CURRICULUM, PEDAGOGY AND EVALUATION IN THE CONTEXT OF NCF 2005 & RTE ACT 2009

RATIONALE:

The aim, objectives with respect to the local national, socio-political, and international perspectives have undergone revolutionary changes in the recent years due to the globalized thoughts. The teachers who are facilitating the young minds in their education for suitable 21st century citizenship should have a thorough vision, knowledge, skills and attitudes in and towards their field of action. Therefore, the teachers need to be sensitized for capacity building with reference to the new perspectives and practices in terms of curriculum, pedagogy and evaluation generally towards the global change and national Curriculum Frame Work 2005 and RTE Act 2009 in particular in the national context.

OBJECTIVES:

• To sensitize teachers towards the revolutionary changes taking place in the field of school education in terms of aims, objectives, pedagogy & evaluation.

• To gather an over view of NCF 2005 & RTE 2009 in terms of Curriculum, pedagogy and evaluation.

Sub-Unit 1

Curriculum, Syllabus and Text books

What do you understand by ‘curriculum’? Should a teacher have a thorough knowledge about Curriculum for pedagogical practice and evaluation?

Curriculum:

In formal education, a curriculum (/ˈkɜːrikjʊləm/; plural: curricula /ˈkɜːrɪkjʊla/ or curriculums) is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

Read and reflect on these definitions to have a closer and wider idea about the term ‘Curriculum’

• All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. (John Kerr)

• Outlines the skills, performances, attitudes, and values pupils are expected to learn from schooling. It includes statements of desired pupil outcomes, descriptions of materials, and the planned sequence that will be used to help pupils attain the outcomes.
The total learning experience provided by a school. It includes the content of courses (the syllabus), the methods employed (strategies), and other aspects, like norms and values, which relate to the way the school is organized.

The aggregate of courses of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier. In schools, a curriculum spans several grades.

Curriculum can refer to the entire program provided by a classroom, school, district, state, or country. A classroom is assigned sections of the curriculum as defined by the school. For example, a fourth grade class teaches the part of the school curriculum that has been designed as developmentally appropriate for students who are approximately nine years of age.

Curriculum is a plan of facilitating learning for the child. This plan starts from where the child is, enumerates all the aspects and dimensions of learning that the considered necessary, gives reasons why such and such learning is considered necessary, and what educational aims it would serve. This plan also defines stage specific objectives, what content to teach and how to organize it. It recommends general principles of teaching methods and evaluation and criteria for good teaching learning material.

Justifications of the basis for making curriculum choices are very important. The key to understand the question of curriculum choice is to understand the relationship between the curriculum and the aims of education. Therefore, the curriculum is viewed more as a conceptual structure for decision making rather than details of what is to be done in the classroom.

The structure demands workable principles and criteria in most of the areas such as selection and organization of content ways of interacting with children and classroom organization, type of teaching-learning materials etc. Therefore, the set of foundational assumptions a curriculum framework use needs to be internally consistent and clearly articulated.

Core Curriculum: A curriculum which promotes equality, providing for equal opportunity to all not only in access but also in the condition for success. Besides, awareness of the inherent equality of all will be created through the core curriculum

Common Curriculum: For a vast country like ours, with its diversity of languages, social customs, manners, mores and uneven economic development, the needs and demands of individuals and society will have differential pulls on the school curriculum, varying from one region to the other. For the sake of uniformity of standards and of national identity, therefore, it is necessary to develop a common curriculum within a broad frame work of acceptable principles and values.

Curriculum Framework: A plan that interprets educational aims vis-à-vis both individual and society, to arrive at an understanding of the kinds of learning experiences school must provide to children.

To sum up, Curriculum is, perhaps, best thought of as that set of planned activities which are designed to implement a particular educational aim-set of such aims-in terms of the content of what is to be
taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statements of criteria for selection of content and choices in methods, materials and evaluation.

**Syllabus:** It refers to the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with stage specific objectives. Curriculum, from a wider perspective, is different from a course of study; it provides a basis for a course of study rather than being itself a course of study.

