

EDUC 302, UNIT I: POLICY PERSPECTIVES IN SCHOOL EDUCATION

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1. *Sarva Siksha Abhiyan (SSA)*,
2. *Rashtriya Madhyamik Siksha Abhiyan (RMSA)*
3. *Right of Children for Free and Compulsory Education- Jammu and Kashmir Education Act 2002 and (RTE) Act 2009*,
4. *Learning without Burden (Yaspal Committee Report)*
5. *Continuous and Comprehensive Evaluation (CCE)*
6. *Millennium Developmental Goals -2000*
7. *National Curriculum Frame Work (NCF-2005)*

1. SARVA SIKSHA ABHIYAN

SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, regular teacher in service training and academic resource support, free textbooks& uniforms and support for improving learning achievement levels / outcome. With the passage of the RTE Act, changes have been incorporated into the SSA approach, strategies and norms. The changes encompass the vision and approach to elementary education, guided by the following principles:

1. Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.
2. Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.
3. Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.
4. Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 /92; i.e. a decisive intervention to bring about a basic change in the status of women.
5. Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.

6. Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.
7. Convergent and integrated system of educational management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

The main mission of SSA is to provide "useful and relevant elementary education for all children in the 6 to 14 age group by 2010". SSA means to remove all social, regional and gender disparities in the education system through the active participation of the community. Realising the importance of early childhood care and education, SSA works with all children ages 0-14.

The main objectives of SSA are as follows:

1. All children should either be in a school or an education guarantee centre of an alternate school, or an ' Back-to-School' camp by 2003
2. All children of the appropriate age will fulfil five years of primary schooling by 2007
3. All children of the appropriate age will fulfil eight years of elementary schooling by 2010
4. Focus is on elementary education of satisfactory quality which will be considered to be beneficial for life
5. To bridge all gender and social class gaps at primary stage by 2007 and at elementary education level by 2010
6. Have universal retention in schools both primary and elementary by 2010

The SSA uses a number of strategies to reach their goal such as: reforming the delivery of education so as to positively affect the quality of education, searching for sustainable financing of the school system, facilitating decentralization by including participation of the community and community organization, improving mainstream education administration, emphasizing education of girls, STs, SCs and other marginalized minorities and groups, creation of district level plans, etc. SSA also has provisions for private-public partnerships but has not clearly defined this area.

Sarva Shiksha Abhiyan (Hindi: सर्वशिक्षा अभियान, Sarva Shiksha Abhiyān, English: Education for All Movement), or SSA, is an Indian Government programme aimed at the universalisation of elementary education "in a time bound manner", as mandated by the 86th Amendment to the Constitution of India making free and compulsory education to children between the ages of 6 to 14 (estimated to be 205 million children in 2001) a fundamental right. The programme was pioneered by former Indian Prime Minister Atal Bihari Vajpayee.

As an intervention programme, SSA has been operational since 2000-2001.[1] However, its roots go back to 1993-1994, when the District Primary Education Programme (DPEP) was launched, with an aim of achieving the objective of universal primary education.[2] DPEP, over several phases, covered 272 districts in 18 states of the country.[3] The expenditure on

the programme was shared by the Central Government (85%) and the State Governments. The Central share was funded by a number of external agencies, including the World Bank, DFID and UNICEF. By 2001, more than US\$1500 million had been committed to the programme, and 50 million children covered in its ambit. In an impact assessment of Phase I of DPEP, the authors concluded that its net impact on minority children was impressive, while there was little evidence of any impact on the enrolment of girls. Nevertheless, they concluded that the investment in DPEP was not a waste, because it introduced a new approach to primary school interventions in India.

The Right to Education Act (RTE) came into force on 1 April 2010. Some educationists and policy makers believe that, with the passing of this act, SSA has acquired the necessary legal force for its implementation.

Features

Sarva Shiksha Abhiyan (SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community -owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country.

1. Programme with a clear time frame for universal elementary education.
2. A response to the demand for quality basic education all over the country.
3. An opportunity for promoting social justice through basic education.
4. A expression of political will for universal elementary education across the country.
5. A partnership between the central, state and the local government.
6. An opportunity for states to develop their own vision of elementary education.
7. An effort at effective involving the Panchyati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.citation needed

Aims

1. To provide useful and elementary education for all children in the 6-14 age group.
2. To bridge social, regional and gender gaps with the active participation of community in the management of schools.
3. To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially.
4. To inculcate value-based learning this allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.
5. To realize the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum.

Objectives

1. All children in school. Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.

2. All children complete five years of primary schooling by 2007.
3. All children complete of elementary schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
6. Universal retention by 2010.[citation needed]

Aspects

1. It provides a wide convergent frame work for implementation of Elementary Education schemes.
2. It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

Padhe Bharat Badhe Bharat

Padhe Bharat Badhe Bharat is a nationwide sub-programme of Sarva Shiksha Abhiyan. Children who fail to read in early education lag behind in other subjects. The programme is designed to improve comprehensive early reading, writing and early mathematics programme for children in Classes I and II. The programme will not only provide print rich environment, timely distribution of books but will also include new teacher mentoring and appraisal system.

