14.07.2005

National Curriculum Framework (NCF) 2005
Review Workshop
Venue- Bangalore

(Kindly Refer to Annexure 1 to view the list of invitees who attended the workshop)

A. Introduction
By Vijay Gupta, Head, Advocacy and Communication, Azim Premji Foundation

Background on the need for the workshop and its objective to facilitate and develop a concerted response and critique.

B. Inauguration
By Mr. T M Vijay Bhaskar, Secretary Education, Government of Karnataka

Some of the positive features of the NCF 2005

According to him the document is a very useful one; is a refreshing departure from the 2000 NCF. NCF 2000 was turgid, difficult to read; the current one has kept the children in mind. It brings in a fresh outlook on curriculum making; there has been a lot of advocacy on including more and more subjects into education – environment, peace etc. The current document tries to break the information overload on the children. Focus is on creativity and overall development of the child.

The guiding principles: Connecting knowledge life to outside school, learning - away from rote; enriching curriculum and overall development of children and not text book centric, reducing examination stress.

Some of the issues that are less emphasized in the NCF

1. Multigrade teaching: This has to be given more thought in the National Curriculum Framework. There are several experiments in Karnataka – Nali Kali- it is now considered as one of the best practices in education: is a good method to be tried in classes 1 & 2. textbooks, classroom instructions, pre and in service training for multi-grade teaching has to be part of Curriculum Framework

2. Pre-school education has been ignored especially when on one hand the Supreme Court has attempted to make it compulsory.

3. Language Policy: In Karnataka there is lot of debate: English as a subject of instruction – this may not be very politically accepted as well as may not be fair to the children in the rural schools and government schools. The government is still debating on this issue; the National Curriculum Framework should come forth very clearly on this issue
4. **Emphasis of arts and work experience** as integral part of the curriculum is welcome: But in the current staffing pattern, there are not many teachers who are qualified. Sarva Shiksha Abhiyan (SSA) should help by funding for such teachers. But then in small schools this may not be possible since it is not economical considering there are very few students in some schools. National Council of Education Research and Training and National Institute of Education Planning and Administration should analyze how many schools have less than 20, 30 or 40 children.

5. **Lack of clarity on the three language formula.** In many cases the state language is not taught. There has to be a clear emphasis on teaching the state language. Avoiding this can lead to a situation as good as illiteracy.

6. In the social sciences curriculum, **geography has not been given the due regard.** For example, map reading is not given importance at all.

7. **Peace education:** Earlier it was value education (64 values). Why ‘peace’; why not non-violence or truth or satyameva jayate etc which are well known in India.

8. Certain contradictions:
   
   I. At one place vocation is separate at another it is a part of the curriculum
   II. Provision needed beyond 10th standard
   III. Accountability of the system is missing in the document. E.g. Government of Karnataka is spending Rs. 3800 crore per annum- should it not be responsible for delivering certain results? This is a glaring lacuna. The private school system has its own accountability system since the parents are aware and keep a track of their children’s progress. But that’s not true of a parent whose child studies in a government school. External evaluation is therefore important in this context.
   IV. The document does not have the concept of school as a public institution and therefore, the accountability of this institution to the tax payers and general public is missing.

Such issues have to be treated in a more systematic manner.

In Karnataka we have introduced the trimester scheme. We have looked into many of these issues and are working towards incorporating it in the education system in the State.

**C. Padma Sarangpani**

1. Important to keep the historical antecedents in mind
2. **What is curriculum?**
   a) It is a statement of intent as to how we want to achieve the educational goals.
   b) Instead of national curriculum we are speaking of national curriculum framework.
   c) It is not prescribing but just enabling.
   d) Notion of diversity is crucial

3. **Type of document**
   a) A curriculum is not only for the professional but for many interest groups
   b) It should be readable, should engage the reader, focus the debate
c) Retain the focus on curriculum questions and not get lost in excessive critique of what is not happening
d) The bureaucrats must be able to derive guidance
e) A teacher must be able to derive ideas from the document
f) Must bring in the systemic aspects of how curriculum could be delivered
g) Should be able to address the issues for a wide range of schools and not be restrictive.

4. Guiding Principles

a. Connecting knowledge to life outside the school.
b. Shifting from rote.
c. Enriching curriculum for all round development – no separate treatment to co-curricular.
d. Reducing examination stress.
e. Curriculum from the context of Universalization of Elementary Education. Taking care of the interests of the social diversity.
f. **Three key questions:**
   i. What is the purpose of education?
   ii. What kind of experience in education?
   iii. How do we meaningfully organise education?

