

# **NATIONAL CURRICULUM FRAMEWORK**

## **A Discussion Paper**

*Prepared by*  
State Institute of Education  
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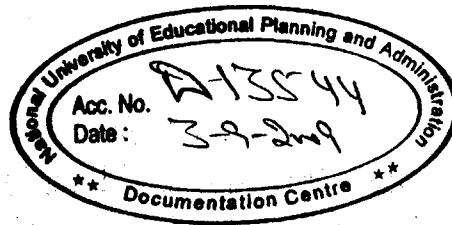
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# NATIONAL CURRICULAM FRAMEWORK

2005

## DISCUSSION PAPER ON ISSUES, CONCERNS AND SUGGESTIONS IN CONTEXT OF THE STATE OF SIKKIM

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## FOREWORD

*Much has happened in education in the state of Sikkim since 1975. Framing of state school curriculum has become one of the areas of concerns, which is being dealt by the experts of State Institute Of Education.*

The launching of the national curriculum framework 2005 (draft) in June 2005 has broadened the horizon of thinking of the people concerned with the area. The framework 2005 fulfills the necessity to review the national curriculum framework 2000 for school education in the light of LEARNING WITHOUT BURDEN (1993)

The National Steering Committee having 35 members was set up by NCERT under the chairmanship of Prof. Yashpal. This committee includes scholars, NGOs, Teachers, and Principals who have revised the National Curriculum Framework 2000 and prepared a fresh draft document, which is before us. The document talks about various aspects of education, which states have to go through and discuss at various levels for effective implementation through the process of adoption or adaptation as per the state's needs.

The broad areas of concerns are –

1. Areas of curricular concerns where seven curricular areas have been discussed.
2. Areas of systemic reforms where ten vital areas have been highlighted.
3. National concerns where four major areas have been given importance.

All these areas have been classified as given in the content.

In receipt of the revised draft NCF 2005, SIE initiated a brainstorming task of going through the documents and bringing out a position paper highlighting relevant state specific issues. The task was started from 18<sup>th</sup> of June 2005 and within nine days of hard work, nine experts from different disciplines along with three staff (computer typist), SIE has prepared a draft. This draft document will be placed before the principals, parents, teachers, students and the community to invite their views and suggestions. Their suggestions and comments will be incorporated to reshape the draft and will be submitted to the government for further action.



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# **AREAS OF CURRICULAR CONCERN**



# **Teaching of Science**



## National Curriculum Framework 2005

### Teaching of Science

Criteria for an ideal Science curriculum is Good Science Education is true to the child, true to life and true to Science. This simple observation leads to the following basic criteria of validity of a science curriculum..

- 1) Cognitive validity.
- 2) Content validity
- 3) Process validity
- 4) Historical validity
- 5) Environmental validity
- 6) Ethical validity

**Problem and outlook:** as per complex scenario of science education in India there are three issues.

- (i) Science education is still far from achieving the goal of equity enshrined in our constitution.
- (ii) Science education even at its best develops competence and does not encourage creativity and inventiveness.
- (iii) The overpowering examination system. The national focus group have focused on three issues.
  - (a) We must use science curriculum as an instrument of social change to reduce the gap related to economic class, gender, caste, religion and region.
  - (b) For any qualitative change from the present situation science education must undergo a paradigm shift. Rote learning should be discouraged. Inquiry skills should be supported and strengthened.

We strongly recommend Science and Technology fair at district and state level to implement this paradigm shift.

- (c) Declaring examination reform as a National mission.

These reform need teacher empowerment. No reform however well motivated and well-planned can succeed unless a majority of teachers feel empowered to put it in practice.

Research in Science comes from the need to improve the practice of science education. Research in Science education shows learning follows from doing experiments. In India

there has been considerable work on developing simple low cost experiments for use in the schools. For experiment based Science learning to be effective, there must be space and time for teachers and students to plan, discuss ideas etc.

Learning Science in a second language adds a considerable burden particularly at the primary school level. This problem can be solved if there is less theory, the content area is minimized. It can be supplemented with more illustrations.

The gap perceived between recommendation of various commissions and committee and actual practice, motivated several individuals and voluntary groups to take up innovative programmes on Science teaching in schools.

The programme aimed at addressing three main problems -

- (i) The sheer weight of concepts and facts taught.
- (ii) The mismatch between the cognitive development of the child and the concepts taught.
- (iii) The unbalance in teaching methods used in the classroom. There is too much emphasis on drill and rote learning and too little emphasis on observation, design, analysis, and argumentation and process skills in general.

## **Teaching of Science**

### **I Aims of Science education and organisation of curriculum -**

The aims of Science Education

To enable the learner to know: The facts and Principles of Science and its application.

1. To acquire the skills.
2. To develop a historical and developmental perspectives of Science.
3. To relate the environment, local as well as global.
4. To acquire the theoretical knowledge and practical technical skills to enter the world of work.
5. Nurture the natural curiosity, creativity and aesthetic sense in Science & technology.
6. Imbibe the values of honesty, integrity cooperation, concern for life & environment.
7. Cultivate scientific temper.

While considering the Science curriculum it must be borne in mind that majority of the students learning Science up to X are not going to be professional scientists or technologists in their later carrier but. they need to become science literate. Therefore-

curriculum up to class X should be oriented more towards developing science awareness among the learner. Up to class X science should be learnt as a composite subject and not as a separate discipline. At the higher stage different disciplines of science become important and need to be learnt in department.

Primary Science education has to be a joyful learning for the children, with ample opportunities for exploration of the environment. The main objective is to arouse the curiosity about the world. The curriculum should provide opportunities to deal with the concrete and real world of the children. Environmental studies with the ideas and concepts of science and social science should be a continuous concern for environment and inculcation of values can be promoted through various activities. Concepts of health and hygiene and social interactions can be taught by examples rather than recitations from a textbook. For class I and II the teaching and learning should be unstructured whereas for III to V it may be more structured. Throughout the primary stage there should be no formal periodic tests, no grades, no pass or fail criterion therefore no detention.

In upper primary stage i.e. class VI and VIII there is a gradation from Environmental studies to elements of Science and Social science. Concepts to be taught from activity, every day experience and experiments. Apart from this an important pedagogic practice at this stage is to involve the students in meaningful investigations with the help of the teachers, pair groups and other sources.

There should be continuous periodic assessment at upper primary stage. Assessment can be internal board examination, no grade no detention. Every child who attends 8 years of school should be eligible to enter class IX. Tests should have both written and experimental component. Beside regular teaching classes, some time can be provided to the students for interaction, where they can share and seek information, discuss and clarify their doubts with the teachers if possible counsellors too.

At the secondary stage the students should be engaged in learning science as a composite discipline. Experimentations, often involving quantitative measurement, as a tool to discover/verify theoretical principles should be an important part of the curriculum at this stage. Technical modules should be more advanced than at the earlier stage. Textbook should be subject to internal assessment only. Curricular load needs to be reduced to make room for additional elements and other co-curricular and extra-curricular activities.

At the higher Secondary stage the curriculum is recommended to be disciplinary in its approach.

It strongly emphasises on experiment, technology and investigative projects. It should be ensured that the students have a basic understanding of the subjects. The experiments and technical modules should be subject to continuous internal assessment for final class XII examination. The paper for XII internal examination

should have some experiment/technology based test items. Inclusion of syllabi of both class XI and XII for assessment for awarding the Higher Secondary certificate could be considered, taking into view the perceived redundancy of class XI syllabus. We should also see the possibility of semester system and allowing the students to write board papers at any two examinations in a year. It would reduce examination related stress among students.

One of the important concern with regard to Science Education is infrastructure. Every school must have minimum basic facilities. Apart from this science education require some additional infrastructure. Primary school must have an activity room, which may have charts, modules, pictures, and other essential things needed for teaching science. At upper primary stage the activity room should be furnished enable the child to do simple experiment. Facilities need to be substantially more advanced for the secondary and senior secondary with good laboratory facilities, well stocked library containing also carrier information materials. Internet and multimedia facilities should be provided at least for the teachers.

Within the broad guide lines of curriculum framework the syllabi and the text books, must allow space for conceptualising and aviation at the local level for all stages of school education.

Activity based teaching is to be implemented. Most schools cannot afford well-equipped science labs, however it is possible to design low cost activities and experiments using easily available materials. However we need to develop textbook approaches, teaching styles and assessment procedures to ensure that meaningful learning does follow from activity.

While developing science curriculum mere information is to be reduced and should provide greater exposure to what it means to practice science. Content dominated curriculum should be avoided. Steep gradient as already existing between secondary, and senior secondary stage is also to be avoided. The practice of rote learning is a major problem today. Textbooks should help, counter this tendency by raising meaningful questions and by emphasizing applications and problem solving. States should be encouraged to develop multiple versions of their textbooks reflecting different local contents.

Educational technology is regarded as an important means for education in India. ICT has created new opportunities and challenges in the field of education. Given the growing reach of technology it is imperative that the efforts are initiated to utilize ICT at the schools level to prepare children to face the challenges of the society that is fast transforming into information driven society.

Certain reforms are needed in examination system. The activities / experiments within the textbook would continue to be assessed internally for the classes X & XII. That leaves only the theoretical paper of X & XII for the internal Board



Examination. Theoretical paper itself should have some carefully designed problems as well as experiments and technology based questions. One time Board examination can be handled with the help of new technology viz on line testing available at different times of the year. Students may write examination in different subjects at different times. This could greatly reduce examination related stress.

National Focus Group recommends that a comprehensive National Testing Service be launched. Testing service is to be confined only to the higher secondary stage. It properly implemented could have a number of beneficial effect. It reduces examination related stress, and the multiplicity of in hand and competitive examination after '10+2' stage.

One of the objectives of science education is to develop inventiveness and .creativity with competence. This can be promoted if the importance is given to co-curricular and extra curricular component. Creative learning could be encouraged by providing students an environment where in they can undertake science projects / develop innovative models/ exhibits etc. they can have science clubs and can organise various activities. School can be encouraged to participate at local/ state/ national level activities.

After many years of schooling most of the students come out of school as science illiterate. This is due to groups of students who are placed in a disadvantageous position. They include girls, children from rural areas, tribal, socio economic under privileged children and with learning difficulties. Science learning should be used as an instrument of social change. However it is possible in the design of the curriculum to build close connections with the local environment and to also involve the adults in the society in the child's learning.

## **Recommendations**

Some of the Key recommendations of the report which are either new or have received greater emphasis are summarized.

1. At the primary stage the child should be engaged in exploring the world around and harmonizing with it. For this the school children can be taken out for nature walk, field trip which will help them to gain the first hand experience later on helps to acquire the basic cognitive skill i.e. observation, classification inference etc.

2. At secondary stage systematic experimentation are to be used as a tool to discover/ verify theoretical principles and working on locally significant projects for scientific and Technological literacy (STL) are to be included as important part of the curriculum at this stage.

3. Implementation of co-curricular and extra curricular components through projects, exhibitions, children's science congress etc. should be encouraged. A large

scale “Science And Technology Fair” at the national level should be organised for school students with the objective of searching and nurturing creativity and inventiveness. Activities can be upgraded through co-ordination of state and central agencies, NGOs etc. Maximum participation can be ensured in these activities. Experiments, technological modules and other parts of co-curricular components should be incorporated into the textbooks, which should be subjected to internal assessment.

4. Text books should be made a primary instructional for universalization of good science education. Since it is the only accessible and affordable resources of education for most of the school going children of our country. Sincerity of curricular choices and alternative approaches to textbook writing should be encouraged. Within the broad guidelines of national curricular framework.

Textbook writing procedures should be improved by ensuring greater participation of teachers in actual writing of the books and their field-testing.

5. It is imperative to restructure the policies and practices in teacher empowerment programmes. Undertake a vigorous recruitment of high quality teacher educators who must have actual experience in school teaching. Undertake orientation of Government educational officials and sensitise them to the need for academic autonomy of teachers without sacrificing academic accountability. Provide qualified and trained teachers at all stages; discontinue the scheme of para/ contract teachers. We recommend that all in-service programmes for science teachers should be need based. Distance learning options for teacher empowerment should be put in place. Most of the in-service programmes should be organised during the breaks.

Science teachers could come together and form their own forum to discuss academic matters. The CRCs and BRCs can nucleate this process. Teachers should not be given extraneous non academic responsibilities to teachers at the cost of their teaching duties.

### **In context to Sikkim**

1. A new book for lower primary stage has been introduced from 2005 session In the teaching of Science and Social Studies in classes I & I.I
2. There is the system of conducting unit tests and term end exams in lower primary and upper primary stage. They are detained or promoted according to their performance in term end examination.
3. Sikkim Edition Science text books have been conceptualised and introduced in upper primary stage i.e. class VI to VIII from 2004.
4. In our State the new session for school begins in February and ends in December. Therefore it is impossible to complete the syllabus of Class XI as they get hardly six months to study.

5. Infrastructure facilities are not same in all the schools even at the secondary and the senior secondary level.

**Taking into account our State Sikkim we would like to suggest some points regarding curriculum framing.**

1. Education satellite EDUSAT for secondary and senior schools should be provided. It helps them to share the knowledge from allover the world
2. Supply of science equipments and kits to be done in a judicious manner.
3. At least one school at the complex level should be enriched with all the necessary resources of all kinds, to enable it to act as a model school.
4. We have total 132 Secondary and Senior Secondary School (report Sept. 2004). All these schools should be enriched with the facilities for teaching science according to the secondary and senior secondary with or without science stream.
5. During the time of purchase of Science equipments a competent committee can be formed, in order to monitor the standard and the quality of the laboratory materials.
6. Infrastructure facilities should be given more importance.



# **Teaching of Mathematics**



# **National Focus Group on Teaching of Mathematics**

## **Goals of Mathematics Education:**

The main goal of Mathematics Education in School is the Mathematization of the child's thinking. Clarity of thought and pursuing assumptions to logical Conclusions are central to the mathematics enterprise. There are many ways of Thinking and the kind of thinking are learned in Mathematics is an ability to handle abstraction s and an approach of problem solving .

Universalisation of schooling as important implication for Mathematics Curriculum. Mathematics being a compulsory subject of study, access to a

Quality mathematics education is every child's right. We want mathematics education that is affordable to every child and the same time, enjoyable .An important consequence of such requirements is the school mathematics must be activity oriented. With many children exiting the system after class VIII, mathematics education at the elementary stage should help children prepare for the challenges they case further in life. In NFG vision, school mathematics takes place in a situation where-

1. Children learn to enjoy mathematics
2. Children learn important mathematics
3. Mathematics is a part of children's life experience which they talk about .
4. Children pose and solve meaningful problems.
5. Children used abstractions to perceive relationship and structure.
6. Children understand the basic structure of Mathematics and
7. Teachers expect to engage every child in class.

In line with the recommendation of the National policy of education, 1986 when the NCERT published its "curriculum for the ten years school" it remarked that the event of automation and cybernetics in this century marks the beginning of the new scientific industrial revolution and makes it all the more imperative to devote special attention to the study of mathematics. It stressed on an investigatory approach in the teaching of mathematics.

The National policy on education 1986 went further:

Mathematics should be visualized as the vehicle to train a child to think, reason, analyse and to articulate logically. Apart from being a specific subject, it should be treated as concomitant to any subject involving analysis and reasoning.

## **PROBLEMS IN THE TEACHING AND LEARNING OF MATHEMATICS**

Mathematics Education in our school is beset with problems. NFG identify the following core areas of concern –

1. A sense of fear and failure regarding mathematics among majority of children.
2. A curriculum that disappoints both a talented minority as well as non-participating majority at the same time.
3. Crude methods of assessment that encourage perception of mathematics as a mechanical computation.
4. Lack of teacher preparation and support in teaching of mathematics.

Systemic problems for the aggravate the situation, in the sense that structures of social discrimination get reflected in mathematics education as well. Specially worth mentioning in this regard is the gender dimension, leading to a stereotype that boys are better at mathematics than girls.

## **THE RECOMMENDATIONS**

The analysis of these problems leads National Focus Group to recommend

1. Shifting the focus of mathematics education from achieving “narrow goals to higher goals”. The shift that will need from narrow goals to higher goals, is the best summarised as a shift in focus from mathematical content to mathematical learning environment. The content areas of mathematics address in our schools do offer a solid foundation and cover essential ground. In mathematics learning environment a whole range of processes take precedence formal problem solving, use of heuristics estimation and approximation, optimisation, use of pattern, visualization, representation reasoning and proof, making connections, mathematical communication. Giving importance to these process also help in removing fear of mathematics from children’s mind.
2. Engaging every student with the sense of success, while in the same time offering conceptual challenges to the emerging mathematician: In school mathematics, certainly emphasis does not need to be attached to factual knowledge, procedural fluency and conceptual understanding. New knowledge is to be constructed form experience and prior knowledge using conceptual elements. The emphasis on exploratory problem solving, activities and processes referred to above constitute learning environments that invite participation engage children and offer a sense of success. Transforming our class rooms in this manner, and designing mathematics curricula that enable such a transformation is to be accorded the highest priority.
3. Changing modes of assessment to examine students mathematization abilities



rather than procedural knowledge : In terms of assessment the focal group recommend that Board Examinations be restructured, so that the minimum eligibility for a state certificate be numeracy ,reducing the instance of failure in mathematics. On the other hand, at the higher end the focus group recommend that examination be more challenging, evaluating conceptual understanding and competence .

4. Enriching teachers with a variety of mathematical resources: The systemic changes that the focus group have advocated requires substantial investment of time, energy and support on the part of teacher. A great deal needs to be done towards preparation of teachers for mathematics education . A large treasury of resource material , which teachers can access freely as well as contribute to is badly needed. Networking of school teachers among themselves as well as with university teachers will help and their pedagogic competence will be strengthened immensely.

Curricular choices: Acknowledging the existence of choices in curriculum is an important step in the institutionalisation of education. The focus group recommends moving away from the current structure of tall and spindly education that is shifting the focus from content to learning environment .The vision of excellent mathematical education is based on the twin premises that all students can learn mathematics and that all students need to learn mathematics. It is therefore imperative that we offer mathematics education of the very highest quality to all children.

### **PRIMARY STAGE:**

Any curriculum for primary mathematics must incorporate the progression from the concrete to the abstract and subsequently a need to appreciate the importance of abstraction in mathematics. In the lowest classes, especially, it is important that activities with concrete objects from the first step in the classroom to enable the child to understand the connections between the logical functioning of their everyday lives to that of mathematical thinking. Mathematical game, puzzles and stories involving number are useful to enable children to make their connections and to build upon their everyday understandings. They promote processes of anticipation planning and strategy.

### **UPPER PRIMARY STAGE:**

Mathematics at this stage can address many problems from everyday life and offer tools for addressing them, need of transition from arithmetic to algebra, at once both challenging and rewarding, is based in this light;

1. Ensuring numeracy in all children is an important aspect of universalization of elementary education.
2. Moving from number sense to number patterns seeing relationship between numbers and looking for patterns in the relationship bring useful life skills to children.

The use of arithmetic and algebra in solving real problems of importance to daily life can be emphasised. However, engaging children's interest and offering a sense of success in solving such problems is essential.

An informal introduction of geometry is possible using a range of activities like paper folding and dissecting and exploring ideas of symmetry and transformation.

Visual learning fosters understanding, organisation and imagination. A student when given visual scope to learning remembers pictures, should make full use of available technology.

### **SECONDARY STAGE:**

It is at this stage that mathematics comes to the students as an academic discipline. In a sense of elementary stage, mathematics education is guided more by the logic of children's psychology of learning rather than the logic of mathematics. But at the secondary stage, the students begin to perceive the structure of mathematics. For this the notions of argumentation and proof become central to curriculum now.

At the secondary stage, a special emphasis on examination and exploration may be worthwhile. Mathematics laboratories are recent phenomenon. Activities in practical mathematics help students immensely in visualisation.

### **HIGHER SECONDARY STAGE:**

Principally, the higher secondary stage is the launching pad from which the student is guided towards career choices, whether they imply university education or otherwise. By this time, the student's interests and aptitude have been largely determined and mathematics education in these two years can help in sharpening her abilities.

### **IN THE CONTEXT OF SIKKIM:**

Mathematics is the most difficult area in education curriculum. There is a popular wrong concept that our students cannot do mathematics. Sikkim students are therefore victims of mathematics phobia. On the other hand our students are equally good, skilled which reveals from their painting, composition of songs, poems, cultural and craft work.

The basic problem is with primary education in mathematics. Most of the teachers teaching mathematics are not efficient and well versed with the subject as the one of basic objective of teaching mathematics at the primary stage is building of mind. Because of inefficiency of teachers and wrong methodology of teaching mathematics, instead of building mind of the child is being damaged. This is what creates disinterest among the students against mathematics.

## **RECOMMENDATIONS:**

1. There is a need of proper teachers teaching mathematics at primary class. Like the language teachers every primary school can be provided separate mathematics teachers (with mathematics in class XII)
2. Learning environment for learning of mathematics can be created.
3. The teaching and learning of mathematics must be child centered. The role of teacher is transformed from teacher to guide, facilitator and counselors making the child less dependent on the teacher and learns more by doing himself.
4. To make the pupil independent learner the practice of tuition must be reduced. The habit of taking tuitions make the pupil more dependent on the teachers contradicting the child centered education.
5. Every school should have well equipped mathematics laboratory/ mathematics workshop.
6. Passing of mathematics should be made compulsory at class VIII level.
7. In mathematics hundred percent learning is required to attend minimum level of learning (MLL) Therefore for MLL the competency of teachers should be enhanced through time-to-time orientation and training programmes.
8. To create interest in mathematics, some of the activities like quiz, Olympiad in mathematics, exhibition of mathematical model etc should be made an annual feature of mathematics/school curriculum.

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# **Teaching of Indian Languages**



# **National Curriculum Framework Review 2005 Teaching of Indian Languages**

Human beings are born with an innate of language faculty. Children are best example of this. Normal children become linguistically proficient in not just one but often several languages by the time they are three years old. This language proficiency develops in them at a great speed depending on their exposure to the different languages.

The language that each individual uses i.e. the registers one uses to negotiate depends on the social relationship. The education planners and language policy makers, unfortunately, sometimes fail to realize and tap the innate potential of the child. In a country like India most children arrive in schools with multilingual competence but begin to drop out of the school system, one reason being that the language of the school fails to relate to the languages of their homes and neighborhood.

Most children even leave school because they lack language proficiency in reading comprehension and writing skills even in their own native language. The reasons for these dropouts can be various but those that pertains to language problems are:

- Lack of understanding about nature and structure of language.
- Methods adopted in language teaching
- Failure on the part of education planners to appreciate the role of language across the curriculum in contributing towards the learning of language.
- Overlooking the fact that a variety of biases-caste, race and gender get encoded in language
- Inability to realize the fact that language unlike other subjects is skill oriented and does not merely consist of poems, essay and stories.
- Inability to use the language at home and neighbourhood due to certain language policies.

Therefore it is extremely necessary to make provision for education in the mother tongue of the children and train teachers to maximize the utilization of the multilingual situations in the classroom.

## **1. Nature of Language.**

Most of the teachers, teacher trainers, textbook writers, curriculum designers and educational planners regard language merely as a means of communication. We should now begin to adopt a holistic perspective on language by examining its multidimensionality, giving importance to its structural, literary, sociological, cultural psychological and aesthetic aspects. Therefore language should not merely be looked at as a set of rules.

### **Language Faculty:**

The national focus group is of the opinion that before children are three years old they not only acquire linguistic but also communicative competence, and it is possible to engage in a meaningful conversation with a 3 yr. old on any subject that falls within her cognitive domain.

Language learning therefore can be developed (i) given adequate exposure (Children acquire new language with ease) and (ii) Practice with the focus in teaching being on meaning rather than on grammar.

## **2. Language As a Rule Governed System**

The structure of language consists of grammar which is highly abstract consisting of several subsystems.

- Sounds associated with rhythm, intonation patterns and pitch contours.
- Sounds segmented into consonant sounds and vowel sounds and different rules pertaining to the sounds.
- India is a country, which engages in a complexity of language, which goes unattended to. The NFG hopes to establish institutions that would undertake a scientific enquiry into this and find out its pedagogical implications to teach these languages in the schools.

## **3. Speech & Writing:**

The focus group has brought out a sharp distinction between the written and the spoken form of the language. Written language is consciously monitored & formal and can return to it whenever one desires but spoken language is transient and changes more rapidly than the written language. The group has also clearly stated that there is no intrinsic relationship between language and script like between English language and the Roman script or between Sanskrit or Hindi language and the Devnagri script i.e. all languages with minor modification can be written in one script just as any single language can be written in all the scripts of the world. It is necessary for teachers to be aware of this phenomenon so that they can change their attitude to errors and begin to develop innovative teaching methods.



#### **4. Language Literature & Aesthetics:**

Other than communicative functions, language has many other fictional elements – Poetry, Poems, Drama which enriches the aesthetic life, which ultimately improves the Linguistic abilities like reading and writing skills. Appreciation of the aesthetic aspects of language would give rise to creativity and fluency than just merely correctness of the language i.e. Accuracy

A language education policy should not ignore the fictional elements (should try and include fictions of various languages in the curriculum).

#### **5. Language and Society:**

Languages are acquired in specific socio-cultural and political contexts. Language cannot exist and develop outside society. Development of language is ultimately stimulated by our cultural heritage and the needs of social development. Human beings cannot do without language, language keep changing constantly and the behavior of human begins change accordingly.

#### **6. Language, attitude and motivation :**

Attitude and motivation of learners play an important role in all language learning. Some eminent educationists believe that a learner's motivation for learning a language specially (2<sup>nd</sup> lang.) will depend in his attitude and willingness. Motivation is of two types :- Motivational orientation which is said to be integrated if a second languages is learnt to b enter into an active interaction with the target language speakers

2) Instrumental motivation: if the target language is learnt to get a job.

Altitude & motivation are not just two factors that influence language learning. Other important factors include control over the pattern of language use, exposure, use of the language in the family, school and community.

#### **7. Language and identity:**

One's language is one's identity and much more than this it unfolds one to the unfathomed depth of multiple possibilities.

#### **8. Language and Power:**

Some language become more prestigious than others and becomes associated with socio-political power. The language with power acquires power in society and become the standard language i.e. All the grammars, dictionaries and various reference materials will invariably address this standard language.

#### **9. Language and Gender:**

In this regard the NFG have strongly felt and realized the need that text book writers and teachers begin to appreciate that the passive and deferential roles generally assigned to women are socio-culturally constructed and need to be destroyed as quickly as possible.

## **10. Language, Culture and thought:**

Language depicts our culture and structures our thought processes. It takes us into unexplored territories of knowledge and imagination.

## **11. Education-Language and Responsible Citizens**

This purpose of education is to ensure that all pupils acquire the knowledge, skills and values necessary for the exercise of responsible citizenship. Therefore if the future language textbooks, teacher trainings and class room transaction could be conceptualized into the multidimensional linguistic space languages will go a long way not only in making them educated but also responsible citizens.

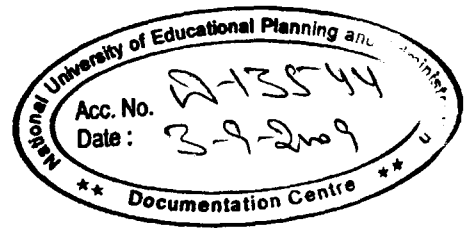
### **II. Language Learning:**

Opinions have varied regarding the learning of a language. For the behaviorists such as Pavlov and Skinner, language learning was simply a matter of stimulus-response association through pattern practice, mimicry and memorization. For the cognitivists language learning was much more to this with interaction with environment, the bound in language talents could be brought out from an individual.

Regarding the theories of language learning they are varied

## **1.OBJECTIVES OF LANGUAGE TEACHING IN THE SCHOOL CURRICULUM**

- \* To equip learners with the ability to become literate and read and write with understanding.
- \* To sustain and enhance the degree of bilingualism and metalinguistic awareness that children have.
- \* To develop the skills of language learning
  - Listening – Competence to understand what he/she hears
  - Speaking – Communicative skills.
  - Reading – Ability to read with understanding and comprehension and not merely decode.
  - Writing – Ability to write coherently
- \* To help learners to have control over different registers.
- \* To have a scientific study of language i.e. Collecting data, observing, classifying, which helps to develop child's cognitive abilities.
- \* To develop creativity in learners.
- \* To make students sensitive towards surroundings, people and the nation.



## 2. SUGGESTIONS GIVEN BY NFG:

- Provide anxiety free situation.
- Create a need for positive attitude and strong motivation.
- Look at errors as a process of learning
- Provide maximum input (atmosphere)
- Teach language in rich context.

