



Department of Distance Education
Punjabi University, Patiala

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Medium : English

Unit : I

Lesson No.

- 1.1 : READNING RESOURCES: NPE-1986 AND NCF-2005
- 1.2 : REFLECTION ON CORE ELEMENTS (NPE- 1986,
NFC- 2005): AIMS OF EDUCATION, PEDAGOGY AND
EVALUATION

Department website : www.pbidde.org

READING RESOURCES: NPE-1986 AND NCF-2005**Structure**

- 1.1 Objectives
- 1.2 Introduction
- 1.3 Meaning and Importance of Reading Resources
- 1.4 NPE-1986
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- 1.6 Reading Resources of NPE-1986 & NCF-2005
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- 1.9 Suggested Reading
- 1.10 Suggested Questions
- 1.11 Self-Check Exercise

1.1 Objectives

After going through the present lesson, the students will be able to:

1. Understand the meaning of reading resources
2. Explain the importance of reading resources
3. Recall about NPE-1986
4. Briefly discuss about NCF-2005
5. Enumerate various reading resources of NPE-1986
6. Discuss about various reading resources of NCF-2005

1.2 Introduction

Reading Resources are the diverse sources available to assist the students, teachers, and educators etc. regarding the topics mentioned in the curriculum. NPE-1986 and NCF-2005 are the policies which have played a major role in the transformation of the school education system in India.

1.3 Meaning of Reading Resources

Reading resources means educational content in general terms. The resources of reading can be in the form of texts, videos, software and other materials that teachers use to assist the students to meet the expectations for reading defined by provincial or local curricula. Before a reading resource is used in a classroom, it must be evaluated and approved at either the provincial or local level.

1.4 National Policy on Education NPE-1986

The Education Commission 1964-66 recommended that the Government of India should issue a statement on the National Policy on Education which should provide guidance to the State Governments and the local authorities in preparing and implementing educational plans. The Govt. of India issued the Resolution on National Policy on Education in 1968 which stipulated that the implementation of the various educational programmes undertaken in accordance with the directions should be reviewed every 5 years. A document entitled, "Challenges of Education: A Policy Perspective" was prepared which was translated into all the regional languages and distributed to all the sections of the people for feedback. Thereafter, the Ministry of HRD, formerly known as the Ministry of Education brought out a revised document "National Policy on Education 1986 – A Presentation" which was revised and finally "Draft National Policy on Education 1986" was laid on the table of the Parliament in the first week of May, 1986. The NPE 1986 contains XII parts and 157 paragraphs on different aspects of education.

NPE (1986) was followed up by the Programme of Action i.e. POA(1992) which was adopted by the Parliament in Aug. 1986. A Review Committee was appointed in May, 1990. Finally certain modifications were made in the NPE 1986 which were announced in the Parliament in May, 1992.

Main schemes launched as a result of the Programme of Action i.e. POA(1992) in pursuance of the NPE (1986) are the following:

1. National system of education
2. Reconstruction of curriculum
3. Operation Blackboard
4. Navodaya Schools
5. Vocationalisation of Education

1.5 National Curriculum Framework–2005

The National Policy on Education (NPE, 1986) proposed the National Curriculum Framework as a means of evolving a National System of Education, recommending a core component derived from the vision of national development enshrined in the Constitution. The policy also entrusted NCERT (National Council of Education Research and Training) with the responsibility of developing the National Curriculum Framework at frequent intervals. It was envisioned as a means of modernizing the system of education.

NCF – 2005 is one of the four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by NCERT in India. NCF 2005 has been translated into 22 languages.

Focus areas of NCF-2005:

1. Reading without burden to make reading a joyful experience. It recommended major changes in the design of syllabus.
2. To develop a sense of self-reliance and dignity of the individual.
3. To develop a child-centered approach.
4. To inculcate the feeling of oneness, democracy and unity in the students.

5. Equality, Quality and Quantity as the exclusive triangle of Indian Education.
 6. Standard curriculum to be provided irrespective of caste, sex, creed, and religion.
- The document recommends partnerships between the school system and other civil society groups, including NGOs and teacher organisations. The innovative experiences already available should be mainstreamed and awareness of the challenges implied in the universalisation of Elementary education should become a subject of wide-ranging cooperation between the state and all agencies concerned about children.