**Textbooks:**

<table>
<thead>
<tr>
<th>Old Perspective:</th>
<th>New Perspective</th>
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<tbody>
<tr>
<td>✓ text dominated classroom practices</td>
<td>✓ Moving from textbook to teaching – learning materials.</td>
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<tr>
<td>✓ Scarcity of learning materials</td>
<td>✓ Greater teacher autonomy</td>
</tr>
<tr>
<td>✓ No suitable learning environment</td>
<td>✓ Use of a package of teaching-learning materials that could be used to engage the child in active learning: concrete concept forming objects</td>
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<tr>
<td>✓ Textbook emerges single solution to all problems</td>
<td>✓ Textbooks remain one of the tools to engage the child in learning.</td>
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<tr>
<td>✓ Teaching the textbook became the whole of education, a standard format, a symbol of authority.</td>
<td>✓ Textbooks should help the child interact with the environment, peer, other people etc., not self-contained unit.</td>
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<tr>
<td></td>
<td>✓ It should function as a guide to construct understanding. Through active engagement with text, ideas, things environment &amp; people rather than transferring knowledge as a ‘finished product’</td>
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<tr>
<td></td>
<td>✓ Teaching – learning materials with the context of the child and situations in the country.</td>
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The curriculum, as discussed above, is more of a conceptual structure for decision making rather than details of what is to be done in the classrooms. This structure requires workable principles and criteria. On the basis of the ‘stage specific objectives’ and ‘principles of content selection and organisation’, a selection of well-connected concepts, information, principles of knowledge construction, validation criteria, skills, values, attitudes etc. could be made and formed into an organized body of knowledge suitable for the particular stage for which it is being planned. Thus syllabus for a particular stage could be generated from a given/accepted curriculum.

**Self-Evaluation:**
1. What do you understand by the term ‘curriculum’?
2. In what way does the knowledge of the curriculum help a teacher?
3. How will you differentiate a curriculum and a syllabus?
4. Identify a topic from a textbook and develop learning materials outside the textbook.
National Curriculum Framework 2005

The Focus Group of NCF 2005 had the observation that the new curriculum framework should

- Facilitate schools and teachers make decisions about choice of content, pedagogy, and teaching - learning material, evaluation, etc. at school ensuring increased ‘autonomy’ of the school.
- Provides help to teacher in becoming reflective practitioner who learns from her own experiences.
- Emphasizes learning with understanding and learning to learn, and helps children develop their own understanding based on their lived experiences.

Values and Ideals to be Promoted through Education

Equality: of status and opportunity
Freedom: of thought, expression, beliefs, faith and worship: as a value in life
Autonomy of Mind: as independence of thinking based on reason
Autonomy of action: freedom to choose, ability and freedom to decide and ability and freedom to act
Care and respect for others: going beyond respecting their freedom and autonomy, concern about well-being and sensitivity to all members of society
Justice: social, economic and political

The Educational practices and pedagogy should help the children imbibe these values and ideals towards the national aim of education. Education should help learners to not only cherish these values for themselves, but also to respect equality, freedom, autonomy etc. of others.

Capabilities of Individual Human Beings that are likely to help in development of values and ideas articulated above.

- **Knowledge base**: There should be a sufficiently broad knowledge base encompassing all crucial areas of socio-political life and all basic ways of investigation and validation of knowledge.
• **Sensitivity for Others:** Sensitivity to others’ well-being and feelings, coupled with knowledge, should form the basis of rational commitment to values. ‘Others’ should include all life forms.

• **Rational & Critical Attitude:** Critical rationality is the only way to autonomy of thought and action.

• **Learning to Learn:** The future needs of the development of knowledge, reason, sensitivity, and skills cannot be determined in advance. Therefore, ability to learn as new needs arise in new situations is necessary to function autonomously in a democratic society.

• **Work and Ability to participate in economic processes:** Choice in life and ability to participate in the democratic processes depend on ability to contribute to the society in its various functions.

• **Aesthetic appreciation/Creation:** Appreciation of beauty and art forms are an integral part of human life.

**CURRICULAR PLAN: PICTORIAL REPRESENTATION**

**CURRICULUM CORE**

- Aims of Education
- Stage specific objectives
- Principles of content selection & organization
- Criteria for good methods
- Criteria for good material
- Principles of evaluation

**CURRICULUM DETAILS**

- Details of syllabus
- Recommended classroom practice
- Text Books and TLM
- Evaluation Scheme

**National Curriculum Framework 2005 & Its Guiding Principles**

- Connecting knowledge to life outside the school
- Ensuring that learning is shifted away from rote methods
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric
- Making examinations more flexible and integrated into classroom life, and
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country
In the present context, curriculum and curricular practices should address to

- The national aim of education
- Retaining all children in school through a programme that affirms the value of each child and enabling all children to experience dignity and the confidence to learn.
- Curriculum design and practice should reflect the commitment to Universal Elementary Education
- Represent cultural diversity and ensure children from different social and economic backgrounds with variations in physical, psychological and intellectual characteristics are able to learn and achieve success in school - inclusiveness
- Development of self-esteem and ethics, and the need to cultivate children’s creativity must receive primacy.
- Aspects of multi-cultural Indian society.
- Children’s natural way of growing up in their environment
- Widely acknowledged curricular principles: known to unknown, concrete to abstract, local to global
- Concept of critical pedagogic practices in all dimensions of school equation.
- Educational empowerment for building peace as a way of life to become managers of conflicts
- Values through education and development of human capabilities

The social context of education

The education system does not function in isolation, but closely integrated to the concerns and needs of the society.