## 3 THE CONSTITUTIONAL PROVISIONS AND THE THREE LANGUAGE FORMULA.

### i. CONSTITUTIONAL PROVISIONS

- According to Article 343..... Official language in Union shall be Hindi in Devnagiri Script.
- Use of English for all official purposes for a period of 15 years.
- With a fear of domination of Hindi & Aryanization, English was given the status of the Associate official language in 1965.
- English to be the language of the High Court, Supreme Court and Acts of Parliament.
- Citizens to make representations in any language in the state.
- Adequate facilities for instructions in the mother tongue at the primary stage.
- Implement the three languages formula at the secondary stage. This does aim at limiting language acquisition but aims at expanding horizon of knowledge and emotional integration of the country.

The three languages formula includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the non-Hindi speaking states.

### ii. MERITS AND DEMERITS OF THE THREE LANGUAGE FORMULA

#### Merits:

- Creates space for the study of proximate languages, classical language (Sanskrit which is also the modern Indian language).
- Makes space for the study of the mother tongue, hence mother tongue is the best medium of child's education.

- Primary education should be bilingual gradually to build up in multilingualism. The first task of the school is to relate the home language to the school language.

### **iii. CONSENSUS ARRIVED AT BY THE NFG**

- Mother tongue to be the medium of instruction at the primary level.
- English. to be taught as compulsory subject
- Hindi to be taught as compulsory or elective subject
- Classical & foreign language to find place in the school curriculum.

### **iv. MOTHER TONGUE AS THE MEDIUM OF INSTRUCTION**

- \* it enables people to participate in national construction.
- \* it frees knowledge from the pressure of limited elites.
- \* It builds interactive & interdependent societies.
- \* It provides greater opportunity for the advice and consent of greater number of groups and thus is a better defence of democracy.
- It gives greater access to a greater number of people to education and personal development.
- \* It will facilitate richer classroom transaction greater participation of learners and yield better learning outcomes.

A positive attitude towards mother tongue education must be ensured from all corners so that learners do not hesitate to opt for the medium they are comfortable with.

#### **Demerits:**

In the case of Sikkim English is the medium of instruction and the mother tongue/ local language is the second language.

### **III. OTHER LANGUAGES ISSUES IN THE SCHOOL CURRICULUM.**

- Locate language education programmes in a multilingual perspective.
- Bilingual should be maintained throughout school education, with special reference to Urdu, which shares the same syntax and greater part of their (Speech sounds) phonology, morphology and lexicon to that of Sanskrit but should be recognized as separate status. A monitoring of the state of Urdu to be done. The NFG have opined that Urdu should be included at the primary level as the medium of instruction in all government and government aided schools, schools affiliated to the recognized boards of education for those who declare Urdu as their mother tongue.

#### IV MINOR,MINORITY& TRIBAL LANGUAGES

- Major language of the country can only flourish in the company of & not at the cost of minor languages. The development of one language helps in the development of other languages.
- Hence the focus group envisions a time when all the languages will have their own orthography (spelling) grammar and dictionaries and included in the curriculum.
- **Classical Language:** Sanskrit, textbooks writers are to write not only classical Sanskrit and language for rituals but to be used also in conversational living Sanskrit, something learners can use in their own life.

#### V. TEACHING OTHER LANGUAGES

Whether or not to the language as medium should be declared from the linguistic variety it has.

Trend should be to move from the known to the unknown rather than from ancient & modern.

#### VI. MULTILINGUALISM AND SCHOLASTIC ACHIEVEMENT

Multilingualism is constitutive of the Indian identity. India is a multilingual country. Our education system should have a curriculum which caters to sustain multilingualism rather than suppress it. It democracy is to survive to give voice to the language of every child rather than a strict implementation of the 3 Language Formula. The Heart of language planning should be the survival and maintenance of multilingualism in the country. Bilingualism results in scholastic achievement because bilingualism paves way for control over several different languages and gives scope for more creativity and socially more tolerant. Bilingual children excel in divergent thinking. There is a need to promote bilingualism as well as multilingualism in the school curriculum.

#### VII METHIODES IN LANGUAGE TEACHING

- Traditional Grammar Method
- Translation method
- Direct Method
- Audio lingual approach
- Communicative approach
- Computer aided Language Teaching
- Community Language Teaching
- Silent Way
- Suggestopedia
- Total Physical Response ————— targeted at specific needs.

Whatever the methods be the appropriate method would be that

1. Which considers the learner. The language teaching methods needs to explore the cognitive potential and the interest of the learners.
2. Positive attitude of the teachers towards the learners irrespective of caste colour and creed.
3. Input (exposure) should be rich, interesting and challenging . Peer group learning should be encouraged. Modern technology needs to be adopted
4. Multilingualism as a resource provides scope for better learning environment in the classroom .
5. Issues of gender and environment :  
Language teaching methods should make learner aware of gender and environment issues.
6. Assessment: Teaching learning process needs to be assessed without raising the anxiety level of the learners , disrupting the learning process.

## **VIII Types of Materials**

Materials include

1. Print
2. Cassettes
3. C. Ds
4. Internet

Textbooks:

- (i) Textbooks should be based on learner's needs. However it is not always possible to cater to the diverse needs of all the users. It imposes uniformity of syllabus and it removes initiatives and power from teachers.
- (ii) Text should be inviting and challenging but unfortunately it ends up being boring and unimaginative sometimes.
- (iii) Text for Pre Primary and Primary should be written with great senility and care
- (iv) Textbooks should be contextually rich and provide suitable challenges to the creative of the learners
- (v) Textbooks should have variety
- (vi) Illustrations, layout and design should be effective
- (vii) Content and illustration should match
- (viii) language should be within the understanding limit of the student

Textbooks are the major source of knowledge for ordinary children, therefore, provisions should be made for feedback mechanism which will help us to improve the books .

## **IX DISCRETE LANGUAGE TEACHING VERSUS COMMUNICATIVE . LANGUAGE TEACHING**

Most textbooks are written to develop the communicative skills i.e. listening, reading, reading and writing skills— but the teaching techniques, most of the time , do not really cater to this . Some are of the opinion that communicative methods of teaching emphasis the oral skills thereby neglecting the writing skills.

The nature of material should be authentic rather than contrived. i.e. texts used in everyday life . The theme and topic should cater to real life situations.

## **X EVALUATION OF MATERIALS**

- (i) No materials fit for all times and for everyone. A set of criteria needs to be identified before any material is evaluated. The Focus Group has instruments for use in conducting Pre-use , Whilst-use and Post-use evaluation. Guidelines should be given continuously for producing new materials. Provisions to provide linguistic map of India should be made.
- (ii) Material writers: Teachers and teacher trainers who are in touch with needs and aspirations of the learners should be actual material writers . College and university language teachers, linguists and innovative NGOs should collaborate with these teachers for variety in material
- (iii) Textbooks should aim to develop integrated skills and should provide space for different themes , varieties of language , with proper modern technologies for effective classroom transactions

## **XI TEACHER**

A Teacher must be

1. Professionally trained
2. Socially sensitive

These require carefully planned ways in a qualitative teacher training programmes .

### ***WHAT IS THE LANGUAGE TEACHER'S ROLE IN THE CLASSROOM ?***

The language teacher's role in the classroom is from the language class through the curriculum to building up social relationships. Besides this the language adopts the role of a facilitator, supervisor, advisor, councilor, guide , manager etc etc.

## **XII Teacher Training:**

The group is of the opinion that the teacher training programmes in our country are in a dismal state. The B.Ed. programme hardly equips the teacher to meet the complex challenge of a modern classroom.

Teachers face language problems, especially in tribal schools.

As part of the training course special analysis in the case of classrooms should be given to case studies of children.

Hence there is a need for:

- Intensive innovative training.
- Teacher as a researcher: Teacher needs to be trained to be sensitive observers at all linguistic levels such as those of sounds, words, sentences and discourse. With this background teachers will be able to produce more effective and challenging syllabi, textbooks and teaching aids.

### **XIIa- Assessment:**

Assessment is an integral part of teaching learning process.

Assessment for language should not merely be exam oriented, but it should be ability to use the language and to develop the skills. Several tests can be conducted for improvement in the teaching methods and materials.

1. Aptitude Tests: to find out learner's aptitude for 2<sup>nd</sup> language learning
2. Criterion – reframed Tests: Measures well-defined and fairly specific objectives.

C.R.T. is of two categories – diagnostics and achievement tests.

3. Norm Referenced Tests: Tests global language abilities e.g. Placement and proficiency tests

### **XII-b Developing a Test: 3 stages**

- Design
- Operation
- Administration.

### **XII-c Test Task:**

Different test items :

Multiple choice, Short answer types, one word answer types etc.



## **Recommendations of the Focus Group;**

1. Primary education through mother tongue.
2. Where qualified teachers and adequate infrastructural facilities are available, English may be introduced from primary level but for the first couple of years .It should largely focus on oral-aural skills, simple lexical items, or some day-to-day conversation.
3. Every possible effort should be made to bind bridges between the language of home, peer group and neighborhood languages and school.
4. Mother tongues/regional languages should continue to be taught at all levels.
5. Sustain a high degree of bilingualism throughout school education.
6. Curriculum designers, textbook writers and teacher trainers should build network across different subjects and languages. i.e. focus on “languages across the curriculum.
7. Sanskrit to be taught as Modern Indian language from Class VI.
8. Produce interesting and challenging textbook covering wide range of themes, registers etc.

Besides the above there are many other recommendations which the NFG has highlighted in the presentation.

## **RECOMMENDATION FOR THE STATE OF SIKKIM**

1. Provide occasions for use of several languages in the class.
2. Highlight the fact that mother tongue to be the medium of instruction at primary level, which would be ideal.
3. Second language should also be treated at par with English as they are our mother tongue. Students should be equally competent in L<sup>1</sup> and L<sup>2</sup>. But right now L<sup>2</sup> is neglected.
4. Provide guidelines for preparation of textbooks.
5. Textbooks of all languages whether they be L<sup>1</sup> or L<sup>2</sup> should be of the same standard in the Sikkim context.



# **Teaching of English**



## **Teaching of English**

English is an obligatory part of the school curriculum, but the fact it is a compulsory subject for all students does not pose a problem as most pupils are highly motivated and parental attitudes are positive and supportive. In fact, learning English is a part of personal agenda for most people as it enables them to move around with confidence.

### **(I) Global language in a multilingual copy**

#### **Why English?**

The National Focus Group has emphasized English as the symbol of quality education and that it has maximum participation and importance in National and International life. It is presumed that by 2010 there shall be a considerable increase in English language. Learning covering 1/3 of the worlds population. The demand of English in our schools have virtually increased with the perception of opening up of new vistas of opportunities.

#### **English in our Schools**

##### **The level of introduction of English**

It is seen that English is taught and demanded right from the initial stage of schooling, while policy documents recommend relatively a late introduction in schools that is from class IV, V and even VI onwards. As a result lots of private English medium schools have started mushrooming. The system other way round has now become a political issue to keep to the people's aspiration for introducing English from the early classes. Eyebrows have been raised for the possible in effects of (giving importance to) introducing English at the very beginning, for fear of losing the importance of one's own language.

Secondly, whether we are prepared for delivering the goods while addressing the popular needs.

##### **The variety and range of English Teaching in India**

The teaching and learning of English is somehow limited only to be successful in and examination. On the other hand, the English teaching situation can be characterised in terms of the proficiency of English language teachers and the students' exposure outside the school.

## **English Language Teaching (In India)**

The historical dimension on ELT in India based on structural approach culminated into a major shift from the involvement of grammatical competence in the language to communicative competence. The communicative approach is considered more successful where teachers and learners have confidence.

### **II. Goal for a language curriculum**

The National Focus Group have opined that current insight from Linguistic, Psychology and associated disciplines have provided basis for rejuvenating the circular practices. English does not stand alone along with other Indian Language.

The English language needs to find its own place in the Indian concept regional medium schools and English schools in relation to other subjects. The aim of English teaching is the creation of multilingual who can enrich all our languages:

This has been an abiding national vision. The multilingual perspective also addresses concerns of language and culture, and the pedagogical principle of moving from the known to the unknown.

#### **1. Language acquisition inside and outside classroom**

It has been question many a time whether English classroom replicate universal success in acquisition of basic language proficiency outside the classroom “A common cognitive academic linguistic proficiency” and “cognitive academic linguistic “ has been the basis for spoken language proficiency This is a goal language education and education though language. A child therefore first learns the cognitive linguistics and therefore the academic skills, which can be applied, to be developed in the child’s own language as well. The common observation is that the transfer of such proficiency from cognitive to academic skills takes place relatively in the case of English language. The idea is that within the zero to eight yeas of education granted to every child, it should possible to ensure the basic English language proficiency within the first four years. This would include the basic skills of reading and writing.

## **THE SHAPE OF A CURRICULUM: RESOURCES AND PROCEDURES**

### **2 Input rich environment:**

It has been acclaimed that input rich communicational environment are a prerequisite for language learning. Languages are learned by comprehending communicative messages either through listening and reading. But the focus of literary

development both on skills and meaning. The role of meaningful language exposure is acknowledged by all cognitive theories of language and language learning. The question is how the learner can receive meaningful language input appropriate to his or her age. Given the variety and range of English learning situations in India there are scores of success stories whereby learners of English language proficiency are enriched in various approaches e.g. interactive radio instructions and the Task based communicational approach.

### **III English at the initial level**

The aim at English learning at the initial is to build familiarity with the language in a meaningful situation so that the child builds up a working knowledge of a language

- The emphasis should shift from mastery learning of the limited input to regular exposure to a variety of meaningful language inputs.
- There would be need for pre literacy curriculum whereby the classroom must not insist only of production at the expense of exposure and understanding of the language through the mother tongue, gestures or single word answers.

Suggestions therefore be made as follows

One route to early modified production in the classroom through "Pseudo production" on comprehended inputs viz. the learning of rhymes, poems, of language routines and formulae for classroom management, greeting requests, drama, simple plays or skits etc.

### **COMPLEMENTING AND SUPPLEMENTING TEACHER INPUTS**

The dismal picture of preparedness of English of Class I is due to limited proficiency of the teachers themselves. However, various measures have been suggested to complement and to develop teacher competencies through inputs such

- \* Interactive radio instructions
- Story reading
- Reading big books (large sized high interest books with texts and illustrations)
- Reading cards (developed by CIEFL) and the provision of class libraries
- Taking books (cassettes and books)

The above approaches and methods need not be exclusive but may be mutually supportive within a broad cognitive philosophy.

### **IV Using existing cognitive and linguistic resources.**

The recommendation for bridging barriers between languages and between content

subject and languages has to be supported by using the existing cognitive and linguistic resources. There is a need to communicate, which brings into play not just targeted language resources but all the other resources. The learners have at their disposal. Such conjecture, gesture, knowledge of convention, numeracy and the mother tongue. -

## **V Beginning literacy**

A holistic or top down approach (through story reading) that promotes visual recognition of whole words or chunks of language must be complemented by bottom up approach to letter sound mapping and print decoding. Pre literacy ORAL ACTIVITIES can develop a child ability to relate spoken and written language through rhymes.

- A print rich environment – Pre literacy can be undertaken in a print rich environment. It is suggested that the classroom display signs, charts, notices, that organizes its work for recognition iconically. The teacher can draw attention to environmental print through the above ways. Dictation is also now seen as a whole language activity that requires the child to decode and hold in the mind the chunks of text that must be reformulated for writing.

## **VI. Systems for support and delivery of comprehensible input**

The delivery system for comprehensible input to the child inside and outside the classroom should be identified. The school can serve as a community resource center for children after school hours. The system actually requires emphasis on “REMEDIATION” to support the disadvantaged learners where home background is not sufficiently supportive.

## **ENGLISH AT LATER LEVELS: HIGHER ORDERS SKILLS**

### **1. Vocabulary, Reading and literature:**

The foundation for the vocational development and writing at later levels is through reading extensively where comprehensive and interest, as we all know vocation continues to be learnt throughout one’s lifetime. The use of language to develop the imagination is a major aim of later language study. If the language is adequately taught in the early years the learner can naturally build up the higher order skills independently in the classroom, as also from the traditional approach to an enriched approach

### **2. Language and critical thinking:**

#### **Reference skills, Grammar and Rhetoric**

Pupils should be encourage for study skills such as note making, Note taking spoken written communication skills, public speaking, interviewing and debating. Exposure may



be attempted to well known speeches and the structure of arguments may be analyzed Grammar can be introduced after basic linguistic competency is acquired as also for accuracy .It is necessary to make use of learners Dictionary

## **MULTI-LINGUALISM IN THE ENGLISH CLASS OR SCHOOL**

### **The Regional language context**

The mother tongue should not dominate as a surreptitious intruder in English classes. The mother tongue should not be an interloper, but the use of two languages in the classroom may be done to provide comprehensible input so as to provide background information only. However, there is a need to address teacher's mindset on what level of language mixing as legitimate. This does not mean to dilute the English curriculum but to integrate ground realities in needs with choices for delivery system for English.

### **The English Medium context**

The integration of academic language activity into everyday life must be given due importance. A need for interaction between English and other Indian language has become awfully necessary.

Although News paper and magazines now available that run parallel language editions, parallel language T.V channels, and availability of professionals functioning more than one language, its necessary that these resources be allowed to enter the class room at the primary and the secondary levels too.

## **TEXTBOOKS**

It is observed that the curricular freedom cannot exist in the presence of a single prescribed text . Language should be considered as a "dynamic text " i.e. to say that exposure should be to new occurrences of comparable language sample every day rather through a single text., This will prepare the child for comprehension passages, with a balance in the use of predictable a unpredictable text. Considering the information st5ructure of text books that requires guides, it is suggested to provide more (creative textbooks to the learners. Although creative literature in India is available in a wide range for children, this still has to find way to entire our classrooms.

## **TEACHER PREPARATION – TEACHER TRAI ING 7 DEVELOPMENT.**

The teacher Education needs to be ongoing and on site as well as preparatory. The success of any classroom activities or innovation stem from the teacher's resource in language. There is need for reflective teachers with deep understanding of language

multi-lingual classroom. The current Pre-service and in-service curriculum must be restructured directly keeping in mind the teacher education programme on understanding of the child's psychology and the knowledge about the process and the language and literacy acquisition.

## **EVALUATION :-**

Language evaluation must be reoriented to measurement of language proficiency and need not be limited to achievement with respect to particular syllabi .

### **1. On going to continuous evolution**

The ongoing evaluation should be covering both progress of teachers and learners Duly recognizing " the occurrence of language" The mental growth as imperceptible as physical growth. It appears that the current methods with the language process in not clear. Therefore, continuous evaluation has to be facilitate and guide teaching by determined the learner's current stage of development or attainment in order to identify the zone of proximal development such as speaking and reading.

### **2 SUMMATIVE EVALUATION**

Summative evaluation again to be based on "PROFICEINCY " rather than "ACHIEVEMENT" . The focus should be on the context of:

- Reading age-appropriate materials
- Listening to and understand age-appropriate materials
- Conversing on age-appropriate topic
- Writing on age-appropriate topics
- Control over respective vocabulary
- Control over expressive vocabulary

It is suggested to involve a " National Bench Mark " for language proficiency .

It should

1. allow individual schools or students to get a sense of where we stand – their strength and weakness, and how to progress
2. Balance freedom of learning (curriculum time frame ) with standardization of assessment .
3. De-link failure in English at Class X provide an alternative route for English certification outside the regular school curriculum

## TWO SUPPLEMENTARY NOTES

### 1. The critical period of sensitive window

#### Hypothesis

There are various studies conducted on the subject “ sensitive Window Hypothesis” on the International front Little Indian Resource is available in this regard . At any rate beginning English late as class V would fall under “ Reneberg Hypothesis Windows” where the need for activation biological given physical or mental structures within a time framework is stressed . The issue is not so much the age at which English is begun but the exposure and facilities made available for learning this language . There may be something to experience from the successful teaching of foreign language in India viz. French German etc. or the below mentioned Indian Practical experience such as –

- Daughters –in-laws learning their in-laws language
- Regional medium schools products who to achieve native like proficiency in English as academic and intellectuals
- All India Services personnel and their families control of multilingualism needs to be chronicled, carefully evaluated and critically examined .

### 2 WHICH ENGLISH ?

**SPOKEN ENGLISH** Spoken English as it is learned in the Indian context centers mostly around the pronunciation and regionalism. It was some characteristics of PAN Indian such as Long vowels instead of Diphthong and retro-flex consonants instead of alveolar ones . While one must understand the strength of English vocabulary lies in its richness of source. But the same time we should not think the Indian English is of inferior variety, nor is the Indian English teacher’s English inferior as long as the basic grammatical competence in the language is ensured. We should agree on the fact that there is a great demand of teachers educators from India in the global market which give us greater confidence about our linguistic abilities in English

A National curriculum envisages Comparability of inputs of all kinds of learners.

### RESEARCH PROJECT

There are few suggestion for curricular innovation and their implementation for Second Language acquisition which may be re-conceptualized in the following manner ;

- I Language across the curriculum—the language of social science and science textbooks (including verbal mathematics ) the pattern of questioning and the context of language .

## II language inputs and language growth :

- A holistic perspectives
- Language in spoken form
- Language in written form
- Status ion English at the primary level
- A bank of activities and text materials (labels)

## III Method and Materials to promote multilingualism

## IV Curricular choice for Special Groups ( socially marginalized , learning disables )

## V Outcomes of teacher training

## VI RECOMMENDATIONS

### **The NFG have made the following recommendations**

#### **1. Outcomes of teacher training**

#### **2. Teachers**

- All teachers who teach should basic proficiency in English.
- All teachers should have the skills to teach English in ways appropriate to their situation and levels, based on knowledge of how languages are learnt.

These two recommendations have implication for the content of pre-service and in-service teacher education programmes.

#### **3. Curriculum**

- A variety of materials should be available to provide an input –rich curriculum, which focuses on meaning.
- Multilingualism should be the aim in English medium as well as regional medium schools. Similarly language across curriculum perspective should be adopted. This has implications for textbook design and choice of appropriate methods (class libraries and media support).

#### **4. Evaluation**

- Evaluation to be made an éabling factor for learning rather than an impediment. Ongoing assessment should document a learners progress through the portfolio mode. Language evaluation need not be tied to “achievement” with respect to particular syllabi, but must be reoriented to measurement of language proficiency.
- National benchmarks for language proficiency should be involved as preliminary to the preparation of a set of English language text.

## **SUGGESTIONS:-**

- \* Teachers should be encouraged and motivated to improve their level of language proficiency so as to be able to properly impart the required proficiency amongst the students.
- “INPUT-RICH CURRICULUM” should be exposure-enriched. Provision of proper libraries in the schools and inculcating reading habits amongst the student should be the primary concern.
- Scientific Evaluation System of language proficiency should be adopted for proper assessment of a child’s achievement.
- All languages taught in the schools should adopt uniform and scientific methodology.
- Texts should be prepared in coordination and in consonance with all the mandatory languages. So that one language is not considered less important than the other.

## **IN THE CONTEXT OF SIKKIM**

- In Sikkim the SIE and DIET have been vested with the responsibility of imparting training to develop proficiency of (pre-service and in-service teachers) in English.
- With regards to “ INPUT - RICH CURRICULUM” the department has limited prescribed text for the required exposure. Adequate library facilities and media support do not exist at appropriate level.
- “On - Going Assessment” in evaluation of English papers is not practiced in our schools. It cannot be either established that the language proficiency of a child is properly evaluated in terms of achievement of a child.



# **Teaching of Social Sciences**





## **National Focus Group on Teaching of Social Sciences**

Social Sciences draw their content from various disciplines like History, Political Science, Economics, Sociology, and Philosophy etc. The selection of components from these sources and their organization in to a meaningful curriculum for social sciences is a challenging task.

In 1975, NCERT prepared a curriculum in social sciences for the ten years schooling and prepared three separate text books in History, Geography and Civics for each class from Classes VI to X. In 1988 curriculum framework introduced a fourth book economics in this list for secondary stage. In 2000 the National Curriculum framework for school education discussed the need for the social science curriculum to be comprehensive but not loaded with irrelevant information. In addition, it emphasized the need to integrate the topics of Social Science taken from all the disciplines at social sciences in a balanced manner so that same topic could track history, geography, civics, economics and sociology.

Accordingly one textbook of social science for each class was prepared which was suitably graded from simple to complex and immediate to remote. The National Focus Group on social sciences felt that still much is to be done to make the syllabus of social science joyful and meaningful while liberating it from unnecessary information and there by reducing curricular load. The Group also felt that there are different perceptions among people about the subject. One such perception is that the subject does not help a person to get employment. As a result of this a low self esteem governs the classroom transaction process. Another perception is that social sciences are the domains of dull student while Natural Sciences are for bright. Third Perception about the disciplines is that it transmit information which is text book centered and requires memorization for examination purpose, otherwise its content has no connection with daily realities.

It is in the light of these perceptions, the focus group felt that above perception need to be addressed and removed suitable for a balance society.

### **ISSUES to be addressed:**

#### **1. Reducing content load in social sciences –**

The committee recommended that information provided in social sciences should be minimized by retaining only that information which has social relationship, experiences should be provided to develop analytical ability among learners instead of rote memory.

## **2. Keeping Local context to Signify plurality:**

It is important that all groups and all regions of India are suitably represented in the textbooks. But this is impossible as long as we have centralized nature of textbooks production. Therefore it is imperative that local community is empowered to bring in their own realities to the teaching of social studies using local resources and activity based methods.

## **3. Scientific Rigour:**

There is misconception in society that the method of scientific enquiry can only be applied in natural and physical sciences and such inquiry can not be applied to the human sciences (History, geography, Political Sciences etc.) The fact is that the method of enquiry as applied in Natural Sciences is also useful in human sciences to arrive at generalization and these are normative concern in character.

## **4. Normative concerns:**

Social sciences have the base for human values namely freedom, trust, respect equality etc. As such teaching of social sciences becomes very important to instill in children a critical, moral and mental energy so as to immunize them against the social forces that threaten these values subjects of common concern should be discussed through interdisciplinary approach so that indoctrination is substitute with a critical thinking.

## **5. The proposed Frame:**

In the light of above concerns and issues the committee suggested following logic to frame the curriculum of social sciences

### **(i) Conceptions about National Integration –**

Nationalism and National integration is often looked at interims of the issues of poverty, illiteracy castesim and gender. Such mode of thinking may suggest that it is common illiterate masses of the country who have failed the nations, who are behind its disintegration. This trend of thinking tends to understand the nation from an elitist point of view. If further derives that it is the elite group who want integration for their own ends. Therefore the curriculum of social sciences should be framed in such a way that it defines the nation in multiple ways to accommodate local perception of unity and nation.

### **(ii) The Notion of textbook should be changed from Instructive to Suggestive.**

Another common perception which is very much correct is that the textbooks of social sciences are the major source of knowledge and its teaching is confined to instructions keeping no door open for any innovations and hence no need is paid in participation. Therefore nothing is taught but instructed to be followed. This approach made the students passive towards the subject. Hence it is suggested that text books should be

consider as one of suggested that text books should be considered as one of the suggestive source enough scope for the learners to go beyond the sphere of text book, whetting the learner appetite for further self reading that is necessary to understand the given situation.

### **(iii) Shift from utilitarianism to egalitarianism:**

One of the major thrust of social sciences had been utilitarianism that is it puts more emphasis on developmental issues that are important but not sufficient to understand the nominative dimensions like as issues of equality ,justice, dignity in society and polity. Utilitarianism is classifying subjects into more useful and not useful. It favours those disciplines that are capable of contributing to development. For example History has been taught with a strong element of utilitarianism, which necessarily suggest the production of Nationalism through building history building history curricula around national heroes and not around the communities, that also make history. This notion should be changed and it should be made egalitarian by giving emphasis on normative issues.

### **(iv) Change in Nomenclature into Civics into Political Science.**

Civics was introduced during colonial period to cultivate loyalty among Indians towards the rulers. It aimed to assimilate a superior culture of the rulers by the ruled .It purpose was to establish British hegemony. Emphasis was on obedience and loyalty of citizens, colonial ethos of order, improvement and rationality and creation of civil society according to the universal values of progress. In the various articulations of civics its role has been visualised as one of informing and developing responsible citizens who will assist the state in its efforts to establish law and order among the natives. In order words it perceives people as irresponsible towards self and society and lack qualities of good citizenship, therefore it carries the symbol of law and order. From the other hand Political Science suggests a dynamism that involves process and produced dominance as their contestations by social focus. Political science imagines civil societies as the sphere where more informed , receptive and responsible citizens could be produced . Indeed political science treats civil society as a more sensitive, integrating , deliberative, and tranformative citizens.

