

STARRED LAQ NO. 012A

SUB: - NEP 2020 IMPLEMENTATION AND ROADMAP FOR SCHOOL EDUCATION

TABLED BY: -SHRI. CRUZ SILVA, MLA.

TO BE ANSWERED ON: 24/03/2025.

Sr. No.	Question	Answer
	Will the Minister of Education be pleased to state?	By Dr. Pramod Sawant, Hon. Chief Minister /Education Minister
a)	the details of the steps taken till date with copies of circular, notifications, approved frameworks and curriculum along with supporting infrastructure, the details for the implementation of NEP 2020 at all the levels of education;	Sir, Government has started NEP-2020 implementation in the state in the year 2023-2024. The implementation is going on in a phased manner. In the year 2023-2024 the NEP-2020 was implemented at Foundational Stage (BV-1) In the year 2024-2025, the NEP-2020 implementation was continued for the class BV-2 & also implemented at Secondary Stage (grade 9). In the year 2025-2026, the NEP-2020 implementation is been continued to Middle Stage (Grade 6) and grade 10 (Secondary Stage) It is proposed to implement NEP-2020 for BV-3 and Preparatory Stage (Grade 3) in the year 2025-2026. Additional teachers have been provided to School in the subjects Art Education and Vocational Education and also in other subjects as per their entitlement due to increased work load. The details are attached at Annexure - I
b)	the detailed documents including Minutes of Meeting of competent authorities and deliberations that took with stakeholders that resulted in the decision to commence the academic year from April 2025 for the coming academic year onwards;	Sir, The Government decision of commencing the Academic Year in the month of April from the year 2024-2025 have been challenged before the High Court.
c)	the copies of all the representations given by stakeholders supporting or opposing the decision to commence academic year from April 2025;	As per the Rule 37, Sub-rule 8 of the Rules of Procedure and Conduct of Business of the Goa Legislative Assembly 1992, 'It shall not ask for information on a matter which is under adjudication by a Court of Law having jurisdiction in any part of India.'
d)	the nature of activities and teaching that is proposed to be undertaken in the month of	

	April for the standards for which new academic year is to begin from April 2025; and	A copy of the rule is attached at Annexure - II
e)	the steps Government intends to take to ensure that adequate knowledge of Hindi is imparted to students as well as sufficient resources are made available to those who wish to study any foreign language such as French/Portuguese at the school level under NEP?	<p>Sir,</p> <p>The Hindi language is made available as an option at R3. Those students willing to study Hindi may opt for it. The textbooks of Hindi are given to schools.</p> <p>The relaxation to opt the Foreign languages such as French/Portuguese/German/Arabic etc. is given to the students at grade 8, 9 and 10.</p>

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

(04.07.2024)

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

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.

CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom
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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	C-1.1 Shows a liking for and understanding of nutritious food and does not waste food C-1.2 Practices basic self-care and hygiene C-1.3 Keeps school/classroom hygienic and organised C-1.4 Practices safe use of material and simple tools C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately C-1.6 Understands unsafe situations and asks for help
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<p>CG-2 Children develop sharpness in sensorial perceptions</p>	<p>C-2.1 Differentiates between shapes, colours, and their shades C-2.2 Develops visual memory for symbols and representations C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo C-2.4 Differentiates multiple smells and tastes C-2.5 Develops discrimination in the sense of touch C-2.6 Begins integrating sensorial perceptions to get a holistic awareness of their experiences</p>
<p>CG-3 Children develop a fit and flexible body</p>	<p>C-3.1 Shows coordination between sensorial perceptions and body movements in various activities C-3.2 Shows balance, coordination, and flexibility in various physical activities C-3.3 Shows precision and control in working with their hands and fingers C-3.4 Shows strength and endurance in carrying, walking, and running</p>

Domain: Socio-Emotional and Ethical Development

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

<p>CG-9 Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>C-9.1 Listens to and appreciates simple songs, rhymes, and poems C-9.2 Creates simple songs and poems on their own C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say C-9.6 Narrates short stories with clear plot and characters 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>
<p>CG-10 Children develop fluency in reading and writing in Language 1 (L1)</p>	<p>C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables 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 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 C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own 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>
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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>
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	<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>
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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 claying 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. t0 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

REPORT
OF THE COMMITTEE
CONSTITUTED TO DEVELOP THE

GOA STATE CURRICULUM FRAMEWORK
FOR SECONDARY EDUCATION
(SCF-SE)

(Final Report)

17th May 2024



J. K. Rebello
SCF-SE
Chairman

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**COMMITTEE CONSTITUTED TO DEVELOP THE GOA STATE
CURRICULUM FRAMEWORK FOR SECONDARY EDUCATION (SCF-SE)**

The Committee was constituted by the SCERT Goa vide Order number SCERT/Acad/scf-se/1118/2023/150 dated 25/07/2023.

Committee consisted of the following members:-

01	Mr. Jose R. Rebello	Ex-Chairman, Goa Board of Secondary and Higher Secondary Education, Porvorim	Chairman
02	Dr. Gajanan Parulekar	Damodar HSS, Gudi Paroda	Member
03	Mr. Sadanand Phadte	Ex G.V.M. HSS, Farmagudi, Ponda	Member
04	Mr. Vishwas Raikar	PES HSS, Farmagudi, Ponda	Member
05	Mrs. Sangeeta Gaunkar	Fr. Agnel Multipurpose HSS, Verna	Member
06	Mrs. Jean D'Mello	SFX HSS, Siolim	Member
07	Mrs. Supriya Netravalkar	Purushottom Walawalkar HSS, Mapusa	Member
08	Mr. Ruildo D'Souza	DMC HSS, Assagao	Member
09	Mr. Prasad Rangnekar	Academician	Member
10	Mr. Rajesh Bhatikar	Academician	Member
11	Ms. Urvi Phaldessai	Shree Nirakar HS, Mashe, Canacona	Member
12	Mr. Anant Agni	Ravindra Kelekar Dyanmandir, Margao	Member
13	Ms. Zena Viegas	G.S. Amonkar Vidyamandir, Mapusa	Member
14	Mr. Gurudas Palkar	Dnyanprasarak Vidyalaya, Mapusa	Member
15	Mrs. Pournima Kerkar	Dnyanprakash HSS, Mulgao	Member
16	The Director, SCERT/ Nominee		Secretary

INTRODUCTION

The National Education Policy 2020 (NEP 2020) calls for a complete transformation of India's schooling system to make it of the highest quality for all students equitably, and to serve the needs and aspirations of the country and its people, today and for the future. The purpose of the National Curriculum Framework for School Education (NCF-SE, in short NCF) is to help to bring about such changes by effecting corresponding positive transformations in India's school curricula.

The NEP 2020 called for the development of a new National Curriculum Framework (NCF) and new State Curriculum Frameworks (SCFs) as the bases for transforming school education in the country. This is in consonance with the empowerment of States in our federal structure, with education as a concurrent subject. This NCF would aim to help bring consonance and harmony across the curricula in the country.

