

SUMMARY

CHAPTER 1

- Strengthening a national system of education in a pluralistic society.
- Reducing the curriculum load based on insights provided in 'Learning Without Burden'.
- Systemic changes in tune with curricular reforms.
- Curricular practices based on the values enshrined in the Constitution, such as social justice, equality, and secularism.
- Ensuring quality education for all children.
- Building a citizenry committed to democratic practices, values, sensitivity towards gender justice, problems faced by the Scheduled Castes and the Scheduled Tribes, needs of the disabled, and capacities to participate in economic and political processes.

CHAPTER 2

- Reorientation of our perception of learners and learning.
- Holistic approach in the treatment of learners' development and learning.
- Creating an inclusive environment in the classroom for all students.
- Learner engagement for construction of knowledge and fostering of creativity.
- Active learning through the experiential mode.
- Adequate room for voicing children's thoughts, curiosity, and questions in curricular practices.
- Connecting knowledge across disciplinary boundaries to provide a broader frame work for insightful construction of knowledge.
- Forms of learner engagement — observing, exploring, discovering, analysing, critical reflection, etc. — are as important as the content of knowledge.
- Activities for developing critical perspectives on socio-cultural realities need to find space in curricular practices.
- Local knowledge and children's experiences are essential components of text books and pedagogic practices.
- Children engaged in undertaking environment-related projects may contribute to generation of knowledge that could help create a transparent public database on India's environment.
- The school years are a period of rapid development, with changes and shifts in

children's capabilities, attitudes and interests that have implications for choosing and organising the content and process of knowledge.

CHAPTER 3

Language

- Language skills — speech and listening, reading and writing — cut across school subjects and disciplines. Their foundational role in children's construction of knowledge right from elementary classes through senior secondary classes needs to be recognised.
- A renewed effort should be made to implement the three-language formula, emphasising the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction. These include tribal languages.
- English needs to find its place along with other Indian languages.
- The multilingual character of Indian society should be seen as a resource for the enrichment of school life.

Mathematics

- Mathematisation (ability to think logically, formulate and handle abstractions) rather than 'knowledge' of mathematics (formal and mechanical procedures) is the main goal of teaching mathematics.
- The teaching of mathematics should enhance children's ability to think and reason, to visualise and handle abstractions, to formulate and solve problems. Access to quality mathematics education is the right of every child.

Science

- Content, process and language of science teaching must be commensurate with the learner's age-range and cognitive reach.
- Science teaching should engage the learners in acquiring methods and processes that will nurture their curiosity and creativity, particularly in relation to the environment.
- Science teaching should be placed in the wider context of children's environment to equip them with the requisite knowledge and skills to enter the world of work.
- Awareness of environmental concerns must permeate the entire school curriculum.

Social Sciences

- Social science content needs to focus on conceptual understanding rather than lining up facts to be memorised for examination, and should equip children with the ability to think independently and reflect critically on social issues.
- Interdisciplinary approaches, promoting key national concerns such as gender, justice, human rights, and sensitivity to marginalised groups and minorities.
- Civics should be recast as political science, and the significance of history as a shaping influence on the children's conception of the past and civic identity should be recognised.

Work

- School curricula from the pre-primary stage to the senior secondary stage need to be reconstructed to realise the pedagogic potential of work as a pedagogic medium in knowledge acquisition, developing values and multiple-skill formation.

Art

- Arts (folk and classical forms of music and dance, visual arts, puppetry, clay work, theatre, etc.) and heritage crafts should be recognised as integral components of the school curriculum.
- Awareness of their relevance to personal, social, economic and aesthetic needs should be built among parents, school authorities and administrators.
- The arts should comprise a subject at every stage of school education.

Peace

- Peace-oriented values should be promoted in all subjects throughout the school years with the help of relevant activities.
- Peace education should form a component of teacher education.

Health and Physical Education

- Health and physical education are necessary for the overall development of learners. Through health and physical education programmes (including yoga), it may be possible to handle successfully the issues of enrolment, retention and completion of school.

Habitat and Learning

- Environmental education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels while ensuring that adequate time is earmarked for pertinent activities.