Concerns that curriculum and its practice should take care of

- Hierarchies of caste, economic status
- gender relations- inequalities
- cultural diversity
- uneven economic development
- disparities between different social and economic groups
- religious and ethnic minorities
- urban – rural divide
- educationally deprived communities
- social privilege & social exclusion
- Commercialization of education
- The increasing competitive environment in schools, tremendous stress and anxiety of children

How Aims of Education directs Teaching and Learning

- Educational aim reflects current needs and aspirations of society as well as its lasting values, the immediate concerns of a community & broad human values.
- Helps the teacher connect her present classroom activity to an expected future outcome relating the present concerns.
- Aims provide insight into the means and ways available for teaching, careful study of children and their capability to learn, proper & effective order and sequence.
Learning and Knowledge:

- Child centered pedagogy
- All children are naturally motivated to learn.
- Children make meaning and capacity for abstract thinking, reflection and work
- Children learn in a variety of ways: through experience, doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself, movement or writing—both individually and with others. They require opportunities of all these kinds in the course of their development.
- Learning takes place both within and outside school and we can assure enriched learning if there is proper interaction between the two.
- Art and work provide opportunities for holistic learning—promoting moral and ethical values learnt through direct experience and integrated into life.
- Learning must provide deeper understanding of concepts beyond rote memory.
- Knowledge organization through experience, concepts, investigation procedures, and validation procedures.

Principles of Content Selection and Organization

Selection and Organization of curricular knowledge Based on 4 perspectives

- Aims of education
- Epistemological- nature of knowledge
- Child’s learning and Mental development
- Child’s context

Self –Evaluation: 1. How do you apply the guiding principles of NCF in your classroom?
2. Analyze a topic from any class and find out transitional ways to connect knowledge to life outside the school.
3. How are social context and aims of education important for a teacher?

Teaching –Learning Methods and Classroom Practices: Pedagogy

Have you understood the meaning and implications of the pedagogic approach- ‘constructivism’?
How do you integrate this approach in your classroom?

A number of basic principles have been outlined in order to guide the choice of classroom practices:

- Understanding that children construct their own knowledge
- Importance of Experiences in Learning
- Active Engagement of learners is important for construction of knowledge.
- Variety of situations and multiplicity of methods important for creating diverse experiences
- The socio-economic context and identity of the learner
- An enabling Teacher-Child relationship
- The role of and space for parents and community
Classroom Transaction of the Curriculum: The Constructivist Approach

The methods and approaches to curriculum transactions have undergone revolutionary changes due to the changes in perspectives of teaching and learning at the changing demands of the world. Vygotsky’s concept of ‘Social Constructivism’ has major contribution to this change.

To get more clarity to this new change, let us visit back to our traditional method of teaching.

Characteristics of Traditional Teaching.

Here, knowledge is considered as accumulation of facts, laws and theories. The role of a teacher is to transmit the authoritarian knowledge to the students, who are considered as passive receivers of it. Teaching-learning process emphasizes on memorization of facts, formulae, definitions, equations, derivatives, procedures and theories. Learning achievements of students is evaluated with the help of tests, which, test recall and rote memory. Students’ responses are evaluated as ‘right’ or ‘wrong’ against the correct answer fixed and decided by the examiner. Examinations classify students into different classes or grades. These do not indicate the extent of learning or development of the learner. Grades/marks in the final examination are considered as indicators of pupil’s achievement and learning capabilities. Therefore, teaching is examination oriented and it’s main objectives are to prepare students to pass examination with high marks/grades.

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<tr>
<td>1</td>
<td>Based on Stimulus – Response associations theories</td>
<td>Based on Cognitive theories of learning.</td>
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<tr>
<td>2</td>
<td>Learning is a form of behavioral change</td>
<td>Learning is a process of knowledge construction</td>
</tr>
<tr>
<td>3</td>
<td>Views learning as an event</td>
<td>Views learning as a process</td>
</tr>
<tr>
<td>4</td>
<td>Addresses specific objectives or learning outcomes</td>
<td>Address the process of learning and the development of thinking</td>
</tr>
<tr>
<td>5</td>
<td>Teachers follow rigid lesson plans</td>
<td>Lesson develops on pupils’ responses</td>
</tr>
<tr>
<td>6</td>
<td>Teachers transmit knowledge to students</td>
<td>Students construct their own knowledge, teacher being a facilitator in the process</td>
</tr>
<tr>
<td>7</td>
<td>Teacher follows behavioral modification procedures</td>
<td>Teacher follows procedures for development of thinking</td>
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<tr>
<td>8</td>
<td>Assesses learners achievement by means of standardized tests</td>
<td>Teacher and pupil both assess learning progress with the help of student’s record of work</td>
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<tr>
<td>9</td>
<td>Evaluates students performance as ‘right’ or ‘wrong’</td>
<td>Accepts students’ responses as alternate ways of thinking</td>
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<tr>
<td>10</td>
<td>Stresses mastering of small bits of knowledge</td>
<td>Takes ‘holistic’ view of knowledge</td>
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As NCF 2005 underlines the importance of constructivist (critical) pedagogy as the core approach to curriculum transaction, let us know the revolutionizing concept closely.