In this spirit, it is of the utmost importance — for all our children of today and of tomorrow, and for the future of India — to develop an educationally robust and aspirational, yet practically implementable NCF as well as SCFs, that will ensure that all students — irrespective of the circumstances of their birth or background — have the best possible education, with complete support from the system. (*National Curriculum Framework for School Education 2023, August 2023 p 15*)

At the level of the individual, the goal of the new curricula must be to foster a school education system that builds character and enables learners to be well-rounded, healthy, ethical, creative, rational, compassionate, and caring individuals, while also preparing them well for higher education as well as for gainful, fulfilling employment. It must aim not only for all students to learn, but more importantly to learn how to learn, so that they may become lifelong learners and also have the ability to constantly adapt to changing times. The new curricula must enable and inspire students to participate in and contribute to society — culturally, economically, and democratically.

At the level of society, the goal of the new curriculum must be to transform our society into one that is more just, equitable, humane, prosperous, sustainable, and rooted in Indian ethos and culture. It should enable India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, research and knowledge creation, scientific and technological advancement, environmental sustainability, and cultural preservation and vibrancy. The education system must ensure that the actual practice of the curricula, including content, pedagogy, environment, and culture in schools, clearly promote these individual and societal goals. (*NCF-SE August 2023, p16*)

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many jobs worldwide may be fundamentally affected — while the need for a workforce with deep human capacities, including those involving multidisciplinary capacities across languages, mathematics, sciences, social sciences, vocational education, and art, and those that involve empathy, care, communication, and ethical reasoning, will be in increasingly greater demand.

With climate change, environmental degradation, and depleting natural resources, there will also be an increasing demand for capacities for environmental sustainability; indeed, mere environmental sustainability may not be sufficient any longer — environmental restoration and regeneration will be required to save our planet.

For these reasons, it is very important for students to receive a multidisciplinary education that includes art and craft, physical education and well-being practices, vocational education, languages and literature, as well as mathematics, science, and social science; this will help to ensure the development of all aspects and capabilities of learners, and help to make education more well-rounded, useful, engaging, and fulfilling to the learner.

Certain key capacities, values, and dispositions (which include what are sometimes called ‘21st century skills’) should also be acquired by all students across subject areas to become good, fulfilled, and productive human beings in today’s rapidly changing world. These capacities, values, and dispositions include: scientific temper and evidence-based and critical thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; multilingualism; health and nutrition; mental and physical fitness and well-being; collaboration and teamwork; problem solving and logical reasoning; ethical and moral reasoning; digital literacy, coding, and computational thinking; knowledge and practice of human and Constitutional values; empathy, inclusion, and pluralism; Fundamental Duties; citizenship skills and values; environmental awareness and sensitivity; cleanliness, sanitation, and hygiene; cultural literacy and identity; rootedness and pride in India while being a productive global citizen; and knowledge of current affairs and critical issues facing local communities, States, the country, and the world.

To enable the development of the aforementioned Knowledge, Capacities, Values, and Dispositions, it will be necessary to reduce the content load in each subject to the core essentials—in order to make time and space for more effective pedagogy, including where relevant more multi- and inter-disciplinary, experiential, discussion-based, and activity-based learning. All of this together would result in a deeper disciplinary understanding of the subjects as well as develop these important capacities, values, and dispositions. (*NCF-SE August 2023, pp 16, 17*)

The Curricula across our country must be informed by and be fully responsive to the glorious unity in diversity of India. The imagination of NEP 2020, where institutions and educators are highly empowered (including to develop Curricula), is energised by this unity in diversity and the nurturing of it.

States have the Constitutional mandate to provide high-quality education to all children, and their own unique State contexts inform their own approaches to Curricula.

This NCF must aim to support exactly that — it is a framework to help develop all the diverse Curricula in the country, while enabling consonances and harmony across the country, and providing a basis for quality and equity

Thus this NCF aims to provide the guiding principles, goals, structure, and elements for the development of Curricula, informed by which the syllabi, TLMs including play materials, workbooks, textbooks, and assessment methods will be developed by the relevant functionaries including Teachers in the States, Boards, and schools. (*NCF-SE August 2023, pp 21, 22*)

CORE PRINCIPLES OF THE NCF DESIGN FOR THE SECONDARY STAGE

The Secondary Stage has been divided into two Phases — Grades 9 and 10, and Grades 11 and 12. In 10 years, all school systems should move to a single Secondary Stage, where students have choice and flexibility right from Grade 9, following the current curricular structure of Grades 11 and 12, thus, realizing the NEP vision of the Secondary Stage as being ‘four years of multidisciplinary study’ across all Curricular Areas.

Phase 1 — Grades 9 and 10

- All students would continue to engage with all the Curricular Areas as in the Middle Stage. (*Appendix A*)
- In addition, students shall study Environmental Education as an Interdisciplinary Area of study. They would develop capacities for reasoning and argumentation for issues in the public sphere along with ethical and moral reasoning. They would use these capacities in the context of Environmental Education.
- Learning Standards have been set for these areas of study.

Phase 2 — Grades 11 and 12

- Choice-based courses to be offered to enable flexibility and choice for students; hard separations between disciplines and academic areas to be removed.
- Students need to study two subjects from Language Education (called **Group 1**, see *Figure 1.4i*) (*Appendix B*), at least one of which must be a language native to India. Literature subjects are also contained in Language Education at this level.
- Students need to choose four subjects (with an optional fifth subject) from at least two of the following three groups (*Appendix B*):
Group 2: Art Education, Physical Education, Vocational Education
Group 3: Social Science and Humanities, Interdisciplinary Areas
Group 4: Science, Mathematics and Computational Thinking
- This scheme allows for both breadth of study as well as gaining disciplinary depth. To allow for interesting combinations, there should be no further restrictions for students to choose specific streams.
- Schools should be prepared to offer subjects from at least two Groups amongst Group 2, 3, and 4 immediately. Within 5 years, schools should be ready to offer subjects from all four Groups. Within 10 years, schools should offer many more subjects covering all Curricular Areas, and students should study subjects across all four Groups.
- Textbooks play a significant role in organizing content in Grades 9 and 10. In Grades 11 and 12, students should be encouraged to source content from multiple channels. Course

compendiums can be utilised in Grades 11 and 12 to make the choice of content more dynamic and flexible.