1.6 Reading Resources of NPE-1986 and NCF-2005

1. Encyclopedia:

Encyclopedia is an important source of finding information related to NPE-1986 as well as NCF - 2005. There are many famous and renowned Encyclopedias available for the students. The students striving to find information related to these topics can be found from many Encyclopedias, a few of which are quoted below:-

1. Encyclopedia of Education
2. Encyclopedia of Curriculum Development
3. Encyclopedia of Education, Planning and Development

2. Periodicals :

Many periodical journals are available as major reading source of NPE (1986) and NCF-2005 for the seeker. These may also be National or International Journals. The periodicals can be in the form of hard copies or soft copies as e-journals. The periodicals are published at regular intervals as monthly, quarterly, fortnightly etc. Some of the examples of the periodicals are as below:

1. AIAER (Published by: All India Association of Education Research, Half yearly)
2. EDUTRACKS (Published by: Neel Kamal Publications, Quarterly)
3. Journal of Indian Education (Published by: NCERT, Quarterly)

3. Libraries:

The largest resources of NPE-1986 and NCF-2005 are libraries. A library may contain the literature mentioned above in the form of books, journals, Government reports, newspapers etc. Libraries of colleges, universities, and central libraries can be consulted for this. Each library has a catalogue which should be first sorted out for finding the related information. The latest use of Information and Technology is available in the libraries with the provision of e-libraries too.

4. ICT/Internet:

This is the most sought after reading resource used by the teachers, researchers and students these days. With just one click, everybody can retrieve the desired information through the internet. The following can be a few of the computer generated reference materials:

1. Inlibnet
2. Shodhganga
3. Wikipedia
4. You-tube
5. Podcasts

5. Newspapers/Magazines/Bulletins:

Newspapers, Magazines and Bulletins etc. provide the students with the updated information related to the topics. Hence NPE-1986 and NCF-2005 also can be retrieved from particular National dailies, Magazines or Bulletins.

1. The Tribune
2. The Times of India
3. India Today

6. Government Documents/Annual Reports/ Reports of State Governments /Surveys:

NPE-1986 and NCF-2005 have been considered to be major landmarks in the history of Indian Education. A proper documentation of these has been done by the government of India through NCERT and NCETE, New Delhi. Moreover Annual Reports related to these have also been published. Different states have published their follow-up reports too. National Council for Teacher Education, New Delhi has published NCF-2005.

1. Survey of Educational Research (by NCERT)
2. Indian Education Report (by Oxford University Press)
3. Statistical Report of India

7. Text books:

The students can consult text books for referring to NPE-1986 and NCF-2005. A lot of publishers have referred these in their catalogues. Many writers have written text books about Development of Educational System in India or precisely the same topics like National Policy on Education-1986 and National Curriculum Framework - 2005. Even NCERT has published the books related to NPE-1986 and NCF-2005.

8. Mass Media:

Mass media also provides information related to NPE-1986 and NCF-2005. Radio and Television are few of the mass media commonly used by educators and students.

9. Reference Books/Book Reviews:

Various reference books can be usually consulted by students and teachers. Moreover, book reviews are also written in a critical manner by various educationists from time to time which can be consulted to have an extra edge over others.

10. Reports on Conferences and Workshops:

Diverse institutes may conduct conferences, workshops & seminars etc. on NPE-1986 and NCF-2005. The proceedings and the papers presented in them are published in the form of books these days. Hence they act as ready reckoners as all the aspects of the topics like NPE-1986, and NCF-2005 are explained from various perspectives in them.

11. Institutional Publications:

The publications taken out by different institutes have been a regular feature. The institutes invite research papers related to the research or articles. Similarly NPE-1986 and NCF-2005 are such important topics that publications have been taken out related to them from time to time.

12. Distance Education Centres :

Various universities have their own Distance Education Departments/Correspondence Course Departments. In that department, various courses have been offered further. Department of Education is one such department in which NPE-1986 and NCF-2005 are the topics which a student can find from their libraries in the form of text-books or reference books. IGNOU, Punjab University, Punjabi University, G.N.D.U etc. are few of them.