Understanding Constructivism

Constructivism is a philosophy founded on the belief that we construct our own understanding of the world by reflecting on our experiences. Each of us generates our own ‘rules’ and ‘mental models’, which we use to make sense of our experiences. Learning is simply the process of adjusting our mental models to accommodate new experiences. The constructivist philosophy is rooted in John Dewey’s
philosophy of Pragmatism. His philosophy is based on the assumption that knowledge and ideas emerge from situations in which learners had to draw them out of experience that had meaning and importance to them. These situations had to occur in a social context such as a classroom where students joined in manipulating materials and thus created a community of learners who built their knowledge together. Dewey emphasized the role of activity in learning.

Among the contemporary constructivists, Piaget and Vygotsky take different epistemological positions. Piaget believed that Learning is strongly influenced by the learner’s developmental stages. His constructivism conceptualizes cognitive tools as logico-mathematical operations that are universal and do not vary across cultures and social contexts. By applying these operations by acting on objects in the environment, children are able to construct knowledge. Children do not directly know the world; they construct knowledge through the process of adaptation. The nature of learning task is crucial for learning to take place (Authentic learning task). Social interaction and language shape the abstract meaning and understanding constructed by individuals.

Vygotsky’s Social Constructivism suggests that meanings are constructed and shared with reference to social and cultural contexts which situate the individual. In classroom, learning involves interaction between learner and teacher and amongst learners. By comparing their understanding with others and by examining their own knowledge against others’ knowledge, students develop new understanding.

Though Piaget and Vygotsky differ with reference to the role of language and social interaction in the process of knowledge construction, they share the following views.

**Constructivist View of Learning**

- Learning is not a passive receptive process but is an active meaning making process required to solve meaningful problems.
- New learning depends on learner’s previous knowledge
- The process of constructing knowledge promotes learning.
- Learning implies reorganization of prior conceptual scheme or cognitive map (mental representations-structuring and re-structuring of ideas)
- Learning is facilitated by social interaction
- Meaningful learning occurs within authentic learning task

**Characteristics of Constructivist Curriculum**

- Considers students’ perspectives
- Teacher negotiates with students as to what knowledge is useful for them
- Curriculum includes knowledge and skills, which are related to student’s prior knowledge and future utility
- Decentralized, diversified, flexible, contextual curriculum
- Enabling teacher-child relationship
- Role and space for parents and community
- Critical pedagogy
Constructivist Teaching and Learning

- Learning implies construction of knowledge
- Views knowledge as a process
- Considers how students learn
- Emphasizes leaning and not teaching
- Encourages learner initiatives and autonomy
- Acknowledges crucial role of experience in learning
- Nurtures learner’s natural curiosity
- Encourages enquiry learning
- Takes learner's mental model into account
- Involves students in real world situations
- Supports co-operative learning
- Emphasizes the context in which learning takes place
- Considers the beliefs and attitudes of learners
- Provides learners the opportunity to construct new knowledge and understanding from authentic experience
- Makes extensive use of cognitive terminology such ‘predict’, ‘create’ etc.
- Emphasizes assessment of performance and understanding
- Encourages questioning and expressing one’s own thoughts and ideas
- A sensitive teacher knows the knowledge in the form of skills cultivated outside school, home etc. and engage children through well-chosen task.
- Variety of situations and multiplicity of methods creating diverse experiences for the construction of knowledge.
- Ensures high degree of interactions with the environment around, nature, things and people through actions and language

Students in Constructivist Classroom
- Asks questions
- Formulates and tests hypothesis
- Draws his own conclusions
- Compares his findings and results with those of others

A CONSTRUCTIVIST TEACHER

Leader of a democratic learning group

Encourages students to analyse, interpret and predict

Accepts students' autonomy & intitiatives

Asks open ended questions

Tailors teaching strategies to students' responses

Uses raw-data, primary sources and interactive materials.
o Demonstrate solutions and procedures
o Elaborates and interprets ideas
o Verifies and validates his own beliefs

