

**GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY**

**LOK SABHA
UNSTARRED QUESTION NO. 3143**

ANSWERED ON 20/03/2023

Education for Children Age Group 3 to 8 under NCF

3143. SHRI ASADUDDIN OWAISI:

Will the Minister of EDUCATION be pleased to state:

- (a) whether the Government has unveiled the first National Curriculum Framework (NCF) for 3-8 years age group children;
- (b) if so, the details thereof;
- (c) whether Anganwadis focus on nutrition of the children while play school system by private players has been unrecognized;
- (d) if so, whether this system will be formal school system for children of the age group of 3-8 years;
- (e) the main idea behind this and to what extent this system is likely to develop physical, mental and other skill development in other fields for these children; and
- (f) the time by which it is likely to start all over the country?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SMT ANNPURNA DEVI)

(a) & (b) As a follow-up of the National Education Policy 2020, National Curriculum Framework for Foundational Stage for 3-8 years age group children has been brought out by NCERT under the guidance of National Steering Committee for NCF, involving an extensive consultative process with States & UTs upto grass root level and various institutions and organisations. The NCF for Foundational Stage was released on 20th Oct 2022 at New Delhi.

The National Curriculum Framework for Foundational Stage (NCFFS) is the first ever integrated Curriculum Framework for children between ages 3-8 in India. The NCF for Foundational Stage envisions an integrated approach to Early Childhood Care and Education for children between ages 3-8 years. As articulated in NEP 2020, it uses '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. Some transformative ideas for implementation of quality school education are included in the Framework, which are- toy-based pedagogy, play as the core of teaching-learning process, lifestyle for environment, learning about the external world and one's inner reality and self, addressing variations in the trajectories of learning by re-imagining the Learning Outcomes based on the specificities of the socio-cultural contexts, individual children, the materials and resources available, and contingencies in the classroom, etc.

The framework has provided for stimulating experiences for the child's development in all dimensions – cognitive, social-emotional, and physical, to enable the achievement of Foundational Literacy and Numeracy for all children with age-appropriate strategies. Rootedness in Indian traditions, modern research and emphasis on the crucial role played by families and communities at this stage, are critical elements of the NCF-FS.

Based on the accumulated insights from the practice of Early Childhood Care and Education, and the wisdom and knowledge from diverse Indian traditions, this NCF aims to be understandable and relatable to, and usable by, practitioners of education, including Teachers and other educators, school leaders, and functionaries of the education system such as project officers, cluster and block resource persons, block education officers, teacher educators, examination boards, and curriculum/syllabus/textbook development teams.

This Foundational Stage framework will guide the preparation of the Teachers for this Stage of education. NCF_FS will support the implementation NEP 2020 perspectives for Early Childhood Care and Education and strengthen its linkages with the preparatory, middle and secondary stages, as per the 5+3+3+4 pedagogical and curricular structure, leading to holistic development of a child. It will be helpful in strengthening foundational literacy and numeracy. It will be helpful in bringing teachers, parents and community to work together to provide children at this stage high quality education.

(c) & (d) Integrated Child Development Services (ICDS) is a government program in India which provides through Anganwadi centres nutritional meals, preschool education, primary healthcare, immunization, health check-up and referral services to children under 6 years of age and their mothers. Details of ICDS are available on the given link: <http://icds-wcd.nic.in/>

The NEP 2020 in its para 1.4 stresses on ensuring universal access to high-quality ECCE across the country in a phased manner with special attention and priority to districts and locations that are particularly socio-economically disadvantaged. ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) standalone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools through workers/teachers specially trained in the curriculum and pedagogy of ECCE. National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) training programmes in FLN and ECCE are being run to train teachers across the country.

(e) NCF FS is a direct outcome of the 5+3+3+4 curricular and pedagogical structure that NEP 2020 has come out with for School Education. It is based on cutting-edge research from across the world in multiple disciplines which includes among other things better understanding in the fields of neurosciences, brain study, and cognitive sciences which emphasize the importance of nurturing the human mind in early childhood as this is the stage when the most rapid development of the brain takes place. Appropriate care and stimulation in a child's early years is critical to promote sustained and healthy development across all dimensions-physical, cognitive and socio-emotional. The NCF provides the interested reader a reasonable understanding of what education should look like in our

new vision for schools, and why, and what role individuals could play as parents, community members, and citizens of India, who all have a large stake in Indian education.

(f) As per National Education Policy (NEP) 2020, implementation of the Policy requires multiple initiatives and actions, which are to be taken up in a synchronized and systematic manner, by multiple bodies including Ministry of Education, State/UT Governments, NTA, NCERT, SCERTs, schools and HEIs. The policy provides different timelines for important themes/sub-sets as well as principles and methodology for its implementation. Further, in pursuance of the goals and objectives of the NEP 2020 and to assist States, UTs and other organisations in this task, the Department of School Education & Literacy has developed an indicative and suggestive NEP Implementation Plan for School Education, 'Students' and 'Teachers' Holistic Advancement through Quality Education (SARTHAQ)'. The major focus of SARTHAQ is to define activities in such a manner which clearly delineate goals, outcomes and timeframe i.e., it links recommendations of NEP with 297 Tasks along with responsible agencies, timelines and 304 outputs of these tasks. With regard to NCF-FS, orientation and capacity building of the States and UTs are being done by the NCERT. Many states and UTs have initiated contextualisation and translation of NCF-FS for their own contexts.
