

Report of the Committee Constituted
to Develop the
**Goa State Curriculum Framework
for Foundational Stage
(SCF-FS)**

(04.07.2024)

INDEX

Sr. No.	Particulars	Page Number
1.	Constitution of the Committee	3
2.	Introduction	4 - 5
3.	Extract from the NCF-FS on Foundational Stage Education	6 - 16
4.	Proceedings of the meetings	17
5.	Recommendations of the Committee	18 - 22

Constitution of the Committee

The committee constituted for developing the State Curriculum Framework for Foundational Stage vide order no. SCERT/Acad/SCF-FS/1090/2023/988 dated 22.05.2023 is as under

Sr. No.	Name	Designation & Address	Position
1.	Mr. Anil Samant	Ex-Principal, Purushottam Walawalkar Higher Secondary School, Khorlim - Bardez	Chairman
2.	Mr. Kanta Patnekar	Ex-Headmaster & Ex-Chairman of GEDC	Member
3.	Mr. Shirish Amshekar	Headmaster, Saraswati High School, Priol	Member
4.	Mr. Vilas Satarkar	Headmaster, Dr. K. B. Hedgewar High School, Cujira	Member
5.	Mrs. Trupti Banawalkar	Shishuvatika In-Charge of Gomantaka Vidyabharati	Member
6.	Mrs. Sunit Desai	Rtd. Teacher	Member
7.	Mrs. Pournima Kerkar	Teacher Grade – I, Dnyanprasarak Mandal's HSS, Mulgao	Member
8.	Mrs. Savita Tawadkar	Headmistress, Balaram High School, Amona, Canacona	Member
9.	Fr. Pedro Rodrigues SJ, ABE	ABE Member	Member
10.	Ms. Lona Da Silva	Headmistress, St. Lawrence High School, Agassim	Member

INTRODUCTION

Early Childhood Care and Education

The first eight years of a child's life are truly critical and lay the foundation for lifelong well-being, and overall growth and development across all dimensions - physical, cognitive, and socio-emotional.

Indeed, the pace of brain development in these years is more rapid than at any other stage of a person's life. Research from neuroscience informs us that over 85% of an individual's brain development occurs by the age of 6, indicating the critical importance of appropriate care and stimulation in a child's early years to promote sustained and healthy brain development and growth.

The most current research also demonstrates that children under the age of 8 tend not to follow linear, age-based educational trajectories. It is only at about the age of 8 that children begin to converge in their learning trajectories. Even after the age of 8, non-linearity and varied pace continue to be inherent characteristics of learning and development; however, up to the age of 8, the differences are so varied that it is effective to view the age of 8, on average, as a transition point from one stage of learning to another. In particular, it is only at about the age of 8 that children begin to adapt to more structured learning.

Early Childhood Care and Education (ECCE) is thus generally defined as the care and education of children from birth to eight years

NEP 2020 Goal

Due to the critical importance of the Foundational Stage for the development of an individual, and for the long-term benefit to society as a whole, NEP 2020 articulates a clear goal - that every child in the age range of 3–8 years must have access to free, safe, high quality, developmentally-appropriate ECCE by the year 2025.

Regardless of the circumstances of birth or background, quality ECCE enables children to participate and flourish in the educational system throughout their lives. ECCE is thus perhaps one of the greatest and most powerful equalisers. High-quality ECCE in the Foundational Stage gives the best chance for all children to grow into good, ethical, thoughtful, creative, empathetic, and productive human beings.

For the overall well-being and prosperity of our country, all members of our society - from Teachers to school functionaries to parents and community members to policy makers and administrators - must come together to ensure that every child is provided this all-important physical, cognitive, and socio-emotional

stimulation, along with appropriate and adequate nutrition, in these earliest and most critical years of life.

The Development of Early Childhood Care and Education in India and the World

The Indian vision of education has been broad and deep, including the idea that education must foster both inner and external development. Learning about the external world should be in consonance with learning about one's inner reality and self.

The Panchakosha

The Panchakosha concept and imagination also maps into the different domains of development envisaged in ECCE which are the basis of the Curricular Goals.

- **Physical Development (Sharirik Vikas):** Age-specific balanced physical development, physical fitness, flexibility, strength, and endurance; development of senses; nutrition, hygiene, personal health, expansion of physical abilities; building body and habits keeping in mind healthy living in a human being.