Designing learning Experience: Quality of learning task influences its learnability & its value for the learner

<table>
<thead>
<tr>
<th>Traditional classroom</th>
<th>Constructivist classroom</th>
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<tbody>
<tr>
<td>✓ Easy or difficult Tasks: Repetitive &amp; mechanical based on recalling the text</td>
<td>✓ Challenging tasks</td>
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<tr>
<td>✓ Do not permit self-expression &amp; questioning</td>
<td>✓ Allows independent thinking</td>
</tr>
<tr>
<td>✓ Depend solely on teacher for correction</td>
<td>✓ Multiple ways of problem solving</td>
</tr>
<tr>
<td>✓ Child passive, obedient receiver of information created by others</td>
<td>✓ Encourages independence, creativity and self-discipline</td>
</tr>
<tr>
<td>✓ Children not naturally motivated</td>
<td>✓ Discourages rote memory &amp; promote deeper, meaningful understanding &amp; learning.</td>
</tr>
<tr>
<td>✓ No space for learner’s self and critical thinking</td>
<td>✓ Learning tasks designed to seek out knowledge outside textbook and classroom</td>
</tr>
<tr>
<td>✓ Learner accept being controlled and learn to want to control ultimately affects the</td>
<td>✓ Teachers: more capable &amp; confident, autonomously plan teaching in response to the needs</td>
</tr>
<tr>
<td>learner to be self-reflexive and flexible</td>
<td>and demands of children’s learning.</td>
</tr>
<tr>
<td>✓ Child loses self-confidence, self-thinking, self-expression of experiences and resort</td>
<td></td>
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<tr>
<td>to repeated rote memorization to pass exam</td>
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Planning Activities

o Plan a unit of 4-5 sessions to develop understanding and competencies ensuring repeated opportunities to use the competencies in different situations through variety of ways.

o Activities should enable teachers to give individualized attention and help alterations in the task as per individual child’s requirements/interest

o Activities should cater to the special needs of children (inclusiveness)

o Activities should envision the aims, values and ideals of education

o Acidities must be alterable to meet the different needs of children

o Activities should be scientifically planned based on instructional objectives and the evaluation techniques must go in consistence

Assessment in Constructivist Classroom

➢ Assessment is a part of learning process where students play an important role in judging their own progress—assessment for learning.

➢ Assessment tools such as students’ portfolio, projects, self-assessment, peer assessment etc. used.

➢ Assessment is continuous and integrated with the developmental process of learning.

➢ Discourages standardized tests and comparisons based on these.
Constructivist teaching requires a change in the classroom culture. However, teachers practicing competency based teaching in schools would like to know the differences between their existing teaching practices and the shift that NCF2005 suggests. Though both approaches develop terminal capabilities, the difference lies in the teaching – learning process. The constructivist approach emphasizes process of learning whereas competency based approach emphasizes on competencies (terminal outcomes).

**Viewing learning Competencies from Constructivist Perspective**

The Ministry of Human Resource Development, Government of India, set up a Committee in 1990 to specify Minimum Level of Learning (MLLs) to be attained by each child at the end of a particular stage of primary education. The committee chose to state the MLLs in terms of Terminal Competencies. Each competency is further divided into sub-competencies. The report also specified the content inputs required to achieve these competencies and methods evaluating the learning achievements of the learners. It was presumed that implementation of MLLs would lead to the improvement of learning achievement of students while helping achieving the broader goals of access, quality and quality in education.

Now National Curriculum Framework developed by NCERT in 2005 suggests a paradigm shift from ‘transmission of knowledge by the teacher’ to ‘construction of knowledge by the learners.’ It emphasizes that learners should be helped to construct their own knowledge through experience, action and reflection. Do both the approaches contradict each other? Certainly not, ‘terminal capabilities’ will be developed by whichever method the content is taught. At the same time, **Constructivist approach takes us beyond terminal capabilities to understand the process of learning.**

Competencies can be achieved through traditional teaching and also through constructivist teaching. Each kind of teaching produces learning outcomes. In traditional (behaviorist) approach, we consider input and output ignoring the learner, whereas in constructivist approach, we also consider how learner learns. Learner’s construction of knowledge implies reorganization of existing cognitive map (learner’s thinking). The emphasize is on developing thinking skills. Competencies are ‘output’ which can be achieved through both methods. However, learning by traditional (rote memory) method does not develop understanding whereas constructivist approach helps learners to develop their own understanding.