13. Social media:

Facebook, Whatsapp, Instagram etc. are a few of the social networking sites in which some groups have been created by educators, educationists and students. They share the updated information about education from time to time.

1.7 SUMMARY

Reading Resources are the sources which play a major role in facilitation of reading in a teacher's and learner's life. NPE-1986 and NCF-2005 have been a major milestones of Indian Education System and their reading resources have been diverse. With the revolution in ICT in today's era, the flooding of reading resources has taken place. Libraries, Journals, Distance Reading Centres and e-resources are few of them.

1.8 GLOSSARY

Transformation: a marked change in form, nature and appearance

Software: the programs and other operating information used by a computer

Enshrined: preserve in a form that ensures it will be protected and respected

Envisioned: visualize, imagine as a future possibility

Documentation: material that provides official information or evidence or that serves as a record

Retrieved: find or extract information back from somewhere

1.9 SUGGESTED READING

- *National Curriculum Framework for School Education: Salient Features and Summary*, NCERT.2000.
- www.ncert.nic.in/oth_anoum/npe1986 Retrieved on January 17,2017.
- www.mhrd.gov.in/upload_document/npe
- www.ncert.nic.in/pdf/english/nf2005

1.10 SUGGESTED QUESTIONS

1. What do you understand by Reading Resources?
2. Name some reading resources of NPE-1986.
3. Name some reading resources of NCF-2005.

1.11 SELF-CHECK EXERCISE

1. _____ can be in the form of texts, videos, software etc.
2. The full form of NCERT is _____.
3. National Policy on Education was laid in the year _____.
4. NCF-2005 is one of the four NCFs published in 1975, _____, 2000 and 2005.

Answer Key

1. Reading Resources
2. National Council of Education, Research and Training
- 3.1986
- 4.1988

**REFLECTION ON CORE ELEMENTS (NPE- 1986, NCF- 2005): AIMS OF
EDUCATION, PEDAGOGY AND EVALUATION**

STRUCTURE:

2.1 Objectives

2.2 Introduction

2.3 Aims of NPE-1986

2.4 Pedagogy of NPE-1986

2.5 Evaluation of NPE-1986

2.6 Self evaluation

2.7 Aims of NCF-2005

2.8 Pedagogy of NCF-2005

2.9 Evaluation of NCF-2005

2.10 Summary

2.11 Suggested Questions

2.12 Suggested Readings

2.1 Objectives:

- i. To acquaint the students with the aims of NPE-1986 and NCF-2005
- ii. To impart the knowledge regarding pedagogy of NPE-1986 and NCF-2005
- iii. To educate the students about the evaluation process of NPE-1986 and NCF-2005

2.2 Introduction:

In our nation, three policies of education have been worked out after independence. The first policy was framed in 1968. Efforts were made to reframe the education policy in 1979 which almost remained in papers only. The third policy of education is known as National Policy on Education 1986, popularly known as New Education Policy. The document contains nearly 10000 words, 29 pages and is divided into 12 parts with 157 articles, each article conceived in the context of human resource development keeping in view the needs of 21st century.

The NCF-2005 is one of the four NCFs published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training (NCERT) India. The framework provides the framework for making syllabi, textbook and teaching policies within the school education programmes in India. NCF- 2005 has been translated into 22 languages and has influenced the syllabi in 17 Indian states. A national steering committee chaired by Prof. Yash Pal, former chairman of UGC and 21 National Focus Group were set up in July 2004. A draft of National Curriculum Framework was prepared by the NCERT. It

was widely circulated for discussion. The draft was placed before the CIBE in the month of July, 2005. Some suggestions were received and ultimately in the month of December, 2005, the draft of National Curriculum Framework was approved by the CIBE.