## **6. Shift from Patriarchal Frame to one that privileges perspective of women**

It is opined that gender concerns are usually addressed within the social sciences by including women as examples.e.g. In history the example Rani Laximi Bai , Sorojini Naidu, and few others are given here and there. This approach fails to take into consideration that the idea of gendering the curriculum is not limited to the increased representation of women. Rather what is crucial in addressing gender issues is the need to make the perspective of women integral to the discussion of any event .

## **Objectives of teaching social science**

### **AT THE PRIMARY STAGE**

- 1 To develop in the child skills of observation , identification and classification
- 2 to enable the students to understand environment as a composite of social and natural components
- 3 to sensitise the child about social issues like inequality , and respect for diversity

### **ACTIVITIES TO BE PERFORMED AT CLASS I AND CLASS II**

A teachers handbook should be prepared with examples of activities that promote the development of various concepts, modes of teaching etc.

Method should be story telling or painting , dance , song , music etc etc.

Language should be gender sensitive .

### **Classes III to V.**

Environmental studies i.e. EVS. Will be introduced consisting of social and natural environment. Emphasis will be on preservation and importance of natural and social environment

Activities which can sensitise children about Social issues like poverty , child labour, illiteracy y, and class inequalities should be performed .

### **UPPER PRIMARY STAGE**

Objectives at this stage will be

- 1 .to develop an underrating about the earth as habitat of human kinds as well other forms of life .
2. to initiate to study about learner about his or her region , state and country in global context.
3. to introduce the learner the functioning of political institutions of the state and the country .

### **SECONDARY STAGE**

Objectives of this stage is to develop analytical and conceptual skills to enable the learner to

1. Understand the processes of economical and social changes in relation to contemporary India
2. to examine the challenges like poverty child labour, illiteracy, inequality castesim etc. etc.
3. to become aware of the problems of social disadvantaged group of people

4. to understand the rights and responsibilities of citizens
5. to understand the role of state in fulfilment of constitutional obligations
6. to understand the need of judicious use of resources

### **TEACHING APPROACH**

Instead of reading textbooks and providing information, the teacher should participate in debates and discussions about the issue in topic with students. Concepts should be clarified through life experiences of individuals' community.

Supplementary materials available locally should be used for teaching aid. For example students can understand cooperative movement by running a cooperative society themselves.. Use of library should be developed among students as a workshop to collect additional information on a topic. Field trips, visits to local community work sites will increase better understanding. Project work should be given to groups as well as individually to develop an understanding about a topic.

### **RECCOMONDATIONS OF THE NATIONAL FOCUS GROUP**

1. Nationalism should be understood in relation to local perceptions of the people which should be articulated in curriculum suitable
2. Notions of textbooks be changed being merely instructive to more suggestive.
3. Egalitarians should be developed as against utilitarianism
4. Name of civics changed and political science
5. Gender concepts should be made clear not by citing few examples but by making the perspective women integral to the discussion

### **RECOMMENDTIONS FOR THE STATE OF SIKKIM**

1. Components of social sciences should be not be seen in isolation but the holistic approach including history, geography and political science should be followed for example while teaching the Fundamental Rights of citizens, history of imperialism can be taught which denied such rights . A topic of geography can be related with economics of the area and also with polity of the people of the area.
2. The volume of the textbooks should be reduced by removing irrelevant information and retaining relevant information through charts, maps and visuals.
3. Application orientated questions should be given due emphasis memory level questions while framing achievement tests
4. The recommendations of the national Focus Group should also be followed.



# **Learning and Habitat**





## **Learning and Habitat**

Taking good care of the human habitat, i.e. of the environment that nurture us, is emerging as one of the most significant concerns of the new millennium.

As humanity endeavors to move onto a path of sustainable development, even as it enter the Information Age, it is evident that we need a new Paradigm for education.

Environmental Education (EE) is ideally placed to serve as the lever of this paradigm shift.

Since holistic thinking is at the heart of EE, the new paradigm would replace sectoral thinking by multi disciplinary thinking.

Its understanding to be local specific.

Working towards such a paradigm shift is a major challenge. Recommends in a 6 major areas.

- (i) Curriculum revision
- (ii) Material development; conventional media
- (iii) Taking advantage of ICT ( Information and communication Technology)
- (iv) Teacher preparation
- (v) Evaluation system
- (vi) The school habitat

National Focus Group (NFG) on Habitat and Learning

Recognized that the Hon'ble Supreme Courts judgment emphasizing the necessity of teaching EE as compulsory subject at all stage.

It suggests a modal of systematic infusion of EE into the curricula of all discipline.

### **1. Introduction**

1.1 Habitat is where any species finds condition that permit to thrives ( for food, meat social companion etc).

Learning is a vital faculty of all animal species.

But as human beings control over the environment has increased and people have began to mould the world more and were to suit their needs environmental degradation proceeds at an unprecedented pace.

We are beginning to realise the importance of taking good care of our habitat  
The theme “Habitat & learning is equivalent to EE. The formal curriculum of  
Habitat and learning need to be developed within the framework of EE.

1.2 - To reorient education – from present content to encourage them to observe, to generate knowledge of their own.

Operating under condition of inadequate facilities, scant respect for manual work; little sympathy with the idea of getting out of the classroom and dirtying one’s hands in the course of studying the environment.

1.2 A continuing effort –

- Mahatma Gandhi movement of basic education
- Kothari Commission called the bringing of E E into the formal stream.

Present group recommends a vigorous continuation of the effort, new and exciting opportunities are opening up[ with the development of the ICT.0.

## **2. Status of Environmental Education in Schools**

2.1 Background- -

- Mahatma Gandhi’s Basis Education –1937
- Kothari Commission (1964-66)
- N.P.E 1988, 2000

Curriculum framework by NCERT reiterated the importance of EE in school education .

2.2. Present status- had its genesis in NPE, 1986

NCFSL (National Curriculum framework for school education 2000)also lists EE as one of the concern to be integrated into the curriculum .

Primary &Upper primary state

Secondary & Higher Secondary stage.

The review of environmental themes in textbooks at different stages of school education shows that textbooks, by &large, include environmental concepts.

2.3 Short comings –

Despite these, major initiatives, there is still very inadequate exposure of the students to their habitat” – there is little active learning from the natural & social worlds around them.

The prescribed activities – simply routinely taught, memorized through teachings in the classroom.

### **3 NEED FOR A PARADIGM SHIFT**

#### **3.1 Objective of Environmental education –**

The main focus of EE should be to expose students to the real life world, natural and social they live.

- Understanding of environmental issues
- Problem & concerns related to environment
- Move towards sustainable development

So, the curriculum may be based on – Learning about the environment

-- Learning through the environment

-- Learning for the environment

#### **3.2. NEW PARADIGM - Key elements**

- (1) Learning rather than teaching
- (2) Building capacity for critical thinking and problem – solving
- (3) Local specificity in the context of a global vision
- (4) Multidisciplinary approach
- (5) Participatory with broad involvement of peers and other community members
- (6) Life long and continues in character
- (7) Sensitivity to diversity, equity and gender
- (8) Empowerment rather than indoctrination .

This would be a paradigm appropriate to the pursuit of sustainable development in the emerging information age.

### **4. IMPLEMENTATION STRATEGY**

#### **4.1 A step by step approach**

The changes envisioned in this new paradigm involves a major in our thinking of education

- as a process of “ learning rather than teaching “
- involvement in the active generation of knowledge.

This cannot be done by merely changing the curriculum & the textbook, but needs a more fundamental change in the way that teaching – learning happens.

Unless a change in the exam- system happens simultaneously, one cannot expect to make a fundamental change in the system of school education.

The other major determinant of change in the teacher and his/ her role.

A very effective & efficient in-service training programme needs to be implemented.

EE has been a component of almost all subjects of study in schools although it is not listed as a discipline in the curriculum.

The focus group strongly feels the need for making provision for a separate time for involving students in EE – related activities.

## **FLOW-CHART FOR IMPLEMENTATION OF EE AT A GLANCE**

### **5 ROAD MAP FOR IMPLEMENTATION**

Environmental Education in the School System, (EESS) project under the World Bank – supported “India Environment Management Capacity”- building project, greening was done for Science, social Science and language textbooks of class VI, VII & VIII. This was done without changing the larger framework and approach of the existing textbooks. This has been done in 16 states.

The focus group suggest the step-by- step plan should be actually implemented starting in 2005-06.

The overall plan for the states/UTs is to –

- Strengthen infusion of EE in all subjects, at all levels
- Carve out separate time for projects and field works from existing periods of SUPW, science and other subjects.
- Develop tools & techniques for evaluation of projects and field work
- Revise syllabi, textbook and other instructional material.
- Simultaneously, develop the school as a laboratory for EE transaction and wherever possible, as a resource centre for the community.

### **STATUS IN SIKKIM.**

1. New textbooks – for class I & II EVS
2. Greening of textbooks – Science, Social Science language.
3. Process of reviewing of textbooks for inculcation of EE concepts in the text books – III ,IV & V
4. Although, the Hon’ble Supreme Court Verdict (Judgment) for Environmental Education as a separate & compulsory subject at all stages of school curriculum.

But as the suggestion and recommendation of National Focus Group; (NEG), infusion of EE into the curricula of all disciplines is a must now .

# **Art, Music, Dance & Theatre**



# Art, Music, Dance and Theatre

## Introduction

The need to integrate art education in the formal schooling of our students now requires urgent attention if we are to retain our unique cultural identity in all its diversity and richness. For decades the need to integrate arts in the education system has been repeatedly debated, discussed and recommended, and yet today we stand at a point in time when we face the danger of losing our unique cultural identity.

The reason for this are :-

- Growing distance between the arts and the people at large.
- Young students and creative minds being discouraged from taking to arts.
- Lack of awareness, that, 'arts' can be taken as 'useful hobbies' and 'leisure activities'.

General awareness of 'arts' is steadily decreasing in not just students, but in guardians, teachers policy makes educationalist as well. Students lack exposure to the 'arts' as a choice of subject.

Observation of the NFG regarding making art education an integral and compulsory components of the school curriculum at par with any other subject .

- No opposition to the idea of making arts as an important component of learning, but as an extra curricular activity, but not as subject that every student must study in manner that child study math, Geog. Etc.

- Many are of the opinion that the 'fun element' will be lost if these will be a part of the curriculum

- Many say that 'art' develops the personality, but must not be included in the school Curriculum. If an individual wants to pursue it, he can do it outside school in his free hours.

So far, integrating art education in the school curriculum have not been implemented, and relating it as a mere extra curricular activity, or as a tool to teach other subjects, there is a danger of running the art and culture of the country.

## **1. Art Education in School : An Overview'**

Yehudi Menuhin has rightly said " There is a lack of mediation and creativity everywhere, especially in schools. The arts are missing in our lives and we are giving way to violence.

There has been several policy documents of the government which states that art is very essential for an overall development of our child. Therefore the education commission 1952-53 emphasised that subjects like art, craft, music dance etc. to be given a prominent place in the curriculum.

Various opinions have been given in this regards .

- That every high school student should take one craft, considered necessary at this stage..
- \* That every student should spend some time to work with the hands and attain some proficiency in one craft.
- That students could pursue this craft to earn a living.
- That students realize the dignity of labour and experience the job of doing constructive work.

Further the Kothari Commission Report of 1964-66 emphasised on Education for creative expression. It highlighted the fact that adequate facilities for the training of teacher in music and the visual arts does not exist. The neglect of the arts in education results in decline of aesthetic tastes and values.

\* The Commission therefore recommended the Government of India to appoint a committee of experts to survey the present situation of our education and explore all possibilities of its extension and systemic development.

- to establish 'Bal Bhawans' in all parts of the country which support from the local community.
- Art department at university level should be strengthened and research in these fields should be encouraged

In 1966, Governing Body of the NCERT appointed a committee under the chairmanship of Shri K.G. Saijiadain to examine the states of art education in schools – The result of which was a consensus that art education should find its place in the curriculum starting from pre primary level.

· It was also recommended that art education departments in teacher training institute should find a prominent place.

- NCERT too should have an art education department at the earliest.

As per 1986 policy a programme of action was formulated pertaining to all levels pre primary to highest level of formal education, the agenda of which were-

- Mutual participation of neighborhood and community
- Use of inexpensive and relevant materials for cultural exposure.
- Reforms of the curriculum
- Motivation of teachers



- Encourages young generation to participate in cultural activities.

The teaching a different arts-dance, music, painting etc aims at providing students opportunities for perfecting their own capacities. There was a paradigm shift in the objective of art education from dignity of labour to developing aesthetic sensibility and free expression.

The national curriculum framework recommended the following.

- (for state) ‘Art education programme should expose learners to folk arts, local specific art and other cultural components.

## **2. Status of Teaching-Learning and Evaluation of Art Education**

All documents suggested teaching of art education in School education system compulsory.

- Reasons for negligence of ‘arts education’ in schools .
- Too much emphasis placed on core subjects.
- Assessment of art education is not reflected in the marks secured by students. Therefore it not taken up seriously.
- Lack of trained teachers
- Lack of understanding the need for the teacher to understand children psychology.
- Lack of awareness about career option in art among students as well as teachers.

Suggestion for improvement in the status of arts education in schools.

- Arts education to be made compulsory.
- Non examination based process oriented evaluation to be done
- Arts education to be made enjoyable
- Provide time, space and resources for art education in and outside school.
- Awareness to be created in the community as well of the importance of Arts o Education.
- Guidelines to be give for implementation
- Teacher training and orientation.

## **3 Aims of Art Education: A vision for the Future**

Inclusion of art education in the school curriculum aims at the “development and following of a student to form an integrated total personality” (Rabindranath Tagore)

### **Aims at Pre-primary**

- Experience joy and enjoyment of doing something.
- Arouse in the child certain elementary sensitivities towards its environment.

- Help children learn through playing freely with natural materials such as a clay, sand, flower leaves etc.
- Help children learn through movement and sound by singing and dancing
- Help students experience the colour, forms, rhymes.

### **Primary**

All of the above with the inclusion of

- Help children to express freely their ideas and emotion about different aspects of life.
- Help students develop all the senses of the child through observation, exploration and expression.

### **Upper Primary**

In addition to the following are the aims at Upper primary level.

- Enable learners to appreciate different art form and distinguish them
- Develop an insight towards sensibility and aesthetic appreciation.
- Integrate the knowledge of art with daily life and also with other subject.
- Make learners creative
- Make children's' conscious of rich cultural heritage of the nation.

### **Secondary/Higher Secondary**

- To help students attain proficiency in art form
- Prepare students for pursuing professional art courses
- To develop students personality in total.

## **4. Art Education and its Integration in School Curriculum**

Time and again it has been felt deeply that Art education should be included in the school curriculum.

Arts education has been given different different terminology of different stage like.

- Fine arts, craft and music for primary
- SUPW (Socially useful and Productive work) for upper primary
- Work experience and the Arts at Secondary level.
- Arts of Healthy and Productive living (as per NCFSE 2000)

There are 2 approaches to Arts Education.

1. Education through the Arts, where learning takes place using different arts forms (visual as well as performing) tools in the teaching-learning process. This

approach integrates art education with other subject as a two way process. It integrate art education with social sciences, language, science and mathematics in the form of content, where information on the art form are provided also in the form of activities /projects/exercises.

### **Art Education as a subject**

The division of the approaches can be done as under –

Pre Primary stage Or Early childhood to Class III	learning should take place only through drawing, painting role-play, mime, dance, movement gestures, story telling, singing, dancing etc. where both the teacher and the taught take active part... This is the integrated Approach.
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Late Primary (IV-V) Upper Primary to Class X	Arts education as a separate subject.
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### **Bal Sabha on the Children Forum**

Ideally, all schools should have ‘Bal Sabha’ where programmes can be organized. This could be a weekly or fortnightly even for half a day (probably on Saturday).

Art education should not be used as a showcase activity on different occasion but should be applied in activities such as arrangement of classroom, galleries, halls, corridors etc and designing of school diaries, card, school bags etc.

The focus group has presented a graphic Interpretation of Integration of Arts in Education in different stages... Reference NCI R 2005.

## **5. Curriculum of Art Education**

### **Pre Primary**

#### **Content, Methods Materials**

1. Poem, rhymes, action songs – themes from their immediate environment, based on pure notes to develop their sense of sounds...pronunciation.

2. Plastics arts-crayons, poster colours, earth colours dipped in water and chalk clay, non-toxic plasticine

Methods:- Playing with colours, making shapes, painting paper cutting, paper folding, and arranging in order.

Such a centre as Rajkumari Amrit Kaur Child Study Centre, is there in New Delhi

which offers pre-primary education, day care and after school facilities for children of working parents. The emphasis in the centre is on using mix up multiple strategies and methods to engage children activity in the p[rocess of teaching learning.

The School highlighted the following

1. Arts in the ECCE settings, specially Theatre : This deals with decorating the classroom with materials, working with artists and experts and practicing arts in the classroom everyday.
2. Decorating the classroom with Material:
3. Working with Artists and Experts: The school has a pottar and a music teacher who meets the children once a week. Children work with them.
4. Arts as an everyday classroom Practice...
5. After school group of children: Children of age group 5-12 years come to this school after their school where they engage in crafts, painting and dance.

### **Primary Stage (I, II, III )**

#### **Content; Methods and Materials**

Drawing, painting, print making, collage (making picture by sticking paper, photographs, fabric painting) clay modelling.

They work with colour, pattern and textures, lines and tones, shapes. Forms and space by using pencil pastel (soft coloured chalk) poster colour, water colour. They are made to work small group and share the resources.

At these stage the singing of National Anthem , National Song, and simple composition (in Mother tongue or Hindi) may be taught with action and in colour. Types of songs includes:- Patriotic songs, community songs, festival songs, traditional regional songs.

In class IV – V children may be taught to distinguish between pitch, Volume, timber/ ( the quality of sound that is produced by a particular voice or musical instrument) and duration games of music and drama can also be played.

### **6. Curriculum of Visual Arts**

Visual Arts is higher level of arts, and therefore applicable at the upper primary and secondary stage.

As upper primary stage in addition to painting, clay modeling, making of puppets, creating artistic objects by free expression, singer concepts of visual arts, knowledge of works of well-known artists is also encouraged and emphasis is laid on learners imagination, development their own concepts, expression through observation and exploration:- drawing includes drawings of human and animal figures, free-hand

sketching, with an addition to all types mentioned for primary level.

At the secondary stage students are to have the choice of opting for one of the following art education subjects – visual arts, drama, drama on music contents, at this level include.

- Drawing and Painting
- Sculpture
- Theory: Talk and Teaching could be given on topics like tree planting importance of patriotic songs etc, staging Drama- mini theatres

At the Senior Secondary level: Students should be able to draw on an expanded range of materials, tools technique and process.

## 7. Curriculum of Performing Arts.

Under Performing Arts comes Drama at different

- Different stages of school Education
- At Sr. Sec. Level: Drama is at format and organized stage.
- At secondary level: Drama-role play in the class room
- At upper primary level; Improved Drama
- At Primary level: Free Play

The main objective of Drama is to bring out the creativity in children and given experience to their thoughts.

At the Higher Secondary stage drama is acting which involves physical and mental exercises, voice production formal expression , gesture identification etc.

**Music** : Music should not be realistic to the conventional system and should have a lot of scope for innovation. Exposure must be given to the students on various musicians vocalists and instrumentalists secondary level students should be introduced to higher level of music. .i.e. classical music.

**Drama:** Students should be given knowledge of classical drama at all levels. At the secondary level the drama curriculum should include both theory and practice in the nation of 30;70. A project work on the subject is also suggested at the secondary level.

### **Time Allocation according to National Focus Group**

<u>Class I to V</u>	2 periods a week for drawing, painting and sculpture
	2 periods a week for craft
2	“ “ “ music
2	“ “ dance
2	“ “ drama

Class VI to X	equal time distribution as for other subjects
Compulsory subject	At least 6 periods for practical culture At least 6 periods for Theory
XI/XII	eight periods for practical activities Two periods for theory

## 8. Evaluation in Art Education

Guidelines for Evaluation criteria are given stage wise

- Primary – Evaluation to be done throughout the year
- Secondary evaluation is as continuous process with grade from each term.

Students at this level should have

- Six complete works by the end of two years.
- Internal assessment before Board Exam on all work done during 2 years (IX & X) 50 marks
- Assessment by external examiner (50 marks) to be done after seeing exhibition and examination work (six hour paper)

Higher Secondary Stage: Formal evaluation (on a five point scale with marks assigned as in case of other subjects).

- Submission of portfolio
- Process Orientation
- Proficiency
- Accuracy in observation.

The group has highlighted the courses and the content in the field of Art Education .  
pg. 248,249,250.

## 9 Strategies for Implementation.

- There is a need (i)to develop a stage-wise curriculum and detailed syllabi, teaching-learning material, evaluation criteria, extensive pre-service and in service training for teachers

(ii)to develop guidelines for schools on developing infrastructure.

(iii) To sensitise stake holder- the state directorate examination boards, education departments, school management, principles, teachers and parents.

(iv) Sensitivity towards the study will enhance the quality of education.

To implement art-education in the schools many aspects have to be taken care of

1. Infrastructure
2. Class room organization
3. Practice in classroom and outside
4. Using local Reference
5. Workshop to be organized frequently
6. Effective class room interaction

#### **10. Resource Materials: Teacher and School**

1. Maintenance of small libraries
2. “ of teachers hand books audio CD cassettes.
3. “ of a Resource centre
4. Expression of the students individuality
5. Adequate depictions.
6. Accuracy in depiction sketching of objects

#### **11. Art education and Teacher education in India**

There is a strong need for revamping teacher education and capacity building for teachers in the country because the teacher is the key person who has to transform the curriculum and then transmit in the classroom. Therefore to give art education its status, the art education component in the teacher education and training- both pre-service as well as in- service need to be adequate.

##### **Teachers role**

The teacher should apply teaching-learning methods of various visuals and performing art forms to be more innovative and creative.

The teacher should himself or herself be creative enough to create interest among children to be more creative.

The group has given three major suggestions –

To increase the component of art education in teacher education for various stages.

Extensive teacher orientation programmes for in-service teachers .

Develop one-year course for art education for teacher after B Ed.

## **Recommendations**

1. Art education is included up to elementary stage as co – curricular activities but lacks implementation in its true sense. Art education at IX and X level is included as a subject but these two is not seriously by the schools. Hence, art education should be considered an important component in the school curriculum and should be taken up seriously.
2. Adequate facilities for the training of teachers in music, visual arts, dance, theatre to be provided.
3. Make guidelines for effective implementation and evaluation of art education in schools.
4. To increase the component of art education in teacher education for various stages.
5. Extensive orientation programmes and training to be conducted for in-service teachers.
6. Provide one year diploma course in art education for teachers.
7. Revise evaluation scheme of art education
8. Music, dance and theatre to be given importance and exposure.

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## **Areas for Systemic Reforms**

## **Aims of Education**

# Systemic Reform

## INTRODUCTION:

We have been engaged in the great task of educating the children of India, an independent nation with a rich variegated history, extra ordinarily complex cultural diversity and commitment to democratic values and general well being. Systemic reform covers issues of quality and the need for academic planning for monitoring of quality. It reaffirms faith in Panchayat Raj and suggests the strengthening of Panchayat Raj Institution through systematic activity mapping of functions appropriate at relevant levels of Panchayats, while simultaneously ensuring appropriate financial autonomy on the basis of the funds – must – follow – functions principle. This chapter also looks at issues of academic planning and leadership at school level to improve quality.

In teacher education for curriculum renewal, it focuses on developing the professional identity of the teacher as also in-service education and training of teachers. Examination Reforms is an important component of systemic reform to reduce psychological pressure, particularly on children in class X & XII. The National Curriculum Framework (NCF) therefore recommends changing the typology of questions so that reasoning and creative abilities replace rote learning as the basis of evaluation. Finally systemic reform encourages innovation in ideas and practice through plurality of textbooks and use of technology and recommends partnership between the school system and other civil society groups.

## AIMS OF EDUCATION

If we look at what the school education system has done in the last decades, perhaps we have much to be satisfied with. Products of the system have gone on to make their mark in diverse fields of national and international life. But there is also a deep disquiet about several aspects of our education system, particularly the school system. There are however, issues relating to education about which we have a fairly clear idea and about which there ought to be general agreement to a large extent. It would be helpful to seek an answer to the question “ what ought to be the aims of education?” by way of our engagement with these issues:

(i) School Education is a deliberate and more or less external intervention in the life of a child. Although much learning and teaching takes place at home, in the neighbourhood community and in actual living communities in rural and tribal India, the school

introduces the child to an environment of teaching and learning that quite by design, marks itself off from the rest of the child's environment. While the school must perhaps have boundaries of its own – these boundaries must become barriers. They must on the other hand, facilitate the creation of vital links between children's experiences at home in the community and what the school offers them.

(ii) Education must be a continuous process of self-discovery of learning the truth about oneself. This is a life long process, but the school, through insightful teaching and learning situation of various kinds can bring home to the child the great importance of this process.

(iii) There is need to convince the child or adolescent of the superiority of a life of virtues to a life of vice and wickedness. The only way to do this is to effectively demonstrate that genuine human happiness can spring only from life lived in accordance with virtues. An important corollary of this is that, if value education is must be a part of the education system, values of virtues must be integral to the whole process of education. Value education cannot be imparted as a separate bit of education; the whole of education has to be value education.

(iv) Cultural diversity is one of our greatest gifts. To respect and do justice to other is also to respect and do justice to their respective cultures or communities. We therefore, need to radically change the centre versus periphery perspective on inter cultural relationship in our country. As for education its implication is that ways of life other than one's own must be imaginatively and effectively presented as deserving of as much respect as one's own.

(v) Education must promote and nourish as wide a range of capacities and skills in our children as possible.

(vi) Knowledge is not unitary concept. There are different kind of knowledge as well as different ways of knowing. The idea of that objectivity, which is a necessary constituent of knowledge, can be achieved only if knowledge is free from emotions (care, concern & love) must be abandoned. One implication of this for education is that literacy and artistic creativity is as much part man's epistemic enterprise as is seeking knowledge through laboratory experiments or deductive reasoning.

(vii) Education must be seen as a liberating process, otherwise, all that has been said so far will be rendered pointless. The process of education must therefore free itself from the shackles of all kinds of exploitation and injustice (poverty, gender discrimination, cast and communal bias ) which prevent our children from being part of process.

(viii) It is very important that school teaching and learning takes place in an environment that is aesthetically pleasing. It is also essential that children take an active part in creating such an environment for themselves.

(viii) It ought to be possible for every child to be proud of his /her nation. It is of course equally important to see that children's pride their own nation does not negate their pride in the great achievement humanity as a whole.

Education, as a planned endeavour, at a personnel level on a small scale or institution level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring members of society.

In the contexts of Sikkim we have still to do a lot to achieve the above aims and for this, accountability must be fixed on the principal/headmaster/headmistress and teachers.

The role of state policy on education, the bureaucracy and the curriculum framers seems to be the vital factor for achieving the goal for quality education.



# **Systemic Reforms for Curriculum Change**





## **Systemic Reforms for Curriculum Change**

The 86<sup>th</sup> Amendment to the Constitution of India has granted the right to education to all children of 6-14 years. This is a renewal promise the country made to 200 million children. Even after fifty seven year's of Independence an. estimated 100-120 million children between the age of 5-15 years have either never entered/school or drop out of it. They constitute almost 50 per cent of our country's child population. We need to take a hard look at our continued failure to universalise school education at least up to class X to improve the quality of our schools and to transform the Indian education system so that it is able to realise the vision of society enshrined in the constitution of India. We do not propose to set up new institution or demolish existing ones. However, attempts must be made more sincerely and vigorously to:

1. Proactively work against structures of exclusion to ensure the full participation of children in school. School must ensure every child access to schooling; they must facilitate those who drop out or are pushed out to get back. They must assure children continue education at least until class X. Being out of school they are subject to exploitation and girls succumb to pressure or early child marriage that cause untold harm to their overall growth and development.
2. School must be child centered and act in the best interests of the child aiding in realizing the child's full potential. The school must be holistic: her health, nutritional status, and well being and what happens to children before they enter school and after they leave school are also part of the schools concerns. Schools must respect diversity and ensure equality of opportunity for all children, (girls, working children, children with disabilities, victims of exploitation and violence).
3. Our schools must trust school teachers: If we are to effect any quality reforms in the system, all support systems from the cluster to the state level will have to base their support on trust and respect for the teachers, granting him/her space a measure of autonomy. Teachers also need to be encouraged and assisted in forming their own support groups.