Present goals

Its goals of 2015 are to

1. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.
2. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level.
3. Provide quality elementary education including life skills with a special focus on the education of girls and children with special needs as well as computer education

2. Rashtriya Madhyamik Shiksha Abhiyan

Rashtriya Madhyamik education Abhiyan (RMSA) (English: "National Mission for Secondary Education") is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, for the development of secondary education in public schools throughout India. It was launched in March 2009. The implementation of the scheme has started from 2009-2010 to provide conditions for an efficient growth, development and equity for all. The scheme includes a multidimensional research, technical consulting, various implementations and funding support. The principal objectives are to enhance quality of

secondary education and increase the total enrollment rate from 52% (as of 2005–2006) to 75% in five years, i.e. from 2009–2014. It aims to provide universal education for all children between 15–16 years of age. The funding from the central ministry is provided through state governments, which establish separate implementing agencies. The total budget allocated during the XI Five Year Plan (2002–2007) was ₹ 2,012 billion (US\$30 billion).

Background

Since the initiation of the National Policy on Education (NPE), 1986, there has been no major changes in the structure and organization of the secondary and higher secondary school systems under the Ninth Plan period. The focus in this plan was on minimising the various disparities, to renew the curricula giving importance to vocationalisation and employment-oriented courses. It also give importance to expanding and diversifying the open learning system, teacher training and ICT. Free education and hostel facilities for girls and integrated education for the disabled children was also brought into highlight, etc.

Objectives

The objectives of Rashtriya Madhyamik Shiksha Abhiyan can be summarised as follows:

1. To improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms.
2. To remove gender, socio-economic and disability barriers.
3. Universal access to secondary level education by 2017, i.e., by the end of the XII Five Year Plan.
4. Universal retention by 2020.

Action plans

RMSA is planned to promote secondary education by establishing in every target school the following infrastructure:

1. Additional class rooms
2. Laboratories
3. Libraries
4. Art and crafts room
5. Toilet blocks
6. Drinking water provisions
7. Residential hostels for teachers in remote areas
8. In addition it aims to provide additional teachers to reduce student-teacher to 30:1, focus on science, mathematics and English education, in-service training of teachers, science laboratories, ICT-enabled education, curriculum reforms, and teaching-learning reforms.

Participation of private sector

There was an increased participation of the private sector including non-governmental organisations (NGOs). Currently, these private sectors manage around 51% of the secondary schools and 58% of the higher secondary schools. Opportunities were provided for those children who were not able to enroll themselves in formal education systems through national and state open schools by utilising contact-centres and multi-media packages. It highly emphasized on the content, process and the quality of education especially the environment education, science, mathematics and computer literacy with the financial help from the central government. After the revised NPE policy, 1992, new initiatives like revision of curriculum, resource centres for value education and National Centre for Computer-aided Education etc. have been taken up. The appeal lacks in the vocationalisation of education due to the lack of manpower demand and academic restraints etc. Hence, by 2000, only 10% of the students opt for the vocational streams against 25%.

Planning for children with special needs (CWSN)

With the enactment of the Persons with Disabilities Act, 1995, the education for the CWSN received an impetus. This act entrusts certain governments and authorities for the provision of free access for these children towards education, allotted lands for certain purposes, non-discrimination in transports, financial incentive for them to undertake research etc. This scheme has also taken up programmes for the attitudinal changes and capacity building among teachers for the sake of these children.

Four major heads

Quality improvement: In school, there was promotion of the science laboratories, environmental education, promotion of yoga, as well as centrally sponsored schemes of population education project, international mathematics and science olympiads. The state governments provide in-service training for the teachers and provide infrastructure and research inputs.

Information communication technologies (ICT): ICT comprises the centrally sponsored schemes like computer education and literacy in schools (CLASS) and educational technology (ET) which familiarizes the student with Information technology (IT). Due to the rise in IT demand in today's world, a major importance is given on it. Components of a merged scheme ICT in school include a) funding support towards computer education plans; b) strengthening and reorientation of the staffs of SIETS - state institutes of education and training; c) there is digitalisation of SIETs audio and video cassettes with the partnership of NGOs; and d) management of internet-based education by SIETs.

Access and equity: RMSA not only emphasizes on providing secondary education for the special focus groups that include scheduled tribe and scheduled caste groups, minority girls and CWSN children, but it also give importance on removing the existing disparities in socio-economic and gender background in the secondary level of education. They are termed as the vulnerable/ disadvantaged group. Certain strategies were implemented to provide free access towards secondary education and they are given as following steps:

1. Identification of the disadvantaged groups: For this purpose, educational indicators like gross enrollment ratio (GER), net enrollment ratio (NER), drop-out rate, retention rate, gender parity index (GPI), gender gap, etc. were analysed.
2. Need assessment: This is the critical step to prepare for the equity plan where the factors affecting the education of this group of children were evaluated with the involvement of the community members, teachers, civil society, etc.
3. Strategising for the addressing gaps: Since there are multiple interwoven factors that cause the un-equitable condition in this scenario, the strategy was called to have a set of multi-dimensional activities.
4. Project-based proposal: Development of a project-based strategy enables the RMSA to call for an evidence-based and outcome-oriented strategy.

Integrated education for disabled children (IEDC):

Inclusive education have been highlighted to bring about expansion in terms of meeting/catering to the needs of the mentally and physically disadvantaged children. This schemes continues to be a separate centrally sponsored scheme. It includes several components for convergence with integrated child development services for early interventions, Sarva Shiksha Abhiyan (SSA) for the particular group at the elementary level, and special schools.

Funding method

The Ministry of Human Resource Development directly provides funds to the state governments. Each state government then release the funds to the approved implementing agencies or institutions. During the XI Five Year Plan the central government provided 75% of the total fund for each state, while 25% was borne by the state as matching share. However, in the remote northeastern states and Sikkim the matching share was waived to 10%.