- Pedagogy at this Stage should expect more independent learning from the students. More opportunities for self-study and group work should be encouraged. (*NCF-SE August 2023, p 29*)

Assessments and Board Examinations:

- Schools and Examination Boards should be prepared to offer and assess subjects from all the ten Curricular Areas for Grade 10 right from the beginning of the implementation of the NCF.
- Students should be given opportunities to engage with higher-order capacities of analysis and synthesis through meaningful yet challenging assessments.
- All Board examinations must move towards becoming ‘easier’ without any compromise on assessing genuine learning, by testing basic concepts and competencies across subjects, rather than rote learning.
- Art Education, Physical Education, and Vocation Education shall have local assessments with Board certification.
- Board examinations for Grade 10 should be based on the Competencies assessments with Board certification.
- Schools and Examinations Boards should be prepared to offer a minimum of two languages for Grades 11-12 from the beginning of the implementation of this NCF.
- To get a Grade 12 certificate, the students should pass the following Board examinations:
 - 2 examinations in Languages
 - 4 examinations from at least 2 Groups (with one additional optional exam)
 - Subjects in Group 2 (Art Education, Physical Education, and Vocational Education) to have local assessment with Board Certification
- The current system of study in annual and two-year patterns should move to a semester and/or annual design. This would allow for greater flexibility in the design of courses as well as course options for students.
- In ten years, Boards of Examination should be prepared to offer certification through modular examinations — ‘that each test far less material and are taken immediately after the course is taken in school.’ [NEP 2020, 4.38] (*NCF-SE August 2023, p. 31*)

Time Allocation for the Secondary Stage

- The weekday begins with an assembly for 25 minutes with 05 minutes to reach the classroom.
- Class time for all subjects is 50 minutes. Some subjects will require a block period of 100 minutes (1 hour 40 minutes) for hands-on work, activities, lab work, and other such pedagogic requirements.
- The transition time for students to prepare for the next class is 05 minutes.
- The two working Saturdays a month have a slightly different schedule compared to other working weekdays.
- A lunch break of 55 minutes has been built in (see the illustrative timetable) on weekdays and 30 minutes on Saturdays.
- There is an optional ‘Additional Enrichment Period’ (AEP) every evening and on the two working Saturdays after class. This is for students to use as additional time for enrichment in any subject of the curriculum. In Curricular Areas such as Art Education, Physical Education and Well-being, and Vocational Education, extended time for group/team practice, interschool competitions, subject clubs, etc. can be facilitated by the school in AEP if students choose to participate.

Illustrative Time-table

Illustrative timetable for the Secondary Stage (Grades 9 & 10)							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday(2)	
0800-0825	Assembly	Assembly	Assembly	Assembly	Assembly	800-850	SS
0830-0920	R1	R2	Maths	R2	R1	855-945	IDA
0925-1015	Maths	Maths	Maths	Maths	R3	950-1040	R2
1020-1110	Art	Science	Science	Science	Art	1045-1135	R3
1115-1205	Art	PE	Science	Science	Art	1140-1230	R1
1205-1300	Lunch	Lunch	Lunch	Lunch	Lunch	1230-1300	Lunch
1300-1350	SS	SS	SS	SS	SS	1305-1355	AEP*
1355-1445	IDA	VE	PE	VE	IDA		
1450-1540	IDA	VE	PE	VE	IDA		
1545-1635	AEP*	AEP*	AEP*	AEP*	AEP*		
*AEP = Additional Enrichment Period							

PROCEEDINGS OF THE COMMITTEE

1st Meeting: August 4, 2023

At the first meeting of the Committee held on 04/08/2023 at the SCERT, the draft document of National Curricular Framework (NCF) 2023 was presented to the members. The Chairman informed that a WhatsApp group and a Gmail group would be formed of all members and that the PDF version of the draft document would be shared with the members through the Groups. Members were requested to go through the draft NCF, especially the part that dealt with Secondary Education.

As the NCF emphasizes on eight Curricular Areas, it was decided to form Groups pertaining to different Curricular Areas so that those members could study the recommendations outlined in the draft pertaining to their Curricular Group in detail.

2nd Meeting: August 10, 2023

At the second meeting of the Committee held on 10/08/2023, the convenors for those Curricular Areas that were not covered in the first meeting were decided. Since Mrs. Jean D'Mello expressed her inability to be a part of the Committee, it was decided to include Ms. Vanaja Mudaliar, Teacher Grade I, Vasanttrao Dempo HSS, Cujira, as member.

Since the NCF document was still in a draft stage, members were of the view that it would be advisable to await the final NCF 2023 document before commencing the actual work as per terms of reference of the Committee. In the interim, members were requested to familiarise themselves with the relevant portions of the draft document so that when the final document was available, the Committee could complete its report at the earliest.

Since Interdisciplinary Areas is one of the focus areas in the NEP, Mr. Prasad Rangnekar was requested to identify some experts who could contribute with their inputs, especially with regard to local content.

It was decided to hold the next meeting only after the final document of the NCF 2023 was available.

3rd Meeting: November 11, 2023

At the third meeting of the Committee held on 13/11/2023, the final document of the NCF 2023 was shared with the members. The Chairman then explained to the members the major changes from the draft to the final document, especially with respect to the Languages Area and also the subjects to be offered at 11th and 12th.

The members expressed the view that it would be advisable for the Chairman of the Committee to hold a joint meeting with the Director SCERT, Chairman Goa Board of Secondary & Higher Secondary Education, Director Education, and the NEP Nodal Officers to explain the Final NCF document and discuss how the curricular framework at the Secondary Stage could be implemented in Goa. The discussions were mainly to centre around the recommendations mentioned on pages 29 to 31, 36 to 39, 58 to 61 and 78 to 86.

4th Meeting: December 6, 2023

At the 4th meeting, the Chairman of the Committee briefed the members about the discussions held with the Chairman Goa Board of Secondary & Higher Secondary Education, Director of Education and Director of SCERT at the joint meeting held on 27/11/2023. He explained that they had decided to accept the semester system and the change in the academic calendar in order to implement the NCF effectively.

He explained that he had insisted on restructuring the present system of High School and Higher Secondary School into Secondary School in a phased manner and that a Steering Committee should be formed to oversee the changeover.

The members then decided to prepare an Interim Report and hand it over to the authorities before the end of December 2023 along with a note outlining the steps that needed to be taken to start the process of implementation of NEP in Grade 9 from April 2024.

A draft of the Interim Report was prepared and the same was circulated through email. The members were requested to go through the draft and suggest changes that could be incorporated in the report at the next meeting.

5th Meeting: 13th December 2023

The draft was modified according to the suggestions of the members. The members were also appraised about the guidelines for implementing National Credit Framework (NCrF) in Schools. The guidelines were circulated through email. It was decided to include these in the Final SCF document.

After discussions the Interim Report was finalized. It was decided that it would be circulated among the members through email. After incorporating modifications, if any, suggested by the members, the Interim Report will be handed over to the Education Secretary by the Chairman of the Committee.

A hard copy of the INTERIM REPORT was handed over to the Director of SCERT on 17th December 2023. (Annexure 1)

The Chairman of the SCF SE Committee was called for discussion with the Authorities on 21st February 2024 and the new roadmap for the implementation was prepared.

As per the recommendations of Interim Report a Steering Committee was formed by the Government and a joint meeting of the members of this Committee with the Steering Committee was held on 26th March 2024.

Thereafter the various Subject Coordinators conducted meetings with the Members of Board of Studies for SSC and HSSC of Goa Board where common modalities for curriculum transaction and assessment were drawn out. The various subject committees are working on the same and shall submit it before the start of the new academic year 2024-2025.

As suggested in the interim report, a meeting of the Heads of the High Schools with the Secretary Education, Director of Education, Chairman of Goa Board, SPD of SSA and Chairman of Steering Committee was held on 16th April 2024 where the interim report was presented by the Chairman of this Committee. Views and suggestions were sought from Heads of the Schools to be considered while preparing the draft of final Report.