States must do away with contractual arrangements within the system.

Elementary school teachers should have carrier path opportunities enabling them to join the district and state level curriculum development and capacity building organisations (DIETs and SCERTs), at the same time affording them the option to return to elementary school teaching if they so desire.

4. Teacher shortage is one of the great concerns. The percentage increase in the number of teachers has not kept pace with the increase in enrolment on the percentage increase in the number of schools. The implication of this trend is worrisome as the major brunt of teacher shortage is being faced in rural, remote and tribal areas.

School teachers are asked to do a range of non-teaching work such as collection of data for rural development schemes, national census, election work and other campaigns assigned to them by the district officials, taking them away from the class room.

5. The participation of the community in the classroom and the school at the primary school level requires that a part of the curriculum be formulated at the level of the school or at group of schools in the area of operation. Functionaries of CRC, BRC and DIETs need to be involved in this process—they must spare sufficient time in the schools as well with primary school children, and over a sustained duration work with the teachers to evolve materials and ideas. Systemic changes must be made to strengthen processes for democratisation of all existing educational institutions at all levels and mechanisms for gangng such processes must be in place.
6. The number of schools at the upper primary and secondary school levels must be increased keeping in view the right of children to education and the pressure for a large number of higher classes. Since the contents of subjects at this stage is based on constructing formal logical connections and conceptualisations which are not necessarily related to concrete experiences, schools must offer the possibility of conducting experiments surveys, studies and other individuals as well as group tasks within the curriculum framework. This requires that we set up processes and opportunities for constant consultations amongst teachers of the school, and other school leaders, as well as access to materials, a well-stocked library and so on. Higher-level authorities must be able to support innovations with the required technical assistance in training teachers and providing them the resources that are necessary.

**First Generation learners:** We must acknowledge the fact that poor children specially first generation learners, just do not have support system for learning at home. No child must be pushed out of school for being a slow learner or for non-comprehension. The entire education system must be geared to support the requirements of such children and treat with sensitivity and respect, so that they too feel encouraged to return to school each day.

**Attendance problem:** School system is designed on the assumption that families already have means to send a child to school and are competent to deal with rules that govern the system. It has no capacity to accommodate the uncertainties and instability of the poor family, wish no literacy, which might account for irregularity of attendance and in case of migrant labour long spell of absence. At time the child's absence from schools may be also due to his or her illness or illness in the family.

**Examination Reform:** For many students the standard X year is a time of unremitting stress. Failure in the examination seen as a major disaster; among the better students even failure to get sufficiently high marks causes grave anxiety and guilt. From the stand prompt of the school, the examination determines the content and methodology of schooling right down to the upper primary level. Thus if we are to conceptualise meaningful reforms in the educational system as a whole, it is essential that we turn a critical eye at this examination and the associated curriculum, syllabi and Textbook. School must be evaluated on the basis of number of children who have continued their study not on the basis of their performance in examination.

7. **Decentralisation:** Democratisation of schools, departments and educational institutions can occur only through a conscious strategy of decentralization. The local governance system would require enormous support from staff and live at all layers of the bureaucracy. Care must be taken to see that decentralization does not burden the lower levels of hierarchy with responsibilities disproportionate to their decision-making functions. There must be sufficient flexibility and autonomy in the educational system; policy formulation fund allocation, provision of administrative guidelines, academic support must be geared to support the autonomous design-making ability at the lower levels.
8. **Strengthening the community and local bodies:** Gram Panchayat need to be more involved, empowering the teacher to perform his/her duties effectively. It is necessary for micro planning, adopting child-wise strategy are resolving local conflicts. There is really no other solution. The local bodies are best equipped to firmed solutions to problems. They are best acquainted with. It is only in this context that respect for plurality and cultural diversities becomes inevitable, informing the curricular changes in consonance with the local context.
9. **A voiding duplication of roles:** There should be cavity of roles the entire structure should function based on the principle of subsidiary. This will curtail duplication of responsibilities, wastage of time and resources and curb confusion. Most of all, the system calls for professionalisation and intense participation of officials at all levels of the hierarchy.
10. **Planning and communicating progress of work:** The entire system should

be process driven, apart from being target driven. It calls for long term intergenerational planning and not just sports of small projects for limited periods. The system in addition, should have a style of functioning that is receptive to the ground and provide for expertise and Technical support in a systematic fashion in response to the demands made by teachers, professionals and educationist. In its annual review each layer such as the CRC, BRC, DIET, SCERT, NCERT and all the Departments of education, Boards of examination must give a record of policy modifications and initiatives that they have made in response to the demands made by the schools, teachers and community. Supply driven teachers training institutionalised procedures are necessary. So that decisions are not made in an ad-hoc manner or purely in response to the availability or lack of funds. Teachers Training programmes must be conducted in response to local needs. Where a 'top down' programme is necessary school teachers should be taken into confidence so that they too see the need for it.

11. **Need of continuous evaluation;** For time to time we must co... studies and reports to examine the decentralization of education system to see what systemic and organizational changes have occurred, and what impact they might have had.
12. **Politicisation of education:** systemic issues involving (payment for transfer/ prevention of transfer, tenured appointment) for promotion and court cases have seriously eroded the respect of the teacher in the community. Teacher cadre management is highly politicised affecting the recruitment policy of new teachers in several states.

### **In the context of Sikkim**

- (i) The state has the desired number of schools.
- (ii) The percent of drop out is much less than the percent dropout at the national level. This is remarkable to note that the dropout percent girls is less than the general drop out percent.

The Government of Sikkim has pro-poor policy and students from poor sections are well cared of. Education is made free and books and uniform are being provided free up to class V. From class VI to class XII books are provided at fifty percent cost.

- (iii) The number of teachers are sufficient the only problem of shortage of teachers are sometime faced by the remote schools or village schools which may be due to one or another reasons.
- (iv) First generation learners have problems of not doing home work in the absence of the support at home -sometime children from rural areas are engaged in domestic work helping to their parents.

- (v) Government has policy of recruitment of teachers from the local stock. In case of the non-availability of locals, teachers are appointed from outside on the contract or consolidated pay basis.
- (vi) The problems are with the examination the number of failure in home examination as well as board examinations are high. Some of the schools drop away the students from school failing for two successive years.
- (vii) The status of State Institute of Education is in the process of up gradation.
- (viii) This is the pride of every one, Sikkim state was adjudged the best performing state in education at the national level.
- (ix) Sikkim is the unique example of having primary schools attached with the JHS, Secondary and Senior Secondary schools.

**Recommendation:**

1. State Institute of Education should be upgraded in SCERT as soon as possible.
2. There is much scope of improvement in results and quality in education. For this accountability should be fixed on the school.
3. The recruitment of Teacher policy need to reviewed. Teaching ability of the candidate should be tested in practical class room teaching and this teaching proficiency should be given sufficient weight age.
4. The transfer policy of teachers need to be reviewed. The transfer of the teachers should be as per the need of the school keeping other factors in view.



# **Curriculum, Syllabus and Textbooks**





# **National Focus Group on Curriculum, Syllabus and Textbooks**

## **1. INTRODUCTION: EXPLORING POSSIBILITIES.**

The education that should give hope, teach the worth of life, develop capability to shape it, is often taking life and enabling very few. The majority of even those who pass examination with flying colors are capable only of seeing life as a deadly competitive race in which they have to win to survive. At the very outset a critical analysis of Indian school education system reveals that it is largely a monolithic system perpetuating a kind of education which has resulted in a set of practices adapted for development of curriculum, syllabus and textbooks that is guided by the patterns and requirements of examination system rather than by the needs determined by a mix of criteria based on the child's learning requirements, aims of education and the socio-economic and cultural contexts of learners. A marked feature of educational practices in school hour dull routine, bored teachers and students and rote system of learning. Children are being mercilessly over schooled in this misdirected educational system. That is one alarming aspect of Indian school education today. The other equally alarming aspect is millions of children grow up without entering a school and many of those dropout of school without learning anything.

The position paper makes an effort to explore possibilities to provide for an enabling and flexible framework for promoting increased choices made by the school and teachers possible, and a great role for children and communities in making those choices on a large scale. The changes that have come over the years are either largely superficial in nature or iterative where one or two new subjects/topics have been introduced because of one or more kinds of pressure from central organizations, the judiciary or some other pressure groups. It is important to analyze whether the existing policy and curriculum frameworks provide unambiguous aims and facilitates development of diverse and appropriate curricular approaches for achieving those aims.

## **2. A POLICY PERSPECTIVE: CURRICULUM FOR EQUALITY:**

The commitment towards achieving equality through education has consistently and unequivocally been voiced through the policy documents of independent India including the reports of two commissions related to school education on education 1986 with its review in 1992. However the challenges translating the vision

of equality into a curricular framework has remained unanswered. It is the responsibility of the education system to bring different social classes and groups together and thus promote the emergence of an egalitarian integrated society but at present instead of doing so education is itself tending to increase social segregation and to perpetuate and to widen class distinctions. The position is thus undemocratic and inconsistent with the ideal of an egalitarian society. The basic problem that emerges has been conceptualizing flexibility or diversity which is closely linked to the system inherent limitations and inability to define the role of the curriculum and its transaction. Related to this are the problems in defining "syllabus" standards and going beyond the core curriculum. This reluctance of the system to allow for true plurality and flexibility in the curriculum as well as the restricted meaning of the term curriculum itself is most clearly evident in the report "Learning Without Burden" (Govt. Of India 1993) .

The past ambiguity in decentralizing and diversifying curricula and textbooks reflects a perceived need for appropriate mechanisms to ensure that quality conforms with common standards of attainment as well to a broad national democratic vision. With a view to promote decentralized curricular development it is suggested that appropriate regulatory mechanisms be created by establishing an independent body at the state level with a federal national structure to approve curricular packages which include textbooks, teacher training and recruitment processes, assessment and examination etc. The national structure may be answerable to the CBSE and should produce professionally developed criteria and guidelines ,conduct documentation and review and ensure appropriate consultation and sharing among the state bodies is also recommended that the regulatory mechanisms must be professionally worked out to carefully avoid the attendant distortion and problems that may arise out of bureaucratic and political pressure ,vested interest or even corrupt practices ,within bodies established to approve the curricular package.

### **3. MAPPING THE CONCEPTUAL FIELD; NOTIONS OF CURRICULUM, SYLLABUS AND TEXT BOOK**

**The Existing scenario:** The existing ground realities and curricular documents reveal that all national curricular frameworks emphasis the concerns and issues but do not make a very clear connection between the concerns aim and curricular contents. The pedagogy and view on knowledge also remain somewhat hazily defined. The rationale for almost all prescription is left unstated.

**A conceptual framework and operational definitions:** To address this, in this section the notions of curriculum, syllabus and text books have been examined and deliberated upon the basis that the curriculum is a plan of facilitating learning for the child. This plan starts from where the child is, enumerates all the aspects and dimension of learning that the considered the necessary gives reasons why such learning is considered necessary and what educational it would serve. This plan also defines stage specific

objectives, what contents to teach and how to organise it. It also recommends general principle of teaching methods and evaluation and criteria for good teaching learning materials.

Justification of the basis for making curricular choices is very important. The key to understand the question of curriculum choice is to understand the relationship between the curriculum and the aims of the 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 demand workable principles and criteria in most of the area such as – selection and organisation of the content ways of interacting with children and classroom organizing types of teaching learning materials etc. What is perceived to be important is what forms the basis for the choices made in syllabus, pedagogical decisions text books etc. It is also suggested that a set of foundational junctions a curriculum framework uses needs to be internally consistent as clearly articulated as possible and acceptable to all stake holders.

The values that are promoted through education and that guide all further curricular efforts themselves spring from the notions of a desirable society prevalent among the decision makers of human beings. Education should aim at a pluralistic democratic society based on justice, equality and freedom or a closely related social vision could be autonomous collectives of autonomous human beings connected each other in mutual appreciation and knowledge.

Finally operational definition is placed for consideration to facilitate the process of curriculum development.

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

**Curriculum:** The curriculum is the plan for the implementation of educational aims. A curriculum is neither a document nor a sequence of experiences. It is a plan of facilitating learning for the child. A fuller and usable definition of curriculum can be curriculum “ curriculum is perhaps best thought of as that set of planned activities which are designed to implement 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 of methods, materials and evaluation. In reference to the framework above it would be mean the “curriculum core” and “syllabus” put together.

**Syllabus:** Syllabus refers to the content of what is to be taught and knowledge skills and attitudes which are to be deliberately fostered together with stage specific objectives.

In Education of a country, a very things apart from the brought principles like justice equality democracy etc. can be finally decided. Therefore, a terrain map of curriculum framework, curriculum and syllabus can only highlight the significance of various issues, establish connections between different components, highlight the significance of questions raised and provide hints at different kinds of answers.

The overall approach advocated should provide a curriculum framework that facilitates schools and teachers makes decision about choice of content pedagogy, teaching learning material, evaluation etc. at school level. In other words a national curriculum framework for increased autonomy of the school provides help to the teacher in becoming effective practitioner who learns from his own experiences, emphasis learning with understanding and learning to learn and helps children develop their own understanding based on their live experiences.

### **GROUP ESSENTIAL POSITION**

The approach: The national curriculum framework document have always advocated flexibility in a framework of principles. Other important concerns expressed in the three curricular documents are national integrity, democratic values and standard of education. In this context the national focus group on curriculum, syllabus and text books recommends of curriculum framework that

- (a) facilitates schools and teachers to make decisions about choice of content pedagogy, teaching learning materials, evaluation etc. at the school level, in other words a national curriculum framework for increased autonomy of school.
- (b) provides help to the teacher in becoming reflective practitioner who learns from her own experiences.
- (c) emphasizes learning with understanding and learning to learn.
- (d) help children develop their own understanding based nm their day to day experiences .
- (e) can be used as a tool for informed decision making by schools and teachers and by school system including various teacher education and administration structures.

### **POSITION OF ELEMENTS OF CURRICULUM:**

General aims of education: It is proposed that within this framework, the articulation of aims needs to serve to measure purposes firstly, reflect corrective socio political aspirations of the whole society and secondly serves a significant pedagogical purpose of providing directions to the teachers in choice of content and method of education. Aims are stated in two parts

**(A) values and ideas :** education should promote in society as well as help the learner develop a rational commitment to :

- Equality of status and opportunity
- freedom of thought, expression beliefs faith and worship, as a value in life.
- autonomy of mind as thinking based on reason
- autonomy of action freedom to choose ability and freedom to decide and freedom to act
- care and respect for others
- justice social economic

**(B) Capabilities of individual human beings;**

- Knowledge base: There should be sufficiently broad knowledge base encompassing all crucial areas of socio political life and all basic ways of investigation and validation of knowledge.
- Learning to learn : The future needs of development of knowledge , reason ,sensitivity and skills cannot be determined in advanced. Therefore, ability to learn as new needs arise in new situation is necessary to function autonomously in a democratic society.
- Work and ability to participate in economic processes: choices in life and ability to participate in the democratic processes depends on to contribute to the society in its various functions.
- Aesthetic appreciation : appreciation of beauty and art forms are an integral part of human life'
- Rational attitude: critical rationality is the only way to autonomy of thoughts and action.

**STAGEWISE OBJECTIVE:**

The stage wise objectives need to be arrived at by keeping in mind the general aims of education, the development stage of children, nature of the knowledge in general curricular subject areas in particular and the child's socio political contexts. Further the objectives also have to be specific enough to be used as guidelines for content selection and organisation.

It is proposed that articulation of curricular objectives should also take que from the statement of aims. Formulation of curriculum objectives for all but the last stage can be done at the state and district level and each school can recognise them as per the need of their children and teachers.

**PRINCIPAL OF CONTENT SELECTION AND ORGANISATION:**

Often demand for introducing new subjects in curriculum is voiced to emphasize certain concerns. It is thus suggested that selection and organisation of curricular knowledge should be considered from at least four different perspectives those of : aim of education epistemological perspective, child's learning and mental development and child's context.

## **TEACHING LEARNING MATERIAL AND TEXT BOOKS**

Very often, the only thing a teacher has is the textbook. The textbook becomes an embodiment of syllabus- all that is in it as to be taught and that is all that is to be taught. The present day classroom practices are in almost all schools of the country, totally dominated by textbooks. As a result it has acquired an aura and a standard format. What is needed is not a single textbook but a package of teaching learning materials that could be used to engage the child in active learning. Therefore a large number of packages should be developed at state and district levels with adequate provision for cluster and school level modifications and supplementary materials. The availability of number of alternative TLM package of all approved quality to the certainly increased choice of the teacher.

### **IN THE CONTEXT OF SIKKIM:**

1. The state has own curriculum upto class VIII in the line of CBSE and NCERT.
2. The curriculum and syllabus of CBSE and NCERT is followed in secondary and higher secondary stages.
3. The state of Sikkim has developed books for primary classes. In languages and English the state has developed own book upto class VIII and efforts are being made to develop books upto class VIII in other subjects also.

### **RECOMMENDATIONS :**

1. Sikkim is a agricultural based state and recently it has also become a tourism based state. Making Sikkim an organic state and ideal tourist place is a new vision. Floriculture, horticulture, eco-friendly tourism, village tourism etc should be incorporated in the state education curriculum.
2. Sikkim is a rural based state majority of people lives in villages. Therefore major works are to be done in the villages and for this provisions in education are required. The curriculum necessarily incorporates "village work culture development" in the vision of modern measures. There is sufficient scopes open new subject in school curriculum should produce the productivity of work culture. The book can be titled **-Rural management – a work culture.**

# **Teacher Education for Curriculum Renewal**





## **Teacher Education for Curriculum Renewal**

The constitutional goal of creating an egalitarian and just society will not be fulfilled as long as teachers are considered mere dispensers of information & students as passive recipients of an education that is delivered in four walled classrooms. The key problem in the present crisis is the burden that education system imposes on our children. Such burden arises from a curricular structure that is dissociated from the life and culture of children and is dissociated from the life and inadequate preparation of teachers.

Therefore the present exercise of curriculum renewal seeks to prepare teachers differently to address emerging needs.

### **PRE-SERVICE TEACHER TRAINING.**

Teacher training programmes have existed in the country as an undifferentiated courses of study meant for schoolteachers. During 20<sup>th</sup> century differentiation was sought with respect to different stages. Along with different training modes were introduced such as regular campus cum practice schools, correspondence cum contact programs & now distance learning programs of teachers education. But the basic features of these programs remained same & it attracted criticism from different quarters.

Kothari Commission recommended professional preparation of teachers but nothing more could be done. In 1980s Chattopadhyaya committee report on national commission on teachers envisioned the new teacher as “one who communicates to pupil” and proposed four years integrated course after 10+2 stage to prepare teachers for secondary as well as elementary education.

N.P.E (1986-92) observed that teachers education programme should be made continuous process & its pre service & in service components are necessary. Acharya Ram Murti committee (1990) observed that internship should be made compulsory for teacher training since it provides field experience in a real situation.

The Yashpal committee report (1993) on “learning without burden” noted that there is much inadequacy in teacher preparation, which resulted in unsatisfactory quality of learning in schools. The committee said that purpose of training is to enable the trainees “to acquire the ability for self learning and independent thinking”.

## **INSERVICE TEACHER EDUCATION**

In-service programmes have drawn their substance from the ensuring needs and courses of education as faced from time to time. Hence these have become awareness programmes in respect of specific concerns and not as teacher development programmes.

A network of institutions like DIETs, institutions of advance studies in education (IASEs) and colleges of teacher educations (CTEs) were set up, to provide in service education to primary and secondary school teachers. But a handful of these institutions started in service training Programme for secondary school teachers most of the training programmes are not organized according to the needs of the teachers and resources are not utilized properly. In INSET programmes too lecture method was followed which did not provide for teacher participation in activities.

The potential for radical shift in the school practices and programmes via effective in service education programmes has been acknowledged by all the education committees mentioned above. Kothari Commission (1964-66) strongly recommended that –

- (i) large scale programmes of in service education of teachers should be organized by universities and teacher organizations at all levels to enable every teacher to receive at least two or three months of in service education in every five years of service.
- (ii) Continuing in service education should be based on research inputs.
- (iii) Training institutions should work on twelve months basis and organise in service training programmes such as-refreshers courses ,seminars, workshops and summer institutions.

The report of National Commission of teachers (1983-85) highlighted the absence of clear-cut policies and priorities for in service education and lack of systematic identification of needs. It said that planning should be made much ahead of time with clear identification of methodology to be followed.

### **Teacher Education- Systemic concern & Needs.**

Despite repeated recommendations on the need to strengthen teacher Education in policy documents, Teacher Education programmes continue to train teachers to adjust to the needs of an education system in which education is seen as the transmission of information and learning reproduced from textbooks. Such conventional teacher education programmes coupled with the dilution of regulatory roles, lead to the promotion of several alternative measures of teacher recruitment & training which have been justified on pragmatic economic and bureaucratic ground with little reference to the reality of the Indian class room. Large scale recruitment of Para-teachers within the formal school system without providing pre-service training led to poor quality of elementary education.

This trend has diluted the identity of the teachers as a professional & has led to a considerable erosion of faith in the agency of teacher in bringing about a change in school system. Attention should be paid to the reverse of this attitude.

### **Need to establish meaningful links between pre service & in service Teacher Education.**

Most of the in service teacher training programmes of 1990s focused on content teaching with little focus on the teaching learning process. This was due to absence of any link between pre-service and in-service teacher education. There is no link between university departments which provide pre-service teaching for secondary education (IASEs) & Institutes, which provide in-service training. A centrally sponsored scheme to establish Institute of Advanced studies in education (IASE) in university departments, which provides B.Ed & M.Ed courses to start in service training for secondary school teacher, was started in post NPE years. Similarly same scheme was extended to establish DIETs in each district with the sole aim to provide pre-service and in service teacher education. Evaluation studies reveal that the in service training courses remained insular in nature with little scope to develop professional competence of teachers. One reason is absence of research & academic support to school teachers. There should be close link between SCERT, DIETS, BRCS & CRCS.

### **NEED FOR PROFESIONALLY QUALIFIED TEACHER EDUCATION.**

There is no established mechanism to create a professional cadre of teacher educators especially for pre-primary & elementary stage. Most teachers educators, giving training to primary or elementary teachers, are themselves trained in secondary education, similarly those universities which offer B.Ed courses, offer little scope for professional development & research in key areas of school education such as curriculum enquiry, pedagogic studies and issues related to school and society. This developed some pre assumptions-

- (i) It is assumed that a trainee teacher has already acquired sufficient knowledge of the subject in his general education studies and it is independent of professional training in pedagogy. It means that a class V teacher of Mathematics need not be given any knowledge of mathematics during training period. The need is to integrate General Education with professional Education.
- (ii) Second assumption is that language proficiency of the trainee teacher is adequate & need not be enhanced; the fact is that the language of medium of instruction must be strengthened during these training programmes.
- (iii) Third assumption is that repeated practice of teaching some isolated lesson plans is sufficient to be a teacher. It is also believed that theories of child development

& learning instructional models and methods of teaching specific subjects are automatically formed in the understanding developed by teacher trainees.

- (iv) Fourth assumption is about curriculum and textbooks. Student teachers are not expected to examine critically the Curriculum framework, syllabi & textbooks. They are made to adjust to existing realities.
- (v) It is also assumed that trainees can easily set aside their own beliefs, bases and assumptions about children

Learners' knowledge & learning process and follow meticulously what they have been taught through methodology courses. Training Programme do not provide space for trainees to reflect on their own experiences and assumptions. As a result training merely provides a mask to the trainee for a profession, which needs both subject knowledge & pedagogic techniques without disturbing the pre assumptions of a teacher trainee.

Some Innovations in the Education of Teachers Innovative practices carried out in India can be divided in two broad time periods, one in the pre independent era and other in post independent era. In 1920 Gijubhai established a set of pre primary schools at Bhavnagar in Gujrat. This movement had a radical impact in the stage of pre primary Education.

In 1921 Rabindranath Tagore established Shanti Niketan in West Bengal which has its own special features.

In 1937 Gandhiji launched a scheme of Basic education for the primary stage of Education in Wardha in Maharashtra.

In post independent era.

- (i) Launching of Four years Integrated Programme of secondary teachers education in Regional colleges of Education, NCERT in 1960s
- (ii) In 1968 one year Programme of secondary teacher education was started in Gujarat with emphasis on trainees participation in whole process.
- (iii) In 1994 Delhi University started a four years integrated Programme of elementary Teachers Education(B.El. Ed)
- (iv) All the above innovative process aimed to review, revitalize and restructure Teacher Education. However these efforts did not percolate into actual practice through out the country.

**New vision** – The National Focus Group is of the opinion that in order to make teacher Education vibrant and responsive to emerging demands from the field, it is necessary to change our perceptions about teacher Education which in other words is a paradigm shift in T.E or a new vision.

**Vision** - Teacher Education has to become more sensitive to the emerging demands from the school system. For this it has to prepare teachers for a dual role of –

1 – human facilitator in teaching learning situation who enables learners to discover their talents, to recognize their physical and intellectual potentialities to the fullest and develop a socialized character.

2 – To become an active member of groups of people who make conscious effort to develop need based curriculum keeping in view the experiences gained in the past.

It means Teacher Education has to comprise such features as would make the teacher an actor to play above dual roles. In order to make teacher a double role performer, some basic concepts about total sphere of Education is to be grasped in the light of newfound knowledge .A few concepts are explained and defined in this context.

**(1) Learning –**

(A) Learners learn through active participation. Through their involvement they construct their meanings and ideas in their own ways. Therefore Learning is a process of source searching, collation of ideas and internalization. This process is influenced by the social context in which learners live.

(B) Learning is a divergent process that occurs through various exposures and not necessarily through a singular exposure pre-decided by the teacher. This process is not linear rather spiral and complex in nature.

**(2) Learner –**

(1) Learner is a Psychological entity and a vibrant participant in a context. Learner wants to be effective participant in the context and begins to understand and interpret phenomena in their own ways based on personal experiences.

(2) Learners vary in respect of the kinds of learning and speed of learning. Given the same conditions, each one learns differently. Therefore teacher should not restrict learning routes. This component should find a place in teacher Education.

(3) Teachers – (1) Teacher is a facilitator of learning situation and help the learner to identify their potential and articulate their experiences.

(2) Teacher is a participant in the learners efforts at evolving learning experience and develop Programme for learning.

(3) Teacher should remember that there is no one method that may bring learning in all the learners in similar situations.

(4) Teacher should know that He/She is a professional endowed with the necessary knowledge, attitude, competence commitment, enthusiasm, capable of reflection, sensitive and perceptive to not only the learner and the institution but also the emergent concerns of the society within which one functions

- (5) Teacher should know the importance of information and communication technology ( ICT) and sensibility to use it effectively

**Knowledge** - Another component of teacher Education is knowledge. Knowledge components of T.E are derived from various disciplines. It is thus multi disciplinary in nature within the context of Education conceptual inputs in T.E. Need to be articulated in such a manner that they describe and explain educational phenomena, actions, tasks, efforts, processes, concepts events and so on . For instance different theoretical viewpoints of learning which are essentially drawn from psychology need to be seen as providing a conceptual basis to teacher in understanding how learning can be understood , recognized and can be caused .It means understanding of how a given concept influences a teacher discussion about creating learning situations. Similarly the way the ever changing socio economic , political perspective in the society influences not only teacher perceptions and convictions but also the views and reactions of learners. The point of significance is that while formulating knowledge components for teacher education conscious efforts need to be made to represent explanations from the perspective of education rather than of other disciplines with implications to education. Instead attempts be made to shift from the usual theory to practice to theorization.

Differentiating knowledge components in Teacher Education would clarify for the beginners i.e. student teachers, the educational perspective in to which to understand one's working as well as make learning during Teacher Education more meaningful and feasible.

- 5 . Social Context:** Learning is greatly influenced by the social environment from which learners and teachers come. The social climate of the school and the classroom exist a deep impact on the process of learning. Therefore these facts should be kept in mind while developing a teaching design. Further , learning in school is influenced by the wider social context outside the school.

Teacher education programs need to provide the space for engagement with issues and concerns of contemporary Indian society .its pluralistic nature and issues of identity, gender equity and poverty this can help teachers to contextualise education and evolve a deeper understanding of the purpose of education and its relationship with society

### **Recommended Actions**

While framing curriculum for teacher education it should be recognized that teaching learning is central in education. Therefore following points to be kept in mind .