5. Major Debates

a) Standards vs. standardization: The dominant view is that standardization will achieve standards. Whereas it is opposite to the principles of diversity etc.
b) Common schooling – one type of school and not multiple streams – not found sustainable – can we commit the Government machinery to cater to different kind of schooling even within the Government schooling. The document has not recommended common schooling but has dwelled on the system of equity that is important. Vocational education is always given second class treatment.
c) Providing options to students and opportunities – at a certain stage to the children. Sharing lab facilities. Currently a lot of students don’t have these opportunities. (TM Kumar – we need systemic changes to provide these changes, why not provide opportunities after 8th standard? Should we have two kinds of maths being taught?)
d) Examination reforms. E.g. can a student pass the examination even if someone fails in English? The social consequences of the current mechanical system are severe.
e) Document does not offer a solution on the language debate. It has spoken of classical languages. The group felt that the more langauages a student is exposed to the better. Methodologies of language teaching have to evolve.
f) How to interpret peace education? Could it be called ethical education – moral science? How do you move away from the tendency to moralize at individual level and raise it to societal level?
g) Decentralization – curriculum and panchayat raj. Is curriculum an expert area or the local committee can influence the same? Currently we don’t have the confidence. Fear that if we decentralize, we lose quality.
h) Debate – whether to accept the constraints of the existing system and draft the document or should we make what is ideal and influence the system to think of that.
6. The chapters of the NCF
   a) Perspective
   b) Learning and knowledge
   c) Curricular areas, school stages, and assessment
   d) School and classroom environment
   e) Systemic reforms- quality concerns, teacher education, examination reforms, innovation, new partnerships. Address the quality of questions that we ask in our exams. Not easy. Designing textbooks that are interactive and plural is also a challenge.

7. Key Features
   a) Disability, gender, SC/ST, early childhood care and education issues built into the entire document
   b) Substantial focus on teacher education, teacher support, (especially with regard to in-service area)
   c) Developing the school ethos
   d) Textbook preparation- how to keep it open? How to include local knowledge issues and local crafts and arts. Can we have 4-5 different science textbooks and give the teachers a choice to use one of them.
   e) Understanding the extent of mobilizing local resources for teachers and children

8. Areas that need more effort
   a) Teaching of English and Indian languages
   b) Textbook production- plurality of textbook design
   c) Teacher autonomy and systemic support structures
   d) Mobilizing resources from related departments and sectors that enrich
   e) Meaningful use of technology in the classroom and in the system
   f) Examination reform- quality of questions and processes we employ. Open book exam. There was a lot of discussion on this.

All involved in the process were of the view that the end of this process is not just production of document but the actual implementation of the recommendations, translation of the document in various languages, the document should be available to all teachers, enable the teachers and the HMs to use the recommendations. The groups wanted to focus on areas where we can make changes and not just look into the problems of the education systems.

There is no directive on the states to follow the National Curriculum Framework. Ministry of Human Resource and Development (MHRD) has asked various departments to see how the various recommendations can be used by the various institutions – teacher training institutes etc. At times there is no clarity who is responsible for the implementation of the recommendations.

The review of the Curriculum Framework should have some periodicity independent of the political changes.

Is this document trying to answer some of the questions of the 2000 document? Does this document have a hangover of the 2000 document?

D. Discussion moderated by S C Behar (SCB)

General comments on the document
Niranjan Aradhya:

1. Nothing new. Its consolidation of earlier policies and reports. What is missing is the correlation between what is being done currently and what is being proposed
2. How can we free such documents from the political clutches?
3. We question the process adopted for preparing the report. None of the implementers were a part of the process – such as teachers, parents, School Development and Monitoring Committee (SDMC) members and children.
4. Even after 56 years we are still thinking of fundamental issues in education. Such as 8 years of schooling or 10 years? We must raise the issue of universalisation of school education.
5. Equity is an issue – the process has not addressed this issue.
6. The document does not mention how to translate the theoretical issues into actionable programmes.
7. This bottom-up approach is not going to work.

Ms. Deshpande:

1. What we discuss in this forum, will it actually reach the children at the remotest schools?
2. Shouldn’t there be activities that should be left to the schools to decide – such as the no. of periods in the timetable, what subjects to teach etc.
3. The document does not address issues such as whether we need to have 4 hours of school or 8 hours.

Tamil Nadu representative:

1. In my opinion, 8 years of learning is sufficient
2. Equity has to be achieved on the basic principles- not just understood

T M Kumar:

1. One of the biggest issues in India is the kind of high school education (8-10 class).
2. Work education: The name of this subject has been changing over the years. The level of skills given in the Vocational Education and Training (VET) centres are absolutely useless for actual life implementation.
3. Bottom up approach: This will never work. Our country is not ready for a common man’s suggestions to be taken cognizance of.
4. No curriculum statement can be invented. It’s already there. It’s all just a reformulation of the earlier recommendations and policies.

SCB: There is a clear articulation of learning and knowledge. What is the concept of knowledge and how learning takes place is clearly defined in the document?

Were the earlier policies reviewed before the process was started? The document does not say so but the group had gone through the earlier policies and documents.

Pondicherry representative: Have we analyzed the earlier document and recorded what is wrong with the same?
Kerala representative: There is nothing new in the document, that is because we have not implemented on the earlier recommendations. The state of Kerala has implemented many of the recommendations. The curriculum is being revised. It requires courage to implement.