6th Meeting: April 24, 2024

Suggestions given by the Heads of the Schools were discussed and the final Report was prepared.

OBSERVATIONS OF THE COMMITTEE

- In Goa, Annual Pattern of examination is followed for Grades 10 and 12, whereas Semester Pattern is followed in higher education. There is a need to remove this anomaly.
- Because of the Annual Pattern of examination followed at Grades 10 and 12, emphasis is laid on the syllabus of Grades 10 and 12, thereby sidelining the curricular content of Grades 9 and 11.
- Semester-end examinations can test the depth of the curriculum better than Annual examinations.
- Schools and students will be able to do justice to the entire curriculum instead of focusing on results of Board Examinations of Grades 10 and 12.
- All competitive exams like JEE, NEET, NATA, CUET, etc. are based on the entire content of curriculum covered in both Grade 11 and 12.
- Students will be better prepared to answer Entrance Exams after Grade 12 as the final Semester before the entrance exam will have 'lesser load' as compared to the Annual Pattern.
- The present system of waiting for the results of Grade 10 to begin classes for Grade 11, thus leading to waste of precious time, can be done away with, as the results of three Semesters will already be available to the students to decide on their future subjects for study at Phase 2, i.e., at Grades 11 and 12.
- Most All-India entrance examinations for admission to University courses are held in April and May. Consequently all Boards need to conclude their Grade 12 examinations in March.
- If the Semester Pattern is to be followed at the level of school education, then the academic terms will need to be restructured in such manner that both Semesters shall have equal time duration.
- Presently in Goa, the medium of instruction at Grades 11th and 12th is English, whereas very few students study Grades 9th and 10th in the Marathi or Urdu medium.

- Presently in Goa, Classes 9 and 10 are functioning in High Schools whereas classes 11 and 12 are running in the Higher Secondary Schools.
- The NEP has recommended that the entire stage from Grade 9 to 12 be termed as Secondary Stage, and that within 5 to 10 years students should be able to offer a wide variety of subjects from Grade 9 onwards.
- All this will be possible only if all the four Grades, i.e., Grade 9, 10, 11 and 12 are integrated in a single unit over a period of 5 to 6 years.
- The idea of forming clusters could be used until such time that proper restructuring of schools is carried out to realize the objectives of the NEP.

RECOMMENDATIONS OF THE COMMITTEE

- The NCF 2023 to be introduced from the academic year 2024-2025, commencing with Grade 9. The entire Secondary Stage, i.e., Grades 9 to 12 to be subsequently covered in a span of four years, i.e., by 2027-28.
- Semester system should be introduced right from the introduction of NCF at the Secondary Stage, i.e., at Grade 9 from the academic year 2024-25, subject to addressing of the issues highlighted under **Important Notes** (p. 17). The Board may follow the annual pattern of Examination for Grade 10 until such time other Boards in the country accept the Semester Pattern in Grade 10.
- For effective implementation of the NEP, the Academic year will have to begin in April. The Odd Semester to commence in April and Even semester to commence in October.
- Odd Semester examination to be held in September and Even Semester examination to be held in March

SUBJECTS for 9 and 10 (Ten Subjects)

GROUP 1 (Language Education): Three Languages (denoted as R1, R2, and R3)

R1: English

R2: Konkani OR Hindi OR Marathi (No composite subject)

R3: Any language native to India presently offered by Goa Board (including Konkani / Hindi / Marathi if not opted as R2)

GROUP 2: i) Art Education, ii) Physical Education, iii) Vocational Education

GROUP 3: i) Social Science and Humanities, ii) Interdisciplinary Areas

GROUP 4: i) Science, ii) Mathematics and Computational Thinking

NOTE: Refer Appendix C for Relaxation in Subjects and Academic Terms

Scheme of Examinations:

- 80 per cent external assessment; 20 per cent internal assessment
- Certification for Grade 10 to be based on Cumulative Grade Point Average (CGPA) of all four Semester-end examinations held in Grades 9 and 10. (Ref. *Appendix D*)
- The Relative Cumulative Grade Point Average should also be included.

- The Credits Earned should be recorded as per the National Credit Framework (NCrF) guidelines.

SUBJECTS for Grades 11 and 12

GROUP 1 (Language Education): Two Languages (denoted as R1, R2)

R1: English

R2: Any Language native to India presently offered by Goa Board

In addition: Students need to choose four subjects (with an optional fifth subject) **from at least two** of the following three groups

GROUP 2: Art Education, Physical Education, Vocational Education

GROUP 3: Social Science and Humanities, Language (if not offered as R2 from Group 1), Interdisciplinary Areas

GROUP 4: Science, Mathematics and Computational Thinking

The Board should introduce subjects under different Groups and sub-groups as outlined in Appendix E

Scheme of Examinations:

- 80 per cent external assessment; 20 per cent internal assessment
- Certification for Grade 12 to be based on Cumulative Grade Point Average (CGPA) of all four Semester-end examinations held in Grades 11 and 12
- The Relative Cumulative Grade Point Average should also be included.
- The Credits Earned should be recorded as per the National Credit Framework (NCrF) guidelines.

ALLOCATION OF CREDITS UNDER NCrf

(Each subject has been allotted credits @ 1 credit per 30 hours)

Classes 9 and 10

Curricular Area	Subjects	Hours	Marks	Credits	Mode of Exam as per NCF-SE
Languages	R1	120	100	4	External
	R2	120	100	4	
	R3	120	100	4	
Mathematics & Computational Thinking	Mathematics (Standard/Basic)	150	100	5	
Science	Science	150	100	5	
Social Science	Social Science	150	100	5	
Interdisciplinary Areas	Environment Education+JRC/Scouting/NCC + Financial Literacy	120	100	4	
Vocational Education	Skill Subject	150	100	5	
Physical Education & Well-being	Physical Education	60		2	
Art Education	Art/ Music/Drama	60		2	
	TOTAL	1200		40	

Classes 11 and 12

	Subjects	Hours	Marks	Credits
Compulsory Subjects	Subject 1 – Language 1	180	100	6
	Subject 2 – Language 2	180	100	6
	Subject 3	210	100	7
	Subject 4	210	100	7
	Subject 5	210	100	7
	Subject 6	210	100	7
Optional	Subject 7	210*	100	7
	TOTAL	1200		40-47