**Classroom Activities Under Constructivist Approach**

Understanding the importance and perspectives of this approach a teacher should analyse the content keenly develop her own organized methods and techniques for classroom transaction: Some of the techniques/activities catering to this approach are

- discussion, debate, problem solving tasks,
- Projects Based Learning (PBL)
- Task Based Learning (TBL)
- Co-operative/collaborative learning activities: Group/pair
- Quizzes, Role plays, simulations, dramatization, extempore, oral presentations, opinion polls
- Collages, analogies,
- Questioning etc.
Knowledge and Understanding

The curriculum needs to provide EXPERIENCES that build the base knowledge through a progressive introduction to the capabilities of thinking rationally to understand the world through various disciplines, foster aesthetic appreciation and sensitivity towards others, to work and participate in the economic process. Children’s knowledge & local knowledge and the School Knowledge & Community knowledge should be integrated in the knowledge construction.

Development of Basic Capabilities:

Children’s basic capabilities: those that form the broad basis for the development of understanding, values and skills.

1. Language & Other forms of expression:
   - Basis for meaning making and sharing with others.
   - Creates possibilities of development of understanding & knowledge
   - Providing the ability to symbolize, codify, remember & record
   - Development of language: synonymous with development of understanding and identity & capability of relating with others

2. Forming and Sustaining Relationship with Social world, Natural world, With oneself
   Emotional richness, sensitivity and values, Giving meaning to life providing emotions content and purpose creating ethics and morality.

3. Capabilities for Work and Action: the coordination of bodily movements with thought and volition, drawing on skill and understanding, and directing one to achieve some purpose or create something. It also involves handling tools and technologies, and the ability to manipulate and organize things and experiences, and to communicate.

Also read Art Education Page 54, Health & Physical Education - Page 56, Work & Education: Page-58, Education for Peace: page-61, Habitat & Learning Page:64 of NCF : 2005

Self-Evaluation

1. How far do you think you are a constructivist teacher? What areas should you improve upon to implement this approach?
2. What are the possibilities of this approach through the units in the text books of different classes?
3. Prepare two activities involving the principles of constructivism (objectives, exploiting previous knowledge, local knowledge construction of knowledge through engagement, exploration, interaction etc)

SYLLABUS BASED ON NCF 2005

The syllabus based on NCF 2005 presents content in the forms of themes, sub-themes and questions. It further suggests activities that may help students in finding answers to the questions. These activities are meant to develop
- Skills of observation
- Experimentation
- data collection and ability to infer, generalize and conceptualize

However, classroom interactions must be flexible to include students’ questions and problems arising out of their immediate environment. Students and teachers using locally available material may also design activities.

**Environmental Studies:** The content has been drawn from the child’s immediate surroundings. The role of the teacher is to engage children in exploratory and hands-on activities to enable them to acquire skills of observation, classification inference etc. Students will be provided learning situations, which enable them to comprehend relationships between the natural, social and cultural environment.

**Mathematics:** Emphasis is on developing logico-mathematical thinking. It suggests building new mathematical concepts on the prior experiences and mathematical concepts that child already has. Learning of definitions will not be stressed. Students will learn mathematical concepts through hands-on experiences, projects etc. Mathematical concepts are presented in an interesting way using cartoon, pictures and stories.

**Languages:** Emphasis on developing communicative competence. Language is a tool for thinking. The new syllabus suggests:

- Focus more on content than grammar: fluency first and accuracy next.
- Children should be encouraged to express their ideas and interact with peers
- Teacher’s first effort – to develop two-way communication with the child.
- Language teaching must be related to child’s culture and context
- Adopt approaches having processes of collecting data, classifying it, drawing similarities and differences

Thus, language must play a significant role in developing child’s cognitive abilities. Language learning should develop child’s imagination and creativity. Teachers would be required to select appropriate learning materials and situations for the students.

*The Syllabus based on NCF 2005 emphasizes process of learning while taking into consideration, child’s way of learning and thinking.*

**Self-Evaluation:**
1. How far is language an important tool for learning and understanding?
2. Why do you think the process of learning is equally or more important than the outcome?
3. How does process of learning contribute to holistic personality?
Assessment and Evaluation:

What principles and parameters are you following in the classroom assessment and evaluation?

Evaluation in education is always associated with objectives and implementation. By itself it is a process that determines the course of action and recommends changes for the betterment of the individual, society, nation and mankind. If we view education as preparation for meaningful life, then the process of evaluation presently being followed is limited in that it measure and assesses a very limited range of faculties of mind, is highly inadequate and lacks in giving a true picture of an individual’s abilities or progress towards the aims of education.

Revamping the examination system is an important step of any meaningful educational change. In addition, making a model of continuous comprehensive evaluation effective necessarily calls for collective understanding among all concerned - child, teacher, parent institutions of higher education and employer about what is being evaluated.