- **Development of Life Energy (Pranik Vikas):** Balance and retention of energy, positive energy and enthusiasm, smooth functioning of all major systems (digestive, respiratory, circulatory, and nervous systems) by activation of the sympathetic and parasympathetic nervous system.

- **Emotional/Mental Development (Manasik Vikas):** Concentration, peace, will and will power, courage, handling negative emotions, developing virtues (Mulyavardhan), the will to attach and detach from work, people and situations, happiness, visual and performing arts, culture, and literature.

- **Intellectual Development (Bauddhik Vikas):** Observation, experimentation, analytical ability, abstract and divergent thinking, synthesis, logical reasoning, linguistic skills, imagination, creativity, power of discrimination, generalization, and abstraction.

- **Spiritual Development (Chaitisik Vikas):** Happiness, love and compassion, spontaneity, freedom, aesthetic sense, the journey of 'turning the awareness inwards.'

Panchakosha is an ancient explication of the importance of the body-mind complex in human experience and understanding. This non-dichotomous approach to human development gives clear pathways and direction towards a more holistic education.

Vision of NEP 2020

This National Education Policy 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.

The Vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Guiding Principles for the Foundational Stage based on NEP 2020

- i. Every child is capable of learning regardless of the circumstances of birth or background.
- ii. Each child is different and grows, learns, and develops at their own pace.
- iii. Children are natural researchers with great observational skills. They are constructors of their own learning experiences and express feelings and ideas through different representations.
- iv. Children are social beings; they learn through observation, imitation, and collaboration. Children learn through concrete experiences, using their senses and acting upon the environment.
- v. Children's experiences and ways of learning must be acknowledged and included. Children learn best when they are respected, valued, and fully involved in the learning process.
- vi. Play and activity are the primary ways of learning and development with continuous opportunities for children to experience, explore, and experiment with the environment.
- vii. Children must engage with material, activities, and environments that are developmentally and culturally appropriate and develop conceptual understanding and problem-solving.
- viii. Content should be drawn from the experiences of children. The novelty of the content or its challenges should be based on the familiar experiences of children.
- ix. Content should be suited to the developmental needs of children and should provide several opportunities for fantasy, storytelling, art, music, and play.

- x. Equity in issues such as gender, caste, class, and disability should be emphasized in the content.
- xi. Teachers should facilitate and mediate the learning of the children. Scaffolding should be provided by asking open-ended questions, enabling exploration.
- xii. Family and community are partners in this process and are involved in multiple ways.
- xiii. Care is central to learning. Children at this age naturally perceive familiar adults as caregivers first. Teachers should be sensitive and responsive to the needs and moods of children. Classroom activities must emphasize the emotional aspect of learning (e.g., through storytelling or art).

Learning through Play

This NCF emphasises the importance of ‘play’ at the core of the conceptual, operational, and transactional approaches to curriculum organization, pedagogy, time and content organization, and the overall experience of the child.

The term ‘play’ in the context of ECCE includes all activities that are fun and engaging to the child. This can take the form of physical play, interaction, conversation, question and answer sessions, storytelling, read-aloud and shared reading, riddles, rhymes, or other enjoyable activities involving games, toys, visual art, and music. Play provides active and stimulating learning opportunities to children, and can be organized in different ways:

- i. Free Play
- ii. Guided Play
- iii. Structured Play

Engaging Children for Play

Play - of any kind and organized to be free, guided, or structured - can be enabled and facilitated by various methods (e.g., activities, tools, artefacts) that engage children. Some of the key such methods are mentioned below.

- a. Learning through Play - Art, Craft, Music, Movement
- b. Learning through Play - Conversations, Poems, Stories
- c. Learning through Play - Material, Toys
- d. Learning through Play - Using the Immediate Environment
- e. Learning through Outdoor Play

In conclusion:

Children at this Stage learn through play which includes a wide range of activities and stimulating experiences. All these activities and experiences need to be organized in a manner that children remain engaged along with being

emotionally and mentally motivated to learn. Within this broad idea of play, it must be noted that children also learn by observing, doing, listening, reading, speaking, writing, thinking, and practicing. They learn new concepts, interpret them, and connect this newly introduced knowledge with their existing knowledge. Explicit and systematic teaching, some practice and application is necessary especially once children begin literacy and mathematics. However, all of this, must adhere to the basic requirement of children's positive engagement with strong elements of fun and play.