2.3 Aims of NPE – 1986:

The National Policy on Education – 1986 enshrines the following goals of education in India:

- i. To adopt a common educational structure i.e. 10+2+3 structure which has since been adopted in whole country.
- ii. To develop a national curriculum frame work to bring some core subjects along with flexible components.
- iii. To strengthen the world view of peace and understanding among nations.
- iv. To promote equality among masses through equality of educational opportunities.
- v. To foster student's understanding of diverse cultural and social systems of the people living in different parts of country.
- vi. To promote link language and programmes to increase translation of books from one language to another, publish Multilanguage dictionaries and glossaries.
- vii. To streamline and strengthen areas of research and development by establishing institutions and providing resources.
- viii. To make provision for lifelong education through distance and open mode of education to youth, house wives, agricultural workers, industrial workers and other professionals.

Above mentioned aims are ideal aims of current education system of the country. This education system is answerable to provide conscious and awakened citizens to the nation, who is equipped physically, mentally, socially and economically. Present education system is working towards sustainable use of physical and human resources to safeguard national cultural heritage and transmit it to the next generation along with a level of life furnished with human values. Students are trained vocationally to make them capable of earning their livelihood, spirit of social service and national service for welfare of human being. It also modernise their thinking and attitude by making them conscious about technology and innovation.

2.4 Educational Pedagogy and NPE- 1986

National Policy on Education guides the whole nation towards the responsibility of providing every possible support for implementing programmes of educational transformation, reducing disparities, universalization of elementary education, adult literacy, scientific and technological research, etc. For this various programs and plans are discussed below:

(i) Early Childhood Care and Education:

In the light of National Policy on Education – 1986 a high priority was given on Early Childhood Care and Education. It viewed ECCE as an important in the strategy of human resource management as a free and support programme for primary education and support service for working women of the disadvantaged section of society. The importance of community involvement was also highlighted.

(ii) Elementary Education:

Provision of free and compulsory education to all the children until they complete the age of 14 years is a Directive principle of the constitution. Determined efforts have been made since independence towards the achievement of this goal. National Policy on Education – 1986 gave an unqualified priority to universalisation of elementary education. The thrust in elementary education emphasises universal enrolment and retention of children upto 14 years of age, and a substantial improvement in the quality of education.

The child centred approach commenced in NPE attempted to build the school programmes and activities around the child. This policy also recognised that unattractive school environment, unsatisfactory infrastructure and insufficiency of instructional material functions as de motivating factors for children and parents. The policy called for a substantial improvement of elementary education and provision of support services.

(iii) School facilities:

Provision was be made of essential facilities in primary schools including at least two reasonably large rooms that are usable in all weather, and necessary toys, black board, maps, charts and other learning material. At least two teachers, one of whom a women should appointed in every school, the number increasing as early as possible to one teacher per class. A phase drive, symbolically called operation black board was be undertaken with immediate effect to improve elementary schools all over the country, local bodies, voluntary agencies and individual will be fully involved.

(iv) Non formal Education:

NPE states that a large and systematic programme of non formal education will be launched for school dropouts, for children from habitation without schools, working boys and girls who can no attend whole day schools.

Modern technology such as solar packs for provision of power in NPE centres, audio visual aids, and use of radio cassette players were recommended to improve the learning environment. Centres and learning material of high quality was developed taking into account the fact that children who work have many assets on which their education should be built.

(v) Secondary education and Navodaya Vidyalayas:

NPE recommended that secondary and higher secondary education is on the one hand terminal for those who enter in the world of work after this stage. For such people a strengthened vocational scheme was designed form the main plank of strategy. For the rest it is preparatory of higher education. This included:

- a. Programmes to insure access to secondary education being widened to cover unsound areas.
- b. Programmes of consolidation in other areas/schools and
- c. Programmes of setting up Navodaya Vidyalayas

(vi) Vocationalisation of Education:

NPE emphasized the introduction of systematic, well planned and rigorously implemented programmes of vocational education are vital in the purposed educational

reorganisation. These elements are necessary to enhance individual employability, to reduce the mismatch of demand and supply of skilled man power and to provide an alternative for the pursuing higher education without specific interest or purposes.

(vii) Higher Education:

NPE visualized that higher education should become dynamic as never before. The main features of the programmes and strategies to impact the required dynamism to the system of higher education were suggested to consist of following

- a. Consolidation and expansion of institutions.
- b. Development of autonomous colleges.
- c. Redesigning courses.
- d. Training of teachers.
- e. Strengthening research.
- f. Improvement in efficiency.
- g. Co-ordination at the state and national level.
- h. Mobility.

