus on Skill Development:

- CBSE schools aim to cultivate skills like critical thinking, problem-solving, and creativity in students.
- This holistic approach prepares students for a rapidly changing world.

### \* **NEP,2020 curriculum for Playgroup and Primary School**

Grameen Jyoti Academy strictly adheres with the NEP, 2020 curriculum for the Playgroup and primary students. Below mentioned points are the aims and objectives to make the learning of small children by playing each other in a joyful situation without feeling any pressure on them.

The National Education Policy (NEP) 2020 of India introduces a new curricular for school education, emphasizing a holistic, flexible, and play-based approach for early childhood care and education (ECCE) and primary school. The policy reconfigures the school education system into a **5+3+3+4 design**, which includes the **Foundational Stage** (ages 3–8) covering playgroup (pre-school) and primary school (Grades 1–2). Below is a detailed overview of the design curriculum for playgroup and primary school teaching and learning as outlined in NEP 2020.

#### ***1. Foundational Stage (Ages 3–8): Playgroup and Primary School (Grades 1–2)***

The Foundational Stage encompasses three years of pre-school (playgroup/anganwadi, ages 3–6) and two years of primary school (Grades 1–2, ages 6–8). The curriculum is designed to be child-centered, play-based, and activity-based, focusing on holistic development to build a strong foundation for lifelong learning.

#### **Key Features of the Curriculum Design**

- **Holistic Development:** The curriculum aims to develop cognitive, socio-emotional, ethical, cultural/artistic, and physical skills. It emphasizes foundational literacy and numeracy while fostering creativity, critical thinking, and social capacities.
- **Play-Based and Activity-Based Learning:** Learning is flexible, inquiry-based, and driven by children's natural curiosity. Activities include play, exploration, puzzles, painting, music, sports, and storytelling to engage children in meaningful contexts.
- **Focus Areas:**
  - **Physical and Motor Development:** Activities like sports and movement-based tasks to enhance gross and fine motor skills.
  - **Cognitive Development:** Introduction to basic concepts like alphabets, numbers, colors, counting, and logical thinking through playful methods.
  - **Socio-Emotional and Ethical Development:** Emphasis on good behavior, courtesy, ethics, and personal/public cleanliness to build social capacities.
  - **Cultural/Artistic Development:** Incorporation of visual arts, crafts, and cultural activities to nurture creativity.
  - **Early Language and Communication:** Focus on developing communication skills through multilingual exposure, prioritizing the mother tongue or local language.
- **Multilingual Approach:** The NEP encourages teaching in the child's home/local language up to at least Grade 5, with exposure to multiple languages to enhance cognitive flexibility. Bilingual textbooks and materials for science and mathematics are recommended to support learning in both the mother tongue and English.
- **Foundational Literacy and Numeracy:** A national mission is proposed to ensure all children achieve basic reading, writing, and numeracy skills by the end of Grade 3. This includes school-based assessments at Grade 3 to evaluate these skills.

### ***Pedagogical Approach***

- **Child-Initiated, Teacher-Supported:** Teachers act as facilitators, encouraging exploration through open-ended questions and prompts (e.g., asking a child about a structure they're building with blocks to expand their thinking).

- **Purposeful Play:** Play is structured to promote problem-solving, critical thinking, and decision-making. Teachers create environments where children can choose how, when, and for how long to engage in activities.
- **Scaffolding and Differentiation:** Teachers use scaffolding techniques to align activities with each child's Zone of Proximal Development (ZPD), ensuring personalized learning. Peer-to-peer learning is encouraged to build social skills.
- **Integration of Technology:** Smart classrooms and digital resources (e.g., apps with quizzes and interactive materials) are recommended to enhance teaching, with a phased implementation to ensure accessibility.

### *Implementation Mechanisms*

- **Delivery Modes:** ECCE will be delivered through:
  - Stand-alone anganwadis.
  - Anganwadis co-located with primary schools.
  - Pre-primary sections in existing primary schools.
  - Stand-alone pre-schools.
- **Curriculum Framework:** The National Council of Educational Research and Training (NCERT) is tasked with developing a **National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE)** for children up to age 8. This framework ensures a holistic, discovery-based learning experience that avoids overloading young learners with formal academic content.
- **Teacher Training:** Teachers and anganwadi workers must undergo specialized training in ECCE pedagogy. A six-month certification program is proposed for anganwadi workers with senior secondary qualifications.