SCB: Most states have uniform textbooks. Multiple textbooks have been recommended by the document. But this is controversial and raises problems.

Niranjan: It’s a wrong notion to believe that the people at the bottom are not willing to participate and give ideas / opinions.

SCB: The framework has to be a two way process – top-down and bottom-up. National Curriculum Framework can’t be a programme of action. It’s just a framework; it can’t be all-encompassing. The National Curriculum Framework is something that every curricular framer has to keep in view.

Every child should be able to construct his or her own knowledge. This was not said explicitly in the earlier documents.

Representative from Kerala: The teacher only facilitates the situation; the child constructs the knowledge itself.

With the kind of syllabus we have, the teacher cannot facilitate the construction of knowledge by the child, unless the independence is given to the teacher regarding syllabus preparation. The syllabus has to be more fluid.

Sunita: There is conflict between the vision of the document and what is the current situation. The syllabus is very heavy and the teacher has no time to try anything different to construct knowledge.

SCB: The Curriculum Framework is talking about reducing the burden on the child. Has it succeeded in doing so or has it increased the load?

Kavita: Is the new framework going to be tested before it is being implemented. Just to check if the syllabus is creating overload or is it correcting the situation?

T M Kumar: There is no way the load can be reduced in the government schools since the child in the government schools has to compete with the Central Board of Secondary Education (CBSE)) and Indian Certificate of Secondary Education (ICSE) school children. Andhra Pradesh had the experiment of Maths. The reduction was done. In minimum levels of learning, the competencies are listed. To test the competency, the teacher is given 2-3 activities option. Now the days are reduced to 180. If you can’t finish in 220 days, how can we finish the syllabus in 180 days??

Chandru (Policy Planning Unit): The core time for teacher to teach is less because they do a lot of other jobs such as managing midday meals, etc. In government schools there is no clerical assistance.

SCB: Yashpal committee and National Curriculum Framework have recommended reduction of load. How does one achieve it? There is this constant sense of competition but also need for reducing load. It’s contradictory!!

Chandrika Mathur: How does one measure what the child knows? How can the child learn, gain information, access information? That may address the polarity issues.
Representative of the Spastic Society of Karnataka: How many teachers actually know how to make my teaching effective? How do we train teachers? Do they know anything of constructivism? Have they heard of Vygotsky? Have they heard of Peugeot?

Teacher trainer: In the teacher training programmes, we have not updated what is being taught to the potential teachers. The teacher introduces the basic structure of construction of knowledge and the child then does the construction on her own depending on the situation. This is learning to learn. Will each of the principles stated in the document lead to the next? Are these principles explicitly talked about in the whole document?

T V Mohanraj: Given the content and how to transact the content, we need to ask “Is the teacher committed?”

Srihari – Agastya Foundation: We teach teachers issues different from what they are supposec to teach in classes. We teach them school management etc.

Spastic Society of Karnataka: But what is the outreach of Agastya’s science labs? If it can be integrated into the teacher training course, it would be better.

Devika Nadig: How much passion and commitment is there at the time of the admission into the teacher education colleges? The teacher has no access to any journals etc to enhance her learning

Kavita from Mahila Samakhya: We did some research on Azim Premji Foundation’s evaluation programme - Learning Guarantee Programme and interviewed teachers. The teachers mentioned that there is no change in what is being taught in the training programmes over the years. When the HM is strong, the teachers are also committed. Unless the teacher and head master are committed, no changes can happen at the grassroot level.

Rajkumar Khatri: The pre-service training programme must include integrated teaching. The teachers should know about the Sarva Shiksha Abhiyan framework. About over-burdening the teachers, we need to change the norms of Sarva Shiksha Abhiyan to provide more teachers.

T M Kumar: Any innovation in India in education has not happened because of formal teacher training. It’s always because of individuals interests and ideas.

Savita Deshpande from Mahila Samakhya: If a formal teacher training is not going to help, then why have a B. Ed course?

Krishnan – Agastya Foundation: How many teachers have made an effort to find our how many of their children have understood what is said in the class?

SCB: If we say formal teacher training course does not help - Does the formal management course or formal medical course help? Formal education programmes are meant for developing competence, but also for developing commitment. They are training people to do a good professional job. Do we therefore need to look at the teacher training programme afresh?

Krishnamurthy from Spastics Society: Why can’t we translate the Azim Premji Foundation’s note on the National Curriculum Framework, distribute it to teachers and the take their feedback also?
Principal – Vijaya teachers College - Teacher education for curriculum renewal has been given importance in the document. Teacher education has not kept up with the changing times. The teacher education programmes have not been able to be transacted the way they should be.

Niranjan: We are confusing between schooling and education. If you have to improve the quality of teachers, can we explore new forms of learning processes? Is the knowledge given by the teachers the only source? Children have to be given more space to gain knowledge. Are we creating democratic space for the teachers to discover their own methods of imparting knowledge?