1. The learning inputs in a teacher education programme will be predominantly learner oriented as it would provide variety in learning exposure ,accomodate differential learning ,encourage divergence, insightful treatment of a learning situation and also provide for critical examination of disturbing social conditions of learner larger issues of a social disparity ,inequity ,gender divide and field specific anomalies all of which contribute to evolving of teachers own convection about teaching as a profession .

2. The teacher education programme has to include teacher competencies beyond the oral ,verbal ones, which are required in the participative learning process. Some of these are –

Identifying the sources of information needed by students to generate learning activities and make them available to learners with differential learning needs like ——

- Variety of activities for different learners.

-Reading materials for the stage of learners .

-Group and individual problem solving targets.

-Use of study and hands on experiences

-Respond to learners in order to lead them on but not provide answers or solutions.

-Discern learners logic in the way he/she goes about discovering and support it.

-Accepting divergent responses with out judging their correctness.

3. Ample opportunities could be provided to student teachers to observe, discern, discuss, tryout, understand and learn to make decisions on the what & How of creating learning situations.

4. Organisationally TE needs changed arrangements. Greater liaison with schools of relevant stages will be necessary. Transactional emphasis needs to be on divergence not only in the nature, speed and style of learning by learners but also in the kinds of expectations as well as facilities provided. The overall learning setting or the climate of the teacher education programme has to provide and experimental scope to student teachers to explore, reflect, critically appraise, experiment and own responsibility for one's decisions.

### **Our Recommendations for the State.**

Teacher education in Sikkim was paid much attention with the merger of the state in the mainstream. However like other teachers education programmes of other states, it to suffered from inherent weaknesses. Realisation of democratic goals called for opening of new schools to make education accessible in all the areas. This required

large scale recruitment of teachers .Since there is no IASE and CTE in the state, the short fall of trained teachers was met through alternative routes . SIE and TTI were set up with poor infrastructure facilities. However in service teacher these two institutes at Secondary and Elementary level provided training.

**New vision** - Teachers education programme will not become effective if there is no link between university department of teacher education and State institute of Education including DIETs . Therefore we propose that –

1. Institute of advance studies in teacher Education(IASE) and CTE should be opened in Government college to provide B El. ED and B.Ed degree programmes
2. SIE should be upgraded into SCERT with qualified line and staff personnels.
3. In service teachers training should be provided to all the teachers for a brief period after every five years of service.
4. The programme of teacher education should not be insular in nature rather it should develop new skills based on societal context
5. To establish close link between SIE and BRCs , CRCs and DIETs they should be brought under SCERT for effective teacher education.
6. It implied that enough funds should be provided for training programmes at all levels. Since training of all teachers of the state after every five years is necessary, a suitable time schedule should be prepared to accommodate a fixed number of teachers for a two months compulsory course. Therefore fund should be made available to carry out all these activities **round the year**.



## **Examination Reforms**



## Examination Reforms

Introduction- Education needs of today and tomorrow are vastly different from those of 19<sup>th</sup> and 20<sup>th</sup> centuries. School Education in 19<sup>th</sup> century was designed by imperialists to produce clerks for bureaucracy. The aim of such education was to develop docility and servility among the rebellious natives so that the purpose of the imperialists was fully served. This remained the situation right upto independence. After 1947 school Education was extended to a wider population and the content prescribed was partially modified to cater to the perceived economy. Hence the primary goal of Education remained that of discriminating the visiting knowledge through prescribed textbooks and the prime purpose of examinations was to test the success of such transmission. The simultaneous processes of nation building and the creation of our industrial working class required homogenizing, and hence did not put a premium on flexibility and differentiation. Therefore the welfare of the individual learner was subordinate to this political and economic enterprise. However –

- Towards the end of 1980s a new knowledge society began to emerge and contrary to the expectation of early state planners, it was seen that it was the service industry rather than manufacturing that steadily grew to dominate the Indian Economy and became the biggest source of new jobs.

The service economy involves catering to other peoples varied needs in a flexible and differentiated manner be it in hospitality, transport, insurance or any other sector. Therefore differentiation became the key to success in service sector as much as problem solving and lateral thinking because the key qualities of service provider. And it calls for a very different philosophy of Education.

The new “knowledge of economy” in which India has emerged as a key player, has put the old model of education system under greater stress. The Internet has demonstrated that information is not scarce and it is freely available, after in overwhelming quantities at the click of a mouse. Therefore what is needed is skilled processors who can access it, evaluate it and analyse it and finally present the outcome persuasively for problem solving. The imperatives of the new knowledge security extended will beyond the world of software professionals. The process of search of shifting of raw data and its stabilise conversion into useful knowledge is now at the heart of several traditional profession be it business sector, management sector, research sector or even medicine and pharmaceutical sector, the point is that the new “knowledge society” require lateral thinking skills to which unfortunately, our education system or for that matter examination system does not produce the negative impact if this is the scarcity of skilled personnel and problem solving citizens.

## **Why reforms are needed in Examination System?**

The question should be seen in the light of following facts.

- (1) Because Indian school Board Exam are largely inappropriate for the knowledge society of 21<sup>st</sup> century in which we need problem solvers.
- (2) Because the quality of question papers is very low as these call fore rote memorization and fail to test higher order skills like reasoning, lateral thinking, creative skills and decision making.
- (3) Because they are inflexible as they are incapable to adjust and accommodate different types of learners and different learning environments.
- (4) Because they induce and inordinate level of anxiety and stress which times had to nervous breakdown and suicides.
- (5) Because there is often a lack of transparency in grading and grade or marks reporting.

What are Board Examinations?

Board Examinations of any Board of the country are not serving the selection needs of the next level of Education. As result there can be seen proliferation of entrance exams, held by different institution of higher learning and coaching centres that claim to prepare students for them. Board Exams must remain exit exams not as entrance exams, the purpose of Board exams is to certify the completion of a course of study. Therefore the National focus group propose that a Nodal Agency at the National level should prepare and design a common test paper applicable across the country to serve the need of professional Institutions to select candidates for different courses after +2 Board exams. This common test paper should be based on a common core syllabus.

Education has the potential to cause upward mobility in all fields. And in turn well educated women/men power has always been a perquisite for rapid productivity gains. India is today Uniquely poised to become an intellectual power house in the new 'knowledge' era due to the pioneering efforts of a few individual enthusiasts here and there in post three decades. But, now the social justice demands that the rural and town population be given the opportunity to benefit from the new found power house of economic growth. And this is a big challenge that the Indian Education system faces today. It demands that we must discard the mandarin mentality whose main aim had been to produce clothes for ever increasing officers of Indian Democracy.

We know that today's Board Exams cater to all sections of the population including those who are poorly taught in schools without adequate facilities. Therefore excellence and equity had become the two poles opposed to each other and the former must occur at the response of the later for a sound economy. Hence disadvantaged groups and reasons are not being done a favour when pass certificates are awarded to them that

leave them nowhere neither they are fit to get a job nor fit to get a sit in the institution of higher learning or professional learning. Are not then the Board Examinations of today's India? A system of education and examination that teaches and tests members of backward or disadvantaged groups the requisite problem solving and analytical skills needed by the job market is urgent necessity of the day. Memorising and regurgitating text books is not the skill needed by the job market as the members of national advisory committee on 'Learning without burden' opined in following lines –

Board Examinations taken at the end of class X and class XII have remained rigid bureaucratic and essentially uneducative and mainly a source of fear and anxiety, because of the amount of the information they demand in a manner ready for instant recall.

Therefore, the national focus group opined that such exams not only snuff out the joy of learning but, by doing so encourage 'dropping out' and therefore economically regressive. Of course, true learning takes place only in an environment where proper people feel challenged as Socrates noticed "Education is not a filling of a vessel but the kindling of the flame! The trick is to kindly the flame, and the students will remain motivated for ever." But unfortunately our system of education does not kindle the flame. Let us now examine what do board exams test.

Indian school board exams are though fairly reliable tests of narrow text book content, rarely valid tests of desired competencies and broader curricular objectives even within the cognitive domain.

### **Question Paper -**

The core of the exam system is the exam paper. While actual exam administration has improved during past few years, the question papers themselves remain problematic in the following ways-

- (1) repetition of identical question from year to year and hence playing into the hands of coaching classes who have dominated the student community making them bankrupt in all respects.
- (2) Ambiguous phrasing of questions like as – write a note (which require students to pour all their remember from the text book on that topic ).
- (3) Inordinately lengthy papers allowing little time for actual thoughtful action and reflection.
- (4) Designed to test a detailed knowledge of the textbook including trivia or error within it rather than competencies and core concepts.

The focus group studied some question papers of class XII grade exam of 2004 of some boards and found that most of the question papers were deficient in many respects. Such deficiency is grouped into two categories.

- (a) Zooming in on non essential information or transient information such as How many members are there in UNO?
- (b) Information that is incorrect or purely a creation of textbook writer.

The causes of deficiency in the question papers is attributed to various procedural mechanism such as-

- Question are set by one individual or a very small group of individuals behind locked doors for sincerity purpose.
- They create multiple set question papers in a subject often in a single day
- Some paper setters do not pay much attention to the contain area they intend to test the objective they are testing and domain for which the question is framed.

In such conditions, if the question paper is not moderated or edited, the mistake inherent in it cause much damage to the entire system. Paper setting needs drastic reform. In fact the focus should shift to question sitting from paper setting. Different paper setters should write question items at different times and then a small expert group can assemble

Individual questions according to difficulty level and competency of each question. A type of question that has great untapped potential is the multiple choice questions (MCQ) well designed multiple choice questions with plausible distracters have the following advantages over short answers-

- (1) They can be machine-marked and hence are much reliable.
- (2) Very quick results are possible.
- (3) Snuffling of question numbers can largely eliminate copying problem.
- (4) Extreme syllabus coverage is possible due to the brief time needed per question.

However, designing a MCQ paper is an art and can not be left to untrained examiners. But, the focus group suggested that while MCQ can move deeply probe the level of conceptual understanding of students, it can not be the only kind of question in any exam. MCQ work best in conjunction with some open ended essay questions which test expression and the ability to formulate an argument.

Need for flexibility – Exam system must ensure that assessment is fair to all social groups and all kinds of learners. Now it has been a proven fact that different learners learn differently and hence to test all learners through a written test of the same type in subject after subject is unfair to those whose verbal proficiency is superior to their writing skills or those who work more slowly but with deeper insight or those who work better in groups than individually.

## **Recommendations –**

The National focus Group recommended some short term and some medium term improvements to an exam system whose roots lie in 19<sup>th</sup> century colonialism. Therefore it is suggested by the group that conventional exams can only be dropped when alternative schemes are available and pre tested and this could be done under some pilot projects before full scale implementation. Following are the recommendations to improve the system of examination.

- (1) Under no circumstances should conventional board exams be extended to other grades such as the 11<sup>th</sup>, 8<sup>th</sup> and 5<sup>th</sup> grades and news that some state boards have initiated such exams, the members of the group were ashamed. Indeed, the group felt that the 10<sup>th</sup> grade board exam be made optional forthwith.
- (2) Introducing continuous and comprehensive Evaluation (CCE)

The focus group suggested that CCE should not be viewed as an alternative but complementary to Board evaluation. CCE will have following features.

- (a) CCE is school based evaluation which covers all aspects of students development.
- (b) It is a continuous process to evaluate the performance of a student frequently using criterion referenced tests employing various tools.
- (c) It is comprehensive because it takes care of assessment of all round development of the child's personality including scholastic and co-scholastic aspects of his growth.
- (d) CCE reduces stress on children and makes evaluation comprehensive and regular. It provides space for the teacher for creative teaching.
- (e) It provides a tool for diagnosis which can be used to develop sharper skills in the learner.

## **How to make CCE effective.**

- (1) 20% Weightage should be given to CCE at the end of class X and it should be reflected separately in the certificate issued by the board.
- (2) Moderating the grades awarded by the school at board level can eliminate subjectivity in assessment by the school. Some procedure can be followed for practical examinations grades which are internally assessed.
- (3) Two level exam – The group opines that we should not expect everything of everybody in evenly subject. The question paper should be designed at two levels set on the same curriculum for the same class one for higher level exam comprising components of high order skills and demand greater speed, conceptual understanding and depth of insight

11. While the other paper should be for standard level exam comprising basic know how of the subject. A student should be allowed to choose 3(or 4) exams at higher level and 3(or 2) exams at the standard level. Such an arrangement would cater for different kinds of learners and allow different levels of testing and will reduce overall student stress levels (It is well known that students experience greatest stress before and during their most difficult subject exam).

For example standard level mathematics papers for the class X grade would be designed for those students who will not pursue maths and science at +2 level. It would focus on computation, algebra, areas, financial maths and interpretive statistics which will equip them for life. Trigonometry, set theory, logarithm, geometrical proofs, volumes etc will be for higher level mathematics if these are two syllabuses or comprise less than 20% of the standard level paper if there is a common syllabus.

Likewise, English could be examined at three levels – the most basic level would seek the ability to comprehend and communicate in English and would have a substantial oral tested component. The intermediate level would be a test of standardized English, seeking correctives of grammar, spelling, syntax etc. The higher level would in addition test skills of literary analysis. A similar three level format could, indeed, be adapted for all languages. Every student should be expected to test for one language at the higher level and another two or one at any level.

Implementation of semesterisation - i.e. Flexibility in Exam periodicity – the learners learn at different paces if this principle is kept in mind, then a student should be given option to complete a course of study and basis in all the subjects at his own pace prescribed for one particular stage. For example the course of secondary stage of two years duration should be divided.

A sort of semester system is recommended by the focus group regarding the periodicity of examination for one particular stage of course. This is because of the fact that the learners learn at different paces. According to this proposal the course of a stage – secondary or senior secondary be divided in to 3 sessions in such away that a student has a choice to opt and pass any two subjects of their choice at the end of class IX or XI, two at the end of half session of next class and remaining subjects at the end of 2<sup>nd</sup> year.

In general every students should be given a three year window within which all the subjects must be passed (or scores improved). In any one exam session students should have a choice of taking no exam, all exams or a few exams. This reform not only allows a student to learn at his own pace and be ready for its exam when he is prepared, but also provides for social justice keeping the principle of individual differences.

In the long run, then focus group says, the system must gradually move towards 'on demand exams' (they are usually done on line internationally) when the student is ready rather than at the convenience of the system. The beginning should be made with computer science exams as a pilot project.



#### **(4) Enhance system of certification-**

Assuming that computer based registrations is followed in each exam board, it is now very easy to provide relative performance in a subject along with absolute mark or grade. This can be done by ranking all the students in a particular subject on percentiles scale with respect to –

- (a) The entire universe of candidates in that subject
- (b) All candidate is that school
- (c) All candidates is that block

This reform is required to compare apples with a apples. A student from a disadvantaged area with low quality educational infrastructure who scores suppose 70% (absolute marks) would attain a percentiles ranks on 95% percentiles within his or her block and closures a commendation certificate which a student of an elite school who also attains 70% marks to that subject may fall is 50% percentile within the school and 60% within the block.

#### **(5) Towards elimination of exam stress and anxiety**

Keeping in mind that examination are artificial situation created for the convenience of the system and not for the convenience of individual learner, hence they are time bound and one short nature to induce anxiety and stress to the extent that a student to unable to overcome the situation leading to nervous breakdown or complete failure of defense mechanism resulting in suicides. Therefore the focus group has recommended to introduce following changes to diffuse such stress.

(a) shorting of exam duration - the exam length should be reduced (to 2-5 hrs for higher level exam papers and 2 hrs for standard level exam papers. But at the same time the numbers of answers expected and the quantity of response in the given time should be reduced and paper should be set in such a way that 95% of all students should be able to complete it within the time limit leaving some time for quick review.

13. Testing of application domain - Question paper should contain a few questions which require students to make relevant connection between material from different chapters and even different subjects. This is much needed skill if we accept the continuation of proof Yash Pal that “education is all about making lateral linkages”.

- (a) Short answer question should be replaced by MCQ designed to test real understanding of core concepts. This is because short answer questions are based on familiar situations often mentioned in one line of some page of the text.
- (b) A shift should be made to test competencies rather than memory. Therefore students should be provided periodic table and bond angle values in chemistry paper Trigonometric identities and other formula in physics or Maths exam which otherwise have to be learnt by rote.

Elimination of the term fail - The word should be replaced by the phrase like unsatisfactory because fail carries a social stigma and often victimizes a student for systemic deficiencies in teaching and testing. In fact the purpose of Board examination is to certify the satisfactory completion of a course of study. As such there will be always some individuals who can not demonstrate such satisfactory completion. They should be provided a number of chances to retake one or more exams within a period of three (or even five) years window.

**(f) Calibration of cut-off pass mark.** The notion of 30% or 33% cut-off marks to represent a meaning that the prescribed course has been successfully completed provides no guarantee. For example a student may attain minimum competency desired to complete a course even if he obtained 25% marks in that subject.

Therefore cut off marks to certify a student that having passed in a subject should be made relative to minimum competency required in that subject because pass mark is a measure of the attainment of desired competencies.

(g) Accepting that exams are an evil if a necessary one, there should be no exams than are strictly and absolutely necessary. Therefore the 10<sup>th</sup> grade Board Exam should be made optional forthwith.

**(6) Exam Management- The Group suggested that**

- (1) Exam should be held as far as possible in the familiar environment i.e. in the same school if enough facilities are available.
- (2) Exams should never be post-pone as it causes considerable hardship and anxiety to candidates. At times, Police and Zila parishad staff should be mobilized and trained as stand-invisitors.
- (3) Identity of the candidates and the examiner should be protected from each other and from officials of the Board to check Malpractices
- (4) Candidates should not be disturbed in the course of their exam for checking of impersonation and compensatory time should be given to candidates.

**(7) Transparency and honesty in Mark/Grade Reporting.**

- (1) Request of candidates to recheck their answer scripts should be welcomed by the Boards. This will ensure transparency. In some states such requests have been declined in best few years as they supply photocopy of the evaluated answer book to the students on request.
- (2) Detailed mark schemes should also be made public and posted on an official website for scrutiny.

What changes can we bring in our state to make evaluation system effective?

## **Recommendations –**

- (1) Continuous comprehensive Evaluation scheme should be introduced effectively with all its components and constituents, SIE will give a detailed direction about its implementation and modus operandi.
- (2) Semesterisation as has been introduced in the state should be made meaningful subjects or disciplines which have been studied in 1st term of the session should not be allowed to study a subject in 2<sup>nd</sup> or 3<sup>rd</sup> September until he/she proves in it. The Results of one semester should be used for corrective purpose during 2<sup>nd</sup> and 3<sup>rd</sup> semester teaching learning.
- (3) Efforts should be made to set up state Board of Education in a phased manner cater the needs of emerging society.
- (4) Elimination of exam stress– All the efforts should be needed to eliminate stress and anxiety of students which develops during exam period.
- (5) The Term ‘fail’ should be replaced by the word unsatisfactory forthwith.
- (6) Exam paper setting should be improved through extensive teacher training. Emphasis should be given to ‘question setting’ rather than paper setting.
- (7) Management of Exam should be made effective and transparent as suggested by the National focus group.



## **Early childhood care and Education**



## **Early childhood care and Education**

### **INTRODUCTION ; -**

Education is a life long process, which begins at birth and continues till the end of life. The first few years of a child are formative and most critical, as the impression begins to imprint in the child's system and leaves an indelible mark which has a direct bearing in the physical, social, intellectual, psychological and emotional health of a child. This stage in life is considered to be very important as it lays the foundation for inculcating social and personal habits and values that last for a life time. Therefore, the quality of human capital available to a country largely depends upon the sound foundation and congenial environment that a child has come through . Should we say ' Sound Foundation for Life' is right of every child ? ECCE derives its importance from this fundamental and on the basis of which the National Focus Group was formed under the chairpersonship of Ms. Meena Swaminathan, Chennai with Prof. V Gupta, NCERT, New Delhi as its member Secretary, to deal with major critical issues and concerns. The NFG however after many deliberations and series of studies have now been able to evolve the final Position Paper on the subject which deals with issues in the National context and the subsequent action plans to be taken up as per its recommendation for the long awaited curriculum of ECCE.

We shall now discuss the gist of the final position paper, which has been planned into 5 sections – viz –

- 1 A Global perspective on Early childhood
- 2 The Indian Context : Situational Analysis and Current scenario.
- 3 ° Critical Issues, Social Realities and Policy Implications.
- 4 Moving ahead: Changing policy Paradigms.
- 5 Guidelines for a curricular Framework.

### **1. Global Perspective on Early Childhood :-**

It is widely acclaimed that formative years of a child is between 0-8 years. The full development of the brain's potential in a child fully depends upon the stimulation and enrichment of physical and psycho social environment and that it plays an important role in the (over all development of the child ). Researches and studies have proved that there is a 'danger mark' on the life of very large percentage of children in the context of

poverty – stricken developing nations. It is thus important to ensure healthy environment, early childhood care and a sound foundation for every child, which otherwise is regarded as the (right of every child that ) that may later prove to form the quality of human capital of a country.

There are various emerging concepts to determine the priorities for addressing the (all round development ) of the child such as the ECD ECCD, DCCE etc which goes on to align itself. On subjects like health, nutrition and psycho social development and education. The programme of ICDS in India is one such concept which not only deals with child development but even looks at the concern of pregnant and lactating mothers as also adolescent girls. Globally speaking, almost all the countries in the world are engaged in one or the other form of child development programme.

Now let us deal with section II i.e. the Indian context – Situational Analysis and Current Scenario.

The concern or happenings all round the world have equally influenced India to take up actions in the field of early childhood care & education. But it is disheartening to observe that India is still laggard in the process of achieving “ Millennium Development Goal” (MDG), the targeted deadline being 2015. A quick look at the profile of the child in India gives us an idea as to where we stand.

### **Profile of the Child in India**

- Child population (0-6 years) is 158 million.
- One third of the babies are born low birth weight.
- Only 42% children (12-23 months) are fully vaccinated.
- 14% are not vaccinated at all.
- India has largest numbers of malnourished children in the world.
- 47% of all children below 2 years are mal nourished.
- 5% of a children (0-6 years) suffer from severe or moderate anemia.
- 25 million children born each year.
- Infant mortality rate 70 percent per 1000 live birth.
- 60 million children (less than 5 years ) live in poverty.
- Of them only 19.4 million children (3-5) are getting pre-school education under ICDS.
- Of the 16 corer children below six, only 3.4. corers are getting supplementary malnutrition.

The picture is very grim and the future looks gloomy.



Given the present scenario, the situated analysis entirely depends upon (how much the Government has moved forward in addressing the situation. No doubt, that the constitutional directives are in place, and the history of traditional practices in ECCE dates back to almost 5000 years, the policies and provision are in vogue, yet the goal is far from achieving. It appears that the main lacunae in our failure remain mostly due to lack of (coordination), (accountability and assigning responsibilities within the various operating units. The fragmented approach and divided responsibilities with no concrete action plans to implement policy of the Government has stood as a (major hindrance).

The study groups while pointing out the drawbacks have however made various recommendation to translate the policy into action such as that ECCE must brought firmly within the framework of EFA & UEE with responsibility and accountability for all programmes for children above 3 years lying with DEE which children below 3 years may be the responsibility of WCD.

### **III Critical Issues, Social Realities and Policy Duplications.**

The above issues speaks volumes on societal divides ; the abysmal lack of crèches and day care services; the unregulated private sector; the role of NGO ; the public sector its variations ; ensuring quality programmes by developing norms and standards in relation to the objectives laid down for ECCE programmes, the need for Government intervention by developing regulatory processes, the need for Research Policy – Practice, Govt. funding ; the language issues etc. what is now most required on all the above issues is proper addressing and drawing the attention to build up (national standards and adaptability. The policies and directives derived from enormous studies and research should therefore not remain confined to glossy brochures and presentation papers alone – but should be applied ;with right earnest..

### **IV Moving ahead ; changing policy paradigms**

The section broadly discusses about shifts in major polices for delivering the young children with the most required policy logistics and assistance that has come out as a result of our past experiences.

The desired actions are on :-

- Establishing and recognizing the value of ECCE as the vital developmental need and right of all children;
- Adequate resource allocation to provide ECCE of equitable quality to all;
- Ensuring quality for all within a common framework with emphasis on meaningful language policy;
- Sustained campaign of advocacy through mass media to convey the significance of this stage of children's life , the dangers of neglect and the

proper scope,

Meaning and purpose of ECCE with a view to sensitize the public at large as also parents and policy makers;

### **The General objectives of ECCE –**

- a. Laying the foundation for a healthy, productive and satisfying life in the future by enabling the child to develop his/her maximum potential .
- b. Preparing the child for entry and success in primary school.
- c. Providing support services to women and girls to enter/ continue with education ,learning and being part of the work force.

### **To achieve these objective the curriculum should be –**

1. Developmentally appropriate, activity based and related to the child 's needs, interests and abilities, according to age.
  - An integrated set of experiences to foster holistic growth and development in all domains (viz. motor, sensory, cognitive, language emotional social, personal ) and language development through and interlinked approach..
  - Flexible enough to suit the diverse social, cultural, economic and linguistic contexts of our country as well as to individual differences among children.
  - Able to help the child to adjust to the routines of the primary school to more formal teaching.
  - Importance of long term capacity building programme where DEE has major role to play.

### **Curricular Frame work for ECCE**

The studies and researches on ECCE have involved various suggestive curricular framework which may provide for a sound and holistic growth and development of the child .

Keeping into consideration the developmental characteristics of children at different ages, the curriculum for Infants and Toddler (0-2) has been framed as follows:-

1. Need of a more sensitive and responsive environment and a ratio of more adults for fewer children to provide a nurturing milieu.
2. Need to be colourful and rich in manipulative objects.
3. An appropriate programme for under 3 are play, active exploration and movement.

4. Meals to be provided at regular intervals and health care procedures and sleep periods to be worked out carefully.
5. In the second year of life-a child should be made to play outdoor games, sand play and ball play etc.

## **2. Curriculum Framework for 3-5+**

The basic principles to be adopted for this age group are as follows;

- I. Play as the basis for learning
- II. Arts as the basis for education
- III. Recognition of the special features of children's thinking
- IV. Blend of the Textual and the cultural
- V. Mix of formal and informal interaction.
- VI. Familiarity and challenge in everyday rhymes
- VII. Primary of experience not expertise
- VIII. Use of local materials, arts and knowledge
- IX. Developmentally appropriate practices
- X. Health, well being and healthy habits

### **Other Issues**

- \* Parents and community
- \* Adult child Interaction
- \* Evaluation
- \* Language in the classroom –The ideal language should be the child's first language
- \* inclusive Education

## **3. Curriculum Framework for the early primary Grades (6-8) are as follows-**

A need for children to get accustomed to the formal routines of the school , learning the basics of literacy, innumeracy understanding and application of mathematical concepts and systematic knowledge of the social and natural environment is necessary .

The study suggests the following guideline to be adopted –

### **1 Goals for Teachers.**

- Development knowledge and skills in all areas of development.
- Help children learn how to learn.
- Respect individual pattern and timing of learning.
- Understand individual differences and learning styles.

## **2. Strategies for classroom Interactions.**

- Provide concrete experience
- Teach through peer interaction.
- Encourage cooperative learning
- Use project method to initiate integrated learning.
- Work for active involvement of children
- Utilise drama for language teaching .
- Teacher- child relationships :
- Allow children to express their feelings
- Share their trails and triumphs.
- Responsive adults can reach out to the children,

### **Sikkim Context In the field of ECCE**

Early Childhood care and Education has gained momentum in Sikkim also under the aegis of the popular state Government ECCE in Sikkim has been introduced in ICD Schemes, Monastic schools, Nursery schools and pre-primary classes of Govt. school. The ICDS Centre are being looked after by the Deptt. Of child and Family Welfare, while Monastic schools are under Ecclesiastical Department. The Nursery schools being manages by private concerns, the pre-primary schools of the Govt. are under the direct control of HRD Deptt. Statistics reveal that there around 82 school mothers under this scheme of SSA appointed in Govt. Schools. It has been proposed to appoint 40 more school mothers under SSA, one in each school with play materials during 2005-06.

### **CRITICAL APPRAISAL ;**

The ECCE courage in Sikkim is in its nascent stage. Therefore achieving 100% target as per prescribed curriculum is impracticable.

Thus it is established that the pre-primary sections of the Govt. schools have failed to achieve the objectives of ECCE in its true sense .