(viii) Open University and Distance Education

The NPE states that the Open University has been established with those objectives and came into existence in September, 1985. The university has been assigned the responsibility to coordinate the distance learning system in the country and raise its standards

(ix) Delinking degrees from jobs:

The NPE recommends delinking degrees from jobs in selected areas. This proposal is not applicable to certain specific areas like medicine, teaching, engineering, law etc. similarly the service of specialists with academic qualification in humanities, social sciences and sciences will continue to be required in various job positions.

(x) Rural universities and institutions:

Rural higher education received filling with intensification of the freedom movement. A large number of rural institutes were setup under the auspices of various agencies during the second five year plan. Over the years, Gandhian basic education, rural institutes and other institution primarily meant for rural areas did not receive sufficient support and encouragement.

(xi) Technical education:

Technical and management education is one of the more significant components of human resource development spectrum. Expansion of technical education both at degree and diploma level, enlargement of programmes areas and increase in annual intake capacity was made sure. The changing scenario by the turn of the century in socio-economic, industrial and technological area needs was considered to enable the system to pay its role with greater relevance and objectivity.

(xi) Science education:

Science education was strengthened so as to develop in child well defined abilities and values such as the spirit of inquiry, creativity, objectivity, questionability and an aesthetic sensibility. Science education programme were also designed to enable, the learner to

acquire problem solving and decision making skill and to discover the relationship of science with health, agriculture, industry and other aspects of daily life.

2.5 Evaluation and NPE-1986

Reforms in evaluation have been a topic of serious discussion for long. Some changes have been introduced in the system at the initiative of the NCERT in school examination and the UGC in University examination on the whole, however the impact of these reforms has been too significant. Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, it was believed that examination should be employed to bring out qualitative improvements in education. The objectives were to recast the examination system so as to ensure a method of assessment that a valid and reliable measure of student development and a powerful instrument for improving teaching and learning process in functional forms. It included:

- a. The elimination of excessive elements of chance and subjectivity
- b. The de- emphasis of memorisation
- c. Continuous and comprehensive evaluation that incorporates both scholastic and non scholastic aspect of education, spread over the total span of instructional time
- d. Effective use off the evaluation process by teachers, students and parents
- e. Improvement in the conduct of examination
- f. The introduction of concomitant changes in instructional material and methodology
- g. Introduction of the semester system from the secondary stage in a phased manner and
- h. The use of grades in place of marks

The above goals are relevant both for external examinations and evaluation within educational institutions. Evaluation at the institutional level was streamlined and the predominance of external examinations reduced. In this way evaluation at all education levels was made objective and comprehensive.

2.6 Self Exercise

Q1. Discuss the aims and objectives of NPE 1986.

Q2. Write about the pedagogy of NPE 1986.

Q3. Discuss the evaluation in NPE 1986.

Q4. Give core reflections of NPE 1986 with special reference to aims, pedagogy and evaluation.

NATIONAL CURRICULUM FRAMEWORK (NCF) 2005

2.7 Aims of NCF 2005:

NCF provided a range of innovative ideas about syllabus, books and teaching policies. The NCF was framed considering following articulated ideas of the past such as:

- i. To shift learning from rote method.
- ii. Connecting knowledge to life outside the school.
- iii. To integrate examination into classroom learning and make it more flexible.
- iv. To enriching the curriculum so that it goes beyond textbooks.

- v. Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.
- vi. *Learning without burden* to make learning a joyful experience and move away from textbooks to be a basis for examination and to remove stress from children. It recommended major changes in the design of syllabus.
- vii. To develop a sense of self-reliance and dignity of the individual this would form the base of social relationship and develop a sense of nonviolence and oneness across the society.
- viii. To develop a child centered approach and to promote universal enrollment and retention up to the age of 14.
- ix. To inculcate the feeling of oneness, democracy and unity in the students the curriculum is enabled to strengthen our national identity and to enable the new generation reevaluate.
- x. Equality, quality and quantity are described as the exclusive triangle for Indian education.
- xi. With respect to social context NCF 2005 has ensured that irrespective of caste, creed, religion and sex all are provided with a standard curriculum.