E. Section Wise Comments (Post Lunch Session)

Chapter 1:

Decentralisation: The bureaucrats are being sidelined and harassed by the elected representatives (panchayati raj). The Panchayati Raj institution (PRI) involvement is supposed to be more grounded in the local situation. However the reality is that it has become politicized. Bureaucracy was probably the lesser evil!!! When politicization happens it is driven by ideology. PRI have not undertaken any quality intervention to improve quality. They are more interested in the transfers etc. How to involve the PRI in the academic aspects?

There are 4 kinds of schools – government, private, aided and un-aided. How do you make quality of education better by making the schools autonomous? What will be the relation ship between schools and Panchayati Raj Insitutions?

Is the document providing space to the schools to decide their syllabus, textbooks and the assessment?

S N Prasad: Personal view that the external assessment should happen at the end of class 12.

J Shankar: In the 2000 document, excellence was one of the guiding principles. It is missing in this year’s document. What are the implications of this? Equity is not mentioned as one of the guiding principles.

The first principle: connecting knowledge to life outside school: while the spirit is there, this principle can’t go too far. It has to be ‘constructing knowledge with the help of life’s experiences’

Second principle: Rote is an important learning strategy. The document should give importance to the different effective learning strategies. Just doing away with rote is not advisable.

3rd principle: Have an internal assessment system and then have external exams around class 10 or preferably 12.

Integrating continuous assessment with learning and public exam being brought in very sparingly only when necessarily for societal reasons.

Other guiding principles that must be there:

1. Teacher empowerment and accountability should have been one of the principles. Accountability must be a guiding principle.

Aims of education:
1. **J Shankar:** How do we ensure that the education being provided in the 8 years is relevant in life also? The National Curriculum Framework should have taken into account the Universalization of Elementary Education (UEE) and non-UEE part. To the extent that they are different, they have to be appropriately brought into the document.

2. The document is unable to address the situation of students who are unable to go beyond 8th class.

3. It should be socio-economic context of education and not just social context of education.

4. According to Vijay Bhaskar, there is no educational context of education.

There is selective reference to realities. There isn’t an attempt to address the issues of realities all through.

The vision in this document is that education is not for competition.

**Chapter 2: Learning and knowing**

2.2. **Learners in context:** This is related to the first guideline. Local context has to be brought in and this would require lesser dependence on textbooks. Textbooks are only one of the tools. They are meant not just for the children but also for the teachers. KVs at one point of time had tried same books (but different editions) for teachers and children.

We need to treat the textbook as a reference source.

**Summary:**

- a. The nature of textbooks has to change. There have to be alternatives
- b. It has to be such as can be connected with local environment
- c. Writing should be transparent
- d. It should not be a ‘bible’. It should provide assistance the teacher to transact the curriculum and not imprison them

3.3 **Development and learning:** Only physical and cognitive development has been dealt with. What about emotional, all round development? Are they bringing in everything under the umbrella of ‘cognitive’ development?

3.4 **Implications for curriculum and practice:** Has error analysis found a place in the document?

3.4.4 **Approaches to planning:** This is the place probably where the multi-grade teaching can be brought in.

3.5 **Knowledge and understanding:** The whole idea of Bloom’s taxonomy has been challenged. ‘Understanding’ and ‘feeling’ are taken as a part of ‘cognitive’ learning. ‘Values’, ‘attitudes’ and ‘feelings’ have been used in the document but it is not mentioned how these will be dealt with. There is a need to further express the ‘capabilities’ and not compress them.

3.5.1 **Forms of understanding:** They are themselves talking of integrative and holistic forms of knowledge. But by talking of different forms of understanding!!
3.6 **Recreating knowledge:** What is important is children’s knowledge and local knowledge. We need to critique the use of the box item ‘Selecting knowledge’ There are many more criteria for selecting knowledge which also need to be specified.

When this framework goes to the states, what will be the interpretation of each of the states and how are they going to use it.

While the team took 1 year to prepare the National Curriculum Framework, hardly 2 months have been given to react / critique to it.

3.7 **Local Knowledge:** no comments

**Chapter 3: Curricular areas, school stages and assessment**

**Mr. Mallikarjun, Central Institute of Indian Languages:**

1. There is lack of coherence with reference to language policy in this document. They make reference to tribal language in the intro and conclusion, but not in the main body of the document.
2. 3 language formula: there is no such 3 language formula in the country. In a country like ours where there are so many languages, how can a 3 language formula happen? Let the state adopt as many languages as possible in the curriculum. This 3 language formula goes against the right given to the linguist minorities. The 2000 document clearly stated that the 3 language formula is not good. It is wrong to state that classical languages like Sanskrit, Persian, Arabic etc will be now included in the curriculum. But the fact is that these languages have always been a part of the curriculum.
3. Harm done by 3 language formula: in 1970 there were 81 languages used in schools. The number of languages that can be used as medium of instruction has come down.
4. The 3 language formula is non-implementable. Very less work is done on medium of instruction (except English)
5. Very poor quality language textbooks have been produced for the children. Can we recommend an abolition of the monopoly of the state in language textbook making, production and distribution?
6. Language of teacher education also needs to be discussed.