Aims, Curricular Goals, Competencies and Learning Outcomes

Aims of Education: Aims are educational vision statements that give broad direction to all deliberate efforts of educational systems – curriculum development, institutional arrangements, funding and financing, people's capacities and so on.

Curricular Goals: Curricular Goals are statements that give directions to curriculum development and implementation.

Competencies: Competencies are learning achievements that are observable and can be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a Stage.

Learning Outcomes: Competencies are attained over a period of time. Therefore, interim markers of learning achievements are needed so that Teachers can observe and track learning and respond to the needs of learners continually. These interim markers are Learning Outcomes.

Curricular Goals

The Curricular Goals for the Foundational stage have been outlined. These Curricular Goals can be reviewed periodically, informed by the experience of implementation of the NCF, and development and changes in national aspirations.

The Curricular Goals have been numbered as CG 1, CG 2 and so on.

Domains	Curricular Goals
Physical Development	CG-1 Children develop habits that keep them healthy and safe CG-2 Children develop sharpness in sensorial perceptions CG-3 Children develop a fit and flexible body

Socio-Emotional and Ethical Development	<p>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p>CG-5 Children develop a positive attitude towards productive work and service or 'Seva'</p> <p>CG-6 Children develop a positive regard for the natural environment around them</p>
Cognitive Development	<p>CG-7 Children make sense of the world around through observation and logical thinking</p> <p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures</p>
Language and Literacy Development	<p>CG-9 Children develop effective communication skills for day-to-day interactions in two languages</p> <p>CG-10 Children develop fluency in reading and writing in Language 1</p> <p>CG-11 Children begin to read and write in Language 2</p>
Aesthetic and Cultural Development	<p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</p>

In addition to the above Curricular Goals based on the domains of development, developing Positive Learning Habits is another relevant Goal for the Foundational Stage.

<p>CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</p>

Section 2.4

Competencies

The Competencies for each of the Curricular Goals have been defined.

Domain: Physical Development

CG-1 Children develop habits that keep them healthy and safe	<p>C-1.1 Shows a liking for and understanding of nutritious food and does not waste food</p> <p>C-1.2 Practices basic self-care and hygiene</p> <p>C-1.3 Keeps school/classroom hygienic and organised</p> <p>C-1.4 Practices safe use of material and simple tools</p> <p>C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately</p> <p>C-1.6 Understands unsafe situations and asks for help</p>
--	---

CG-2 Children develop sharpness in sensorial perceptions	<p>C-2.1 Differentiates between shapes, colours, and their shades</p> <p>C-2.2 Develops visual memory for symbols and representations</p> <p>C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo</p> <p>C-2.4 Differentiates multiple smells and tastes</p> <p>C-2.5 Develops discrimination in the sense of touch</p> <p>C-2.6 Begins integrating sensorial perceptions to get a holistic awareness of their experiences</p>
CG-3 Children develop a fit and flexible body	<p>C-3.1 Shows coordination between sensorial perceptions and body movements in various activities</p> <p>C-3.2 Shows balance, coordination, and flexibility in various physical activities</p> <p>C-3.3 Shows precision and control in working with their hands and fingers</p> <p>C-3.4 Shows strength and endurance in carrying, walking, and running</p>

Domain: Socio-Emotional and Ethical Development

CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	<p>C-4.1 Starts recognising 'self' as an individual belonging to a family and community</p> <p>C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately</p> <p>C-4.3 Interacts comfortably with other children and adults</p> <p>C-4.4 Shows cooperative behaviour with other children</p> <p>C-4.5 Understands and responds positively to social norms in the classroom and school</p> <p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need</p> <p>C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children</p>
CG-5 Children develop a positive attitude towards productive work and service or 'Seva'	<p>C-5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others</p>

CG-6 Children develop a positive regard for the natural environment around them	C-6.1 Shows care for and joy in engaging with all life forms
---	--

Domain: Cognitive Development

CG-7 Children make sense of world around through observation and logical thinking	<p>C-7.1 Observes and understands different categories of objects and relationships between them</p> <p>C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>C-7.3 Uses appropriate tools and technology in daily life situations and for learning</p>
CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures	<p>C-8.1 Sorts objects into groups and sub-groups based on more than one property</p> <p>C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers</p> <p>C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s</p> <p>C-8.4 Arranges numbers up to 99 in ascending and descending order</p> <p>C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system</p> <p>C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition</p> <p>C-8.7 Recognises multiplication as repeated addition and division as equal sharing</p> <p>C-8.8 Recognises basic geometric shapes and their observable properties</p> <p>C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment</p> <p>C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months</p> <p>C-8.11 Performs simple transactions using money up to INR 100</p> <p>C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements</p>