- **Learning Environment:** Classrooms should include centers for block building, creative arts, dramatic play, literacy, math, manipulatives, science, sensory activities, and writing to support play-based learning.

### *Assessment Approach*

- **Formative Assessment:** Assessments are competency-based, focusing on skills like reading, writing, numeracy, mathematical thinking, and higher-order thinking rather than rote memorization. The goal is to support learning and development, with regular feedback to teachers and students.
- **Progress Cards:** Redesigned progress cards will provide holistic feedback on students' skills, communicated to parents by schools, guided by NCERT and State Councils of Educational Research and Training (SCERTs).
- **School-Based Assessment:** A specific assessment at the end of Grade 3 evaluates foundational literacy and numeracy to ensure readiness for the Preparatory Stage.

## **2. Preparatory Stage (Grades 3–5, Ages 8–11)**

While the Preparatory Stage is part of primary education, it builds on the Foundational Stage and introduces more structured learning while maintaining play-based elements.

### **Key Features of the Curriculum Design**

- **Curriculum Focus:** Emphasis on foundational literacy and numeracy continues, with an introduction to subjects like reading, writing, arithmetic, and Environmental Studies (EVS). The curriculum integrates subjects to make learning interdisciplinary and connected to real-life contexts.
- **Playful and Interactive Learning:** Learning remains activity-based, with hands-on activities, discussions, and experiments to develop critical thinking and problem-solving skills.

- **Multilingual Education:** Continued use of the mother tongue as the medium of instruction, with gradual introduction of additional languages to build multilingual competence.
- **Holistic Development:** The curriculum includes art education, physical education, and vocational education to foster well-rounded development.

### **Pedagogical Approach**

- **Student-Centered Learning:** Teachers use participatory methods like discussions, experiments, and projects to connect learning to real-world applications, moving away from rote memorization.
- **Scaffolding and Peer Learning:** Teachers differentiate instruction to meet diverse learning needs, using peer-to-peer learning and collaborative activities to enhance engagement.

**Integration of Technology:** Digital tools, such as online quizzes and enrichment materials, are used to support learning, with a focus on smart classrooms.

### **Assessment Approach**

**Competency-Based Assessment:** Assessments focus on higher-order skills like analysis, critical thinking, and conceptual clarity. Exams are held only in Grade 5 (and later in Grade 8) to reduce stress, with formative assessments guiding daily learning.

**Holistic Progress Cards:** Similar to the Foundational Stage, progress cards reflect a student's overall development, including cognitive, social, and emotional skills.

### **Key Principles of NEP 2020 for Playgroup and Primary School**

**Reduction of Curriculum Load:** The curriculum is streamlined to focus on core essentials, making space for discussion, analysis, and holistic learning.

- **Rootedness in Indian Ethos:** The curriculum emphasizes cultural awareness, empathy, and values rooted in Indian traditions while preparing students for global challenges.

- **Equity and Inclusion:** The policy ensures access to quality ECCE for all, with special attention to socio-economically disadvantaged groups, through initiatives like anganwadis and school complexes
- **Teacher Empowerment:** Teachers are supported through continuous professional development (minimum 50 hours annually) and a four-year integrated B.Ed. program to enhance pedagogical skills.

## Challenges and Considerations

- **Implementation Gaps:** While the NEP provides a robust framework, effective implementation depends on teacher training, infrastructure development (e.g., smart classrooms), and resource availability, especially in rural areas.
- **Transition to Formal Learning:** Children moving from play-based to more structured environments in later stages may face challenges if the transition is not well-managed.
- **Resistance to Play-Based Learning:** Some educators and parents may prefer traditional academic approaches, requiring awareness campaigns to highlight the benefits of play-based learning.

## Conclusion

The NEP 2020's design curriculum for playgroup and primary school (Foundational and Preparatory Stages) emphasizes play-based, activity-based, and child-centered learning to foster holistic development. It prioritizes foundational literacy and numeracy, multilingual education, and socio-emotional skills through engaging, inquiry-driven methods. The curriculum is supported by teacher training, formative assessments, and technology integration, aiming to create a strong foundation for lifelong learning. For detailed guidelines, the **National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE)** by NCERT serves as the nodal framework.