**SCB:** In the language section, the document does not talk much on the pedagogy part at all. Language is important in all subjects but the teachers are not adequately trained for this.

**Chandrika:** The pedagogy of Indian language has not really been specified. How to teach Indian languages is not known.

**Recommendation:** There is not much research work done on Indian language learning.

**Choice of language:** What is the need of the child, to what extent can we depend on the child’s choice, do the children want it at that stage or not?

**DK Ranjekar:** The groups have not followed a uniform pattern while covering the various subjects. Math and language seem to have been given lesser space in the document.

**Savita Deshpande:** The Phrase ‘fear of maths’ should not have been used at all in the document.
General comments:

**J Shankar:** The document says don’t make the 10th or 12th class exam as criteria for higher education. Have a CET (Common Entrance Test). For others they just get a certificate for completing schools.

**J Shankar:** Those who are desirous of pursuing the studies only up to school level need not go through exams for higher education. Secondly preparation for higher education itself has lot of stress. So can we have common test for entry into higher education?

**J Shankar:** Compulsory education is still for 6 - 14 years (which is free). And vocational education can start from 16. So what does the student do between 14-16 years? (Page 56)

**J Shankar:** 20 days of training will also be used by the teachers for introspection. What does this mean?

**SCB:**

1. One interesting thing of this document is Knowledge and learning has been first time defined. Earlier document was more implicit – in this document it is far more explicit.
2. There is a lot of confusion in the document. There is absence of conceptual clarity.
3. The document has talked about stages of education. But different people have different takes on the stages of education. No argument is given on whether these stages of education are appropriate or not.
4. The document brings everything under cognitive approach. No where is it explained how values, attitudes etc can be developed.
6. Their philosophy of education is more prominent than the guiding principles. It’s a red herring. The philosophy of knowledge has not been retained in the document.
7. Equity has been ignored.
8. The kind of teacher required to implement the National Curriculum Framework is a tall task. Not many teachers may be able to implement the recommendations of the National Curriculum Framework.
9. What kind of support system should be there to implement these recommendations?
10. This document is not path breaking – it is path elaborating!
11. The National Curriculum Framework process has to be both top down and bottom up. At one end there are people who have international experience and knowledge. However, they must take care that the voice from the bottom must be obtained and incorporated.
12. National Curriculum Framework is a document of intent and not a document of program.
13. The National Curriculum Framework is repeatedly speaking of reducing the curriculum load, is it really doing that or increasing the load?
14. Yashpal committee as well as National Curriculum Framework has suggested reducing the load in the school – the practitioners are saying it is not possible within the given time. We need to debate this issue.
15. What kind of formal education helps? Is the issue that the right kind of formal education helps? Both competence and commitment are separate issues. Does a formal education make a better manager? Or a medical education a better doctor?
16. Any academic exercise of this kind has to be approved by the parliament to make it an acceptable document across.
17. No language research within India – the National Council of Education Research and Training must do much more research – otherwise even in 2010 we would still say that not enough research is available.
ANNEXURE 1

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<td>A N Vijay Murthy</td>
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<td>S C Behar</td>
<td>Former Chief Secretary, Government of Madhya Pradesh</td>
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<td>T P Bapuji</td>
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20.07.2005

National Curriculum Framework 2005
Review Workshop
Venue- Kolkata

(Kindly Refer to Annexure 2 to view the list of invitees who attended the workshop)

Introduction by Vijay Gupta

Key note by Mr Chakrabarti, Principal Secretary, Government of West Bengal

In our state, the work related to curriculum/ syllabus is given to the respective boards – they take ultimate decisions on the curriculum and syllabus. While dealing with this document, we need to keep in mind that the ideas suggested need to be practical.

What gives the curriculum its rationale – all curriculum is derived from the objective of education. The closest scheme to the national school system is the Kendriya Vidalaya. Kendriya Vidalaya Schools - Rupees 10,000 per school. In terms of resources, it is highly unlikely we will be able to implement the national school system. National Council of Education Research and Training covers only 3% of the country.

I. In the curriculum framework 4 aspects have been highlighted-
   a. life skills
   b. emphasis on co-curricular
   c. move away from rote learning
   d. evaluation

II. What happened to the earlier National Curriculum Framework? Why was it not implemented? If implemented, what was the impact?

III. When we talk of quality, it has to be of uniform definition – the teachers must accept their responsibilities, the parents should know what to expect from the teachers

IV. Those who do consume don’t pay; those who implement it are not accountable

V. A great deal of load is shifting on the teachers. The teachers have to be made much more resourceful, productive and versatile

VI. The document states that at the primary level, the homework should be about 1-2 hours per work, at middle level 5-6 hours and at secondary level about 9-10 hours per week.

VII. Teachers’ training is still structured on traditional lines. Classroom transactions are resource intensive.

VIII. Do we need this National Curriculum Framework exercise every few years? Can this be done by the states individually?