	C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements
--	--

Domain: Language and Literacy Development

CG-9 Children develop effective communication skills for day-to-day interactions in two languages	<p>C-9.1 Listens to and appreciates simple songs, rhymes, and poems</p> <p>C-9.2 Creates simple songs and poems on their own</p> <p>C-9.3 Converses fluently and can hold a meaningful conversation</p> <p>C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others</p> <p>C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</p> <p>C-9.6 Narrates short stories with clear plot and characters</p> <p>C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p>
CG-10 Children develop fluency in reading and writing in Language 1 (L1)	<p>C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables</p> <p>C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks</p> <p>C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words</p> <p>C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p> <p>C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p>C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination</p>

	<p>C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material</p> <p>C-10.8 Writes a paragraph to express their understanding and experiences</p> <p>C-10.9 Shows interest in picking up and reading a variety of children's books</p>
CG-11 Children begin to read and write in Language 2 (L2)	<p>C-11.1 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables</p> <p>C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences</p>

Domain: Aesthetic and Cultural Development

CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways	<p>C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes</p> <p>C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement</p> <p>C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts</p> <p>C-12.4 Works collaboratively in the arts</p> <p>C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage</p>
---	---

Positive Learning Habits

CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.	<p>C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals</p> <p>C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments</p>
---	--

	<p>C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions</p> <p>C-13.4 Classroom norms: Adopts and follows norms with agency and understanding</p>
--	---

Pedagogy

Building a Positive Relationship between Teachers and Children

Some important ways to build a positive relationship are:

1. Getting to know each child individually
2. Listening to children
3. Observing children
4. Encouraging children's intuitional responses
5. Recognizing and responding to the emotions and moods of children
6. Visiting their homes regularly

Learning has to be through Play – Conversation, Stories, Toys, Music, Art and craft

Guiding Principles for Assessment

In a Competency-based curriculum as proposed by the NCF, assessment is, simply, ways and means through which evidence of the learning achievements of children is gathered.

Assessment should not contribute to any additional burden for the child. Assessment tools and processes should be designed such that they are a natural extension of the learning experience for the child. Explicit tests and examinations are completely inappropriate assessment tools for this Stage.

Assessment should enable recording and documentation. Children's progress should be described and analysed through systematic collection of evidence.

Methods and Tools of Assessment

The two broad methods of assessment that are appropriate for the Foundational Stage are observations of the child and analysing artefacts that the child has produced as part of their learning experience.

Observation across time provides the Teacher with a comprehensive understanding of the child's learning. There can be several contexts where children exhibit their behaviour, attitudes, and their learnings.

Systematic observation for assessment involves the following steps:

Planning

Gather evidences

Reflect and assess

Some illustrative pointers for observation during a few common pedagogical processes are below:

Story telling

Guided conversation

Play - Free, Guided, or Structured

Tools to record observations

Anecdotal records - An anecdotal record is an attempt to record in detail a specific episode or event that is of particular interest or concern.

Checklists - A checklist is a tool for identifying and recording whether a child has accomplished a listed Learning Outcome. It usually offers a yes/no format in relation to the child's demonstration of the outcome.

Event sampling - While anecdotal records are detailed qualitative observations and checklists are summarized observations in tight formats, event sampling allows for a combination of both. Each time a targeted event occurs, the Teacher may capture, in writing, as many details as possible from the beginning of the event until the end.

Analysing Artefacts - An artefact in an early childhood classroom refers to an object created by a child during the teaching-learning process. Artefacts could be used by looking at the child's work and seeing how their level of understanding of a particular Learning Outcome affected what they were able to produce. Artefacts provide a rich source of information about a child's strengths and abilities.

Worksheets - Worksheets contain tasks that children perform and respond to in written form. These tasks can be designed to achieve specific Learning Outcomes.