The reasons being –

- Lack of motivation in teachers
- Lack of k knowledge of child Psychology.
- Lack of refresher courses/ orientation for teacher for teachers.
- ( English being the medium of instruction).
- The basic components of teaching viz. pronunciation, handwriting, listening and reading are being set aside while children are made to write most of the time.

- Play-way method seems to be dominant in the teaching learning process but the insufficient supply of play materials have hindered the progress, thereby depriving the child of their most attractive and favorites learning ambience consequently, they end up teaching reading and writing, defeating the whole concept of child pedagogy.

### **Measures to be adopted:-**

Although ECCE has a wide coverage in the schools of Sikkim yet earnest efforts are to be made to realize the “Millennium Development Goals” by 2015.

### **Action recommended**

- To follow the objectives and the principles of curricular framework affirmatively.
- Make the classroom environment as colorful and rich as possible to make learning process play visuals charts posters audio visuals more joyful and appealing to the learners;
- Outdoor activities, plays and singing rhymes are to be made mandatory .
- Art and creative drama being an ‘Integral part of children’s interest, they should be encouraged top be imaginative and creative right from the beginning (art classes, music class, poetry recitation).
- Make them identify with sound and words and listening to stories and poems and take them for outing/seeing the world outside.
- Make use of local materials viz-leaves, pebbles and flower petals to give them concepts of colour, shape and size.
- Language at this stage is largely oral and language activities appear in the natural sequence of listening and speaking, to be followed later by pre-reading and pre- writing activities.
- Students with some physical disabilities should be given special attention at pre- primary stage and “special education” should also be proposed for children with severe and profound impairment.
- While numerous Departments in the State are involved in ECCE programmes, it is may be advisable to form an Executive Committee of these Departments for efficient implementation and coordination of the programme.
- According to the language policy of Sikkim English is the medium of Instruction from the pre-primary level. It may however be opined that some flexibility to use the mother tongue be allowed simultaneously whenever the need arises so that *-the importance of the mother tongue is not diluted in the very beginning.*



# **Work and Education**





## Work and Education

Work as distinguished from wage and other forms of exploitative labour is integral to all culture and life situation within India and across the globe. Almost 93% of the work force in our country is engaged in unorganized sector and majority of the children entering school come from this background. However, the school curriculum not only ignores this rich experimental base but also denigrates it as inferior. The present education system in India is founded on the artificially instituted dichotomy between work and knowledge. The prevailing education system is aggravating and accelerating the process of alienation of middle and upper class children from society, its culture and their own roots. This position paper primarily aims at exploring and institutionalizing the pedagogic role of work in education for all children. The purpose would also be to utilize the knowledge base of the vast productive sections of the Indian society as a powerful means to transform the education system in order to meet the global challenge.

The concept of work centered curriculum as proposed by Gandhi in his Basic Education have been practiced in varying manners in various countries of the West. Participation in productive work will promote multidimensional attributes in the cognitive, affective and psychomotor domains in a holistic manner that is by integrating 'head heart and hand'. Placing productive work in the centre of curriculum will act as a corrective measure in our school education system. Hence pedagogical experience in using work is viewed as an effective tool at different stages of childhood and adolescence and therefore moving towards a secular egalitarian and democratic society.

In 1906 the Indian National Congress initiated a movement for national system of education. The national education conference held at Wardha in October 1937 approved Gandhiji's proposal of Basic education which would make the productive work the pedagogic basis of learning in schools. The Wardha conference constituted a committee headed by Dr. Zakir Hussain to evolve a curriculum of Basic education. The Indian National Congress accepted the report of the committee and resolved to build up a national system of education which will aim at providing education through the medium of some productive trade or handicraft. Seven provincial governments started setting up teachers training centres and opening schools to promote the Gandhian pedagogy of integrating the 'world of work with the world of knowledge'. However an unfortunate feature of the entire movement was its insistence on isolating itself from the state policies and building up the basic schools outside the mainstream school system. The Gandhian term of Basic education along with its revolutionary pedagogic conception was replaced by Indian states in early 1990s which mark end of discourse on the place of work in curriculum.

## **WORK CENTERED EDUCATION**

The Kothari commission (1964-66) recommended that 'work experience' should be introduced as an integral part of all education. It also clearly distinguished between the work experience and vocationalisation of education. The commission's recommendation fell short of the Gandhian concept of using productive manual work as a medium of education. The commission while advocating forward looking type of work experience for every child recommends that a beginning should be made immediately in the selected schools and then steps should be taken to increase the facilities. However such a graded approach does not help build a vision of common curricular framework as its implementation is made contingent upon the state willingness to make adequate resources available rather than a matter of national priority for curricular transformation in entire school system. Work experience is viewed as a means of building a work force and vocational courses rather than a powerful medium for acquisition of socially relevant knowledge and building up creative and purposeful citizen. This confusion had led to the wide spread tendency to equate vocational education with work centred education and vice versa.

The prevailing curricula in various school system neither reflect vision of basic education nor the conception of education commission. Further, work experience continues to be confused with vocational education in popular perception and also in academic discourse.

## **COMMUNITY WORK AND SOCIAL ACTION**

The education commission (1964-66) recommended that some form of social and national service should be made obligatory for all students and should form an integral part of education at all stages. The Iswar Bhai Patel Committee report 1977 observed that the curriculum should be capable of relating learning closely to socially productive manual work and the socio economic situation of the country thereby combining working and learning. National Review Committee on higher secondary education with special reference to vocationalisation endorsed the concept of SUPW proposed by Iswar Bhai Patel Committee. However, none of these committees could see the basic contradiction in the proposal as to how can a separate subject termed SUPW designed as a separate period in the school time table fulfill the goal of the work centred education, wherein participation in productive work is expected to become the medium of knowledge acquisition, developing values and skill formation. The very notion of a separate subject called SUPW is a denial of the Gandhian principle. This idea itself is at the root of the dichotomy that is characteristics of the Brahminical cum colonial paradigm. This dichotomy of knowledge and work also impacted upon the design of the community work programmes. It is therefore evident that SUPW was readily incorporated in the school system precisely because it did not ask for any fundamental changes in the system and not only allowed the contradictions to persist but also to further widen the socio cultural divide.

## **CHILDREN STATE AND EDUCATION:CONTEXT,CONCERNS AND ISSUES.**

Twin papers (Mehta 2003-04) have established that (a) the percentage of people living below the poverty had drastically increased to the level of about 75% in the last decade. It is in against the data of planning Commission (36 % in 1993-94 to 26 % in 1999-2000). Agricultural employment has declined significantly leaving the work force of this sector unemployed. Almost 93 % of the work force of our country is engaged in unorganized sector where the labourers do not manage to earn even their minimum wages. In the notion of minimum wages there is no space even for the equally important basic needs. The provision of living wages as provided in the part IV of constitutions finds no mention in the developmental programmes for poverty alleviation or the political agenda. Rapid changes in technology that are driving neo liberal economy are further marginalizing a vast sections of population depriving their access to education, health and other social welfare measures .National Sample Survey Organization (NSSO ) surveys on household expenditure shows that population at poverty line have considerably reduced their expenditure on food from 80 % in 1973-74 to 64 % 1999-2000. This decline is accounted for by the proportionate increase in expenditure on health and education. This suggest that while the government is trying to fulfill its constitutional obligation to provide support for quality education for the masses, the poor are choosing to invest in education even at the risk of their food security. This is a clear evidence of the aspirations of the poor for a better quality of life through education. This fact needs to be taken into account while reconstructing policies in support of work centred curriculum /vocational education and training programme.

## **EDUCATION AND INCOMPETENCE**

It is widely acknowledged that a majority of the students coming out of the schools or colleges are incompetent. The young people in the urban high schools do not only lack the basic psycho- motor, manual skills for doing some household jobs but are also unwilling to take part in household chores. as these tasks are considered to be below ones dignity. However no one at school would ever enquire how the women belonging to same class or caste manage to do this task throughout their lives without loosing their status or identity. In short, this young people have certificates but do not have necessary skills and competence. Most of the skills are either given low priority or are Ignored all together in the curriculum. Attributes like creativity, cultural sensitivity and scientific temper are also not integral to the curriculum. In the academic domain as well knowledge is so shallow and bookish that it only helps to pass examination but does not prepare for life. Hence the majority of those coming out of the system lack competence, they are neither self reliant nor confident. The main challenge before our education system is to create cultural and pedagogic condition such that the present gulf between knowledge and work will be bridged during school and thereafter.

## **WORK AND KNOWLEDGE**

The education system as stated earlier could not accommodate work as a pedagogic medium due to following reasons-

- Pre-eminence of structure of knowledge that render only elite knowledge as visible valid and certifiable. The pedagogy of vast productive forces that is learning through productive work has been excluded from the entire education system.
- Pedagogy premised on the idea that all knowledge is universal and can be built up by addition of incremental inputs. Therefore, the curriculum tends to become a collection of information and can be reformed by adding or removing information.
- The notion of ideal, universal childhood is supported by textbook writers, policy planners and teacher educators as well as international child welfare organization concerned with distribution and monitoring of funds.
- Text book centred pedagogy that is premised on dominant structures of knowledge.

## **CHILD WORK VERSES CHILD LABOUR**

The concept of work as far as children are concerned differs in different groups depending upon the socio economic status. In the upper income class child enjoys a long childhood till he/she completes his studies and joins a job. In lower income group childhood is much shorter and the children from this section of society get involved in the adult work well before their teenage. In majority of the family adults demands support from children in household management and supporting parents in household chores is considered as a part of socialization process into adult. Therefore household work, not being a wage-based work do not come under the purview of child labour. Childhood without work is completely untenable in our context where there exist a mutual relationship between adulthood and childhood. The emerging rethinking on the notion of childhood has a strong implication upon child centred curriculum. The knowledge, values and skills acquired by children of marginalized sections from their intense interaction with the physical and social world gives them an edge over others. The planners of work centered education should turn this experiential background of the marginalized children into their advantage by enabling them to participate in school with dignity self confidence and strength

## **EDUCATION AND ALIENATION**

Secondary data from government statistics and NSSO data reveal that children of SCs .STs and cultural and linguistic minorities especially girl child in each of these categories are being alienated at alarming rate from school education. This is primarily

because school curriculum not only ignores but also denigrates local community based knowledge .Since this knowledge is not available as a pedagogic resource in the curriculum .students from marginalized communities cannot capitalize on past learning to build ground concepts. The situation is further made worse by the curriculum and curricular transaction which reinforce gender and caste stereotypes .As a result it has served to destroy the self-esteem and the confidence of these children in the context of learning. Passing a public examination is neither a guarantee of employment or livelihood nor does it equip children with necessary skills to contribute to the local economy and support themselves. In fact it leaves children alienated from the knowledge and skills available in the local community.

This paper argues for a pedagogic vision placing productive work at the centre of the curriculum. It may then become possible to make use of community resources to make learning meaningful and to equip children with knowledge and skills.

### **THE GENDER ISSUES**

The male domination of the Indian society is embedded in the curriculum textbooks and evaluative procedures .this should be removed by developing a curriculum that ensures gender equality ,struggle for equal opportunities and economic independence ,struggle against male domination over reproduction and women's sexuality. The work centred curriculum and VET courses must ensure that productive work becomes a tool for promoting gender equalities. The work centred education has a critical role in fostering girl's differentiated potentialities and enabling them to question the patriarchal social control over their lives and in seeking to reconstruct the gender relation in society.

### **THE CHALLENGE OF DISABILITY**

The National Focus Group has recommended an education with flexible and appropriate curriculum for children with special needs. This calls for a systematic removal of all the barriers that prevent the disabled child from participating in regular school activities. Normal children will also derive manifold benefits as a result of inclusive education .All these principles must be taken care of while designing work centred curriculum for disabled children in order to make this children as contributing members of the society.

### **UEE Vs VOCATIONAL EDUCATIONAL POLICY**

The prevailing scheme of Vocational Education and Training is restricted to mainly to those children who have completed at least ten years of formal education. The present policy thus implies that almost 16.5 crore children in the 6-18 age groups do not have access to any formal programme of vocational education. The only opportunity they have for skill formation is provided by unorganized sector or the organized sectors. In this regard National Focus Group contended that a realistic policy is urgently required to address this crisis for an egalitarian development of Indian society.

## **BASIC POLICY- LEVEL CHALLENGES**

National Focus Group's recommendation on the role of productive work in the curriculum and revisioning. the programme of vocational education emerged out of following policy level concerns :

- The education policy has failed so far to ensure the fundamental rights of all children to elementary education of eight years.
- The children belonging to SC/ST, cultural and linguistic minorities and disabled groups and girls in each of these sections are denied the fundamental rights far more than the relatively well off sections.
- The cadre of teacher is being rapidly replaced by under qualified, untrained and unpaid teacher appointed for teaching children of the deprived sections of the society.
- The failure to fulfill the universal elementary education of eight years as a national goal even after 44 years calls for upgrading the goal in view of changed socio economic scenario.

Prevailing 1986 policy imperative of providing vocational education as a distinct stream at the plus two stage has collapsed as it barely has 5 % enrolment out of 25 % at the stage in 2004. Following reasons can be sighted for this-

- (1) Vocational education at plus two stage stands in vaccum without a firm foundation of work centred up to class X.
- (2) Vocational education was misconceived as a terminal stage lacking vertical and horizontal linkages.
- (3) The parallel distinct stream of vocational education at plus two was perceived by the students as an inferior stream when compared to other streams..
- (4) Inadequate resources never allowed the programme to reach even the critical take off stage.

The central advisory board of education (CABE ).has constituted five committees relating to school education. The current exercise to review National Curriculum Framework 2000 must ensure that its recommendations takes into account the CABE committee reports.

Based on the above policy concern the National Focus Group proposed the programme of

- (a) Work centred education for pre primary to class XII..
- (b) Vocational Education & Training for those who are seeking dignified options for their vocations/livelihoods after either completing their school education or being 'pushed out' or 'walking out' before completing education

## ROLE OF WORK IN CURRICULUM

Productive work is acknowledged in various policy in curricular documents as possibly the most significant form of work. It has a great role in intellectual emotional and skill development. It is proposed that work centered pedagogy be the central organizing theme for reconstruction of the present education system from Pre School up to class XII. Work will be interwoven in the curriculum for the purpose of (1) acquiring knowledge (2) building values and necessary strength to stand by them (3) promoting multiple skill formation.

The work centered pedagogy will be pursued with the increasing complexity as the child matures with age. Complexity and flexibility of the curricular dimension will be guided by the principle of moving from local to global context.

### **Work centered education will be based on the following guiding principles**

- \* Integrating productive work along with other forms of work (e.g. activities, experiments, service, and field based studies) in the core curriculum from pre stage to higher secondary stage. Making participation in productive work for acquiring knowledge building values, skill formation, promoting creativity and other generic competencies.
- \* Instead of text book school will have a rich library of resource material related to various knowledge discipline and other education related text.
- \* These material will be readily accessible to the children and teacher for consultation. The path of knowledge will thus become entirely open ended.
- \* Evaluation parameters will be reconstructed to test the children as a result of engaging with the pedagogy of work centered of education.
- \* The school have to be empowered to carve out work benches or work places in the neighbourhood where the students could go to learn through work. Such approach has three advantages
  - (1) It will minimize capital investment in the school
  - (2) students will have access to the latest technology
  - (3) what the children learn would be contextual.
- \* The school system will create a space for engaging the farmers, artisans, health practitioners etc. as resource persons with the aim of utilizing their varied expertise, skill etc.
- \* School calendar and school day have to be made flexible and contextual in order to accommodate work-centered curriculum.
- \* Keeping work centre as the base the vocationalised education will be embedded at the secondary / senior secondary stage.
- \* Work centered programme of education will lay a rational basis for a student to seek a dignified option of vocational education and training (VET) courses outside the school system.

## GENERIC COMPETENCIES

There are two alternative paradigms in which the notion of generic competencies can be placed. As per one paradigm education is viewed as a process of unfolding the holistic potential of learning and working of children. As per the second paradigm the objective of the education is to enable the students to adapt themselves as per the needs. The curriculum is thus designed to make the children adjust to their environment and at the same time optimise the role within the given framework. In addition to subject related competencies development of generic skills and competencies for work has to be an important objective of any educational programme. According to work centred curriculum generic competencies can broadly be considered along three dimensions. (1) Basic competencies relating to personal attributes includes sensitivity, critical thinking, creativity, motivation for work.(2) Interpersonal competencies relating to the social aspect of any task includes attitude to work, social skill. Communication skill, capacity to understand and function co-operatively (3) Systemic competencies relating to overall understanding include capacity to work with transfer of learning.

Competencies can be taught, learnt, internalised and enhanced through appropriate learning experiences and context. Problem solving exercises, craft and design activities and other activities, provide the perfect framework and opportunity for initiating the student to the art of work imparting skills and developing generic competencies. Courses on craft or design and technology provide an excellent mechanism for developing generic competencies. The place of work in education has great significance as it forms the bases of livelihoods. In this regard National Focus Group has presented a possible typology of work, which might help teachers'. Teachers educators and curriculum developers to plan the work centred curriculum for different stages of school education. Before we go to the types of work following points should be kept in mind-

1. The choice of work as a pedagogic medium will be governed by the developmental stages of the child or groups of children.
2. The pedagogic planning must ensure that the chosen type of work is undertaken as far as possible by a collective group of children. .
3. Allocation of work to children must be free of all considerations of class, caste, religion, gender and social status of a child.
4. The work undertaken by a child does not necessarily indicate her future vocation, profession or source of livelihood, not even the work undertaken at the secondary and senior secondary stage. But the child will gain the experience of doing several types of work and developing a range of skills and generic competencies from pre primary to class XII.
5. Care is to be taken to ensure that the work chosen as a pedagogic medium represents as many categories as possible at each stage of education viz pre-primary, lower primary stage, upper primary stage, secondary and senior secondary stage. Skill component increases as the child matures in physical strength age and the stage of education. A system of credit accumulation or



grading would need to be designed for the purpose of evaluation and assessment, so that the multi skill character of work centred curriculum is promoted.

## **VOCATIONAL EDUCATION AND TRAINING**

Vocational education as a distinct parallel stream at the plus two stage Vocational Education and Training (VET) should be conceived as major national programme. The programme has to be structurally and administratively placed outside the school system by establishing VET centres / institutions separately or in collaboration with polytechnics, ITIs, Technical schools, Krishi Vigyan Kendras etc. VET in this perspective will be built upon the bases of 10 -12 years of work centred education in school system. VET needs to be designed for all those children who have for one reason or the other chosen to “walk Out” (not drop out as the government claims) of the schools and wish to either acquire additional skills or seek livelihoods through vocation as a preferred dignified option.

**The VET programme will offer the following -**

1. Flexible and modular certificate or diploma courses of varying duration (including short duration)

2. These courses will provide for multiple entry and exit points with inbuilt credit accumulation facility and will have adequate academic component to facilitate vertical and horizontal linkages into the academic, vocational and technical programmes.

3. Curricular development of VET institutions will be given adequate resources both academic and infrastructure by the state.

4. Until 2010 ( the target year of SaTYa Shiksha Abhiyan ) the eligibility condition for admission to VET will be relaxed wherever appropriate to include a class V certificate. After 2010 the eligibility requirement will be raised to class VIII certificate. The requirement will be further raised to class X certificate when the target year of universal secondary education is reached. In no case the child below 16 years of age will be eligible for admission in the VET.

5. The VET centres will also act as hobby or skill centres.

6. A good space and welcoming environment will have to be created in the VET centres for engaging farmers, persons from Animal Husbandry, artisans and other local service providers or producers as resource persons or invited faculty.

7. VET centres will be planned and designed with infrastructure facilities, quality of faculty and curricular complexity as well as flexibility from village cluster to district levels also in urban areas to make VET accessible to everyone.

8. Legislation will be enacted and appropriate structures will have to be created at appropriate levels for the purpose of constituting a National Council of Vocational Education and Training (NCVET), State Board of Vocational Education and Training (SBVET), District Board of vocational education and training (DBVET), State Council Of Vocational Education And Training (SCVET).

National Focus Group has recommended that a duly empowered committee be constituted by NCERT experts, VET teachers and other practitioners.

### **EV ALVA TION AND ASSESSMENT”**

In order to do the justice to the goals of work centred education, a system of formative and summative assessment will have to be implemented at all the stages of evaluation.

The prevailing evaluation parameters and assessment procedures will have to undergo transformation. The evaluation is done on the basis of book centred, recall oriented and in a restricted dimension of the cognitive domain. The affective and the psychomotor domain play little role in the educational process. Public examination and entrance tests are more reliable and objective than the process based formative assessment undertaken by teachers.

National Focus Group has initiated a search for the evaluation and assessment system in some institutions. Certain outstanding features are as follows-

- Evaluation was primarily formative and process based i.e. undertaken while children were engaged in productive work self study, playing ,singing ,dancing and other activities

- \* Teachers and children lived and worked together in a community.

Evaluation parameters covered a wide range of attributes in the cognitive, affective and psycho- motor domains. Children were neither awarded marks nor declared as passed or failed. The teacher would make explanatory entries in the evaluation sheet with a view to help the child to overcome the difficulties, hesitation or other problems. The certificates awarded by the schools will have to be relied upon for admissions and recruitment at higher level.

A common school system will help to carry out the universal programme of work and Education in the national System of education .It ensures education of equitable quality for all children. One of the enabling condition for introducing a programme of work centred education is the Common School System (CSS). It ensures that the quality of teacher education courses and the evaluation and assessment procedures in public examination will be common (not uniform ) to all the schools.

The programme of work centred education in its entirety should be in all schools of the country (including the private, unaided schools) within a time frame of five years. Implementation of plan are indicated below.

The concept of work centred education in the core curriculum for the entire school system should be included.

National consensus to be reached through the mechanism of the conference of State Education Ministers with regard to a nation wide programme of work centred education and VET. It requires the political attention of the Prime Minister and all Chief Ministers of the States.

CBSE and ICSE to adopt this programme for all of their affiliated schools.

As many as State / UT Governments as possible are persuaded to adopt the programme.

CBSE, ICSE State /UT Boards, SCERT all teacher education institutions to be reoriented Curriculum development to be undertaken in all types of teacher education institutions in order to prepare teachers for the work centred pedagogy.

Introducing the programme of work centred education through teachers trained in the previous year.

Additional 20% teachers to be re oriented through the in-service mode.

Social support for the programme at the operative level is required. The civil society should launch a massive nation wide social movement. The movement should continue for several years after the end of the five year time frame in order to sustain the mobility. Managing committees, PT As should be sensitised and trained to take up their responsibilities.

### RECOMMENDATIONS

In context to Sikkim we have work experience in our school system which is quite similar to work and education as stated by National Focus Group.

Vocational education have been recently introduced as a separated stream for senior secondary level.

The following typology of work will be more relevant and meaningful to plan the work centred education at different stages of school.

1. Making brooms and mops.
2. Cooking nutrition and serving.
- 3 Tailoring, stitching, embroidery and knitting.
4. Nursery and gardening.
6. Clay work.
7. Carpentry, furniture and designing.
8. White washing and painting.
9. Agriculture and horticulture.
10. Waste management.
11. Making of toys.

In our school system not much importance is given to work experience. Weightage should be given. If work experience is given importance then automatically it will enhance the work-centred curriculum in our school system. Existing vocational stream should be introduced in all senior secondary schools so that in future the children can opt for vocational education and training in future.



# **Educational Technology**



# **Educational Technology (ET)**

## **(1) What is Educational Technology?**

The term Educational Technology was first coined to denote “Technology in Education” implying the use of a variety of audio-visual aids for teaching purposes. Educational writers saw these aids as transmitters of lesson content.

Gradually the concept of ET developed and it encompassed various aspects of Education like entering behavior of learners, objectives of learning, content analysis and evaluation procedures. By the mid 1970, E.T. borrowed the terms “systems approach” from management and “corrective feedback” from cybernetics. This widened the scope of E.T. in educational field. Simultaneously contributions of psychologists on the field of learning and instruction, widened the application of E.T. in Teaching-learning process. Skinner’s programmed learning, Bloom’s mastery learning and Keller’s personalized system of instruction and ideas of instructional design attracted the attention of large number of researchers and media developers which formed the basis of modern day interactive learning.

The arrival of digital convergent media encouraged interactivity and interconnectivity. This added a new dimension to E.T. and it became a discipline through which learning can be improved. These all researches in different fields redefined the word ET in simple terms as “the efficient organization any learning system adopting methods, process and products to serve identified educational goals.

## **Historical perspective**

The basic tenets of ET have always been there in any effective system of teaching learning for longtime though it was not called E.T. The old Gurukul system had one to one approach through which traditions of Vedas were passed from generation to generation using different techniques and tools.

The Factory system of Education with its centrally controlled curricula/Text books/school hours etc came with the British rule which abolished all other system of education prevailing then in India. Now we are in a free country but the colonial shadow and control apparatus left by British continue to plague the education system even today leaving us very much in a sorry situation as described by Prof. Yas Pal committee in their report.

## **Efforts initiated by Government**

Mass Media like Radio and T.V. have been used in a sporadic fashion for education for long time. A programme named. 'Vigyan Vidhi' was started by A.I.R. to disseminate scientific information.

Next attempt was made in this direction by T.V. when a programme SITE (Satellite Instructional Television Experiment) was started, which covered 2400 villages in six states. It was at that time i.e. 1974-75 that the Education Ministry took up a scheme of Educational Technology and a centre for Educational Technology (CET) was opened in NCERT. The C E.T. . Launched a multi media programme of In-service Teacher training which was highly successful. Every programme of CET was directed in solving an educational problem to make teaching learning more effective.

Third step in this direction was launching of INSAT (Indian National Satellite) in 1980 and its availability for Educational purposes. Ministry of Education opened Educational Technology Division and CET was merged with Department of Teaching Aids of NCERT and renamed as Central Institute of Educational Technology CIET. At that very time ET Cells of states were upgraded to SIE (State Institute of Education).

In 1993 Central Institute of Educational Technology (CIET) undertook its first Tele conferencing experiment named as classroom 2000+. It was aimed at providing interactive teaching in various subjects,. Using Television Transmission. Conferencing Technology, using Television, Satellite and Telephone were used by many states and IGNOU to arrange District Education Programme and make Teaching-learning process more effective.

But unfortunately link between the broad caster and the classroom Teacher has failed to develop. The Ministry for Education distributed 2,28,118 Radio cum cassette players and 31,129

## **Co lour TV sets to schools but it did not yield desired results.**

Introduction of computer and development of computer Assisted Learning (CAL) package for Training of Teachers started in 1980s. But its technical know how made it less effective equipment driven programmes do not work Radio and T.V. broadcasts are effective when the broadcast covers something that the teacher can not do or show in the class. But again closed coordination between the producer, broadcaster and users is essential to make any technology based programme successful. Now we have received a stage where Educational problems are more and the only solution is to use educational technology for meeting these challenges.

## **Challenges in Education**

Yaspal Committee has studied the entire system of Education and reported on the ills



of the system like as centralized curriculum, joyless learning and examination driven system.

Increasingly, as the world is shrinking on account of development in science and technology, which has affected Indian Society bringing significant changes special features of which are as follow

### **(1) Knowledge Explosion-**

A decade ago the knowledge base of humanity used to double every 10-12 years, now it doubles every 2 –3 years. It means that there is ever increasing load for children to learn newer and newer knowledge along with existing one. How is it fare to over load our children increasingly with this explosion? Could it not be woven in multi disciplinary fashion around the topics that are of relevance and interest to the learners? This is big challenge before us to be resolved.

## **II The Technological Explosion**

A big explosion has been in information and communication technology. Such technology is double-edged sword. They allow people to contact one another and exchange ideas very easily to create communities built around common interests and common causes. At last they open the gate for global corporation to control the economies of developing countries and fill their market with consumer goods. Not only this, they destroy the natural environment of the country and change the way of life of the people permanently. This information imperialism has serious consequences yet to be assessed in full scale.

## **III Homogenization of the world.**

Global corporations have profit motive. They disinvest the world societies of diversities and pluralities to make them common consumer. This has resulted in extension of pluralities in one hand and develops aggressive competition for comfort among people leading to street violence and insecurity on the other.,

A best example of this can be seen in recent development. Earlier the General Agreement on Trade and Tariff (GATT) focused on lowering of tariffs and quotas. Now the WTO has widened its sphere of control by introducing General Agreement on Trade in services (GATS). This covers all kinds of services like banking, transportation, health care, education of drinking water too. In India and in many other countries Government provides these services with basic principle of equality. Now under the pressure of World Bank the Indian government has accepted the structural programme of World Bank by diluting its directive principles of state policy of free education up to 14 years of age.