CHAPTER 4

- Availability of minimum infrastructure and material facilities, and support for planning a flexible daily schedule, are critical for improved teacher performance.
- A school culture that nurtures children's identities as 'learners' enhances the potential and interests of each child.
- Specific activities ensuring participation of all children — abled and disabled — are essential conditions for learning by all.
- The value of self-discipline among learners through democratic functioning is as relevant as ever.
- Participation of community members in sharing knowledge and experience in a subject area helps in forging a partnership between school and community.
- Reconceptualisation of learning resources in terms of
 - textbooks focused on elaboration of concepts, activities, problems and exercises encouraging reflective thinking and group work.
 - supplementary books, workbooks, teachers' handbooks, etc. based on fresh thinking and new perspectives.

- multimedia and ICT as sources for two-way interaction rather than one-way reception.
 - school library as an intellectual space for teachers, learners and members of the community to deepen their knowledge and connect with the wider world.
- Decentralised planning of school calendar and daily schedule and autonomy for teacher professionalism practices are basic to creating a learning environment.

CHAPTER 5

- Quality concern, a key feature of systemic reform, implies the system's capacity to reform itself by enhancing its ability to remedy its own weaknesses and to develop new capabilities.
- It is desirable to evolve a common school system to ensure comparable quality in different regions of the country and also to ensure that when children of different backgrounds study together, it improves the overall quality of learning and enriches the school ethos.
- A broad framework for planning upwards, beginning with schools for identifying focus areas and subsequent consolidation at the cluster and block levels, could form a decentralised planning strategy at the district level.
- Meaningful academic planning has to be done in a participatory manner by headmasters and teachers.
- Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching–learning processes.
- Teacher education programmes need to be reformulated and strengthened so that the teacher can be an :
 - encouraging, supportive and humane facilitator in teaching–learning situations to enable learners (students) to discover their talents, to realise their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and
 - active member of a group of persons who make conscious efforts for curricular renewal so that it is relevant to changing social needs and the personal needs of learners.
- Reformulated teacher education programmes that place thrust on the active involvement of learners in the process of knowledge construction, shared context of learning, teacher as a facilitator of knowledge construction, multidisciplinary nature of knowledge of teacher education, integration theory and practice dimensions, and engagement with issues and concerns of contemporary Indian society from a critical perspective.
- Centrality of language proficiency in teacher education and an integrated model of teacher education for strengthening professionalisation of teachers assume significance.
- In-service education needs to become a catalyst for change in school practices.
- *The Panchayati Raj* system should be strengthened by evolving a mechanism to regulate the functioning of parallel bodies at the village level so that democratic participation in development can be realised.
- Reducing stress and enhancing success in examinations necessitate:
 - a shift away from content-based testing to problem solving skills and understanding. The prevailing typology of questions asked needs a radical change.
 - a shift towards shorter examinations.

- an examination with a 'flexible time limit'.
- setting up of a single nodal agency for coordinating the design and conduct of entrance examinations.
- Institutionalisation of work-centred education as an integrated part of the school curriculum from the pre-primary to the +2 stage is expected to lay the necessary foundation for reconceptualising and restructuring vocational education to meet the challenges of a globalised economy.
- Vocational Education and Training (VET) need to be conceived and implemented in a mission mode, involving the establishment of separate VET centres and institutions from the level of village clusters and blocks to sub-divisional/district towns and metropolitan areas in collaboration with the nation wide spectrum of facilities already existing in this sector.
- Availability of multiple textbooks to widen teachers' choices and provide for the diversity in children's needs and interests.
- Sharing of teaching experiences and diverse classroom practices to generate new ideas and facilitate innovation and experimentation.
- Development of syllabi, textbooks and teaching-learning resources could be carried out in a decentralised and participatory manner involving teachers, experts from universities, NGOs and teachers' organisations.



भारतेन्द्र सिंह बसवान
शिक्षा सचिव
B.S. BASWAN
EDUCATION SECRETARY

भारत सरकार
मानव संसाधन विकास मंत्रालय
माध्यमिक और उच्चतर शिक्षा विभाग
नई दिल्ली-110 001
Government of India
Ministry of Human Resource Development
Department of Secondary & Higher Education
128 'C' Wing, Shastri Bhavan, New Delhi- 110001
Tel. : 23386451, 23382698 Fax : 23385807
E-mail: secy_she@sb.nic.in

21-7-2004

Dear Professor Dixit,

The National Policy on Education 1986, as modified in 1992, envisages the following:

“11.5 The implementation of the various parameters of the New Policy must be reviewed every five years. Appraisals at short intervals will also be made to ascertain the progress of implementation and trends emerging from time to time”.