IMPORTANT NOTES

- The NCF 2023 to be introduced from AY 2024-25 in Grade 9 as an interim arrangement in the existing schools, pending implementation of plans for backward and forward integration from Grade 9 to Grade 12, either through clusters of schools, or through expansion of existing schools, as the case may be.
- The NCF 2023 to be introduced from the academic year 2024-2025, commencing with Grade 9, subject to availability of Infrastructure and Teachers to teach four curricular areas of Art, Physical Education & wellbeing, Interdisciplinary area and Vocational.
 - **Art Education:** At present most schools have an Art teacher on their rolls. The Directorate of Art and Culture has also deputed teachers of Music and Drama in many schools. If needed, more teachers will have to be appointed.
 - **Vocational Education:** Many High Schools and Higher Secondary Schools are currently running vocational courses under the NSQF programme.
Higher Secondary Schools that offer Vocational courses and have well-equipped laboratories and workshops can offer their teaching and physical resources to Schools under the same management, to implement vocational education from Grade 9 onwards. Schools which do not have adequate infrastructure to introduce vocational courses such as agriculture, machining, electronics, automobile service, etc. may initially offer vocational courses such as Data Management or similar IT-based courses, which can be taught by computer teachers employed in the schools (with appropriate training).
 - **Interdisciplinary Areas:** Interdisciplinary Areas (from Group 3) needs careful scrutiny. Though subject such as Environment, Geology, Sustainability and Climate Change could eventually be taught by Science teachers with assistance from Higher Secondary teachers (with appropriate training)
The Interdisciplinary Area will initially consist of units from Environment Education, First Aid and other areas presently covered under Junior Red Cross/ Scouting/ NCC Financial Literacy, etc. Expert resources will have to be engaged by the School to offer such worthy units. However, clear guidelines will have to be issued in respect of hiring of expert external resources, and also modes of assessment. .It is extremely important to note that Accounting and Business Studies have been brought under the ambit of Interdisciplinary Areas (Group 3), from Grade 9 onwards
 - **Additional Enrichment Period:** The AEP is to be utilized as additional time for enrichment in any subject of the curriculum. Further, this extended time can be utilized for group/team practice, interschool competitions, subject clubs, etc., to train students for competitive exams like NTSE, Olympiads etc.

APPENDIX A

(NCF –School Education, Aug 2023 p 27)

1.4.3 Middle Stage

- a. This Stage is for students aged between 11 and 14
- b. Students need to learn three languages (R1, R2, and R3) in this Stage. Learning Standards are set for these languages as well as for Mathematics, Art Education, and Physical Education. Science Education and Social Science Education have separate sets of Learning Standards, and Vocational Education finds its own curricular space and Learning Standards. These areas represent different forms of knowledge and students are expected to gain a more formal understanding of the nature of as well as of the methods of inquiry in each form.
- c. The content in the Middle Stage needs to reflect the engagement with theoretical concepts and the introduction of theories and conceptual frameworks specific to each form of knowledge. There is a shift to more abstract ideas and the students are expected to engage with unfamiliar contexts and situations. The language used in the content should assist students in developing academic linguistic proficiency. Such expansion, both in the different forms as well as abstraction, can pose challenges to students. Well-designed textbooks that reflect the specific goals of the Learning Standards have a very significant role to play in presenting content in easy and comprehensible formats in this journey from concrete to abstract.
- d. The pedagogy adopted in this Stage should be a judicious balance of direct instruction as well as opportunities for exploration and inquiry. Building on prior knowledge and opportunities to learn from errors become important considerations for instructional strategies. There should be a constant focus on the methods of inquiry within each Curricular Area.
- e. Assessments can be more formal and explicit. Assessment design has a very important role to play in shifting the focus from content retention to conceptual understanding and fluency in the methods of inquiry. Students should be given opportunities to engage with higher-order capacities of analysis and synthesis through meaningful, yet challenging, assessments. Summative assessments at the end of this Stage should again be based on the Competencies defined in the Learning Standards.

APPENDIX B

Figure 1.4i

Group 1		Group 2		
Languages	Art Education	Physical Education & Well-being	Vocational Education	
<ul style="list-style-type: none"> • Languages native to India (Compulsory) • Other Languages (Compulsory) • Modern Indian Languages • Classical Languages • Foreign Languages 	<ul style="list-style-type: none"> • Indian Classical Music • Folk Music • Contemporary Music • Theatre • Puppetry • Sculpture • Fine Arts • Folk Painting • Graphic Design • Motion Pictures • Photography • Textile Designing 	<ul style="list-style-type: none"> • Yoga & Lifestyle • Sports & Nutrition • Physical Education for Students with Disabilities • Biomechanics and Sports 	<ul style="list-style-type: none"> • Agriculture - Cereal Production • Agriculture - Seed production • Agriculture - Gardening • Automobile Servicing • Machining • Electronics • Community Health • Accounting Services • Data Entry & Management • Banking Services • Retail Services • Textile & Garments 	
Group 3		Group 4		
Social Science	Interdisciplinary Areas	Mathematics & Computational Thinking	Science	
<ul style="list-style-type: none"> • History • Geography • Political Science • Psychology • Psychology & Mental Health • Economics • Development Economics • Sociology • Philosophy • Anthropology • Archaeology 	<ul style="list-style-type: none"> • Business Studies • Accounting • Sustainability and Climate Change • Journalism • Indian Knowledge Systems • Legal studies 	<ul style="list-style-type: none"> • Mathematics • Computer Science • Business Mathematics • Advanced Mathematics • Probability & Statistics 	<ul style="list-style-type: none"> • Physics • Chemistry • Biology • Earth Sciences • Astronomy • Modern Physics • Biology 	

APPENDIX C

Relaxation in Subjects and Academic Term

1. Relaxation in language R3 is given to include foreign languages like French, Portuguese, German and Arabic which the student has studied in class 8 until such time the NEP is completely rolled out.
2. CWSN
The Scheme of subjects for CWSN shall be modified as per the instructions issued by the Goa Board of Education from time to time.
3. Academic Terms for the year 2024-2025 for class 9
The Academic terms for the year 2024-2025 shall be
1st Semester: From June 2024 to October 2024
2nd Semester : From November 2024 to March 2025

+APPENDIX D (P 79 NCF SE August2023)

Figure 2.3i

Curricular Areas	Subjects	Examinations
Languages	Language 1	External Examination
	Language 2	External Examination
	Language 3	External Examination
Mathematics & Computational Thinking	Mathematics	External Examination
Science	Science	External Examination
Social Science	Social Science	External Examination
Art Education	Art Education	Local Assessment with External Examiner
Interdisciplinary Areas	Environmental Education	External Examination
Physical Education & Well-being	Physical Education	Local Assessment with External Examiner
Vocational Education	Vocational Education	Local Assessment with External Examiner

10th Board Certification

APPENDIX E

GROUP 1	GROUP 2		
Languages	Art Education	Physical Education and Well Being	Vocational Education
<ul style="list-style-type: none"> • English • Other Languages offered by Goa Board 	<ul style="list-style-type: none"> • Fine Art • Indian Classical Music • Western Classical Music • Theatre • Motion Pictures 	<ul style="list-style-type: none"> • Yoga and Lifestyle • Sports and Nutrition 	<ul style="list-style-type: none"> • All NSQF subjects • All Vocational subjects offered by Board • IT and Data Management

GROUP 3		GROUP 4	
Social Science and Humanities	Interdisciplinary Areas	Mathematics & Computational Thinking	Science
<ul style="list-style-type: none"> • History • Geography • Political Science • Psychology • Economics • Sociology 	<ul style="list-style-type: none"> • Business Studies • Accountancy • Geology and Mining Sustainability • Sustainable Tourism 	<ul style="list-style-type: none"> • Mathematics • Computer Science • Mathematics and Statistics 	<ul style="list-style-type: none"> • Physics • Chemistry • Biology



**Government of Goa
DIRECTORATE OF EDUCATION**

Alto – Porvorim, Bardez - Goa

Email:- dir-educ.goa@nic.in

Tel:-0832-2416023,2416033

Fax:- 0832-2416136

No. DE/Acad/Circular/795/2025/ 478

Dated:- 13 /02/2025

CIRCULAR

As per National Education Policy-2020 the School Education is restructured as Foundational Stage (Balvatika1 to Grade 2), Preparatory Stage (Grade 3 to Grade 5), Middle Stage (Grade 6 to Grade 8) & Secondary Stage (Grade 9 to Grade 12) covering ages 3 – 18 years.