Acceptance of GATS provision would mean that even Education and Health care would also come under the purview of Global corporations. It means

Education and Health would become commodity. Already private local profiteers have made these services a profitable business. If the corporates will enter in this field, they will destroy the fabric of our democracy and human values will also disappear. Such situation can be met if we socialize our people and enable them to choose the right ways towards a better world. Therefore ET has to play a big role to do this job.

#### **IV Population explosion –**

Globally the population has increased several folds. A special feature of this explosion in India is that it has one of the Worlds' youngest population and most of them are teenagers. The challenge is to bring these young children in school and educate them for better life, which is much difficult with the present system of schooling and infrastructure.

#### **V. Scarcity of Resources –**

Till date Textbooks combined with examination have been the source of Education. But they have undermined the goals of education because it did not develop human resource to meet the challenge of new world.

All the above challenges pose a danger for our democracy and for our survival. How can ET be harnessed to address these problems?

Building alternative system of education in addition to schools is the need of the day. Alternative modules of Education, Distance and Open Learning, On demand education and such other flexible models of learning will solve these grave problems.

#### **Recommendation**

National. Focus Group studied that we have a wrong notion about ET. We consider ET as equipment driven programme, which will fail ultimately due to its inherent weaknesses. Our Institutions have become graveyards of a lot of useless equipments. Now we cannot afford to be as wasteful as we have been in the past. We must realize that knowledge springs from many sources and whatever is of importance in the learners environment and suitable for his/her needs, we must find out and use it in any teaching learning system by using effective instructional designs. Considerable experiments would be necessary to employ appropriate technology for these designs. The ultimate responsibility lies with teachers who have to bring media awareness and develop appropriate design for effective teaching learning. ET is therefore a discipline, which enables the teacher and the learners to make the subject more easy and teaching more effective.

#### **(1) Reusing programme for interactivity**

Some of the SIETs have made excellent programme for interactivity one such example

is Balchitrabani of Maharashtra. Through this programme much awareness is developed among children who have found schooling much boring earlier. The SIET is setting its programme to other states to earn fund.

## **(2) Using Satellite, DTH (Direct to Home)**

India is the only country with a satellite wholly dedicated to education, the EDUSAT. It has a limited capacity for interactivity but it would enable a new type a programme that is better than disseminative. The need is to develop such programme through which interactivity could be developed. It is desirable to explore the possibility of an educational channel that is both educative and entertaining Using DTH technology of Doordarshan could provide room for teaching specific skills if a suitable programme is developed.

## **(3) Revitalizing and reorienting existing resources –**

In the recent times, Information-communication Technology (ICT) and Internet have emerged as dependable medium of interaction. Unlike the broad caste media, the Internet can facilitate the participation of out of school and marginalized communities in democratic discourse.

The need of the hour is therefore to recognize this potential and promote universal access, facilitate participatory forums and develop communities and interest groups.

The model of Education prevalent today presumes the existence of group endowed with abilities, knowledge and skills, which at times even subsume right values, but large number of people are left there who need to be empowered. Therefore we must continue adult Education and develop programmes for dropouts.

4. Shift focus from fixed to flexible curricula with skills and competencies identified, rather than factual content.
5. Deploy ET to enhance open Education.
6. Transform each school into I.C.T rich environment
7. Create opportunities to make every person in Education and schools to become E.T SAVVY and user of ICT independently.
8. Train teachers to evaluate and integrate available materials into learning process.
9. Enable all trainee teachers to access source of knowledge and to create knowledge.
10. Encourage use of flexible curriculum content at least in primary Education and flexible models of evaluation

## **Recommendation for the State**

- (1) E.T. Cell (Educational Technology Cell), which is not functional, should be revived.

It should be brought under the control of SIE, which can use it effectively to disseminate learning.

- (2) We should communicate with SIEs and SCERTs of other states to enquire about their effective programmes, which can be borrowed or purchased for the use to educate our illiterate population.
- (3) We should ask for a channel in Doordarshan and AIR to broad caste our own programmes to teach various subjects for various levels.
- (4) We should ask for Internet facilities in Teacher Training Institute to access data base knowledge.

We must gear up our system to prepare Teaching modules, which can use locally available materials for teaching aid .

# **Heritage Craft**



# **Heritage Craft in the light of National Curriculum Framework for School Education 2005**

## **Objective of Focus Group.**

- \* To incorporate the cultural, social and creative attributes of craft into the school system, through theory and practice.
  - \* To ensure that it is recognized as a professional skill for employment opportunities
- Why Heritage Craft in school curriculum ?
- # One of every 200 Indian is skilled artisan
  - # Handicraft is a production process and an indigenous technology. It is not an outmoded tradition
  - # It must be taught as a professional expertise and not as a hobby.
  - # Raising in recognition as is given to other technical courses .It should be on par with vocational training through a properly structure curriculum.

## **Craft can teach.**

- Relationship between the child and the environment and the inter-dependence between the child and the environment.
- Social skills like tolerance, understanding, appreciation of difference as a means of enrichment of their world. This means empowerment of marginalized groups.
- Information processing skills locate and called information compare contrast and analyse relations between the whole and the part.
- Reasoning skills:- give reasons or opinions and use precise language.
- Enquiry skills: ask questions, plan activity, and improve ideas.
- Creative skills: Expressive arts, explore different ways of personal expression. Involvement on school projects.
- Entrepreneurial skills: attitude-allowing people to venture into enterprise, practice risk management and learning from mistakes.
- Work culture: management of time and resources, control over finances, communication for entrepreneurial targets.

### **Tools and infrastructure required.**

- A pool of trained crafts people or act as master trainers to impart basic knowledge.
- Trainers/Teachers from diverse back ground interested in the subject as Resource Persons.
- The nodal teacher in each school to act as coordinators/facilitations/organizers for project, external trainers/craft demonstrators field visits and fairs.
- A craft laboratory with space, facilities and raw materials.

### **Resources and materials required.**

1. Craft mapping of India
2. Region wise listing of crafts people and craft institutions.
3. Booklets (monographs) on Craft.
4. Film and other visual materials.
5. Manuals/Handbook on different techniques, skills and materials.
6. Separate criteria for crafts-people
7. Skills to work in Group.
8. Restarting of technology and product.
9. Creating space for teaching in motivation.

### **Art and Craft.**

The Focus recommends that art and craft should be merged. It must be done so to develop creativity and the artistry of the child. Indian crafts skills and material can be a rich storehouse for sketching, painting and other forms of visual art.

It could be means to sell these products at school and local mela's, which will inculcate elements of industry and enterprise in the child.

### **Ideas for implementation**

There must be a craft laboratory in each school.(if extra room is a problem then it should be the class of which the Nodal teacher is the class teacher.

Heritage crafts along with art be made compulsory in the primary and Junior High Schools.(The CBSE/NCERT must make heritage craft on elective major in the senior secondary level. It must be an important component of the work. Education at the secondary level.)

Children must work (just as they must conduct experiments in science) in projects to create local museums relating to local history, geography conditions, flora, fauna, customs, culture, rituals and local art.



Children should be facilitated to take part in fairs and school.

Fairs where they sell products developed by them.

Exhibition and scale of Heritage craft and art must be made in integral part of the 'Science and Technological Fair'

Lecture/demonstration of Heritage craft by crafts people.

Workshop where the children develop these works by their own hands in front teacher and craft people and not bring readymade from home.

Puppetry as a vehicle of learning process.

Exchanges and shared excursions between school with crafts children teaching crafts and sharing tips and skills.

Exhibition and evaluation of art and crafts and science model be made an annual teacher of school curriculum in each school.

## **TEACHING AND LEARNING OF HERITAGE CRAFTS**

Learning is an integrated event:

It is not a separate process.

Some facts:

1. India is home to 16% of world population.
2. 46 % of Indians over the age of 15 years is illiterate.
3. India spends 3.8 of its Gross National product on education.
4. Most of the population growth is taking place those who are least educated or are illiterate or have the least skills, the country is being inundated with either poorly schooled or illiterate youth and children.
5. 388 million children under 15 years in India face a major challenge on the education front.
6. Crafts people from the second largest employment sector after agriculture in India. One in every 200 person in India is an artisan

### **Overall Vision**

To impart a rounded and holistic education which will equip our youth face the challenges of globalisation, the rapidly changing world about at the same time value and preserve rich cultural assets, heritage and value system.

### **Methodology:**

A common and valid charge against us Indians is that we have great ability to visualize dreams but we lack the corresponding capacity to actualise these dreams. Therefore it is important that we must develop range of recommendations that are :

- (1) specific,
- (2) practical,
- (3) accessible backed by personal experience, data and guidelines. By doing so we build on the strengths rather than the weakness of the system.

### **Why heritage Craft should be included in the school curriculum.**

1. The focus groups represent 20 million practitioners of Heritage Craft from all over India, with different work structures and cultures using materials from the humble clay to precious metals.
2. Craft has been used to interpret many social issues and ways of living. It has been used as a metaphor for numerous philosophical, meta physical and social concepts.
3. Craft is the largest sector of employment after agriculture and therefore one of the largest contributors to the economy in exports revenues as well as domestic scales.

So the focus group feels that craft, both in theory and in practice can be a powerful tool of (1)emotional,(2) economic and(3) intellectual empowerment of children at all levels and locations and sectors of school and society.

Crafts in the hands of children can be dynamic agent of creativity and empowerment whereas most of us feel that Heritage Craft is sometime that is boring, irrelevant. While for others it evoke images of 5,000 years old civilization with rich multiple cultures, tradition to which each of us claim ownership and want never to change. We fail to realize that craft never was and never should be static.

Contemporary Indians get excited when Sonia Mirza an India gets ranked as one of the World's top ten tennis player, or person of Indian origin enters space or when an Olympic Silver Medal is won by an Indian but they fail to appreciate India's unique distinction of having millions of master crafts people who are still practicing the skills that are no longer existing in rest of the world to the few of those who do these master crafts people are usually seen as exhibits of our present and our future.

Handicraft or Heritage Craft is a production process, an indigenous technology. It is not an out nodded tradition. The raw materials that these Heritage Craft people use are not only indigenous but also environment friendly. There unique crafts skills, technique, designs and products is India's strength and not its weakness. This point needs to be emphasized in the school curriculum. Craft, therefore, must be taught as a professional course rather than taught as a hobby. Our younger generation needs to be sensitised on the value and importance of these craft people and their crafts. Training on craft skills should be recognized as industrial training on par with other technical and vocational training courses. Let us not lose sight of the fact that every ten years loses 10% of our crafts people.

A specialized stream of education in craft pockets where the full of the community comprises of crafts people.

In India the choice is often between a craftsman's child bearing ancestral skill while remaining illiterate but contributing to the family income on the other hand and getting a conventional education on the other hand. Given the poor levels of rural and the state provided education scenario in our country this formal schooling more often than not has failed to actually equip the child for any job in the future. So the feasibility of providing facilities for conventional education alongside those teaching traditional skills so that the child can gain from the forms of education to be a more contributing member of his family and the society in which he lives.

It is important to schedule semesters and school hours according to the work structure and seasonality of craft production. Most young crafts-people do not go to conventional schools. Because the timing and location of the school makes it impossible to avoid both the disciplines of craft apprenticeship and formal schooling learn. Ancillary skills like product design, book keeping, display merchandising and entrepreneurial skills. For example, in a handloom weaving area the course skills could be.

1. Entrepreneurship.
2. Money management.
3. Communication.
4. Textile design
5. Drought man ship
6. Scale drawing.
7. History of the craft.
8. Technical skills.
9. Exposure to other weaving styles.
10. Different yarns counts and looms'
11. Interaction with other designers, artists and craft people

We need to include crafts people in the mainstream and take them forward as economic partners and skilled entrepreneurs. Economic considerations may be a driving force but we need to recognize that social, cultural and familial concerns also shape the direction of the decision making process.

India is a country with ever rising unemployment and few employment means properly regulated the age old system of apprenticeship could be developed as a alternative means to education to build a potential workforce of high income earners and at a same time generate self employment.

This way child labour and system of exploitation can be reduced if not eradicated Laila Tyabji" *Child labour in craft 2003*" quotes, **"any child under 15 who is not in school is child labour"**.

### **Values in Crafts in the school curriculum**

- 1 .Is a means to shape the social, cultural, physical and mental Development of a person.
- 2 .Is a means to provide equality for all
3. Upholds and teaches democracy in a way that promotes empowerment of individuals and communities.
4. Promots a productive economy.
5. Promotes sustainable development.
6. Teaches us to value our identity, our relationships, ourselves and . the wider group to which we belong.
7. Promotes diversity of our society.
8. teaches us to value the environment in which we live.

### **Consensus of National Focus Group**

1. Inclusion of heritage crafts as s focus area in the National . Curriculum Review for the first time is a significant .recognition of the importance of the sector.
2. This is a unique opportunity review re-conceptualise our education system in a number of ways.
3. That craft should not be taught as a separate subject in its own right but be integrated into the study of history, social science, environmental studies, geography, the arts and economics.
4. That craft should be taught both as a vocational and creative activity and as a theoretical social science .
5. Craft is particularly suited to add value to projects of all kinds as illustrate teaching aids and as learning devices.
6. Experiencing and working hands on with craft medium can lead to learning that is useful and exchange whatever discipline or profession and child may eveni ally choose.
7. In the IITs and technical institutions abroad, modal making and origami are used to teach fundamentals of engineering mathematics and physics.
8. Crafts people themselves should be used as trainers and teachers rather than training another cadres of craft teachers.
9. Craft should be taught as a lively, experimental exercise and not as a revivalist lip service of our past.
10. Craft is best taught as a project rather than as a classroom exercise.
11. Craft projects and interactions could be a means of linking rural and urban or children of diverse locations.
12. Craft person or master crafts peopleused as reasource persons or trainers should

receive the same remuneration and status as other trained and educated professionals.

13. Different curricula could be developed for schools in craft pockets where craft education could enhance existing craft vocations. In locations other than craft product and urban areas craft education could serve as an alternate experience and an outlet for creativity and personal expression.

## **RECOMMENDATIONS FOR THE STATE OF SIKKIM**

1. Art and craft should be made compulsory subjects up to class X
2. Art and craft must be evaluated in the school as a major subject
3. CCRT programme attendees must be made to conduct programmes as experts and their performance recorded.



# **Health and Physical Education**





## **“Health and Physical Education”- in the National Context**

A gist of a Study by National Focus Group on

Health through Education had been of great concern in our country during the past and at present too. The World Health Organisation (WHO) in its constitution defines, that *health is a state of complete physical, mental and social well being*, and not merely the absence of disease or infirmity. To create a healthy world that meets this definition demands the concerted efforts of all, because health is considered a fundamental right of the human being. A healthy mind is always housed in a healthy body, Man today is living in a highly developed and complex industrial society and as such the complexities of technology are reflected in his everyday life. Modern Science of health, brings to him, ample knowledge as what health is, how health could be enjoyed and why health education is necessary for students of all ages. It is the status of health of a population in general which are reflected through mortality and nutritional indicators.

One such analysis of the mortality and nutritional indicators from the pre-school, primary, secondary and senior secondary levels show that under nutrition and communicable diseases are the major health problems faced by the majority of the children in India.

Thus, the National Focus Group in its study on “Health and Physical Education” has stressed on the importance of children’s health needs’ at different stages of development. The Group has found out that the comprehensive school health programme conceived during the 1940’s lacks holistic approach and is redundant in simple understanding. Therefore, the intervention of the policy makers, administrators, health department parents and children and schools alike are very necessary in giving impetus to the cross-curricular planning and integrating social works as also adopting innovative approaches for transacting the curriculum.

For the effective implementation of the curriculum certain basic requirements need to be in place in terms of infrastructure and human resources. The number of concerns such as financial and structural inadequacies facing both health and Education should be properly addressed to for affecting the revised curriculum.

The focus group have opined that Health education which is a combined responsibility of home, community and school must be made a compulsory subject upto Class X and be treated at par with the core subject so that students wishing to opt for it can do so in lieu of one of the five subjects for the Board Exam at the end of Class X. They have even come out with objectives to guide the new curriculum and syllabi planning. which are reproduced as follows.

1. To help children learn and become aware of health – the different ways in which it is defined, to develop a positive attitude towards health, as individual and be collectively responsible to achieve it.

2. To provide the requisite services through the school health and nutritional programmes for improving the health status of children.
3. To help children become aware of appropriate health needs at particular age through information and communication. To encourage them to learn desired skills and form right habits about food, exercise, sleep, rest and relaxation in their everyday life.
4. To help children know and accept individual and collective responsibility for healthy living at home, school and in the community.
5. To help children to be acquainted with nutritional requirements, personal and environmental hygiene, sanitation, pollution, common diseases as well as measures for their prevention and control.
6. To help children know their status of health identify health problems and be informed for taking appropriate remedial measures.
7. To create awareness among children about rules of safety in appropriate hazardous situations to avoid accidents and injuries. To acquaint them with first aid measures about common sickness and injuries.
8. To help children learn correct postural habits in standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities.
9. To help children improve their neuromuscular co-ordination through participation in a variety of physical activities, contributing to their overall fitness so that they live well work better.
10. To provide skills for dealing with psycho-social issues in the school, home, and the community –
11. To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, U.C.C. Red cross, scouts & Guides etc.
12. To create interest among children for the practice of yoga asanas and meditation through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life.
13. To address the physical, psycho-social needs of differently-abled children.

Apropos to the above objectives there are several strong recommendations made by the Focus Group on the inputs that are required for curriculum transaction of the subject 'Health and Physical Education' which are as follows:-

1. This area must be a compulsory subject up to the tenth class and be treated on par with the core subjects till class X and at the plus two level it may be offered as an elective subject.
2. The comprehensive definition of school health by the Bhore Committee in 1946 be adopted as a marking definition for this subject area within this definition a holistic understanding of health is the guiding principle and yoga and physical education are seen as contributing to the over all development and health of the child.

3. The major components that have to be included in the school health programme include medical care, hygiene school environment, and school lunch, health and physical education. The school Health Programme has to be a coordinated effort between the education and health departments with the latter providing preventive, curative and primitive services at all levels of schooling.
4. The components of the school Health Programme must be an integral part of Health and Physical education.
5. The education Department must coordinate efforts with the health department and where the public health services are weak alternative strategies like involving local NGOs and practitioners must be explored.
6. For health, yoga and physical education there needs to be minimum of outdoor and indoor facilities coupled with proper ventilation and sanitation in the classroom and school premises at the primary, Sec. & Sr. Secondary levels.
7. Given the interdisciplinary nature of the area there is a need for cross curricular planning and need to be integrated with Science, Social Science, language and other relevant subjects from the primary to Sr. Sec. Levels addressing both the theoretical and applied dimensions.
8. Science subjects must integrate the health dimensions for topics that are related to health issues.
9. There is a need to review the curriculum, syllabus and pedagogy of the teachers training programme for health, physical education & yoga.
10. All teacher education courses must include health, yoga and physical education as a compulsory subject.
11. Description and impact studies be commissioned to review the status of this subject in school education and document alternative expenses in this area.
12. There is a need to try the approach suggested for this area on a pilot basis across different types of schools and only then up scaled.
13. For effective implementation of this subject advocacy is required at different levels of education and health systems.



# **NATIONAL CONCERNS**



## **Problems of SC/ST Children**





## **ST/SC Problems Issues and Current Educational Situation**

SC –accounts around 16% of Indian population Punjab is 28% —highest proportion considering the regional variation but Gujarat has the lowest of 7.41%.

As per ST North Eastern states have high tribal concentration in the present context because of Urban migration, education occupational change and religious conservation the status giving a new social identity. This is shift to caste free occupation. With the arrival new opportunities in rural employment and business, through education based occupational and social mobility in rural and urban context change taking place. After the inclusion within mainstream reduction of disparity among urban and rural society was taken place significantly for vast section of SC.

ST – according to 2001 census ST constitute 8.1% of Indian population- absolute term – 83.6 million people classified under different communities. ST are spread over the entire country but most heavily concentrated area are central eastern and M. eastern India The Sixth Schedule applies to tribal area in the states of North East. Unlike SC population 90% ST are found in few states. Orrisa and MP have more than 20% more than 50% line in Parliamentary Constituencies where they form the majority. ST occupied a belt stretching from the Bhil region of west India through Gond districts Central India to Jharkand and Bengal were the Mundas, Oraons and Santhals predominant. These are pockets of ST in the South very small endangered community in Andamans North East India contains a large population of ST population. Including different Naga Sub-Tribes various states of cultural development gives some broad idea of the variation.

Class I - purest of pure ST group

Class II – those having contact with plains

Class III – largest section in a peculiar state of transition looked upon are Backward Hindus ST only in name.

Like SC the inclusion of ST in the mainstream though education employment the changes in social life has been significant.

Class IV – are an old autocracy for e.g. Powerful Bhil, Wealthy Santhals and Oraon, Mundas who won historical battles of cultural contact . North Eastern Tribal society come under both colonial and Christian influences.

### **State Provision of Education of SC/ST.**

Education SC/ST is contained in Articles 15(4) 45,46 Article 15(4) under scores the state's basic-

Commitment a positive discrimination in favour of socially and educationally backward classes and SC/ST.

Article 45 -declares states endeavours to provide free and compulsory education for all children up to 14 years.

Article 46- expresses the specific and to promote with special care the educational and economic interest of SC/ST.

States concerns are retention of SC/ST children in the school.

- Make available basic educational facilities such are providing scholarships and books. Both Central and State Government took up the responsibility of special education provision.

### **School Participation-**

A nationwide study of the educational progress of the SCs / STs conducted in the mid seven-tees concludes that a significant strides had been made, there was still a long way to go as far as educational progress is concerned. The overall increasing enrolment of SC/ST children at all levels of schooling indicates the school participation in the field of SC/ST education.

SC children at primary –	8,53,74,23
Middle –	5,38,23
ST children at primary –	9, 22,46,04
Middle –	2,35,33,97

(Source MHRD – 1997)

### **Special schemes**

- Free supply of textbooks
- Free uniforms
- Hostel facility
- Free education at all levels
- Pre metric stipends
- Pre metric scholarship
- Girls and boys hostel for SC/ST

### **Others** – Merit scholarships

- Attendance scholarships for girls
- Special attendance for girls
- Remedial coaching
- Reimbursement excursion expenses
- Provision mid day meals.

Recent trend in examination system the enrolment attendance and drop out of SC/ST children is hampered due to relevant and complete data.

Documents further highlights the following area in respect of SC/ST children

Education of SC  
Education of ST  
Situation of persistent in equal access  
The fundamental educational deterrent  
Poor implementation of school level policy  
Pre-metric scholarships  
Mid-day meal scheme  
Poor physical infrastructure of school  
Inadequacy of teachers and teaching transaction  
Poor provision of teaching learning materials  
Curriculum. Pedagogy and evaluation  
Curriculum and SC  
Curriculum and ST  
Language question

**Conclusion** – considering all the problems and issues related to SC/ST education. The state policy and bureaucracy together serve to provide qualitatively the most adequate and qualitatively the most suitable education. As per the survey on equal provision, accompanied by an alienating curriculum, disinterested and discriminatory teachings learning process seem to have kept alive the traditional Brahmanical principle. SC/ST are largely culled-out at primary level itself. States responsibility for mass education of SC/ST in both quality and quantity enhancement.

### **Pedagogy**

- Diverse methods and practice to enhance learning in a democratic way
- Critical pedagogy to balance caste class, tribal, gender, identity, ability, affective school climate to participate freely in knowledge in construction aim at improving self-esteem and identity of SC/ST.
- Judicious use of tests for evaluation
- Make available wide range of textbook and other reading materials.

### **Enhancement of Teacher Education, Teacher Competence and Self-Esteem.**

- Need for strengthening of Teacher education
- Teachers thoroughly equipped with the knowledge of critical pedagogy skill.
- Incorporation of diverse culture history of rich culture etc in the curriculum of Teacher Education
- Teacher Education to be made more accessible in backward tribal region.
- Develop competent teachers within SC/ST particularly women.

## **Research**

We need to undertake research works to illuminate problems and provide more in-depth understanding of educational issues of SC/ST children.

Recommendations need for establishing full-fledged high quality regular schools.

Massive finding and committed state support, Healthy Environment and active encouragement of a public education system by society, the relationship between cultural and educational goals needs to be publicly debated. Development of culturally sensitive policies and programmes is the key concern.

## **Institutional Context.**

- Equitable provision in terms of quality of schooling at all levels.
- Identification of areas/groups for the implementation of positive policies need to invest greater financial and educational resources.
- Flexibility in school structure in school organisation
- Requires more generous and efficient provision of facilities.

## **School curriculum**

- Equal opportunity for intellectual growth, cognitive development, social, and emotional development aim at promotion of creative talent, productive skill, dignity of labour, values of equality, democracy, secularism, social and gender justice.
- Curriculum should incorporate all creative arts, crafts, and oral expression.
- Develop critical social science and humanities
- Develop critical, multi-cultural text and reading materials.

## **States SC/ST Educational Scenario.**

According to 1991 census – Total Population 406457

ST population 90,91 – 22.36%

(to be replaced by 2001)

There are separate departments to cater the needs of SC/ST.

There are 32 Tribal blocks in East 13, West, 10 South.

Welfare Department provides the following for the Welfare of ST.

- Pre-metric scholarship
- Post-metric scholarship
- Scholarship for monastic students
- Vocational training
- Pre-examination coaching
- Prevention of Atrocities against ST and protection of civil rights.
- Intensive development of ST.

Special educational facility to the ST children of North District about 10 students yearly one admitted in TNA to provide the best education in the states. Best school with full financial help. About 360 students are at present who are studying at all levels. No discrimination prevails in the school system.

Equal treatment is rendered by all at all levels.

SC Population	T. population 1991 –	4,06,957
	Caste population –	5'93%
	Literacy rate –	51'03 %

About 4,800 families of SC in the state.

-Welfare department SC provides the following welfare schemes.

- Post-metric scholarship
- Scholarship for children of those engaged in unclean off occupation
- Intensive development of habitat of SC
- Vocational training
- Prevention of atrocities an SC and protection of civil rights.

Constituency wise SC blocks

Rateypani –13

Khamdong – 17

Revenue blocks

East 13

West – 9

South – 10

In school scenario there is no discrimination equal status is maintained but lack in special attention. SC/ST children are given equal status in the state curriculum.

## **Suggestions for curriculum renewal**

- Special attention for the intellectual growth to be ensured through the curriculum
- Identification of areas and groups to be reflected in the curriculum for quality enhancement of SC/ST.
- Provision of remedial teaching to the slow learners to be incorporated in the curriculum.
- Equality and dignity of labour to be encouraged through the curriculum
- Caste/class/gender biased curriculum need to be persuaded by the curriculum framers.
- Curriculum most incorporate the importance of arts and crafts . All the works needs to be seen in the perspective of creatively and be able to appreciate by all sections of life. Occupational barriers need to be critically examined in the textual materials to avoid the caste/class classification and judgments.
- Research works at all levels to be incorporated to identify the problems and promote them and eradicate the discrepancies among the people in the society.



## **Gender Issues in Curriculum**





## **Gender issues in Education.**

Gender is the most remarkable feature of inequality, as it is found across all classes, castes and communities. Gender equality has been a key objective of education policy in India for over three decades. In reality, the dropout rates of girls from some sections of society and rural areas continues to be grim -9 out of every 10 girls enrolled do not complete schooling due to various factors like poor teaching, now comprehension, difficulties in coping, high cost of private tuition.

Despite of focused efforts to girls, it continues to push out those who are already within. In addition to enrolment issues of curriculum and pedagogy require equal, and critical attention to check the dropout. The national and the state curricular framework should highlight and work an gender sensitisation, awareness building, removal of gendered stereotypes in text books, serious inquiry into curricular, content and a more critical and pro-active approach to issues of gender.

Traditional meanings regarding masculine and feminine continue to be re affirmed, pointing girls are not simply a homogeneous category by virtue of their sex. They are also qifferent by heterogeneously by class caste, religion as well as rural urban divide. However, a dynamic shift in approach is required, a progressive gendered policy to be implemented successfully. Nations of Gender and masculinity as well as equality and empowerment need to be understood from a critical perspective. Education is an integral part of those arrangements that govern children lives. Thus in order to achieve substantive and equal citizenship special curricular and pedagogic strategies have to be developed to empower children specially girls to overcome disadvantages and develop their capabilities to exercise their rights and choices.