Achievements: Achievements of RMSA listed in its 2015-2016 report include:

1. 11,577 new secondary schools approved; 10,082 functional
2. 52,750 additional classrooms approved; 20,839 completed; 16,774 in progress
3. 25,948 science laboratories approved; 10,107 completed, 8,532 in progress
4. 21,864 computer rooms approved; 6,920 completed, 6,297 in progress
5. 27,428 libraries approved; 10,133 completed, 8,929 in progress
6. 31,453 art and craft rooms approved; 12,062 completed, 9,686 in progress
7. 12,327 drinking water facilities approved; 7,096 completed, 2,507 in progress
8. 5,408 teachers' quarters approved; 623 completed, 509 in progress
9. 2,975 major repairs approved; 1,313 completed, 271 in progress

3. RIGHT TO EDUCATION

Recently India's parliament passed Right to Education Bill 4 August 2009. This act describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution.

What is Article 21? : Article 21. Protection Of Life And Personal Liberty: No person shall be deprived of his life or personal liberty except according to procedure established by law. Article 21A Right to Education: – “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”

History:

1. 1950: Constitution of India contained Article 45, as one of the directive principles of State policy, which states that: “The State shall endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.”
2. 1968: First National Commission for education under Dr. Kothari submits its reports. It introduced several far-reaching changes as uniform curriculum for both boys and girls, mathematics and science as compulsory subjects etc. It also proposed a Common School System.
3. 1976: Constitution amendment making education a concurrent subject (responsibility of both state and center) was passed.
4. 1986: National policy on Education (NPE) endorsing Common School System (CSS) was formulated. Subsequent NPE’s endorsed CSS but it has never been implemented.
5. 1993: The Supreme court in the case Unnikrishnan vs State of Andhra Pradesh ruled that the right to education is a fundamental right that flows from the Right to life in Article 21 of the Constitution.
6. 1997: Constitution Amendment making Education a fundamental right was introduced.
7. 2002: 86th Constitution Amendment added Article 21A stating that “The State shall provide free and compulsory education to all children of the age six to fourteen years in such as a way as the State may, by law, determine.” The 86th Amendment also modified Article 45 which reads as “The state shall endeavor to provide early childhood care and education for all children until they complete the age of 6 years”.
8. 2005: CABE committee report constituted to draft the Right to Education Bill submits its report. Every time a new version was placed till it was tabled in Parliament in 2008. The bill was approved by the cabinet on 2 July 2009.
9. Rajya Sabha passed the bill on 20 July 2009 and the Lok Sabha on 4 August 2009.
10. It received Presidential assent and was notified as law on 3 Sept 2009 as The Children’s Right to Free and Compulsory Education Act 2009.

Salient Features:

1. Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act added Article 21A.
2. The right to education bill seeks to give effect to this amendment The government schools shall provide free education to all the children and the schools will be managed by school management committees (SMC).

3. Private schools shall admit at least 25% of the children in their schools without any fee.
4. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.
5. No child shall be held back, expelled, or required to pass a board examination until completion of elementary education
6. A child who completes elementary education (upto class shall be awarded a certificate
7. Calls for a fixed student-teacher ratio
8. Will apply to all of India except Jammu and Kashmir
9. Provides for 25 percent reservation for economically disadvantaged communities in admission to Class One in all private schools Mandates improvement in quality of education
10. School teachers will need adequate professional degree within five years or else will lose job School infrastructure (where there is problem) to be improved in three years, else recognition cancelled
11. Financial burden will be shared between state and central government

4. **YASHPAL COMMITTEE REPORT: LEARNING WITHOUT BURDEN**

A curriculum proves heavy for children when (a) it is too lengthy to be completed in time by an average teacher under normal conditions; (b) there is mismatch between the difficulty level of the concepts of course content with the mental level of the pupils; (c) the language used in the textbooks is incomprehensible and the style of presentation is verbose and rhetorical rather than simple and straight forward; (d) the basic assumptions underlying curriculum development are not fulfilled.

Yash Pal Committee

A National Advisory Committee was set up by the Government in March 1992 under the chairmanship of Prof. Yash Pal, former Chairman of the UGC to suggest ways and means to reduce academic burden on school students. The Committee popularly known as Yash Pal Committee, submitted its report in July 1993 (Annexe - I). On receipt of the Committee's report, a Group was set up on 25.8.1993 under the chairmanship of Shri Y.N. Chaturvedi, Additional Secretary, Department of Education to examine the feasibility of implementing the recommendations made in the report of Yash Pal Committee. The Group submitted its report on 5.10.1993

After studying the problem of curriculum load in detail, Yash Pal Committee identified the following as manifestation of the existence of the problem:

1. Starting Early: It has been observed during the last few years that admission age to nursery classes has been progressively lowered down to the age of 2 1/2 years at some places. It appears that the perception has taken a deep root that if a child has to succeed in life, he or she must start education early in life.

2. Size of school bag: So far as physical load of the school bag is concerned, the situation has become worse over the past few years. However, the weight of the school bag represents one dimension of the problem, another dimension can be seen in the child's daily routine which includes completion of homework and attendance at tuitions and coaching classes of different kinds.

3. Examination system: The major, well understood defect of the examination system is that it focuses on children's ability to reproduce information to the exclusion of the ability to apply concepts and information on unfamiliar, new problems or simply to think. Both the teachers and the parents constantly reinforce the fear of examination and the need to prepare for it by memorising a whole lot of information from the textbook and guide books. This sort of perception about the examination makes things difficult for children.

4. Joyless learning: Majority of our school going children view learning at school as a boring, even unpleasant and bitter experience. The limited purpose of preparing for examination is indeed a very important factor for the unpleasantness of learning. The child centred education and activity based teaching learning method are talked about but are seldom practised in our school.

