**Multidisciplinary Education**

**National Education Policy 2020**

**Broader choice of Subjects**

**Focus on 21st Century**

While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today’s rapidly changing world.

In addition to proficiency in languages **These skills include**

* Scientific temper and evidence based thinking
* Creativity and innovativeness
* Sense of aesthetics and art
* Oral and written communication
* Health and nutrition
* Physical education, fitness, wellness, and sports
* Collaboration and teamwork
* Problem solving and logical reasoning
* Vocational exposure and skills
* Digital literacy, coding, and computational thinking
* Ethical and moral reasoning
* Knowledge and practice of human and constitutional values
* Gender sensitivity
* Fundamental duties
* Citizenship skills and values
* Knowledge of India
* Environmental awareness including water and resource conservation, sanitation and hygiene
* Current affairs and knowledge of critical issues facing local communities, states, the country, and the world.

**Highlights of the NEP 2020**

**Quality Universities and Colleges A New and Forward-looking Vision for India’s Higher Education System**

* Holistic development of learners
* Reduce curriculum content to enhance essential learning and critical thinking
* Experiential learning
* Empower students through flexibility in course choices
* Multilingualism and the power of language

Curricular Integration of Essential Subjects, Skills, and Capacities

* Reimagining Vocational Education
* Equity and Inclusion in Higher Education
* Motivated, Energized, and Capable Faculty
* Financial support for students
* Internationalization

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**Restructuring school curriculum and pedagogy in a new 5+3+3+4 design**

* The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively.
* The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is,
* 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8),
* Preparatory Stage (Grades 3-5, covering ages 8-11),
* Middle Stage (Grades 6-8, covering ages 11-14),
* Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).