In this way education must provide the means and opportunities to enhance the child's creative expression and the capacity for all round development with scientific and critical outlook. NCF 2005 focus on the Learning should be an enjoyable act where children should feel that they are valued and their voices are heard. The curriculum structure and school should be designed to make school a satisfactory place for students to feel secure and valued. The curriculum should focus on the holistic development of the students to enhance physical and mental development in individuals and as well as with the peer interactions.

In order to bring about the overall development of the students, adequate nutrition, physical exercise and other psycho social needs are addressed hence participation in yoga and sports in required. Learning should be made enjoyable and should relate to real life experiences learning should involve concepts and deeper understanding. Adolescence is a vulnerable age for students and the curriculum should prepare the students and provide support for social and emotional support that will inculcate positive behavior and provide skills essential to cope with situations that they encounter in their lives, peers pressure and gender stereotype. Inclusive education is to be given priority and flexibility to follow a curriculum to suit the needs of every student irrespective of students having disabilities.

2.8 Pedagogy of NCF 2005

NCF suggested that at Primary stage the child should be engaged in joyful exploring world around and harmonizing with it. The objective of this stage is to nurture the curiosity of the child about natural and manmade world. At upper primary stage the child should be engaged in learning the principles through experiences, working by hands, group activities, peer discussions and display their ideas through exhibitions.

At secondary stage and higher secondary stages of school education emphasis should be on experimentation, technology and problem solving attitude of students. The core

content should include recent innovations and awareness about current issues related to different disciplines like science, social sciences, computer etc. The curriculum should be such that it can provide sufficient vocational training to students along with first hand experiences. The vocational stream originally was meant to address the needs of those who would enter the work force earlier than those who opt for professions after traditional academic stream. Various subjects suggested in NCF 2005 are as discussed below:

Language - Three language formula system is to be followed. Medium of communication should be the home language. The First language to be studied must be the mother tongue or the regional language. The Second language in Hindi speaking States, the second language will be some other modern Indian language or English, and in non-Hindi speaking States, the second language will be Hindi or English. The Third language in Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language, and in non-Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language.

Mathematics -The emphasis for learning mathematics is that all students can learn and need to learn mathematics. Pedagogy and learning environment have to be made favorable for students to develop interest by going far beyond basic skills and include variety of mathematics models by pedagogy which devotes a greater percentage of instructional time to problem solving and active learning.

Computers - Introduction of computers in schools is to move from a predetermined set of outcomes and skill sets to one that enables students to develop 16 explanatory reasoning and other higher-order skills. Enable students to access sources of knowledge, interpret them, and create knowledge rather than be passive users and to promote flexible models of curriculum transaction. Promote individual learning styles and encourage use of flexible curriculum content, at least in primary education, and flexible models of evaluation.

Science - Pedagogy of learning sciences should be designed to address the aims of learning science is to learn the facts and principles of science and its applications, consistent with the stage of cognitive development. To acquire skills and understand the methods and processes that lead to generation and validation of scientific knowledge. To develop a historical and developmental perspective of science and to enable her to view science as a social enterprise. To relate to the, local as well as global, and appreciate the issues at the interface of science, technology and society. To acquire the requisite theoretical knowledge and practical technological skills to enter the world of work. To nurture the natural curiosity, aesthetic sense and creativity of students in science and technology. To imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment and to cultivate 'scientific temper'-objectivity, critical thinking and freedom from fear and prejudice.

Social Sciences - Social science a subject is included in schools to assist students to explore their interests and aptitudes in order to choose appropriate university courses

and/or careers. To encourage the students to explore higher levels of knowledge in different disciplines. To promote problem-solving abilities and creative thinking in the citizens of tomorrow, to introduce students to different ways of collecting and processing data and information in specific disciplines, and help them arrive at conclusions, and to generate new insights and knowledge in the process.

Art education - The objectives of including art education in schools is to bring about the complete development of the students personality and mental health, to appreciate cultural heritage and develop respect for each other's work and connect to environment.

Health and Physical education - To provide theoretical and practical inputs to provide an integrated and holistic understanding of health, disease, accidents and physical fitness among children. To provide skills for dealing with psycho-social issues in the school, home and the community. To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, N.C.C., Red Cross, Scouts & Guides, etc.