IX. This document is comprehensive. But if a would-be teacher reads this book, will he / she be able to understand anything?

X. The 3 language formula is still elusive- will it create a greater burden on the children

XI. The emphasis on technology needs elaboration – resources?

XII. Learner’s autonomy – how do we balance this with certain minimum knowledge? At the primary level, teachers should know English and math. But we have observed that many teachers find it very difficult to teach math after class 2.

XIII. Continuous comprehensive evaluation is important. What has actually been transacted as against what should have been.

XIV. How do we enable the new entrants into the education system to cope with the constant changes that are happening in the education system?
XV. Hope this exercise today does a strengths, weaknesses, opportunities and threats (SWOT) analysis of the education system today.
XVI. The inconsistencies in performance are a major area of concern.
XVII. Primary language advantage should not turn into a disadvantage.
XVIII. The document should also give some thought to children with special needs. Such children should be brought into inclusive education and this process of inclusion / integration has to be formalized.

Vijay Gupta - A reiteration of some points that were highlighted by Mr. Chakrabarti

I. Common school system
II. This kind of exercise has happened earlier
III. Whether a typical teacher can relate to such a document
IV. Educational goals will always be some kind of moving target

Background and Perspective: By Poromesh Acharya, Member, National Steering Committee

- This exercise is not new. It was stipulated that every 5 years this kind of a National Curriculum Framework should happen. Hardly has it been implemented. In the '88 doc, it was said that there is no dearth of ideas, but the problem is that it is not implemented properly.
- In our country, most people take curriculum and syllabus synonymous. We debate the syllabus, textbooks etc but not problems of curriculum.
- National Curriculum Framework's by Malhotra, Rajput and Yashpal are similar. Some fundamental differences are there.
- Textbooks need to be prepared by a team of academicians, experts and pedagogues.

Some problems in the current National Curriculum Framework:

Implementability of the National Curriculum Framework content:

1. The NCF is generally guided by the aims of education (6 of them – independence of thoughts and action, sensitivity, predisposition towards democratic process etc see page 10 of the document) Can the aim specified in the framework be fulfilled by the school?
2. How to we reconcile the political democracy with economic disparities? The education available to all should be of comparable quality. Can this be achieved? Do we have the courage to address this question?
3. Inequalities in education are because of unequal distribution of resources – financial, cultural and intellectual. How do we address equality in these? Scandinavian countries resolved it – but how? By addressing the issue of poverty. Even then when Mitterrand when he discontinued the subsidy of the catholic schools in France, they reacted adversely. In Sweden, the moment the child is born, the parents give a fixed amount towards their child's education upto the age of 14 years.
4. In 1949 the Harun Roy committee in WB, categorically stated certain things which were educationally absolutely sound – however, if we try to achieve them the Government will fall. We, the middle class are the major culprit.
5. Therefore, many of the things stated in the curriculum will not be implemented.
6. Where are the research inputs based on which the National Curriculum Framework is being prepared?

7. Curriculum should be framed by the school itself taking into account the social and cultural background of the learners.

8. The fundamental factor in education is teacher. Teacher can undo anything. And a competent teacher can create his own curriculum because teaching is a creative job. Until we have thinking teachers we cant achieve what is desired in the National Curriculum Framework. Can the teachers follow the concept of "problematization" vs. "problem solving"? Archaeological approach to education and learning. For competent and creative teacher, you need creative pedagogy in the schools.

9. Creative pedagogy can create thinking teachers.

10. Why should peace education and non-violence be a separate theme? Human rights education should be taught. Human rights are more important than non-violence. Education has to be a non-coercive ideological state apparatus. Will you say teaching Bhagat Singh as a part of history is against non-violence? What is democracy without human rights? There are many other questions that are relevant.

11. Without taking into account the social dynamics, no Curriculum Framework can be discussed.

Q&A and comments:

1. Children’s participation has not happened while framing this National Curriculum Framework. That’s why curriculum should be framed in the school itself. The teachers and the children should frame the curriculum according to their needs, etc.

2. Even teachers are not included in the National Curriculum Framework framing.

3. Is the common school / neighborhood school system possible? A National Curriculum Framework is useless without a common school system.

4. What is the support system for implementing the National Curriculum Framework in the states? Do we have qualified teachers to teach arts, peace education, etc?

5. There was no feedback about the earlier frameworks – no research inputs.

6. People like Block Resource Coordinators and Cluster Resource Coordinators who are in constant touch with the teachers etc – no research has been done to look into their needs, capacity building etc. That’s why the problems in implementation.

7. Cluster Resource Coordinators and Block Resource Coordinators have no records on academic progress – lack of research in this area which can actually help in improving the academic quality.

8. The education system in India may become a problem than a solution

9. The autonomy of teachers has been discussed in this draft. However, the other hygiene factors such as teacher pupil ratio are critical for the teacher to exercise her autonomy.

10. I learnt so many good things from my teachers – but I cannot pass it on to my students – the ratio is 1:150. How do we expect any pedagogy in this system?