Government of Goa has implemented NEP-2020 at the Foundational Stage (Balvatika 1) in the year 2023-2024 and at Balvatika 2 of Foundational stage & Secondary Stage (Grade 9) in the year 2024-2025.

It is decided by the Government to implement NEP-2020 at Middle Stage (Grade 6) and Grade 10 of Secondary Stage in the year 2025-2026.

The following instructions are issued for effective implementation of NEP-2020 under the State Curriculum Framework for grade 6 & grade 10 with effect from the Academic Year 2025-2026.

For Grade 6

(I) Curricular Areas

1. Grade 6 will have following Curricular Areas:

- i. Languages
R1 – Konkani/Marathi
R2 – English
R3 – Hindi/Any Other Language native to India including Konkani/Marathi if not opted at R1
- ii. Mathematics
- iii. Science
- iv. Social Science
- v. Vocational Education
- vi. Physical Education & Well-being
- vii. Art Education

2. New Textbooks will be introduced to grade 6 in all the Curricular Areas.

(II) Subject/Curricular Area wise credits for students & Period Allocation

Curricular Area	Hours	Credits	Suggested number of periods	
Languages	R1	120	4	4 + 1 Library
	R2	120	4	5 + 1 Library
	R3	120	4	4 + 1 Library
Mathematics	150	5	7	
Science	150	5	7	
Social Science	150	5	6	
Vocational Education	150	5	3 + 1 Yoga/Mass P.E.	
Physical Education & Well-being	120	4	4	
Art Education	120	4	4	
Total	1200	40	48 periods	

Each period will be of 40 minutes duration

(III) Assessment

- i. There will be a Semester pattern.
- ii. Assessment will comprise of two components – Internal component (Activities, Assignment, Projects, etc.) & External component (Theory)
- iii. The Internal component will be entirely assessed using the assessment rubrics
- iv. External component in the Curricular Areas such as Languages, Mathematics, Science & Social Science will comprise of two competency-based MCQ type Semester Examination of 50 marks each. External component in the Skill-based Curricular Areas such as Vocational Education, Physical Education & Well Being and Art Education will comprise of two competency-based MCQ type Semester Examination of 30 marks (theory) & 20 marks (practical) each.
- v. Common Paper will be set by the SCERT for theory component in all the curricular areas.
- vi. The evaluation of the answer papers and result preparation will have to be done by the schools.

For Grades 9 & 10

(I) Curricular Areas

1. Grade 9 & 10 will have following Curricular Areas:

- i. Languages

R1 – Konkani/Marathi

R2 – English

R3 – Hindi/Any Other Language native to India including Konkani/Marathi if not opted at R1

However, relaxation will be given to the students who have opted for foreign language other than English at existing grade 8

- ii. Mathematics

- iii. Science

- iv. Social Science

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- v. Vocational Education
- vi. Physical Education & Well-being
- vii. Art Education
- viii. Inter-Disciplinary Areas

2. Same existing textbooks will be used for the grade 9 & 10

(II) Subject/Curricular Area wise credits for students & Period Allocation

Curricular Area	Hours	Credits	Suggested number of periods	
Languages	R1	120	4	5
	R2	120	4	7
	R3	120	4	5
Mathematics	150	5	7	
Science	150	5	7	
Social Science	150	5	5	
Vocational Education	150	5	5	
Inter-Disciplinary Areas	120	3	3	
Physical Education & Well-being	60	2	2	
Art Education	60	3	2	
Total	1200	40	48 periods	

Each period will be of 40 minutes duration

(III) Assessment

- i. There will be a semester pattern of examination for grade 9 while grade 10 will have an annual examination pattern
- ii. Assessment will comprise of two components – Internal (20%) & External (80%).
- iii. There will be a separate passing in both the components (Internal & External) for five curricular areas: Languages, Mathematics, Science & Social Science.
- iv. Science subject will have practical along with theory as an external component.
- v. There will be a combined passing in the skill based curricular areas: Inter Disciplinary Areas, Art Education, Physical Education & Well Being and Vocational Education
- vi. Grades in the Curricular Areas Languages, Mathematics, Science & Social Science will be upgraded based on the grades scored in the skill-based subjects Inter Disciplinary Areas, Art Education, Physical Education & Well Being and Vocational Education
- vii. While uploading the marks on the GBSHSE portal, schools will have to upload the marks of all the curricular areas like Languages, Mathematics, Science & Social Science. Whereas, the marks of any two skill-based subjects out of four (Inter Disciplinary Areas, Art

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Education, Physical Education & Well Being and Vocational Education) wherever the marks are more

General Instructions

1. One credit will be equivalent to 30 notional learning hours. It may be noted that the above credits and number of corresponding hours have to be earned by the students and need not necessarily correspond to the classroom workload of the subject teacher
Additional hours for credits required to be completed beyond instructional hours will have to be met through project work, assignment, field visits, bagless days, etc.
2. The languages R1, R2 & R3 opted by the students at grade 9 as per the Circular no. Acad/Circular & Misc/478/2024/1278 dated 31/05/2024 will be allowed to continue the same way in grade 10 during the year 2025-2026.
3. The Medium of Instruction for grade 6 to 12 will be English. However, relaxation will be given to the existing recognized schools having other medium of instruction
4. Bagless days
Every school will have to conduct 10 bagless days for grades 6 to 8 in a year, ideally 5 bagless days in each semester. The detailed guidelines for the implementation of bagless days will be sent to schools by SCERT.
5. Passing Criteria
SCERT will send Model Question Papers, Blue-print, Result Formats and Passing Criteria for the grades 6 to 8 while Goa Board of Secondary & Higher Secondary Education will send Model Question Papers, Blue-print, Result Formats and Passing Criteria for the grades 9 & 10.
6. Additional teachers for increase of workload & teacher training
Additional teacher will be sanctioned by the Directorate of Education on contract/lecture basis wherever required based on the workload.
Teachers will be trained as per the requirement of the NEP-2020 and State Curriculum Framework.
7. The services of the existing Computer teachers may be utilized for teaching Vocational Education for grade 6
8. Instructional Hours & School Timing
All institutions will maintain minimum 5 1/2 instructional hours which shall not include assembly and recess. However, school assembly may be included as a part of remedial teaching.
The school timings may be decided by the schools concerned in consultation with all stake holders.


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9. Workload of individual teacher

As per Rule 20 (1) para 2 of The Goa, Daman and Diu School Education Act and Rules, 1984, 'a teacher shall not ordinarily get more than 21 hours of workload, including non-academic subjects per week and a teacher may be required to devote not more than 200 hours in a year for remedial teaching, supervised studies etc. in addition to the actual weekly teaching workload of 21 hours, as per the program given by the head of the school'.