Therefore, the new evaluation system should

- Strive for excellence in all aspects of the learning, especially in the writing of materials, correction of work, monitoring student progress, and responding to enquiries by the learners.
- Providing opportunity for revision and improvement of performance should consistently be available without exams and evaluation being used as threat study. Deduction of marks cannot be an alternative to motivating learners.
- Evaluated learning experience itself along with its outcomes. Learners are happy to comment on the totality of their experience, and this information can be used to modify the learning system as whole. The learner must be able to assess her learning experiences, individually and as a part of a group.

A good evaluation system and examination system can become an integral part of the learning process and benefits both the learners themselves and the educational system by giving credible feedback. It makes teaching and learning meaningful and joyous for children.

Education is concerned with preparing citizens for a meaningful and productive life, and evaluation should be a way of providing credible feedback on the extent to which we have been successful in imparting such education. Teacher preparedness with the techniques of assessment and parameters of evaluations with various tools is very essential to serve the purpose.

Formative and Summative Assessment

The purpose of assessment:

- To improve the teaching-learning materials
- To enable to review the objectives identified for different school ages as per the capabilities of learner
- Routine activities and exercises should be employed effectively to assess learning.
Any meaningful report on the quality and extent of a child’s learning needs to be continuous and comprehensive. Learning activities themselves provide the basis for ongoing observational and qualitative assessment of children. Problems regarding conceptual development cannot and do not wait for formal tests in order to be detected and therefore the assessment integrated teaching learning process with flexible planning to accommodate the learners needs be taken care of. Qualitative assessment in the co-scholastic areas. Compromising with the co-scholastic areas to accommodate academic subjects undermines the curricular objectives as these areas have deep educational significance and potential. The assessment of these areas should be on developmental aspects. Participation, interest, level of involvement and the extent to which abilities have been honed are some markers to help teachers understand child’s learning. Child’s self-report is can also be incorporated in these areas of assessment. Assessments and examinations must be credible and based on valid ways of gauging learning. Questions set for assessment need to go beyond what is given in the book. Open ended and challenging questions should be part of assessment. Assessment should lead to descriptive and constructive, individualized feed-back.

Assessment at Different Stages

<table>
<thead>
<tr>
<th>Classes I &amp; II</th>
<th>Classes III- VIII</th>
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<tr>
<td>Purely qualitative judgments of children’s activities in various domains and an assessment status of their health and physical development, based on observations through everyday interactions. Not any form of test: oral or written</td>
<td>Variety of methods&lt;br&gt;Oral, written tests, observations&lt;br&gt;Child must be aware of being assessed, only as a part of teaching process.&lt;br&gt;Grades/marks along with qualitative judgments of achievement and areas requiring attention essential&lt;br&gt;Self—evaluation as a part of assessment in Class V onwards&lt;br&gt;Criteria based short tests recommended.&lt;br&gt;Term-wise examination from Class VII&lt;br&gt;Progress report should indicate general observations on the over all progress of the learner.</td>
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Self-Evaluation:

1. How will you differentiate assessment and evaluation?
2. What are the things to be taken care of while selecting an assessment tool and conducting assessment?
3. What do you learn by the terms ‘assessment for learning’ and ‘assessment of learning’?
How is the knowledge of ‘Right To Education Act’ helpful in the transaction of curriculum, pedagogy and evaluation in your classroom?

Article : 45 : “The state shall endeavor to provide, thin a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years.”

86th Constitutional Amendment included Article 21A: Right to Education as a fundamental right was included in the constitution, putting it on par with the Right to Life stated in Article 21.

Article 21 A states:
“The state shall provide free and compulsory education to all children of the age of 6-14 years as the state may, by law determine.”

The right to Free and Compulsory Education Act (RTE) was drafted and passed in Parliament on 27th August 2010 (notified on February 16, 2010) and came into effect from 1st April 2010.

Main Features:
1. Free and compulsory education for all children in age group of 6-14 in a neighborhood school
2. Compulsory Elementary Education
3. Age appropriate education
4. Quality norms for all schools
5. Qualifications for teachers
6. Curriculum in line with constitution
7. Evaluation system to be based on principle of Continuous and Comprehensive evaluation
8. Role of Panchayati Raj institutions
9. Participation f Civil Society
10. Reservation in Private Schools

1. Free and compulsory education for all children in age group of 6-14 in a neighborhood school:
   What does ‘free’ mean?: According to the Act, no financial constraints can ‘prevent’ a child from enrolling, attending and completing elementary education. In other words, if a child lives in a remote area, providing free transportation (or residential facility or some other facility) will be part of the child’s entitlement to education: if a child is disabled and needs crutches to walk to school, then crutches to walk to school then crutches or some other facility that enables him to go to school will be part of his entitlement under the Act.

   What is Elementary Education?: 8 years of education corresponding to classes 1-8. This in most cases includes children between 6-14 years, but in states that start at 5 years and go up to Class 7, RTE would still extend it to Class 8.