2. The Programme of Action (POA) 1992, prepared under the National Policy on Education 1986 lays down some of the concerns to be addressed through the review. Your attention is drawn to Chapter 8 of the POA.

3. Since the present curriculum framework was released four years ago, it is time to initiate the process of review and renewal of the curriculum. The NCERT may initiate action for curriculum renewal.

4. While undertaking the review, you may kindly ensure that the processes as laid down or that have evolved over a period of time, are not violated. You are aware of the criticism regarding the short-circuiting and the inadequacies of procedures followed during the finalisation of the earlier review.

5. The textbooks of the NCERT have drawn serious academic criticism during the last few years. You are already in the process of handling the controversy regarding the History books. While understating the present review, you may like to address the question of how the books emanating from a new curriculum framework could be insulated from such distortions.

6. While undertaking the review, we are sure you would take into account the Yashpal Committee report on 'Learning Without Burden' and Chapter 8 of the POA.

7. The NCFSE should always be in harmony with the idea of India, as enshrined in its Constitution. It could be worthwhile to keep reminding everyone associated with the

review of the following words in which the noble idea of India has been given in the Preamble to the Constitution:

“**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity;

and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the **Nation**.....”

8. We are confident that the formulation of the new NCFSE will generate enthusiasm among the academic community and the wider civil society. You may accordingly set in motion all the attendant activities for this purpose.

With regards and best wishes for this venture.

sd/-
[B.S. Baswan]

Prof. H.P. Dixit
Director
National Council for Educational Research and Training
17-B, Sri Aurobindo Marg
New Delhi- 110016



भारतेन्द्र सिंह बसवान
शिक्षा सचिव
B.S. BASWAN
EDUCATION SECRETARY

भारत सरकार
मानव संसाधन विकास मंत्रालय
माध्यमिक और उच्चतर शिक्षा विभाग
नई दिल्ली-110 001

Government of India
Ministry of Human Resource Development
Department of Secondary & Higher Education
128 'C' Wing, Shastri Bhavan, New Delhi- 110001
Tel. : 23386451, 23382698 Fax : 23385807
E-mail: secy_she@sb.nic.in

D.O.No.11-17/2004-Sch.4

2 May, 2005

Dear Professor Krishna Kumar,

Kindly recollect the discussions we had on the National Curriculum Framework for School Education (NCFSE). In this regard please refer to my D.O. letter of even number dated 21.7.2004 regarding initiating the process of review and the renewal of the National Curriculum Framework for School Education (NCFSE)-2000. I had mentioned in para 6 of this letter to take into account the Yash Pal Committee report on "Learning Without Burden", while undertaking the review of NCFSE-2000. Now that the National Curriculum Framework has been prepared by the NCERT, we hope that, while preparing the textbooks based on the new curriculum, the principles underlined in the 'Learning Without Burden' report will be fully taken into account.

With regards and best wishes.

sd/-
(B.S. BASWAN)