This Circular supersedes the Circular no. Acad/Circular & Misc/478/2024/1278 dated 31/05/2024.


(Shailesh R. Sinai Zingde)
Director of Education

To,
The Headmaster/Headmistress, Govt. /Govt. Aided/Unaided Secondary Schools under the jurisdiction of the Directorate of Education, Government of Goa.

Copy to:-

1. The O.S.D. to Hon'ble Chief Minister, Mantralaya, Porvorim-Goa.
2. The P.A. to the Secretary (Education), Porvorim-Goa
3. The Director – SCERT, Porvorim – Goa
4. The Chairman, GBSHSE, Porvorim – Goa
5. The SPD, GSS, Porvorim - Goa
6. The Director (Administration), Directorate of Education, Porvorim-Goa.
7. The Dy. Director of North/Central/South Educational Zone, Mapusa/ Panaji/Margao-Goa.
8. The ADEI's of all talukas
9. The Chairman/Manager of all the Secondary schools.
10. P.A. to the Director of Education.
11. The Nodal Officer, IT for uploading on the website.

7/3

File No.: SCERT/Acad/NEP-2020/1222/2024

Sub: A Circular Draft for NEP-2020 Implementation at Grade 6 & 10.

Date: 11.02.2025

NOTE

1. State Government has implemented NEP-2020 at Foundational Stage (BV- 1) in the year 2023-2024. Further, in the year 2024-2025, NEP-2020 was implemented for BV2 and Secondary Stage (Grade 9).
2. The Steering Committee have had series of meetings and done detailed deliberations on implementing NEP-2020 at Grade 3, Grade 6 and Grade 10 and proposed to implement NEP-2020 at Preparatory State (Grade 3), Middle Stage (Grade 6) and Secondary Stage (Grade 10) in the year 2025-2026.
3. The Orientation session of the Heads of the institutions were convened for North & South Goa Separately. The letter of the Orientation program placed along the correspondence side may be seen from /C to /C.
4. At the Orientation sessions of the Heads of the institutions a thorough deliberations were done and the heads were informed that, the Circular with detailed guidelines and instructions about NEP-2020 implementation for grade 6 and grade 10 will be issued.
5. In view of the above it is proposed to issue a detailed circular about NEP-2020 implementation at Grade 6 & Grade 10.
6. The proposed draft of the Circular will have the following component.

For Grade 6

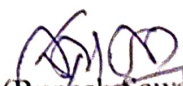
- (I) Curricular Areas
- (II) Subject/Curricular Area wise credits for students
- (III) Assessment Suggested Period allocation

For Grades 9 & 10

- (I) Curricular Areas
- (II) Subject/Curricular Area wise credits for students
- (III) Assessment
- (IV) Suggested Period allocation

General Instructions

7. The draft of the circular placed alongside from 20 /C to 14 /C for the approval of the superiors.
8. Submitted for the approval of the superiors. May like to approve.


(Rupesh Sawant)
NEP-Coordinator

N/S

SECRET
DATE 12/02/25

~~D'SCERT~~ Sec
12/02

~~DE~~ Draft circular content for approval please
[Signature] 12.02.2025

~~Secretary (Education)~~ H. [Signature]
12/2

Office of the Director of Education
Pervodina-Goa.
Outward No. 15412
Date 12/02/25

~~Hon. EM/CM~~ Ramji
12/2/25

~~DE~~ [Signature] 12.02.2025

~~D'SCERT~~ Sec
12/02

~~NEP-coordinator~~

May like to forward the file to DE for issuing the circular.

[Signature]
12/2/2025

~~D'SCERT~~ Sec
12/02

~~DE~~ [Signature] 13.02.2025

~~DDE (Acad)~~ [Signature]
13/02/2025

N/G.

ADE circular has been issued to the schools,
~~DDE~~ can be seen at pages. from 30/c to,
22/c.

Prabh
13/02/2025

~~DE~~ ~~14.02.2025~~

DISCERT su
14/02

Office of Director of Education
Pernem-Goa.
Outward No. 1554
Date 14/2/25



Government of Goa
STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING

Porvorim-Goa 403521

Email:scertgoa@gmail.com

Website: scert.goa.gov.in

Phone: 0832-241 7276

Ref No: SCERT/Acad/SCF-FS/1090/2023/ 1340

Date: 07.07.2023

CIRCULAR

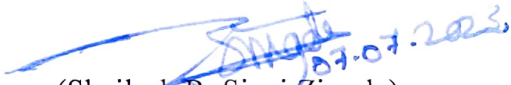
Government of Goa has decided to implement NEP-2020 at the Foundational Stage for FS-I from the Academic Year 2023-2024 in the state.

The following instructions are issued for effective implementation of NEP-2020 under the State Curriculum Framework for Foundational stage with effect from 2023-2024.

1. The NEP-2020/NCF-2022 envisioned curriculum is required to be followed for this stage as given in the Teachers' Guide Book.
2. The teaching-learning process for this stage should be only activity based using play-way methods.

All the heads of the Institutions are enjoined upon to take appropriate action to implement NEP-2020 at Foundational Stage-I for the Academic Year 2023-2024.

This Circular is issued with the approval of the competent authority.


(Shailesh R. Sinai Zingde)
Director of Education

To,

The Heads/In-Charge of the Institutions having Foundational Stage

Copy to:

1. The OSD to the C.M., Mantralay, Porvorim - Goa
2. The PA to the Secretary Education, Secretariat, Porvorim – Goa
3. The State Project Director, Goa Samagra Shiksha, Porvorim – Goa
4. The Chairman, GBSHSE, Porvorim – Goa for information
5. The Dy. Director, North/Central/South Zone, Mapusa/Panaji/Margao, Goa
6. The ADEI of all talukas
7. The Chairman/Manager of all Institutions
8. The BRCC's of all talukas

Minutes of the Meeting held on 3.7.2023 at 3:30 p.m. at SCERT

Meeting of the Committee constituted to develop SCF for Foundational stage was held at SCERT on 3rd July 2023 at 3:30 p.m. to transact following business.

- i. To discuss about the work done by the committee as of the time
- ii. To discuss and decide about the further course of action in regards to the Foundational Stage
- iii. Any other business with the permission of the Chair

Following members of the committee attended the said meeting.

1. S. K. Patnekar
2. Vilas Satarkar
3. Pedro Rodrigues
4. Mrs. Savita R. Tawadkar
5. Mrs. Pournima Kerkar
6. Ms. Lona Da Silva
7. Mrs. Trupti Banawalkar
8. Mrs. Sunit S. Desai
9. Dr. S. S. Ghadi
10. Mr. Anil Samant

Chairman of the Committee, Mr. Anil Samant welcomed the members and started the business of the meeting as per the agenda.