Approach to Language Education and Literacy

1. Children learn spoken language most rapidly between the ages of 0 and 8.
2. Multilingualism has both cognitive and societal/cultural benefits.
3. While spoken language comes naturally to young children, written language comes less naturally, and thus the concept of reading and writing must be learned.
4. Young children learn and grasp the concepts most quickly and deeply in their home language/mother tongue/familiar language.
5. Language forms a critical aspect of cultural awareness and expression, which is considered among the major competencies important to develop in children.

NCF's Approach to Language Education and Literacy in the Foundational Stage

1. Since children learn concepts most rapidly and deeply in their home language, the primary medium of instruction would optimally be the child's home language/mother tongue/familiar language (also referred to below as L1) in the Foundational Stage.
2. Children should be exposed to and immersed in multiple oral languages (also referred to as L2 and L3 below) from an early age. Schools will aim to ensure the presence of Teachers, and parents so that at least two or preferably three languages present with children on a regular basis.
3. The concept of reading and writing is initially developed through the language R1, which is preferably the home language L1 whenever possible. (We define R1 to be the language in which a child first learns the concept of reading and writing, R2 the second such language, R3 the third such language, and so on).
4. Once the concept of reading and writing is developed in a child in R1, use of additional scripts can be gradually introduced. The aim is to be an independent reader and writer in R1 by age 8 (Grade 3).

Proceedings of the Meetings

Meeting held on 3.7.2023

This was the first official meeting of the committee. The Chairman informed the members about work done by the committee members. He also informed about Teachers' Guide (Part-I) developed and given to all schools. This book contained a brief summary of the national Curriculum Framework for Foundational Stage – 2022. It was decided to visit schools to check whether the curriculum was being followed by the schools or not. It was further decided to develop Teachers' Guide (Part-II) and work was distributed amongst the members about the contents of this book.

Meeting held on 5.10.2023

It was decided to complete the Teachers' Guide (Part-II) book at the earliest. Further, unanimously decided to suggest activities in this book based on Koshas. Chairman showed the PARAKH's Holistic Progress Card (HPC) to all members and informed them about adopting the same for our students. Mr. Vilas Satarkar have suggested to develop checklist for the assessment of the students.

Meeting held on 4.11.2023

This meeting was specially convened to discuss about the Teachers' Guide (Part-II). Along with the SCF-FS members few teachers were also invited for this meeting. The detailed discussion about the activities based on Curricular Goals and Competencies was done and a rough draft of the book was prepared.

❖ Recommendations of the Committee about Foundational stage

1) Language Education

Language 1 (L1/R1) : Konkani/Marathi

Language 2 (L2/R2) : Any Language native to India including Konkani/
Marathi if not opted as language 1/ English

- 2) Medium of Instruction at Foundational Stage be Konkani/Marathi (L1/R1)
- 3) Children in the age group 3-6 years (FS – I to FS – III) should not be burdened with the textbooks. However, activity books can guide teachers to sequence activities and learning experiences to these children
- 4) In last two years of Foundational Stage, for ages 6 to 8 (FS – IV & FS – V), simple and attractive textbooks can be considered. However, textbook at this stage should not only contain content for classroom instruction but also act as workbooks
- 5) Assessment of the children at the Foundational Stage be done using 360⁰ view of assessment (Holistic Progress Card)
- 6) The learning environment for this stage be an inclusive, welcoming, colourful, and joyful environment that supports every child's participation is critical in achieving the competencies and learning outcomes

Indoor Environment:

- a. Running Blackboard - Running blackboards can be painted on the bottom of the three walls of the classroom after leaving half a foot of space at the bottom of the wall as children can't write in that space.
- b. Circle - It would be good to draw a set of concentric circles on the floor for children to sit during circle time
- c. Corner set up – Dramatic Play Corner, Blocks/Puzzles and Maths Corner, Art/Drawing corner, Book/language corner
- d. Classroom Display - A specific place in the room to display both children's and Teachers' work is important to keep the classroom lively and dynamic. Weather chart, Timetable, Teacher prepared charts are some of the displays.
- e. Portfolio Bags – for storing/keeping the students work.

Outdoor Environment:

- a. Sand pit: If adequate space is available, a sand pit would be an excellent play area for children.
- b. Clay box: A small box built with bricks and containing clay soil would allow children to mix and knead clay and make clay figures and toys.