Prof. Krishna Kumar
Director, NCERT
Sri Aurobindo Marg
NEW DELHI-110016

INDEX

- Activity viii, 2, 4, 10, 12, 21, 22, 26, 29, 34, 46, 55, 58–60, 61, 66, 79, 82, 88, 95, 102, 105, 107, 111, 112, 123.
- Adolescent 16, 51, 57.
- Adult vii, xviii, 12–14, 105, 124, 125.
- Aesthetic x, 11, 16, 29, 31, 35, 37, 55, 56, 68, 75, 100, 108.
- Aim viii, 10, 29, 33, 37, 39, 42, 45, 51, 88, 98, 111.
- Arts ix, x, 11, 15, 22, 28, 30, 31, 35, 54–56, 69, 70, 99–100.
- Assessment xi, xvi, 25, 28, 40, 48, 60, 65–66, 71–76, 115, 116.
- Attitude 42, 44, 62.
- Biology 64, 70.
- Calendar 79, 116.
- Capability 12, 26, 30.
- Chemistry 64.
- Childhood vii, xviii, 4, 5, 12, 60, 65–66, 124.
- Citizenship 7, 9.
- Classical 31, 36, 37, 40, 41.
- Cognitive 37, 39, 44, 47, 48, 75, 88.
- Collaborative learning 20.
- Commerce 53, 69.
- Collaborative learning 112.
- Commission 3, 7, 8, 15, 81, 89, 102, 103, 107, 111.
- Commitment 1, 2, 5, 7, 11, 23, 58, 62, 63, 121.
- Common core 4, 5.
- Common School System iv, 15, 103.
- Community iii, ix, xi, 8–10, 13, 14, 20, 33, 39, 41, 78, 84–86, 89–93, 95–96, 104, 109, 112, 119, 120, 121.
- Computer Science 45, 46.

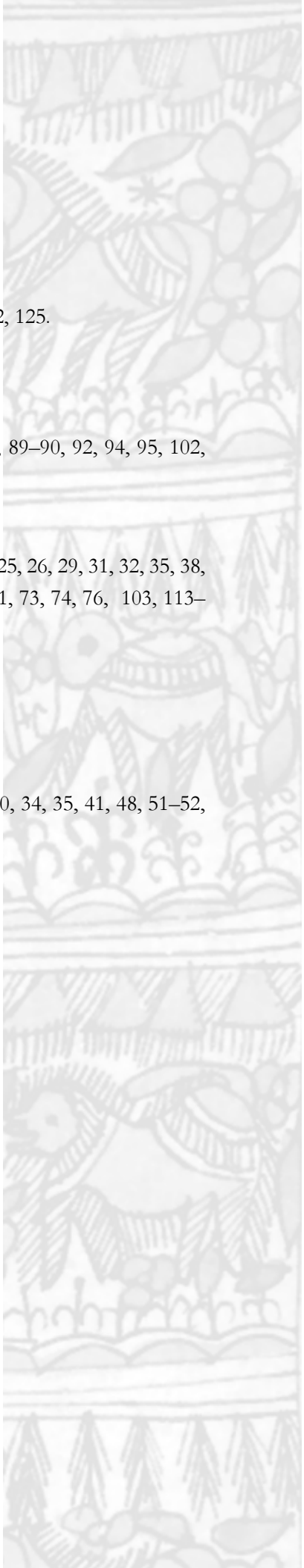
Concurrent List	3.
Constitution	3, 7, 9, 37, 49, 53, 86, 89.
Construction of knowledge	17.
Continuous and Comprehensive Evaluation (CCE)	73, 76, 115.
Corporal punishment	13, 14, 90,
Crafts	ix, x, 5, 22, 31, 32, 55, 56, 92, 98, 100, 118, 125.
Creative	iii, vii, xi, xviii, 2, 3, 6, 10, 11, 13, 38, 54, 55, 60, 67, 68, 80–81, 97–98, 106, 116, 120, 121, 125.
Cultural	13, 18, 23, 29, 36, 38, 52, 54, 55, 62, 82, 83, 85, 89, 93, 103, 108, 110, 117, 122.
Curriculum load	iii, 2, 4, 14, 49.
Dance	x, 15, 55, 56, 64.
Decentralisation	5, 24, 67, 101.
Democracy	5, 7, 8, 23, 62, 85, 86, 92, 105, 120.
DIETs	106, 111–114, 120, 122.
Disabilities	5, 11, 18, 23, 38, 66, 84.
Discipline	13–15, 24, 29, 31, 32, 42, 45, 49, 59, 89, 90, 109, 114, 116.
Diversity	1, 4–7, 9, 13, 23, 36, 51, 54, 62, 83, 84, 102, 119, 120, 122, 125.
Drama	38, 95.
Drawing	21, 31, 51, 54, 61, 81, 95–96.
Duties	7, 63.
ECCE	viii, 65–67, 76.
Economics	50, 53, 55.
Educational Technology	97, 102.
Egalitarianism	5, 86.
Elementary	viii, xi, 2, 5, 25, 40, 57, 66–68, 76, 99, 122.
English	v, ix, xviii, 38–40, 66, 67, 69, 98, 100, 113, 115.
Enquiry	51.