Study of Peace - Skills that are developed as part of curriculum activity such as to listening with patience and endurance, purity of mind to develop concentration, aptitude for cooperation and teamwork, to reach out to get answers (curiosity and rational inquiry), acceptance of discipline, and a positive attitude to study/work are the trademarks of a good student which in turn are also the skills of a peace-oriented person. Thus the curriculum also inculcates peace and democracy into students.

Work and Education - Work related education is made as an integral component of the school curriculum, in the form of work experience, work education, SUPW, craft education, life oriented education, pre vocational education and generic education. Work based education aims at involving children in a variety of production or service oriented activities, to develop skills, positive attitudes and values through work and also to develop work related competencies.

2.9 Evaluation of NCF 2005

In the Indian education system, the term evaluation is associated with examination, stress and anxiety. All efforts at curriculum definition and renewal come to nothing if they cannot engage with the barricade of the evaluation and examination system embedded in education system. NCF suggested many examination reforms to initiate it as a national mission, supported by adequate funding and high quality human resources. The mission brought teachers, educationists and scientists on a common platform to launch new ways of testing students curb the maddening multiplicity of entrance examinations and undertake research on ways to test multiple abilities other than formal scholastic competence.

For assessment a meaningful report on the quality and extent of a child's learning suggested to be very comprehensive. We need a curriculum which is full of creativity, innovativeness, and development of the whole being and a hallmark of a good education that makes uniform tests that assess memorised facts and textbook -based learning obsolete. There was necessity to redefine and seek new parameters for ways of evaluation and feedback. In addition to the learner's achievements in specific subject areas,

assessment was needed to encompass attitudes to learning, interest, and the ability to learn independently.

Preparing report cards is a way for the teacher to think about each individual child and review what she/he has learnt during the term, and what a teacher needs to work on and improve. To be able to write such report cards, teachers will need to think about each individual child, and hence pay attention to them during their everyday teaching and interaction. There is no need of special tests for this but learning activities themselves provide the basis for such ongoing observational and qualitative assessments of children. Maintaining a daily diary based on observation helps in continuous and comprehensive evaluation. Keeping samples and notes of the child's work at different stages provides both the teacher and the learner herself or himself with a systematic record of his/her learning progress. The belief that assessment must lead to finding learning difficulties to then be remediated is often very impractical and not founded on a sound understanding of pedagogic practice. Problems regarding conceptual development cannot and do not wait for formal tests in order to be detected. A teacher can come to know of child's problems by asking questions that make children think or by giving them small assignments. A teacher can then attend to them in the process of teaching by ensuring that her planning is flexible and responsive to the learners and their learning.

At ECCE and Classes I and II of the Elementary stage the assessment suggested was purely qualitative judgements of children's activities in various domains and an assessment of the status of their health and physical development that should be based on observations through everyday interactions. There should be no account to take any form of oral or written test. In Class III to Class VIII of the Elementary Stage variety of methods were suggested including oral and written tests and observations. Children should be aware that they are being assessed, but this must be seen by them as a part of the teaching process and not as a fearful constant threat. Grades or marks along with qualitative judgements of achievement and areas requiring attention are considered to be essential at this stage.

According to NCF -2005 children's own self-evaluation can also be a part of the report card from Class V onwards. Rather than examinations, there should be frequent and short criterion based tests. Commencement of term-wise examination from Class VII onwards should be there when children are psychologically ready to study large chunks of material and are able to spend a few hours in an examination room for answering questions. Again, the progress card must indicate general observations on health and nutrition, specific observations on the overall progress of the learner and information and advice for the parents or guardians. For Class IX to class XII of the Secondary and Higher Secondary stages assessment advised was based strictly on tests, examinations and project reports for the knowledge-based areas of the curriculum, along with self-assessment. Other areas should be accessed through observation and provision for self-evaluation must be ensured.

Reports could include much more analysis about the students including various skill, knowledge areas and percentiles, etc. This would assist them by pointing out the areas of

study that they need to focus on, and also help them by providing a basis for further choices that they make regarding what to study thereafter.