11. The National Curriculum Framework is a guideline for the states to prepare their own framework. The plurality of the system has been taken into account. The SCERT should be oriented towards independent functioning.

12. We are looking at adding many subjects in the core curriculum. All this is going to increase the burden on the students. The subjects should be integrated into the existing syllabus.

13. In single teacher schools, how can we make it a reality that the curriculum will be framed by the school itself? We need to prepare the teachers for that. We should emphasize that the framing of the curriculum should be decentralized.

14. Even today, we still have shortage of teachers in the country. To prepare the teachers, we have to evolve more innovative training programmes. Integrated teacher education needs to be introduced.
15. Today, education cannot be left completely to the educationists. Education is linked not only with health, nutrition etc. but also to the economic status. Orissa and Bihar continue to have 50% people below poverty line whereas Tamil Nadu and West Bengal have moved on. Can we prepare a National Curriculum Framework unless the teacher is involved? Unless the Government, teachers and panchayat raj institutions come together, we cannot see implementation of any framework.

16. No effort has been made to implement the recommendations of the earlier National Curriculum Frameworks

17. The National Curriculum Framework is not prescriptive. The teacher has to be involved in the framing of the National Curriculum Framework.

Thematic discussions – II – learning and knowledge

1. What makes a curriculum ‘national’ in a country which is multi ethnic, multi cultural etc.?
2. In India there is no language policy. 3 language formula is a consensus of the chief ministers.
3. Success in learning in English is possible only if there is success in developing mother tongue.
4. Teacher preparation is critical. The duration of courses is important. The Bachelor of Education course should be of 2 years duration. There is little discussion on taking education to the learners. We talk of only children being ‘brought’ to school
5. Quality of training is more important than the duration of the course. Many untrained teachers are better than the trained ones.
6. Once a person becomes a teacher, he / she barely keeps in touch with the developments that are happening – no refreshing of knowledge takes place. The teachers are mechanically teaching what’s in the textbooks. Our education is alienated from practical life.
7. Rote learning is as important as any other method of learning.
8. We can’t expect the teacher to impart equal skills to all the children. We have to leave the children to learn on their own also. Drama, theatre etc can be used to teach the children.
9. Action research, fast track research is the need of the hour.
10. The teachers should be more up-to-date than the books.
11. Education is meant for improvement not only of the self but also for collective improvement. Education is not just a pragmatic goal but it creates an improved situation whereby people can use their learning / knowledge for overall good.
12. We should stress more on science clubs, cultural clubs etc

Thematic discussions – II – Curricular areas, school stages and assessment

1. The recommendations made in the document are brilliant if successfully implemented. But success depends on the nature of evaluation and examinations.
2. Education gets reduced to the art of mastering exams irrespective of how good the intentions of the plan are.
3. Radical reforms and plurality of approach are required. Schools need to be evaluated too – some sort of evaluation of accountability.
4. Quality of schooling is significant – board should not matter
5. Approach more important than content
6. Skills more important than reproducing the known
7. Topic of study should be the focus and not the textbook – don’t do away with the textbook but the children will have to be told what they have to focus on
8. Learn, unlearn and relearn on their own
9. Intellectual curiosity – alarming reduction in the importance placed on this
10. Values
11. Emotional maturity
12. We need to teach skills such as thinking, reflection, solving, discovering, creating, research, presentation, questioning
13. Organization of knowledge:
   i. Subject division is not important but the children perceive it very seriously
   ii. Promote inter-disciplinary and activity based studies and reduce the number of subjects
   iii. Can a combination of 2 levels – advanced and regular be offered to secondary students
14. Curricular areas
   i. Literature and communication skills should be included
   ii. Mathematics – higher aim
   iii. Natural sciences – develop scientific temper
   iv. In the social science section especially history; approach to history is important and not the period of history
   v. Work and peace education; can’t be taught through textbooks; it has to be activity based
   vi. Assessment:
      1. It is essential to motivate students but we should have different approaches to cater to individual differences – multiple choice, open ended, oral etc.
      2. The process of assessment can be made useful and joyful – pluralistic approach to identify extent of learning
      3. Feedforward (how they should attend to those areas) is as important as feedback
15. Links:
   i. School and higher learning: Curriculum organization at the higher school level is dependent on this
   ii. Choice of subjects by students determined by the current policy followed by the colleges
   iii. School and work: hands on experience is required in areas of work, visiting faculty from industry and professions

Concluding remarks
   a. We require thinking teachers – remove red tape and train many more, make refresher courses mandatory
   b. Give them incentives

Q&A and comments:

1. Sex education has been covered under adolescence education.
2. The document recommends that political science should replace civics. Civics is considered boring by the students since the subject has very useless facts and information. However, the fear is that political science may also deteriorate like civics if not focused on appropriately.
4. Questions are what are we evaluating? The observation capability, analyzing capability etc is not evaluated. What we evaluate is their memorizing capacity.
5. Should top-bottom practice be stopped and a certain space be given to the teachers?
6. We seem to be discussing the future of the students and not focusing on their present.
7. The incentive for the teacher to motivate the children and the children to be motivated is missing. The incentive and the motivation has to be designed into the lesson plan.