Environment	iv, viii, ix, xi, 3, 5, 6, 9, 13, 17, 21, 23, 24, 28, 31, 52–54, 57, 62–67, 79, 80, 83, 86, 92–94, 99, 103, 104, 110, 115, 118, 120, 121.
Equality	vii, 7, 23, 25, 34, 51, 53, 62, 82–83, 86, 90, 102, 120.
Equipment	57, 83, 96–97, 99, 101, 103, 112.
Equity	49, 83.
Ethics	5, 26, 28, 63, 64.
Ethos	viii, x, 3, 6, 8, 89, 96, 124.
Evaluation	xi, 14, 24, 27, 34, 40, 60, 61, 71–73, 75–77, 92, 111, 113–117, 122, 124–125.
EVS	52.
Facilitator	19, 89, 107, 109, 114.
Faith	7, 8.
Flexibility	vii, 4, 21, 23, 24, 46, 60, 67, 75, 102–105, 115.
Fraternity	7, 53, 86.
Freedom	iv, xviii, 3, 5, 9, 10, 40, 48, 51, 53, 118.
Furniture	13, 81–83.
Games	xviii, 15, 23, 30, 44, 57, 58, 76.
Gender	viii, 5, 9, 17, 21, 23, 25, 28, 49, 51–53, 59, 66, 83, 85, 94, 99, 103, 110.
Geography	50–51, 53–55.
Globalisation	5, 9.
Grades	22, 42, 48, 52, 76, 97, 122.
Guiding Principles	viii, 4, 10, 120.
Habitat	57, 64, 94, 116.
Health and physical education	ix, x, 15, 35, 56, 57, 64, 123.
Heritage	ix, x, 5, 7, 24, 32, 38, 55–56, 98.
Higher Secondary	43, 45, 57.
HIV/AIDS	17, 57, 58.

Home language	36–38, 92, 103.
Home work	96.
Human Rights	9, 23, 51, 62, 84.
Information and Communication Technology (ICT)	49.
Inclusive	viii, 13, 14, 17, 26, 55, 68, 84, 99, 100, 103, 117, 122.
Independence	vii, 1, 3, 11, 17, 24, 54, 104.
In-service	40–41, 102, 107, 111–114, 121–122.
Justice	vii, ix, 7, 9, 10, 29, 61, 83, 85, 86, 103, 105, 123.
Kothari Commission	15, 51, 81, 89, 103, 107.
Language Education	36, 38, 40, 41.
Learning Without Burden	vii, 2–4.
Liberty	7, 53, 86.
Libraries	39, 41, 70, 90, 91.
Literacy	2, 36–37, 39, 45, 67, 71–72, 99.
Literature	38, 70.
Marginalised	ix, 6, 60.
Marks	iii, 48, 67–68, 75–76, 88, 111, 114, 115, 124.
Material	viii, 2, 38, 41, 42, 54, 56, 60, 73, 92, 94, 96, 98, 99, 102, 118.
Mathematics	xv, 23, 25, 32, 33, 38, 40, 42, 79, 86, 94, 98, 99, 113.
Mathematics Laboratories	45.
Mental representation	20.
Minority	ix, 37, 42, 83–84.
Modern	xviii, 37, 45, 46, 53.
Moral	7, 14, 16, 23, 28, 30, 51, 63, 124.
Morning assembly	78, 96.
Mother tongue	iii, ix, 3, 8, 36, 37, 67, 92.
Motivation	42, 61, 66, 75, 87, 102.