5. Syllabi and textbook: The syllabi and textbooks if not prepared properly lead to the problem of curriculum load. It has been observed that most of the textbooks have high density of concepts and the style of writing is very terse. The language used in the books in some cases is beyond the comprehension of many students.

The Committee concluded that the problem of curriculum load was not an urban phenomenon. In rural areas, where the students have not to carry heavy bags, the problem of non-comprehension makes things extremely difficult for majority of children. The feeling of academic burden arising out of non-comprehension of subject matter included in the syllabus is indeed a serious problem as it is a major hurdle in the achievement of the target of universalisation of elementary education.

After discussing the indicators or manifestations of the problem of curriculum load, the committee identified the following as the roots of the problem:

1. Knowledge vs. information: The committee has questioned the assumption underlying most curriculum renewal exercises that some sort of knowledge explosion has taken place, therefore, there is a valid reason to add more and more to the existing syllabi. By equating information with knowledge, more things are added to the syllabus making it heavier for children.

2. Experts commissioned to write textbooks for school students are isolated from classroom realities. Since they are not familiar with learning process of children, the textbooks prepared by them prove too difficult for majority of children.

3. Centralised character of curriculum : Curriculum development centrally is not relevant to the local needs of different parts of the country. There is need for increasing participation of teachers in the process of curriculum development.

4. **Convention of teaching the 'text':** Majority of teachers perceive the content of the textbook as a rigid boundary or a definer of their work in the classroom. Boredom is the inevitable outcome when tersely written textbook is taught in a rigid and mechanical manner.

5. **Competition based social ethos:** Our social ethos, particularly in urban areas is now fully entrenched in the competitive spirit which is fast becoming our way of life. Rising aspiration of people in all sections of the society and the growing realisation that education is an important instrument to fulfil their aspirations have resulted in a craze for admission to English medium schools which start imparting formal education too early in the child's life

6. **Absence of academic ethos:** Adequate time, staff, accommodation and its maintenance, funds, pedagogical equipment, playgrounds are essential pre-requisites for effective curriculum transaction but unfortunately, an overwhelming majority of schools do not have even the minimum essential facilities. The method of teaching used in majority of teachers are devoid of any type of challenge for the students. Children are hardly provided all opportunity to observe and explore natural phenomenon. The concept of library as a readily available source for learning simply does not exist in most schools. Similarly, science laboratories are not equally equipped and are not used for experimentation and discovery.

While forwarding the report of the Committee, Prof. Yash Pal, the chairman of the Committee advised that wide-ranging debates on the report are necessary. In the 49th meeting of the Central Advisory Board of Education (CABE) held on 15.10.1993, both the reports of Yash Pal Committee and MHRD Group were discussed and the CABE decided to generate a country-wide debate in composite groups of teachers, parents and other interest groups. In December 1993, the State/UT Governments were urged to conduct workshops on these composite groups.

In the 50th meeting of the CABE held on 2.3.1994, the Education Ministers of a number of States/UTs expressed their broad agreement with the recommendations of Yash Pal Committee read with suggestions of MHRD Group and the CABE advised effective dialogue and follow up action with the State/UT Governments in the matter.

Based on the consensus of State/UT views, 2 sets of action- points, one for states/ UTs and other for central agencies like NCERT, CBSE, KVS, NVS were circulated in June and July 1994 respectively.

The main recommendations of the Committee which have been included in the broad framework suggested to State/UT Governments in June 1994 are,

1. Greater involvement of teachers in framing curriculum and preparation of textbooks at State/UT level.
2. Amendment of School Education Acts or Rules of State/UTs for laying down norms for pre-school.
3. Abolition of tests/interviews for admission in pre- schools and discontinuance of textbooks and homework at pre- school stage.
4. Abolition of home work and project work at primary stage.

5. Extensive use of audio-visual material and enforcing teacher-pupil ratio of 1:40.

A monitoring Committee for making periodical review of the pace of the implementation process has been set up in the Ministry of Human Resource Development. The whole question of curriculum load is a complex question and there are no simple solutions. It has to be tackled in a comprehensive way, and not through isolated steps. It may not be possible to enhance overnight the level of competence, motivation and commitment of teachers, provide the facilities required to all the schools, check the growth of commercialisation in education, channelise the parental ambitions and aspirations, and minimise the importance of annual examinations. But this should not mean that we are altogether helpless and can do nothing in this regard. A package of suitable measures, both short term and long term, needs to be initiated urgently to tackle the problem. The measures will naturally include attempts to reform curriculum, raise the level of teachers' competence, motivation and commitment, strengthen the system of supervision to make teachers responsible for nonperformance, provide minimum essential infrastructural facilities to schools and to regulate the system of homework assignment.

5. CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

Continuous and Comprehensive Evaluation (CCE) can be called the contemporary and contextual articulation of universal human values. An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space can help us arrive at principles to guide classroom practices. Conceptual development is thus a continuous process of deepening and enriching connections and acquiring new layers of meaning. Alongside is the development of theories that children have about the natural and social worlds, including themselves in relation to others, which provide them with explanations for why things are the way they are, the relationships between causes and effects, and the bases for decisions and acting.

Attitudes, emotions and values are thus an integral part of cognitive development, and are linked to the development of language, mental representations, concepts and reasoning. As children's met cognitive capabilities develop, they become more aware of their own beliefs and capable of regulating their own learning. Accordingly, National Curriculum Framework - 2005 (NCF-05) proposing Examination Reforms has stated -

"Indeed, Boards should consider, as a long-term measure, making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a Board certificate) to take an internal school examination instead".