- i. To discuss about the work done by the committee as of the time

Chairman, Mr. Anil Samant informed the members that,

- One day orientation program was organized for Master Trainers, ADEI's, BRCC, BRP/CRP on ECCE Curriculum. The resource person for this workshop was Dr. Madhushree Saoji. He informed the members that, Dr. Saoji is an eminent Educationist, a task force committee member of Maharashtra and also running a School at Auragabad with ECCE Pancha - Kosh based curriculum for last two decades.
- Around 94 Master Trainers were then given 5-day ECCE Curriculum-based training at SCERT by a team of 10 Master Resource Persons headed by Dr. Saoji.
- The Panch Kosh (5-fold developmental) ECCE Curriculum-based 5-day training was provided to all teachers as envisaged in NCF/NEP at block level by these 94 master trainers. He further informed the members that, the said training is also given to all Anganwadi workers.
- Teacher's Guide (book) is given to all these teachers. This book contains a brief summary of NCF and also philosophical aspects of ECCE and guidelines for creating conducive environment at Foundational stage (Level - I).

- ii. To discuss and decide about the further course of action in regards to the Foundational Stage

Anil Samant Sir suggested to develop Part II of the teacher's guide where in graded activities may be given. He informed that, we need to also include local activities and content in that book.

Decided

Mrs. Pournima Kerkar was entrusted the responsibility of giving the local contents about folk arts, dances etc. to be included in the book. Other members also agreed to give details about local festival, occupations, music, folk dances, crops, environmental details to be included in the book.

Members, Mrs. Sunit Desai, Mr. Vilas Satarkar and Ms. Lona Da Silva also agreed to give some contents especially songs to be given to all Schools in the form of Audio CD.

It is also decided to prepare activity book for students and reference book for teachers.

Member, Mrs. Trupti Banawalkar also shared with all other members the monthly planning prepared by her and also requested other to suggest changes in the same if any.

Chairman, Mr. Anil Samant proposed to recommend the authorities to Implement NEP-2020 in the State at Foundational Level – I from the Academic Year 2023-2024.

It was also decided to recommend following things in view of NEP-2020 Implementation:

1. The circulars about Implementation of NEP-2020 at Foundational Stage – I from the Academic Year 2023-2024 be issued to all schools.
2. The training be given to all teachers teaching at the Foundational Stage – I on NEP/ECF based Curriculum.
3. The block level committees be constituted to supervise and support the teachers in the implementation of the curriculum in their schools.
4. Master Trainers be trained and identified in preparation of Teaching aids & Assessment of Students (Using Holistic Progress Card)
5. A refresher's training course on curriculum be organized for all those teachers that require additional support.

The suggestion about Implementation of NEP-2020 at Foundational Stage – I was Seconded by Mr. Vilas Satarkar.

Decision: It was decided to implement NEP-2020 at Foundational Stage – I from the academic year 2023-2024.

iii. Any other business with the permission of the Chair

Nodal Officer for SCF-Foundational stage, Dr. Shambhu Ghadi informed the committee members that, the existing committee was only constituted for one month and was required to complete the task within that period. However, as the task is still not completed it is decided to put a proposal before the competent authority for giving an extension of three month for the committee.

Member, Mr. Vilas Satarkar Suggested that, the evaluation of the teaching-learning process of the schools may be done to ensure that suggested curriculum is followed by all the institutions at Foundational Stage (Level-I).

It is suggested that, local artisans may also be contacted for taking their inputs for developing the local contents.

It is decided to convene next meeting within a month to take a follow-up of the discussion and decisions and also plan further course of action.

As there were no other topics left for discussion, the meeting concluded with the vote of thanks by the Nodal Officer.



(Dr. Shambhu Ghadi)
Director, SCERT

**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
PORVORIM – GOA**

File No.: SCERT/Acad/SCF-FS/1090/2023

Date: 28.06.2023

NOTE

A committee is constituted to develop the State Curriculum Framework for Foundational Stage vide order no. SCERT/Acad/SCF-FS/1090/2023/988 dated 22.05.2023.

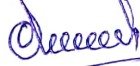
A meeting is to be convened of the said committee to transact following business

1. To discuss about the work done by the committee as of the time
2. To discuss and decide about the further course of action in regard to the Foundational Stage
3. Any Other Business with the permission of the Chair.

The meeting may be tentatively scheduled on Monday, 3rd July 2023 at 3:30 p.m. at SCERT, Porvorim.

For kind approval of the superiors.

SPC 
28.06.2023

D'SCERT 
28/6/23

SPC 
3/7/2023

The meeting of the State Curriculum Framework Committee for Foundational Stage was held on 3.07.2023 as approved above. The minutes of the meeting are placed alongside at 370/C to 368/C for the ready reference of the superiors. The same may be seen.

The Committee for Foundational Stage, has recommended to implement NEP-2020 at Foundational Stage – I from the Academic Year 2023-2024.

In view of the implementation Committee has recommended following things:

1. The circulars about Implementation of NEP-2020 at Foundational Stage – I from the Academic Year 2023-2024 be issued to all schools.
2. The training be given to all teachers teaching at the Foundational Stage – I on NEP/ECF based Curriculum.
3. The block level committees be constituted to supervise and support the teachers in the implementation of the curriculum in their schools.

- 4. Master Trainers be trained and identified in preparation of Teaching aids & Assessment of Students (Using Holistic Progress Card)
- 5. A refresher's training course on curriculum be organized for all those teachers that require additional support.

Submitted for the approval of the Superiors please. If approved the Circular placed alongside may please be signed

~~SPC~~

[Signature]
3.7.2023

~~D'SCERT~~

[Signature]
3/7/23

~~DE~~

For approval please.

[Signature]
03/07/2023

~~Secretary (Education)~~

[Signature]
2/7

~~Hon. C.M.~~

[Signature]

~~DE~~

[Signature]
07.07.2023

D'SCERT

Annexure - II

be the eliciting of information or suggesting action on a matter of public importance.

37. *Form and Contents of Questions.*— No question may be asked which does not satisfy the following conditions namely:

- (1) It must not bring in any name or statement not strictly necessary to make the question intelligible.
- (2) If it contains a statement the member shall make himself responsible for the accuracy of the statement.
- (3) It must not be of excessive length nor contain arguments, inferences, ironical or offensive expressions or defamatory statements.
- (4) It must not ask for an expression of opinion or the solution of a hypothetical proposition.
- (5) It must not refer to the character or conduct of any person nor relate to individual cases except in his official or public capacity or when a matter of principle is involved.
- (6) It shall not repeat (in the same session) in substance questions already answered or to which an answer has been refused.
- (7) It shall not require information set forth in accessible documents or in ordinary works of reference.
- (8) It shall not ask for information on a matter which is under adjudication by a Court of Law having jurisdiction in any part of India.
- (9) It shall not refer to the conduct of any judge or a Court of Law having jurisdiction in any part of India in the exercise of his or its judicial function.
- (10) It shall not make or imply a charge of a personal character.
- (11) It shall not ask for information on trivial, vague or meaningless matters, nor information of too many details.
- (12) It shall not relate to day-to-day administration of local bodies or other semi-autonomous bodies. The Speaker may, however, allow questions which arise from the relation of such bodies with the Government or refer to breaches of law or rules or relate to important matters involving general welfare.