Continuous and Comprehensive Evaluation (CCE) system was introduced by the Central Board of Secondary Education (CBSE) in India to assess all aspects of a student's development on a continuous basis throughout the year under the guidelines of NCF-2005. The assessment covers both scholastic subjects as well as co-scholastic areas such as performance in sports, art, music, dance, drama, and other cultural activities and social qualities.

Scholastic subjects are assessed using two modes: Formative Assessment (FA) and Summative Assessment (SA). Formative Assessment usually comprises of Class Tests, Homework, Quizzes, Projects, and Assignments directed throughout the year. Summative Assessment measures how much a student has learnt from the class through an examination/test conducted at the end of a term.

For institutions following the CCE grading system, typically an academic year is divided into two terms. Each term will have two FAs and one SA. The credit allotted to each term and assessment is as follows.

Term 1			Term 2		
FA1	FA2	SA1	FA3	FA4	SA2
10%	10%	30%	10%	10%	30%
FA1+FA2+SA1=50%			FA3+FA4+SA2=50%		

Total: Formative Assessments (FA) = FA1+FA2+ FA3+FA4 = **40%**

Summative Assessments (SA) = SA1+SA2 = **60%**

Scholastic Assessment grades are generally given on a 9 point grading scale. Whereas Co-Scholastic areas are assessed using multiple techniques based on specific criteria suggested by framework. Assessment of co-scholastic areas is done at the end of the year and grades are generally given on a 5 point grading scale.

Even if it is not possible to measure some attributes, children can be assessed for their development in these areas. Participation, interest, involvement level of student, and the extent to which abilities and skills have been honed, are some markers that can help teachers to gauge the benefits of what children learn and gain through such activities. Asking children to self report on their learning can also provide teachers with insight into children's educational progress and give them feedback on improving curriculum or pedagogy.

2.10 Summary:

The NPE 1986 has lucidly explained the concept of a 'National System of Education' implies that, up to a given level, all students, irrespective of caste, creed, location or sex have access to education of a comparable quality. To achieve this end, the government will initiate funded programmes. Effective measures will be taken in the direction of the common school system recommended in 1968 policy.

It envisages a common educational structure i.e. 10 + 2 + 3 which was recommended by Kothari Commission (1964-66). This structure has now been accepted in all parts of the country. Regarding the further break-up of first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary followed by 2 years of High School.

The national system of education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy, secularism, equality of sexes, protection of the environment, removal of social barriers, observation of small family norm and inculcation of scientific temper.

The main focus of NCF 2005 was to connect knowledge to the actual life. In NCF 2005 rote memory was avoided totally in learning. Its main aim was development of curriculum for overall development of children and making examination more flexible. The main stress was on the solution of meaning of problems. Teacher should engage every child in class for effective learning of all. At primary stage, weight age has been projected to areas like shapes, spatial understanding. At secondary stage projected mathematic modeling and data analysis was give due importance. At higher secondary stage there was problem solving form the twin objective of syllabus. This kind of arrangement of curriculum helped the children to acquire easily, understand and relate it to daily life.

Rote learning was totally displaced by understanding of facts and figures. NCF 2005 looked at the issues of academic planning and leadership at school level to improve quality. Finally, it encourages innovation in ideas and practices through plurality of text books and use of technology and recommends partnership between school system and other civil society groups.

2.11 Suggested Questions

1. Discuss the aims of NPE-1986.
2. Discuss pedagogy and evaluation part of NPE-1986.
3. Give core reflections of NPE 1986 with special reference to aims, pedagogy and evaluation.
4. Discuss the aims and evaluation in education according to NCF-2005.
5. Discuss pedagogy of NCF-2005.
6. Give core reflections of NCF-2005 with special reference to aims, pedagogy and evaluation.

2.12 Suggested Reading

Nandra, I. D. S. & Lehri, A. K.(2017). Reading and reflecting on texts. 21ST Century publications, Patiala.

Srivastava, S. S. (2016). **Reading and Reflecting on Texts**. Shri Vinod Pustak Mandir
Dr. Pandey, R. (2016). Reading and Reflecting on Text. Rakhi prakashan.

Web sources

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