The Framework:

Philosophical Basis : The primary purpose of education is the manifestation of perfection already in man and woman (Swami Vivekananda); purpose of education is all round development of the child /individual. The Report of the International Commission on Education for 21st Century to UNESCO referred to four planes of living of human individuals namely; physical, intellectual, mental and spiritual. Thus, all-round development

as the stated purpose of education implies optimization of hidden potential of every child in the physical, intellectual, mental and spiritual planes. The CBSE in 2010 initiated for the first time an effort to translate the lofty goal of all round development into practice by introducing CCE –scheme in schools. Globalisation in every sphere of society has important implications for education. We are witnessing increasing commercialization of education. We need to be vigilant about the pressures to commodify schools and the application of market-related concepts to schools and school quality. The increasingly competitive environment into which schools are being drawn and the aspirations of parents place a tremendous burden of stress and anxiety on children, to the detriment of their personal growth and development and thus hamper the joy of learning. The aims of education simultaneously reflect the current needs and aspirations of a society, its lasting values, concerns as well as broad human ideals. At any given time and place, they as a sequel to the above, the Position Paper on 'Examination Reforms' by NCERT 2006, says, "Indeed, it is our view that the tenth grade exam be made optional forthwith. Tenth-graders who intend continuing in the eleventh grade at the same school and do not need the Board certificate for any immediate purpose, should be free to take a school-conducted exam instead of the Board exam." Obviously, the efforts of CBSE to provide a leadership and pioneering role in implementing CCE is a major breakthrough which attempts to elevate the status of the schools as equal partners of the Board in assessing the attainment levels of learners. There are several frameworks that can be referred to derive a meaningful working framework for assessing all round development of the child including Scholastic and Co Scholastic domains.

a. **The 'Report of the International Commission' UNESCO** referred above propagated the concept of four pillars of learning, namely Learning to learn - skills of learning - learning styles, attitude to learning; Learning to do - skills to perform; Learning to live together - interpersonal skills, tolerance and respect for difference and divergence; Learning to be - striving for excellence, learning for selfactualization.

b. Multiple Intelligence-Framework

- **Linguistic** - communication;
- **Logical - mathematical** - abstract, mechanical reasoning;
- **Musical** - vocal, instrumental, musical aptitude;
- **Kinesthetic** - sports and games, dance and dramatics, sculpting, making models; Intra-personal - stress management, management of positive and negative emotions, joyfulness, optimism, hopefulness; Interpersonal - relationships, team work, leadership, cooperation; Environmental - aesthetics, ethics and values, gardening, interior decoration; Spatial-understanding and organizing of space.

c. **Life Skills Framework:** Self Awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective Communication, Interpersonal Relationships, Coping with Stress and Anger, Managing Emotions.

d. Attitudes, interests and aptitudes

Education aims at making children capable of becoming responsible, productive and students' 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session.

The second term 'comprehensive' means that the scheme attempts to cover both the Scholastic and the Co-Scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of a variety of tools and techniques and aims at assessing a learner's development in higher order thinking skills such as analyzing, evaluating and creating. Assessment during the course of studies or formative assessment must be based on a variety of evidences and lead to diagnosis of learning gaps and their remediation.

The scheme is thus a curricular initiative, attempting to shift emphasis from memorizing to holistic learning. It aims at creating citizens possessing sound values, appropriate skills and desirable qualities besides academic excellence. It is hoped that this will equip the learners to meet the challenges of life with confidence and success. It is the task of school based co-scholastic assessment to focus on holistic development that will lead to lifelong learning.

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise memorization.
- To make evaluation an integral part of teaching-learning process.
- To use evaluation for improvement of students' achievement and teaching

The objectives of the CCE scheme are : useful members of society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyse and evaluate their experiences, learn to doubt, to question, to investigate and to think independently. A curriculum is what constitutes a total teaching-learning program composed of overall aims, syllabus, materials, methods and assessment. In short it provides a framework of knowledge and capabilities, seen as appropriate to a particular level. The syllabus provides a statement of purpose, means and standards against which one can check the effectiveness of the program and the progress made by the learners. Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for transaction. Hence evaluation should be viewed as a component of curriculum with the twin purpose of effective delivery and further improvement in the teaching– learning process. Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based assessment of students that covers all aspects of students' development. It is a developmental process of assessment which emphasizes on two fold objectives. Continuity in evaluation and assessment of broad based learning and behavioural outcomes. In this scheme the term 'continuous' is meant to emphasise that evaluation of identified aspects Place of Evaluation in the Curriculum

What is Continuous and Comprehensive Evaluation?

Learning strategies on the basis of regular diagnosis followed by remedial measures.

- To use evaluation as a quality control device to raise standards of performance.
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.
- To make the process of teaching and learning a learner-centered activity.

Education is concerned with the total all-round development of the child, (physical, socioemotional, intellectual, spiritual, etc.) all aspects of the learner need to be assessed. A few years ago we did not assess the whole child, but only his or her academic achievement in specific areas. We assessed learners basically on scholastic areas reflected through examination results. We did not assess effort, performance, attitudes to learning, ability to practically apply what is learned in everyday situations nor did we assess them on how creatively they used techniques or critically evaluated different theories.

To make the process more comprehensive in nature, it is important that assessment of learning be done in a wider range of situations and environments both in and out of the classroom. The assessment process should provide information and feedback on the extent to which the school and teachers have been successful in realizing the expected outcomes of education.

What should be assessed?