   What is Neighborhood Schools?: The neighborhood has been given a wide definition in the Model Rules of the Act. Ordinarily it is 1 kilometer walking distance from the habitation of a child at the primary level and 3 kilometers for upper primary level. However, in areas with sparse populations or...
those prone to natural disasters or with difficult terrain or civil unrest, this limitation may be changed and transportation or residential facilities provided to children so that their education is not interrupted or disrupted.

2. **Compulsory Elementary Education:** The word compulsory has implications for the government alone. In other words while it is the DUTY of the parent to send their children to school (Article 15k), it is the OBLIGATION of the government to ensure not just enrolment but attendance and completion of elementary education. This implies:

   a. Must identify all children that are out of school or dropped out.
   b. Make sure that they are enrolled in school
   c. Make sure they attend school on a regular basis
   d. Make sure they complete the elementary cycle of education
   e. If parents are reluctant to send their children it is the responsibility of the government to find a way convincing the parents, without use of force/ violence /pressure to send their children to School.

3. **Age Appropriate Education:**
   a. This means that children will be enrolled in the class that corresponds to their age. In other words, if a 10 year old has not been to school or dropped out earlier, she will be enrolled in Class V.
   b. To enable the 10 year to cope in Class V, “Special Training” will be provided on the premises to bring the child up to the age appropriate level.

4. **Quality norms for ALL schools:** *The Act lays out some basic norms for all schools (Government and private)*
   - Pupil–teacher ratio (cannot exceed 1:30)
   - Minimum days of school functioning in a year (200 -primary & -250 -upper primary res)
   - Minimum hours of instruction in school(4 & 5 hours a day for Primary & Upper Primary)
   - Minimum working hours for teachers(45 hours per week)
   - Separate subject teachers and head teachers
   - One room for every teacher
   - Separate and functional toilets, clean and adequate drinking water
   - Playground, boundary wall, library, kitchen.

5. **Qualifications for teachers:**
   - Para teachers banned
   - All teachers must subscribe to minimum qualifications and training norms laid out by Academic authority within 5 years.
   - Teacher education and Teacher training institutes to be upgraded to enable fulfillment of quality and qualification norms for teachers.

6. **Curriculum in line with Constitution:**
   - Curriculum, syllabus and books must conform to Constitutional values. It implies that communal and harmful agendas cannot be part of the materials used and taught in ANY school of the country.
   - Syllabus and Books must also take into account age and learning levels of children.

7. **Evaluation system to be based on principle of Continuous and Comprehensive Evaluation.**
   - No failure till completion of elementary cycle.
   - Evaluation to be done throughout the year and not be based on an annual exam.
Teachers to maintain Pupil Cumulative Record (PCR) for every child.
Evaluation to be on “comprehensive” performance of child, reflecting all facets, talents of the child and not be based on just a few subject areas. The PCR to include music, theatre, leadership skills, social skills etc. as well.

8. Role of Panchayati Raj Institutions:

- The PRIs have been given a wide range of functions related to the implementation of the provisions of the RTE, such as identification of out of school children; neighborhood-wise school mapping; maintenance of child records (child tracking), public display of information; education of children from migrant families; participation in School Management Committees (SMCs)

- PRT have also been made responsible for grievance redressal in matters related to violations of the rights of the child under RTE

9. Participation of Civil Society

- School Management Committees consisting largely of parents (75%) and of PRIs officials and civil society partners have been given a wide range of functions under the Act, including the preparation of the School Development Plan.
- Teachers have been made accountable to the SMCs.

10. Reservation in Private Schools

- All private schools are required to admit in their incoming class 25% children from weaker sections and socially disadvantaged groups from their neighborhood.
- Limits of definition to be extended if 25% seats are not being filled within the standard limits of neighborhood.
- Private schools to be reimbursed for these children by the government at the rate of per learner costs of government schools in the state.

11. Separation of Implementation and Monitoring Agency

  a. Implementation responsibilities lie with the education departments in conjunction with the PRIs.
  b. Monitoring role has been given to the National Commission for the Protection of Child Rights (NCPCR) and the corresponding State Commissions.
  c. This separation is very important and a first in the history of such legislations and allows for independent monitoring of the implementation of the Act.
  d. NCPCR/SCPCR have quasi-judicial powers and can function as a civil court. Complaints and grievances can be addressed to them as well.

Self-Evaluation:
1. How will you integrate your knowledge of Right to Education Act in your curricular and Pedagogical practices?
2. What reflective learning as a teacher did you have after going through the Act?

Bibliography: 1. NCF 2005
                 2. NCF 2005 Position paper on Curriculum, Syllabus and Textbooks