Substantive equality of outcome to be achieved by providing special treatment for the socially disadvantaged learners, to enable them, to achieve equality of outcome. Education should also faster in the young a deep end understanding of commitment to and capability to uphold the constitution values of justice equality, citizenship and freedom at collective level.

Thus, curricular and pedagogic strategic in the classroom focusing towards more analytical, participatory and pro-active encourages children to transform themselves critically and socially such pedagogical approach would be greatly enhanced by a teacher's commitment, creativity in shaping of critical, imaginative and innovative curricular and pedagogic process, in which the real hope for transformation lies.

The focus groups talks about various aspects of gender issue contexts and concerns. Such as

- The issue of retention
- Education a means of socialization and social control.

- Heterogeneous gendered realities and domains and challenges in education such as rural girls, ST/SC girls, Muslim girls etc.
- Review of policies emphasising nationalization of woman's education status women, women empowerment, gender equality and empowerment, text book and curricula.

The focus group further describe about the purpose of education in the light of narrowing or expanding human capabilities.

They also critically defines gender and masculinity, equality and empowerment.

Subjective citizenship i.e. linking individual and collective gendered transformation followed by gender education and the construction of knowledge are discussed in detail highlighting gender issues in education, gender enquire, experimental knowledge social .experiences, unity ion diversity traditions and spiritual values.

#### Construction of gendered knowledge.

Strength is usually measured in terms of physical capabilities i.e. the power to run, lift, jump etc. but the physical stamina, threshold of pain, and longevity are rarely taken to be indicators of strength.

eg:-

Men	Women
run faster	greater stamina
jump higher	work longer hrs.
carry heavier loads	gremer longevity of life.

Work is usually associated with income generation but the housewives are left out for the work -of bearing children. Reproducing labour power Rearing children  
Providing comfort and nourishment

The group also points out the linkages between gender and curriculum are complex and challenging school text books are crucial component to providing knowledge” and unless syllabi are revised to in corporal gender related issues and concerns. Different subject areas are dealt with great attention as the gender issues are concerned,. The areas are History, Economic, sociology, and political science, Geography. Science and Technology. Mathematics, language.

#### Recommendations.

- Access to education for all girls
- Retention and quality of girls education
- Nationwide consultations on schools of religious domination.
- Establish gender as a critical marker of transformation
- Establish that gender is not on women's issue it is people's issue
- Crucial and pro-active approach to equality and empowerment of girls.
- Integrate input of women's studies. Research in text books, syllabi and training.
- Integrate input of trained experts on adolescence and sexuality.
- Social Science- reproduction of the household.

- Language as the tool of neutralizer balancer of power differences
- Science as gendered dimensions of Science.
- Mathematics De-mystifying De-Masculinising.
- Open human minds
- Introduce participatory pedagogic mode.
- Curricular practices to shaped by the life words of learners.
- Incorporate conflict as a pedagogy.
- Assessment system to differentiate aptitude.
- Teacher training self reflective
- Text books from the perspective of gender
- Support for research
- Create banks of gender sensitive materials.

**Issues and concerns as highlighted by the focus group** are well thought of and discussed it length keeping in view the national problems.

In context of Sikkim we are fortunate to have gender biasness free society where there is no discrimination among boys and girls. But some deprivations exist specially in rural set up where both girls and boys are the sufferers. This may be because of poverty, being eldest child in the family; schools are not easily accessible, slow learner, due to disability etc.

In urban set up boys and girls are given equal status in the family. Thus, regarding gender discrepancies the state of Sikkim can proudly say that the people of Sikkim are more sensible in the matter. But few suggestions are there to empower the women through school curriculum.

- Curriculum needs to be re-iooked to examine and reinforce the components of gender education.
- Teachers are to be made more competent to canalise themselves to perform their duties in true sense.
- Provide some support system to the girls especially in the rural areas to be self reliant and complete the elementary school at least.
- Advocacy programmes on adolescence education need to be organised in a massive scale to prevent various health hazards, premature marriages, premature motherhood etc.
- Gender education and adolescence education to be made a compulsory component of the curriculum without increasing the load.
- School Heads, Teachers and community are to be made an integral part of the system for the successful implementation, and sustainable development of the programme. They should work hand in hand to impart knowledge, on gender equality, retain them till the completion of their schooling and act as a constructive citizen in the society.



# **Education for Groups with Special Needs**



## **Education for Groups with Special Needs**

Special education need (SEN), the national focus group has come out with the paper, which discusses the issues to the provisions, practices and curricular concerns for the children. These issues are concerned with those arising from physical, sensory and intellectual disabilities.

During 1880s Christian Missionaries started schools for the disabled on grounds of charity. This was followed by the government to establish separate workshop model schools, Central Baraille and employment exchanges for the disabled population in the Country. The changing approaches to disability from the Charity model to the human right model have resulted in diversity of policy and practice. IEDC Scheme was launched in 1970s providing educational opportunities to learners with SEN in regular schools but the statistics show that the integration of learners with SEN the coverage is inadequate. The need for fuller access of children with SEN to all educational opportunities is the demand of the situation. Dissatisfaction with the slow progress towards the integration leads to a radical change in the system.

After the world conference of special Needs Education in Salamanca in 1990s inclusion became the magic world in the educational field. Inclusive education refers to all learners, young people – with or without disabilities being able to learn together in ordinary pre-school provision, schools and community educational settings with appropriate network of support services.

In addition to the provision of aids and appliances, a flexible, broad and balanced curriculum that can meet the needs of all children is the need of the day. So the focus group therefore, suggested an inclusive curriculum for all students without the discrimination on the basis of gender, ethnic origin, socio economic group, disability or ability. Inclusive curriculum keeping in mind the needs of schools, and individual differences, provides enough flexibility to enable all students to achieve their goals.

Implementation of inclusive curriculum requires a number of changes in present day teaching practices, curriculum content, evaluation procedures and available resources at the school level.

The implementation of the programme of inclusive education involves curricular modifications and the use of human and technological support, including the use of IET. It is also important to mobilize support from parents, community and special schools. Considering these facts specific recommendations have been made by the group for developing guidelines for planning and implementing effective policies and programmes for education of children with special needs.

Education is a very powerful instrument of social change, and it often initiates upward movement in the social structure, thereby, bridging the gap between sections of society. Until 1970s the leading policy predisposing was that of segregation as most of the educators believed that children with physical, sensory or intellectual disabilities were so different that they could

not participate in the activities of a common school. Christian Missionaries in 1880 started schools for disabled as charitable undertakings. The first blind school was set up in 1887, an institute of deaf in 1888.

Individuals with mental retardation were last. To receive attention, the first school for such persons was set up 1934 special education programmes heavily depend on voluntary initiative . Thus , it was considered the best course to assist and encourage voluntary organizations.

In India a learner with SEN is defined variously in different documents. In DPEP it says a child with disability namely, visual, bearing, loco-motor and intellectual. However, in NCERT, UNESCO it is stated that SEN goes beyond physical disability. It also refers to the large number of child labourers, street children, victims of natural catastrophes and social conflicts and socially and economically deprived ones. These constitute a bulk of dropouts from the school system. The SSA framework for implementation covers with special Needs under the section of special focus group. The term 'SNE' has come into use as a replacement for the term "Special Education". This term is mainly concerned with the education of children with disabilities that take place in special schools. Moreover, SE extends beyond those who are included in handicapped categories like a group of children who need additional support, who are failing in school and many other varieties of reasons.

MHRD 2003 scheme addresses the needs of learners with disabilities and focuses on the followings categories of disabilities like, visual, speech and leading, loco-motor, neuro-muscular, neuro-developmental disorders, cerebral palsy, autism, mental retardation multiple disability, learning, disabilities. This has been taken care of by the focus group.

Broadly classifying the major four models are in formulation

**1. Charity model** gave birth to custodial care characterized by prison-like structures with high walls, watch towers, forced wards , and locked cells. Many of the mental health clinic are managed in this cine. In Tamil-Nadu 27 inmates lost their lives who were kept chained.

**2. Bio- Centric Model** treat disability as medical of genetic condition. The implications determines the disabled person and families should strive for "normalization" through medical care and miracles.

The critical analysis says that the charity and bio- centric models are grown out of their vested interests, which not educable or keep the disabled out of the mainstream. On the other hand Inclusive Education offers opportunity the restructure the entire school system with a particular reference to the curriculum, pedagogy, assessment and above all the meaning of education.

**3. Functional model,**

Entitlement to rights is the individual's capacity to prescribe to be independent enough. e.g. child's right to education depend a his / her ability to access the school and participate in classroom rather than an obligation of the school system to be accessible to children with disabilities.



#### 4. Human rights model

As the Aristotle once said “ things, that are alike should be treated alike” Where as things that are unlike should be treated unlike in proportion to their un- likeness. Thus acceptance of disability as part of human diversity and humanity is important, as disability is a universal feature of the human condition. Thus diversity is of the aspects of human right model.

Others are breaking down the barriers, equality and non-discrimination, reasonable accommodation, accessibility, equal participation and inclusion, private and public freedom

Educational Provisions for Children with Special Needs:

The focus group highlights about the CCS schemes IEDC that aims at providing educational opportunities to such group in regular schools. NCERT with UNIEEF launched the IEDC in 1987 to strengthen the integration of learners with disabilities. In 1997 IEDC was amalgamated with DPEP and SSA(2000).

This scheme provides a wide range of incentives like pre- school training, Counseling of parents, allowances for books, and stationery, uniforms, transport, reader and escorts, hostel facilities, and other devices. It provides one special teacher for every 8 children. and a resource room in a cluster of 8 or 10 schools, and unity involvement. A number of voluntary organizations are implementing the scheme in the various states.

Total enrolment of disabled children at Primary level in the country are:

Rural - 24352  
Urban- 19620  
Total - 43972

Upper Primary level.

Rural - 11874  
Urban – 11460  
Total 23334 (NCERT 1998)

Until 1998 evident of the above table shows integrated education was provided to 8'90,000 learner in different states. All Sr. Sec. Level. By the year 2002, the scheme had expanded to 41, 875 school ,benefiting more than 1, 33, 000 disabled children in 27 states and 4 Union Territories.

The current enrolment ratio per 100 disabled person between the age of 5 - 18 yrs in primary schools is higher in rural (475) than urban area (444) (National sample survey organization (NSSO 2002) About 1 % of the disabled person between 5-18 mere enrolled in special schools in the Urban area as compared to less than 10% in the rural areas (NSSO 2002).

In spite of all government and non- governmental organizations' effort there is still a significant need to facilitate access to disabled children,

The right of every child to educate is proclaimed in the Universal Declaration of Human Rights (1948) and was furthermore strongly reaffirmed by World Declaration of Education for All (1990) RCI (Rehabilitation Council of India Act 1992) guards the persons with disabilities

for equal opportunities, protection of rights, full participation and Act 1995 PWD guards the persons with autism, cerebral palsy, mental retardation and multiple disabilities together provide wider perspective development to special need persons. RCI empowers the person PWD promote equality and prepare a comprehensive education scheme that will make various provisions like transport facilities, removal of architectural barriers, supply of books, uniforms, grant of scholarships, suitable modification in the examination system, restructuring of curriculum and many other beneficiaries.

The group also talks about the changing role of special schools linking with the mainstream and be the integral part of educational system and the policies and programmes need to be adopted in the recent pattern Regarding inclusive education though in India there is no formal official definition. MHRD defines it as –

“Inclusive education all learners, young people – with of without disabilities being able to learn together in ordinary pre school and community educational settings with appropriate network of support service There is growing movement in education towards various aspects of development in this trend it seems incomplete without the integration of inclusive philosophy”

### **Curriculum Issues and Concerns**

Curriculum need to be more flexible, more inclusive and more collaborative as:

- Students with SEN are not same as the students without SEN.
- Individual goal of students with SEN need to be seen.
- Develop rational support system.
- Understand to early identification intervention.
- Emphasizing good teaching – learning materials.
- Making curriculum flexible and accessible,
- Use of technology and assistive devise
- Development of appropriate evaluation procedure.
- Capacity building and empowerment of teacher and stakeholders.
- Provide vocational education.
- Identify suitable sports and other co-curricular activities to suit the students with SEM.
- Barrier5 free intervention. It is to be supported by the Planning and Management of inclusive curriculum in schools.

As state of Sikkim is concerned not much has been achieved in the field of IEDC. One special school at Namchi is catering the need of visually impaired children and one spastic centre at Gangtok exists till date.

Very recently the CSS programme IEDC has been initiated by the HRDD Department through a voluntary organization and about 526 children are getting education in an inclusive manner with other normal children. The total no of identified special need group is 6994.

## **Suggestions:**

- Urgent need is required to frame the policy on implementation of programme.
- 
- Immediate need is required to intervene in the academic areas a development by SCERT/ DIET
- 
- Flexible and suitable curriculum is the are where SCERT should start working.
- 
- Teaching learning materials to be developed.
- 
- Teachers capacity building through intensive training
- 
- Proper management and planning
- 
- Supervision and monitoring by competent authority to ensure the proper implementation.
- 
- Vocational education to support these disabled children at the later state.
- 
- Timely research works are to be initiated to identify the need and to lay down the strategies for individual development.
- 
- Parent & community advocacy



# **Peace Education**



## Education for Peace

- “If we have to teach real-peace we shall have to begin with children”. Mahatma Gandhi
- “All education is for peace” Marie Montessori

The reality of the increase in violence in school can be gauged by just a glance in newspaper. The Telegraph on 26<sup>th</sup> June 2005 has an article where in a Class III student stabbed his fellow student with his broken ruler and is hospitalized.

It reports that in (1) 2005 a Class IX student by being seriously injured when a friend hits him with a hockey stick,(2) in September 2004 an 11 year old boy is killed after a classmate hits him on the head with a cricket bat,(3) November 2004 a Class VI student breaks his hand when he wanted to punch his friend's chest but missed it and hit a glass table in the classroom, (4) in August 2004 a student of Class VIII breaks a windowpane in the classroom and slashes his mate's hand. All this happened only in Kolkata

These are instances of students' commodity acts of violence. But teachers are the real perfect offenders. These are scores of people with 5-to15 % deafness because of beating in the face while they were in school.

One cannot deny the fact that violence in schools is a reality that we do not want to acknowledge.

Peace as an integrative perspective for school curriculum is an idea whose time has come. Education for peace, as distinguished from peace education, acknowledges the goal of promoting a culture of peace as the shaping purpose of the enterprise of education. It can make learning process joyful and meaningful.

Education for Peace requires reduction in curriculum load. Peace offers a contextually appropriate and pedagogically gainful point of coherence all values.

Peace and justice are complementary. But in the event of conflict of interest between the two, the claim of justice must take precedent over the dynamics of peace for the sake of peace in the long run best peace becomes a repressive or retrograde ideology.

Theories apart the facts of history tells us that :

- i. The initiators of the largest number of wars for the last 200 years Great Britain a democracy, followed by France, which is a democracy, followed by France, which is a democracy for a substantial period of time. It is argued that democracies do not fight one another, they fight with authoritarian regions. But historical facts are during Bangladesh freedom struggle, which trigger the 1971 Indo-Pak, the MS supported the authoritarian Pakistan rather than democratic India, In another context one democracy (USA) gives another democracy (Israel) support to quell democratic aspirations of Palestine.

In the present scenario a war against international terrorism the US and UK had made exceptions in the charter of human right. All the prisoner's in Guantano Bay prisoner camp are Muslims.

The pirated role that teachers play in learning envisaged as education for peace as well as the need to turn schools into nurseries for peace is examined which are :-

The major frontiers for peace in the Indian context mainly with tax goals of education (i) education for personality formation and (ii) education for responsible citizenship (Citizenship, not religion in what all Indian share in common) are :

1. Peace-oriented individuals through education.
2. Nurture of social skills and outlook needed to live together in harmony.
3. Reinforcing social justice, as envisaged in the constitution.
4. The need to propagate the secular culture.
5. Education as a catalyst for activating a democratic culture.
6. Scope for promoting national integration through education and
7. Education for peace as lifestyle movement.

Major issues and concerns that an effective implementation of education for peace needs to engage.

1. teacher education
2. Textbook writing
3. School setting
4. Evaluation
5. Media literacy
6. Parent Teacher partnership
7. Need to address practical implications of integration as a preferred strategy for implementation education for peace.



In the primary classes the focus could be :

- i. Laying the value foundation for personality development as well as developing the social skills
- ii. Then onto perspective on peace and the
- iii. Need to promote skills for peaceful resolutions of conflicts.

In the upper primary classes the focus could be to enable the focus could be to enable the students to see the culture of lease from the perspective of Indian History and culture :

- 3.1 Thereafter the focus could be on citizenship education.
- 3.2 “Peace and lifestyle movement”
  - 3.3.1 Lifestyle conclusive to the integrity of creation and stability of society.
  - 3.3.2 Various challenges to national unity. .
  - 3.3.3 Respect for diversity and differences.
  - 3.3.4 Various hindrance to unity.

At the senior secondary level the focus could be :

1. Understanding the logic, modes and expressions of violence.
2. Skills for an objective understanding of issues
3. Developing a global perspective on peace.

Some of the basic assumptions that shape the approach to education for peace

1. Schools as nurseries for peace.
2. Teachers as social healers
3. Education for peace humanizing education as a whole.
4. Promote life-long excellence by skills and orientation of peace.
5. Justice as integrate to peace.

A peace of mind, then to turn Education For Peace into a people’s movement. In order to do so education must be cleansed of social and gender injustice, for what is tainted with elements a injustice cannot be a vehicle of peace. The minds of children wrapped with violence are serious issue. This needs to be acknowledged and addressed with seriousness and injury. Peace, more than war needs to be pursued with single-hearted vigour and a constant, undeviating sense of purpose. Education for peace is a pioneering movement so it must be implemented with vision and utmost determination anything less could trivialize peace and aggravate cynicism about it efficiency.

## CONCEPT

Peace, is an integrative perspective for school curriculum, is an ideas whose time has come. The purpose of education is greater than the propagation of knowledge *“Knowledge does not comprise all that is contained in the larger term of education The feelings are to be disciplined. The passions are to be restrained. True and worthy motives are to be inspired. And pure morality is to be uncalculated in all circumstances.”* Daniel Webster.

Peace education means that peace is a subject in the syllabus. But education for peace means peace as a shaping vision for education. Education for peace is education for life and not merely training for livelihood. It means equipping individuals with the values, skills and attitudes they need to be wholesome persons who live in harmony with fellow beings and are responsible members of their family, fraternity, community society country and the earth world.

Historically, moral instruction and value education were the precursors of education for peace. Religion according to National Curriculum Framework for School Education-2000 is a source of value generation. Values and attitudes are the building blocks of culture for peace. What is unique to education for peace is that it calls for significant reduction not increase in curriculum load. Peace embodies the joy of living. Learning from peace perspective has to be joyful experience. Joy is the essence of life.

Hurry and worry, spoil the joy of learning and undermines the harmony of life and learning. It is this stark reality the more and more incidence of suicide among students draws our attention.

Value education is subsumed in education for peace, but is not identical with it. Peace concretizes the purpose of values and motivates their internalization. Values are internalisation through experience which is lacking in our classroom-centered and exclusively cognitive purpose to teaching. Education For Peace means liberation of learning from its classroom confinement and its transformation into a celebration of awareness enlivened with the delight of discovery.

Over world is a world of violence, in every aspects and facts of our lives, locally, nationally or globally. The matter gains seriousness when schools, which are meant to be nurseries for peace, become transmission points for violence. What can we say when it was found recently that a alumnus of a well-known college in Delhi was found to be running a kidnapping racket in Patna. Violence in the schools has taken a quorum leap. The words the children use are violent. Their taste and their games are violent. Their relationships are violent. Most of them come from violent homes”.

Focus Groups or Education for peace in the course of study for this position paper found that 18% of children interviewed took pleasure on acts a violence like throwing stones at dogs and other animals, pinching flower buds, holding butterflies between their fingers. Older children very often liked eve-teasing and ragging, to the extent that this becomes sometimes fatal.

Faith in violence as a quick-fix problem solver is an emerging epidemic more so when glamorous by the follywoods like Hollywood, Bollywood, Tollywood etc. and the soaps the serials in the Television channels.

We assume not even routine things can work unless it is done on a war-footing. Our eagerness to eradicate illiteracy likewise is not matched by our keenness to promote education. Young people turn their birthday parties into bashes. Rather than go out for ride they 'hit the road' and have a spin". They don't like to have a nice time. But they like to 'freak-out' why we even talk of "Launching a peace initiative" on a war footing. In our workplaces we have 'agenda wars', 'gender war' in our homes and 'propagated war' in public places.

Children these days grow up schooled in violence in the classes, in the campus, at home, with the television serials and with the movies. Not peace but violence literacy portends to be universal and omnipresent.

But most people use worried not by physical violence but the wordless emotional violence are not taken into account. People are worried not because their children might turn into terrorist but they worry if ever they would be able to have a soul-filling, heart-to-heart talk with their children. Increasing emotional alienation, resulting in the erosion of togetherness and the virtual death of communication between the parents and the child at home is a substances of their silent suffering.

Alienation is the seed of violence. In alienation even silence becomes violence.

So we need to ask ourselves whether we are not spreading alienation albeit unwillingly through education by undermining the affective, relational and experimental aspects of learning. Education for the purpose of completion of the syllabus and for very high marks at the examination turns children in cerebral machines that master facts. They are devoid of emotional and relational skills. The result is more and more result oriented a person is , less and less he tends to be in relating to people, even to the near and dear ones, sensitively, reciprocalsly and responsibly. Lopsided personality development, market by deficient social imagination makes the children vulnerable to violence.

We owe it to our country to ensure that the kind of education that we impart to our children is conducive to the health and wholeness of India. Peace is a prime requirement for the progress of national integration. Every society in every age has acknowledged peace as a necessary ideal. The great spiritual teachers of the past were, therefore, in their own ways educators for peace.

Inner peace is kernel of collective peace. Only one who is at peace with himself can stay calm even in the eye of the storm. But inner peace must not be misunderstood with self-centered apathy or blissful blindness of human suffering. Peace therefore implies the ability cry with the grief stricken; to respond to the encircling suffering and needs in ways that affirm in the dawn beyond darkness. Because it is in the presence of turbulence, stress, problems and unwanted situations that the capacity for peace is tested and proved.

“To respond to respond justly and affirmatively to the needs and suffering of others is the hallmark of authentic inner peace.”

### TEACHERS AND PEACE BUILDERS.

Some news headline in the Hindustan Times.

- Teacher molests eight years old (4-12-2004)
- Teacher blinds boy with pen in class for not paying attention in the class (20-01-2005)
- Class III student, injured after being thrashed for spelling error (12-02-05)
- Teacher pulls out five years old hair and keeps her standing for not bringing plastic bag to carry some art assignment (17-02-2005)

For students teachers are the role models. Therefore teachers play a role, unknowingly, in propagating violence if they are not oriented to peace. (*What I teach is what I know. What I educate is what I am*) Good teachers model peace values even when they do not preach peace. These qualities are the art of listening, the humility to acknowledge and to correct mistakes, assuming responsibility for one's action, sharing concerns and helping each other to solve problems transcending differences.

A teacher who imposes discipline in the class by blows and slaps, or with a stick or by intimidating children, models violence as the only problem solving strategy. The teacher's ability to create a positive climate in the class is very important. The attitude, values and relationships determine the climate of the class. *After all an ideal class is paid to be when both the teacher and the taught are physically, emotionally and intellectually comfortable with one another in the class.*

Most often children close their ears to advice and open their eyes to examples. Children will learn peace. Value only if these are modeled by their teachers. Instead of lecturing on the children to care for others? The teacher needs to care for others himself first and let the children construct their own understanding of it.

## POLICY PERSPECTIVE

In the history of education, the British period was marked by negative to religious and moral education.

The education commission of 1882 ventured to recommend moral education. The British Government dismissed as impractical in 1884.

The report of the Central Advisory Board, 1944-46 recognised "religion in the widest sense should inspire all education, and that a curriculum devoid of ethical bases will prove barren in the end". But this did not result any change on the ground.

*The report of the Secondary education of 1952-53. Identified character building as the defining goal of education. "The supreme end of the educative process should be the training of the character and personality of the students in such a way that they will be able to realize their full potentialities and contribute to the well being of the communities".*

The university Grants Commission 1962 had more confident not of we would be tenure to our whole historical development".

Sri Prakash Committee Report recommended 6 direct moral instruction for which one or two periods week should be set aside in the school time-table.

The National Policy on Education (86) expressed concern over the erosion of essential values and increasing cynicisms in society it advocated turning education into "a forceful tool for cultivation of social and moral values and foster universal and eternal values, oriented towards the unity and integration of our people. The POA (92) tried to integrate various components of value education into the curriculum at all stages of school education.

The NCFSE (2000) enclosed the NDE-86 on the erosion of essential social, moral, spiritual values and on increase in cynicism at all levels. Against this backdrop the framework described an integrative approach i.e., judiciously integrated with all the subjects of study.

The shift of focus, over the decade from religion and moral education to education for peace through value education parallels the shifting sense and sensitivities in the larger context. Deepening anxieties about the rise and spread of violence drove the acceptance of peace as necessary ingredient of holistic education in the western countries.

## **Approach to Education for Peace**

The peace opportunities latent in the curriculum are maximized when the school atmosphere is imbued with peace values and attitudes. Teacher – student interactions, lessons designs in the textbooks, the pedagogic approach and the total life of the school must all be oriented to peace.

The pre supposed pedagogic strategy in integration, as peace is an integrative and all embracing concept. It could be done so at two levels.

The boarder leveled all the activities of the school; curricular as well activities of the school curricular as well as co-curricular are generated to EFP.

The classroom level peace dimensions are woven into the context of the lessons, which are treated as the lessons, which are treated as the means for helping students to imbibe peace values. There emphasis is not merely on acquisition of knowledge but also on the process through which peace is achieved.

Every teacher becomes a teacher educator.

## **Education for Peace**

Values and skills

1. Some peace values for reusability development
2. Love
3. Truth
4. A spirit of appreciation (gratitude)
5. Sense of responsibility
6. Ahimsa
7. Humility
8. Spirit of service
9. Positive thinking
10. Discipline

### **• Peace Value & Shared Spirituality**

- 2.1 Aspiring to inner peace
- 2.2 Freedom of thought, conscience and belief
- 2.3 Freedom of religious practice
- 2.4 Equality of treatment of religion by the state.

- **Peace Values & Human Rights and Democracy**

- 4.1 Dignity
- 4.2 Quality
- 4.3 Justice
- 4.4 Protection of rights of all peoples
- 4.5 Participation
- 4.6 Freedom of speech and expression
- 4.7 Freedom of belief

- 5. Peace Values and the Indian Constitution**

- 5.1 The Preamble
- 5.2 Rights and Duties
- 5.3 Special Provisions
- 5.4 The unfinished agenda “ Directive Principles of State Policy”

- 6 Peace Value and Lifestyle**

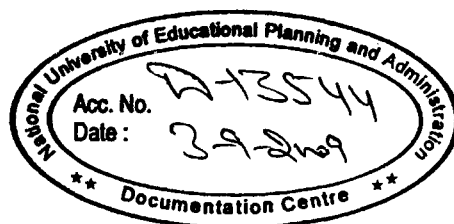
Sensitivity to and appreciation for environment nature

- 6.1 Respect for life in all its forms
- 6.2 Simple life style
- 6.3 Responsibility: Sense of living in community
- 6.4 Consumption and the integrity of creation
- 6.5 Earth’s resources to meet the needs of all

- 7. Violence: What it is and what it does**

- 1. Modes
  - 1.1 Verbal
  - 1.2 Psychological
  - 1.3 Physical
  - 1.4 Structural
  - 1.5 Vulgarity and popular taste
- 2. Frontiers of violence
  - 2.1 Caste
  - 2.2 Gender
  - 2.3 Discrimination
  - 2.4 Corruption
  - 2.5 Communication
  - 2.6 Advertisements
  - 2.7 Poverty

3. Perils of violence
4. Peaceful resolutions of conflicts
5. Reconciliation after conflicts
6. Peace Values & Globalization
  - 6.1 Peace in the global context
  - 6.2 Peace moves and initiatives
  - 6.3 Economic concerns
  - 6.4 Liberalization, Globalization & Privatization
  - 6.5 Globalization + Democracy
  - 6.6 Peace, development and social justice
  - 6.7 Peace and sexuality
  - 6.8 Generation Gap
  - 6.9 HIV/AIDS
  - 6.10 Terrorism



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