In view of getting a complete image of learning, assessment should focus on the learner's ability to - learn and acquire desired skills related to different subject areas; acquire a level of achievement in different subject areas in the requisite measure; develop child's individual skills, interests, attitudes and motivation; understand and lead a healthy and productive life; monitor the changes taking place in child's learning, behaviour and progress over time; respond to different situations and opportunities, both in and out of school; apply what is learned in a variety of environments, circumstances and situations; work independently, collaboratively and harmoniously; analyze and evaluate; be aware of social and environmental issues; participate in social and environmental projects and causes; retain what is learned over a period of time. Schools of the future will need to develop in their learners the ability to take risks, to be adaptable, to be flexible, to cope with constant change and become lifelong learners. In this context, learners become dynamic leaders with their teachers as enablers.

In the assessment process, one should be careful NOT to : label learners as slow, poor, intelligent, etc. make comparisons between them. make negative statements. Closely related to what needs to be assessed, is the critical question about the intervals of assessments of a child's progress. Assessment of the outcomes of learning in holistic education is integral to the teaching-learning process. Each session on learning should involve three parts: process of

learning, applying what has been learned, and assessment of what has been learned. This is one way learning and assessment can be combined and integrated.

In order to initiate the process of Continuous and Comprehensive Evaluation, both scholastic and co-scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an ongoing, dynamic and comprehensive profile for each learner that is honest, encouraging and discreet. While teachers daily reflect, plan and implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. In order to improve the teaching–learning process, assessment should be both Formative and Summative in nature.

Formative and Summative Assessments

Formative Assessment (FA) is a tool used by the teacher to continuously monitor a student's progress in a non–threatening, supportive environment. It involves regular descriptive When should assessment be done? Before looking at how assessment is to be undertaken, teachers need to determine objectives for achievement at various levels.

They need to look at what education should develop in children, not only in cognitive domain, but also psychomotor and affective domains. Along with these attributes, they need to incorporate different age related indices and behaviours into the assessment criteria and practices. They also need to determine what their expectations are from the learner at the end of each stage, and what kind of profile report is required in relation to different aspects and learning areas, that reflect the child's personal development. Thus, assessment is a useful, desirable and an enabling process. To realize this, one needs to keep the following parameters in mind -

The need to : assess the learner. use a variety of ways to collect information about the learner's learning and progress in subjects. assess the effectiveness of cross curricular learning. collect and record information continuously. give importance to each learner's way of responding and learning, and the time taken. report on an ongoing and continuous basis and be sensitive to every learner's responses. provide feedback that will lead to positive action and help the learner to do better.

FOR MENTORING OF SCHOOL BASED ASSESSMENT feedback, a chance for the student to reflect on the performance, take advice and improve upon it. If used effectively, it can improve student performance tremendously, while raising the self-esteem of the child and reducing the work load of the teacher.

Salient features of Formative Assessment : diagnostic and remedial. makes the provision for effective feedback. provides the platform for the active involvement of students in their own learning. enables teachers to adjust teaching to take account of the results of assessment. recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial and influences learning. recognizes the need for students to be able to assess themselves and understand how to improve. builds on students' prior knowledge and experience in designing what is taught. incorporates varied learning styles

into deciding how and what to teach. encourages students to understand the criteria that will be used to judge their work. offers an opportunity to students to improve their work after feedback. helps students to support their peers, and expect to be supported by them.

Formative Assessment is thus carried out during a course of instruction to provide continuous feedback to both the teachers and the learners, to take decisions regarding appropriate modifications in the transactional procedures and learning activities. It involves students' being an essential part of assessment. They must be involved in a range of activities right from designing criteria to self assessment or peer assessment.

Summative Assessment (SA) is carried out at the end of a course of learning. It measures or 'sumsup' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Assessment that is predominantly of summative nature will not by itself be able to illustrate a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time. The paper-pencil tests are basically a one-time mode of assessment; and to exclusively rely on it to decide about the development of a child is not only unfair but also unscientific. Overemphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among learners. It is this that has led to the emergence of the concept of Continuous and Comprehensive School-Based Evaluation. Features of Continuous and Comprehensive Evaluation The 'continuous' aspect of CCE takes care of the 'continual' and 'periodicity' aspect of evaluation. include Life Skills, Co-Curricular activities, attitudes and values.

Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed up with appropriate interventions and remedy measures.

Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria; where assessment in Life Skills is done on the basis of Indicators.

Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation), done informally using multiple techniques of evaluation. Periodicity means the assessment of performance done at the end of a unit/term (summative). The 'comprehensive' component of CCE takes care of assessment of the all round development of the child's personality. It includes assessment of Scholastic as well as CoScholastic aspects of the pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas Co-Scholastic aspects

6. MILLENNIUM DEVELOPMENT GOALS

As part of the preparation of the Road Map report on the implementation of the Millennium Declaration, consultations were held among members of the United Nations Secretariat and representatives of the IMF, OECD and the World Bank in order to harmonize reporting on the development goals in the Millennium Declaration and the International Development Goals. The group discussed the respective targets and selected relevant indicators with a view to developing a comprehensive set of indicators for the Millennium Development Goals. The main reference document was section III of the Millennium Declaration on ‘Development and Poverty Eradication’.

The list of MDGs does not undercut in any way agreements on other goals and targets reached at the global conferences of the 1990s. The eight goals represent a partnership between the developed countries and the developing countries determined, as the Declaration states, “to create an environment – at the national and global levels alike – which is conducive to development and the elimination of poverty.”