Multicultural	2, 7.
Multigrade Class	96, 98.
Multigrade Schools	9.
Multilingualism	36–37.
Music	x, 41, 55–56, 64, 66, 73, 96.
Nai Talim	3.
National Identity	5, 7.
National Integration	4.
National policy on education	vii, 1, 4, 5.
National System of Education	103.
Native wisdom	5.
National Curriculum Framework for School Education, 1988	4.
Norms	xi, 17, 62–63, 71, 82–84, 89, 102, 104, 105, 121.
Panchayati Raj	5.
Paradigm	ix, 85, 111, 115.
Parents	iii, v, vi, xi, 9, 21, 46, 51, 55, 57, 62–63, 72, 77, 113, 120, 124–125.
Participation	vii, xi, 9, 10, 13, 15, 27, 50, 53, 74, 83, 85–88, 92–93, 104, 105, 110, 122.
Peace	ix, x, 2, 5, 6, 9, 35, 61–64, 99.
Pedagogy	ix, 13, 23, 28, 41, 48, 53, 60, 65, 71, 80, 92, 107, 113, 116.
Physics	64, 70.
Play	xviii, 6, 13, 15, 21, 23, 26, 34, 35, 41, 43, 46, 54, 58, 59, 67, 78, 81, 90, 94, 104, 106, 109, 111, 114, 121, 122.
Plurality	iii, viii, 3, 53, 66, 67, 100, 103, 122.
Political Science	50–51, 53, 65.
Polity	viii, 5, 6, 7, 33, 51.

Practices	5, 10, 13, 21, 27, 31, 33, 46, 58, 66, 75, 81, 82, 84, 85, 90, 101, 102, 105, 106, 111, 112, 114, 120–122, 124.
Pre-primary	44, 56, 60.
Pre-service	41, 57, 102, 107, 111, 113, 114.
Primary	37, 38, 42–44, 57.
Psychology	53.
Professionalisation	102, 108.
Psychomotor	48, 117.
Quality	vii, viii, xi, 7, 9, 22, 26, 31, 42, 43, 55, 56, 66, 67, 69, 72, 73, 75, 80–84, 92, 93, 102–106, 112, 114–116, 120–124.
Question	iii, xi, 14, 20, 21, 28, 29, 34, 43, 61, 63, 74, 107, 114.
Religion	viii, 23, 49, 96.
Rights	23, 52, 62, 81, 83–85, 87, 88, 97.
Rural	v, vii, xi, 20, 46, 49, 53, 66, 83, 91–93, 105, 114, 115, 117, 118,
Sanskrit	vi, 36, 37.
SC	ix, 23, 53, 82, 83.
Science	v, viii, ix, xii, xiii, xv, 19, 23, 25, 31, 32, 33, 38, 42, 44, 46, 48, 79, 84, 93, 95, 100, 107, 122, 124, 125.
Scientific Temper	50.
Secondary	v, xi, xiv, xvi, xvii, 14, 40, 43, 48, 57, 68, 93, 94, 97, 102, 105, 107, 112, 117, 118, 122.
Secondary Education Commission	94.
Secularism	53, 83, 84, 120.
Sharing	14, 20, 30, 61, 88, 89, 113, 119–121.
Skills	iv, viii, 14, 15, 20, 21, 23, 25, 27, 30–32, 37–41, 44, 48, 50, 56, 59, 67, 72, 76, 79, 87, 108, 111, 112, 115–119.
Social Science	viii, ix, xvi, 25, 32, 50, 51, 53, 112.
Sociology	xiii, 50, 53.
ST	ix, 2, 23, 82.



Stereotype	17, 23, 96.
Stigmatisation	18.
Syllabi	viii, 40, 41, 49, 51, 58, 70, 84, 107, 122, 125.
Teacher Education	x, xi, xvii, 6, 39, 40, 56, 57, 64.
Test	21, 72, 74, 76, 78, 115, 116.
Textbooks	viii, xvii, 2–4, 8, 14, 41, 49, 51, 72–74, 89–90, 92, 94, 95, 102, 103, 119, 120, 122, 124.
Theatre	41, 55, 56.
Time	iii, iv, x, xvi, 1, 7, 10, 13, 14, 17, 19, 24, 25, 26, 29, 31, 32, 35, 38, 41, 43, 44, 51, 55–56, 58, 60, 64–65, 71, 73, 74, 76, 103, 113–115, 117–122.
Time Table	98.
University	v, xii, xiii, 65, 122.
Urban	9, 10, 46, 53, 66, 106.
Values	vii, x, 1, 2, 4, 7, 9, 10, 22, 23, 25, 29, 30, 34, 35, 41, 48, 51–52, 60–64, 66, 102, 107, 108, 116, 120.
Vocational Education and Training (VET)	xvii, 117.
Work as a Pedagogic Medium	116.
Work-centered education	101, 116, 117.
Yoga	15, 56–58, 73.