- c. Water: Very young children find playing with water calming. Pouring water without spilling helps coordination of multiple muscles and increases attention.
 - d. Kitchen garden: A small kitchen garden adjoining the indoor environment with a variety of plants (e.g., flowers, climbers, roots, vegetables, leafy vegetables) gives children sensorial experiences, opportunities to work with their hands and concepts about the natural environment.
 - e. Outdoor play equipment: Slides, see-saws and swings are some essential outdoor play equipment.
- 7) Special curriculum for Inclusive Education be developed and be incorporated in the Curriculum of the Foundational Stage
 - 8) There will be no subject separation for FS-I, FS-II & FS-III. The teaching learning process for these classes shall be only activity based
 - 9) The FS-IV & FS-V will have subject such as Languages (L1), Language (L2) and Mathematics. These students will also have Art & Craft, Sports, Yoga, Reading & Gardening activities
 - 10) The suggestive periods allocation for FS-IV & FS-V will be as follows

Subjects	Number of Periods
Language (L1)	8
Language (L2)	8
Mathematics	8
Art & Craft	3
Sports	3
Yoga	2
Reading	2
Gardening	2
Total	36

The schools may additionally include some subjects such as dance, acting, music, story telling etc. by adjusting the periods. However, total number of periods should be maintained.

- 11) There will be reference books/textbooks only for Languages & Mathematics for FS-IV & FS-V. Other subjects will not have any textbooks. However, worksheets may be used. Further, to maintain uniformity amongst the subjects like Art & Craft, Sports & Yoga, a common syllabus will be given to schools
- 12) In order to reduce the weight of the School bag at this stage following points are suggested
 FS – I, FS – II & FS – III:
 - No textbooks/notebooks/workbooks be prescribed to these children

- The work done by these children in school be maintained in the portfolio files to be kept by the teachers in school only
- Some worksheets may be given to these children for additional practice at home only if required

FS - IV & FS – V:

- No separate home work books be prescribed to these children. The home practice may be done on only one book.
- Only one note book be divided and used for various purposes such as dictation, tests, copywriting etc.
- Only 100 pages short note books be prescribed
- Students should not be forced to carry their textbooks every day to school. One textbook be shared by two students in a class.

13) Daily Routine

- a) For the Ages 3-6 years (FS-I, FS-II & FS-III): Learning three & half hours

Timing	Activity
9:00 a.m. to 9:15 a.m.	Free Play
9:15 a.m. to 9:30 a.m.	Morning Assembly/ Circle time/ Conversation
9: 30 a.m. to 10:00 a.m.	CG – 7 & CG – 8
10:00 a.m. to 10:20 a.m.	Recess
10:20 a.m. to 10:30 a.m.	Songs
10:30 a.m. to 11:00 a.m.	CG - 4, CG – 5, CG – 6, CG – 9, CG – 10 & CG - 11
11:00 a.m. to 11:30 p.m.	CG -1, CG – 2 & CG - 3
11:30 a.m. to 12:00 noon	CG – 12, CG - 13
12:00 noon to 12:15 p.m.	Stories
12:15 p.m. to 12:30 p.m.	Recap of the day

- b) For the Ages 6-8 years (FS-IV & FS-V): Instructional Four hours

Timing	Mon	Tue	Wed	Thurs	Fri	Sat
8:00 a.m. to 8:20 a.m.	Assembly					
8:20 a.m. to 9:00 a.m.	L1	L1	L1	L1	L1	Yoga
9:00 a.m. to 9:40 a.m.	Sports	Maths	L2	Yoga	Maths	Gardening
9:40 a.m. to 10:20 a.m.	L2	L2	Sports	L1	Sports	L1
10:20 a.m. to 10:40 a.m.	Recess					
10:40 a.m. to 11:20 a.m.	Maths	Maths	Maths	Maths	Maths	L1

11:20 a.m. to 12:00 p.m	L2	Sports	L2	L2	L2	L2
12:00 p.m. to 12:40 p.m.	Art & Craft	Reading	Art & Craft	Reading	Art & Craft	Maths

14) Guidelines for implementing National Credit Framework:

For the purpose of credit calculations under National Credit Framework (NCrF), 30 notional learning hours will be counted as one credit.

Academic Grade/level	NCrF Credit Levels	Credits Earned/year	Credit Points Earned	Learning Hours/Year
FS – I (BV – I)	0.1	27	2.7	800
FS – II (BV - II)	0.1	27	2.7	800
FS – III (BV – III)	0.1	27	2.7	800
FS – IV (Class I)	0.2	27	5.4	800
FS – V (Class II)	0.4	27	10.8	800