United Nations will report on progress towards the MDGs at the global and country levels, coordinated by UNDESA and UNDP, respectively. Reporting will be based on two principles:

1. close consultation and collaboration with all relevant institutions, including the UN Development Group (including WHO and UNCTAD), other UN departments, funds, programmes and specialised agencies, the World Bank, IMF and OECD and regional groupings and experts; and
2. The use of nationally-owned poverty reduction strategies, as reported in Poverty Reduction Strategy Papers (PRSPs), UN Common Country Assessments (CCAs) and National Human Development Reports (NHDRs), that emphasize a consultative process among the development partners.

The main purpose of such collaboration and consultation will be to ensure a common assessment and understanding of the status of the MDGs at both the global and national levels. The United Nations Secretariat will invite all relevant institutions to participate in and contribute to global and country-level reporting with a view to issuing an annual UN report that has the wide support of the international community and that can be used by other institutions in their regular reporting on the goals.

The proposed formulation of the 8 goals, 18 targets and 40+ indicators are listed below. Other selected indicators for development, not related to specific targets, include population, total fertility rate, life expectancy at birth, adult literacy rate, and gross national income per capita. Where relevant, the indicators should be calculated for sub-national levels -- urban and rural areas, regions, socio-economic groups, and by age and gender.

Goals and Targets Indicators

Goal 1: Eradicate extreme poverty and hunger

Target 1: Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day

1. Proportion of population below \$1 per day
2. Poverty gap ratio [incidence x depth of poverty]
3. Share of poorest quintile in national consumption

Target 2: Halve, between 1990 and 2015, the proportion of people who suffer from hunger

4. Prevalence of underweight children (under-five years of age)
5. Proportion of population below minimum level of dietary energy consumption

Goal 2: Achieve universal primary education

Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

7. Net enrolment ratio in primary education
8. Proportion of pupils starting grade 1 who reach grade 5
9. Literacy rate of 15-24 year olds

Goal 3: Promote gender equality and empower women

Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015

9. Ratio of girls to boys in primary, secondary and tertiary education

10. Ratio of literate females to males of 15-24 year olds

11. Share of women in wage employment in the non-agricultural sector

12. Proportion of seats held by women in national parliament

Goal 4: Reduce child mortality

Target 5: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate

13. Under-five mortality rate

14. Infant mortality rate

15. Proportion of 1 year old children immunised against measles

Goal 5: Improve maternal health

Target 6: Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio

16. Maternal mortality ratio

17. Proportion of births attended by skilled health personnel

Goal 6: Combat HIV/AIDS, malaria and other diseases

Target 7: Have halted by 2015, and begun to reverse, the spread of HIV/AIDS

18. HIV prevalence among 15-24 year old pregnant women

19. Contraceptive prevalence rate

20. Number of children orphaned by HIV/AIDS

Target 8: Have halted by 2015, and begun to reverse, the incidence of malaria and other major diseases

21. Prevalence and death rates associated with malaria

22. Proportion of population in malaria risk areas using effective malaria prevention and treatment measures

23. Prevalence and death rates associated with tuberculosis

24. Proportion of TB cases detected and cured under DOTS (Directly Observed Treatment Short Course)

Goal 7: Ensure environmental sustainability*

Target 9: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources

25. Proportion of land area covered by forest

26. Land area protected to maintain biological diversity

27. GDP per unit of energy use (as proxy for energy efficiency)

28. Carbon dioxide emissions (per capita) [Plus two figures of global atmospheric pollution: ozone depletion and the accumulation of global warming gases]

Target 10: Halve, by 2015, the proportion of people without sustainable access to safe drinking water

29. Proportion of population with sustainable access to an improved water source

Target 11: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers

30. Proportion of people with access to improved sanitation

31. Proportion of people with access to secure tenure [Urban/rural disaggregation of several of the above indicators may be relevant for monitoring improvement in the lives of slum dwellers]

Goal 8: Develop a Global Partnership for Development*

Target 12: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system Includes a commitment to good governance, development, and poverty reduction – both nationally and internationally

Target 13: Address the Special Needs of the Least Developed Countries Includes: tariff and quota free access for LDC exports; enhanced programme of debt relief for HIPC and cancellation of official bilateral debt; and more generous ODA for countries committed to poverty reduction

Target 14: Address the Special Needs of landlocked countries and small island developing states (through Barbados Programme and 22nd General Assembly provisions)

Target 15: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term

Some of the indicators listed below will be monitored separately for the Least Developed Countries (LDCs), Africa, landlocked countries and small island developing states. Official Development Assistance

32. Net ODA as percentage of DAC donors' GNI [targets of 0.7% in total and 0.15% for LDCs]

33. Proportion of ODA to basic social services (basic education, primary health care, nutrition, safe water and sanitation)

34. Proportion of ODA that is untied

35. Proportion of ODA for environment in small island developing states

36. Proportion of ODA for transport sector in land-locked countries Market Access

37. Proportion of exports (by value and excluding arms) admitted free of duties and quotas

38. Average tariffs and quotas on agricultural products and textiles and clothing

39. Domestic and export agricultural subsidies in OECD countries

40. Proportion of ODA provided to help build trade capacity Debt Sustainability

41. Proportion of official bilateral HIPC debt cancelled

42. Debt service as a percentage of exports of goods and services

43. Proportion of ODA provided as debt relief

44. Number of countries reaching HIPC decision and completion points

Target 16: In cooperation with developing countries, develop and implement strategies for decent and productive work for youth

45. Unemployment rate of 15-24 year olds

Target 17: In cooperation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries

46. Proportion of population with access to affordable essential drugs on a sustainable basis

Target 18: In cooperation with the private sector, make available the benefits of new technologies, especially information and communications

47. Telephone lines per 1000 people

48. Personal computers per 1000 people

7. NATIONAL CURRICULUM FRAMEWORK-2005

Introduction:

1. NPE 1986, assigned a special role to NCERT in preparing and promoting NCF.
2. Yash Pal Committee Report, 'Learning without Burden' (1993) observes that learning has become a source of burden and stress on children and their parents.
3. Considering these observations, Executive Committee of NCERT decided at its meeting of July 14, 2004, to revise the National Curriculum Framework.
4. The process of development of NCF was initiated in November, 2004 by setting up various structures like National Steering Committee Chaired by Prof. Yash Pal and

twenty-one National Focus Groups on themes of curricular areas, systemic reforms and national concerns.

5. Wide ranging deliberations and inputs from multiple sources involving different levels of stakeholders helped in shaping the draft of NCF.
6. The draft NCF was translated into 22 languages listed in the VIII Schedule of the Constitution. The translated versions were widely disseminated and consultations with stakeholders at district and local level helped in developing the final draft.
7. The NCF was approved by Central Advisory Board on Education in September, 2005.

Vision and Perspective

1. To uphold values enshrined in the Constitution of India
2. To reduce of curriculum load
3. To ensure quality education for all
4. To initiate certain systemic changes

- Emphasizes that gender, class, creed should not be constraints for the child
- Highlights the value of Integration
- Designing more challenging activities

Guiding Principles

1. Connecting knowledge to life outside the School
2. Ensuring that learning is shifted away from rote methods
3. Enriching curriculum so that it goes beyond Text Book
4. Making Examination more flexible and non-threatening
5. Discuss the aims of education
6. Building commitment to democratic values of equality, justice, secularism and freedom.

Curricular areas, school stages and Assessment

- Recommends significant changes in Maths, Natural Sciences, Social Sciences
- Overall view to reduce stress, make education more relevant, meaningful

Focus on child as an active learner

- Primacy to children's experience, their voices and participation
- Needs for adults to change their perception of children as passive receiver of knowledge
- Children can be active participants in the construction of knowledge and every child come to with pre-knowledge
- Children must be encouraged to relate the learning to their immediate environment

1. Languages

- To implement 3-language formula
- Emphasis on mother tongue as medium of instruction
- Curriculum should contain multi-lingual proficiency only if mother tongue is considered as second language
- Focus on all skills

2. Mathematics

Teaching of Mathematics to focus on child's resources to think and reason, to visualize abstractions and to solve problems.

Sciences Teaching of science to focus on methods and processes that will nurture thinking process, curiosity and creativity.

4. **Social Sciences**

- Social sciences to be considered from disciplinary perspective with rooms for:
- Integrated approach in the treatment of significant themes
- Enabling pedagogic practices for promoting thinking process, decision making and critical reflection.

5. **Draws attention on four other areas**

- **Art Education:** covers music, dance, visual arts and theatre which on interactive approaches not instruction aesthetic awareness and enable children to express themselves in different forms.
- **Health and Physical Education:** Health depends upon nutrition and planned physical activities.
- **Education for Peace:** As a precondition to snub growing violence and intolerance
- **Work and Education:** As it can create a social temper and agencies offering work opportunities outside the school should be formally recognized.

School and Classroom environment

1. Critical pre-requisites for improved performance – minimum infrastructure and material facilities and support for planning a flexible daily schedule

2. Focus on nurturing an enabling environment
3. Revisits tradition notions of discipline
4. Discuss needs for providing space to parents and community
5. Discuss other learning sites and resources like Texts and Books, Libraries and laboratories and media and ICT
6. Addresses the need for plurality of material and Teacher autonomy/professional independence to use such material.

Systemic Reforms

1. Covers needs for academic planning for monitoring quality
2. Teacher education should focus on developing professional identity of the Teacher
3. Examination reforms to reduce psychological stress particularly on children in class X and XII

Examination reforms highlight:

1. Shift from content based testing to problem solving and competency based assessment
2. Examinations of shorter duration
3. Flexible time limit
4. Change in typology of questions
5. No public examination till class VIII
6. Class X board exam to be made optional (in long term)

Teacher Education Reforms emphasize on preparation of teacher to

1. View learning as a search for meaning out of personal experience, and knowledge generation at a continuously

evolving process of reflective learning.

2. View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.

Guidelines for Syllabus Development

1. Development of syllabi and textbooks based on following considerations

- Appropriateness of topics and themes for relevant stages of children's development
- Continuity from one level to the next
- Pervasive resonance of all the values enshrined in the constitution of India the organization of knowledge in all subjects
- Inter-disciplinary and thematic linkages between topics listed for different school subjects, which falls under different discrete disciplinary areas.
- Linkage between school knowledge and concern in all subjects and at all levels
- Sensitivity to gender, caste, class, peace, health and need of children with disability
- Integration of work related attitudes and values in every subject and all levels
- Need to nurture aesthetic sensibility and values

2. Linkage between school and college syllabi, avoid overlapping

3. Using potential of media and new information technology in all subjects

4. Encouraging flexibility and creativity in all areas of knowledge and its construction by children.

Development of Support Material:

1. Audio/video programmes on NCF-2005 and textbooks
2. Source-book on learning assessment
3. Exemplar problems in Science and Mathematics
4. Science and Mathematics kits
5. Teachers' handbooks and manuals.
6. Teacher Training Packages.
7. Developed syllabi and textbooks in new areas such as Heritage Craft, Media Studies, Art Education, Health and Physical Education, etc.
8. Taken various initiatives in the area of ECCE (Early Childhood Care Education), Gender, Inclusive Education, Peace, Vocational Education, Guidance and Counseling, ICT, etc.