Thematic discussions – III – School and classroom environment

1. Buildings, play ground and space for extra curricular activities are available but are not being utilized.
2. Two things are essential- participation of many schools and the need for a multi-dimensional approach
3. Competitiveness is very wrong. How can this be reduced is a prime concern.
4. Learning from the self is the most essential.
5. Space for parents and community. Under communisation of education, a lot of power has been given to the community in Nagaland – power relating to administration, finances, salaries of teachers, repair of school building etc.
6. Textbooks should not be the Bible. Supplements to the textbook (for example laboratory experiments, group learning etc) must be used
7. The textbooks contain information which is interesting to the adults and not the children. Students fail in science in class 11 and 12 not because they are weak in science but because they are weak in language.
8. The teachers should make the textbooks an effective tool in the transaction process.
9. Every state government does not show enough interest to improve the school and classroom environment.
10. Plurality of textbooks: Should there be some control on the publishing of textbooks or should there be more democracy?
11. Teacher autonomy
12. This chapter on classroom and school environment was not there in the earlier frameworks and therefore is a welcome addition. How time can be better managed, space more profitably utilized etc are included.
13. Individual competitiveness kills the joy of learning. Ranking and marks etc should be done away with.

Comments by Dr. Rabindranath De

1. This chapter is an innovative one, an addition to the old scenario
2. In West Bengal, an attempt has been made to interact in an inter disciplinary way through curricular and co-curricular activities.
3. In the secondary school, a division has been made- those issues related to physiological growth of children which comes under “life sciences’ and those issues related to mental/social/ ethical form another category
4. We have to encourage cooperation as opposed to competitiveness

Thematic discussions – IV – Systemic reforms

1. Certain factors have to be built into the National Curriculum Framework. The instrument for a vibrant learning process is the teachers.
2. The child must learn, the teacher must teach and the system must work.
3. All the state boards must adopt and adapt the National Curriculum Framework to their local requirement.
4. Class 8 should be brought under the primary school structure. Class 11 and 12 must form a part of the elementary school pattern. 8+2+2 – this should be the pattern across the country.
5. Education upto class 12 should be transferred to the zilla parishad. Community management and ownership should be the key. Provision of infrastructure, appointment and training of teachers, teacher learning materials, strengthening of management etc is the responsibility of the state.
6. Role of headmasters: If quality is your concern, then all posts of HMs must be filled.
7. Shift class 10 and 12 assessment to problem solving from content based testing
8. Teaching of science and math must be strengthened.
9. We have not taken note of the various developments in the field of information, communication and technology. How much information, communication and technology is actually being built into the teaching learning process? Practically nothing. How do we bring in computers and information, communication and technology and make the learning process more interesting? Students enrolled at the higher secondary level must be taught Information Technology (IT) education.
10. We must strengthen the learner’s competence in mother tongue. Objective tests must be provided in class 5, 8, 10 and 12.
11. Professional training of teachers has received attention in the report. Child inspired approach and child centered approach. Pedagogic reforms are necessary for this.
12. School drop outs, child Labour and girl children – how do we mainstream them?
13. The average school years in India is about 2 – 1.8 for girls and 2.2 for boys! That’s not universalization of elementary education.
14. Invest in local initiatives, empower people and only then can you have a vibrant curriculum.
15. Child centred curriculum requires child centred pedagogy. Rejection of rote methods of learning
16. The teaching also has to be very vibrant
17. Panchayats in education – the Zilla Parishads must be responsible for education upto class 12 – teacher appointments, training, redressal
18. Continuous update of knowledge, content and pedagogy for teachers
19. Networking between teacher education institutions
20. Emphasis on in-service education
21. Develop teacher competence is specific areas like science math etc
22. Maintaining database at National Council of Education Research and Training / National Council of Teachers Education about teachers

Plenary session

1. Some concrete recommendation on English teaching is required. Skilled and proficient teachers should teach English.
2. Role definitions have not been clearly specified – Block Resource Coordinators, Cluster Resource Coordinators, Zilla Parishad members etc.
3. State Council of Educational Research and Training and District Institute of Education and Training need to be given more power.
4. We could probably think of external evaluation at different stages – class 5, 8, 10 and 12. At the secondary level, the support to teachers and in-service training should be increased.
5. SCB:
   i. For child to learn at his / her own pace, the learning should happen at its own pace.
   ii. School should be autonomous to frame curriculum
   iii. Who will help manage the school? Decentralization of school (management and curriculum) and Panchayati raj
   iv. Is textbook required? Can’t the teacher learning materials suffice?
v. The schools must find academic support. All academic support structures should have a federal structure. For example, State Council of Educational Research and Training should be a federation of District Institute of Education and Training, District Institute of Education and Training should be a federation of the Block Resource Coordinators and so on. National Council of Education Research and Training should be a federation of the State Council of Educational Research and Training.

vi. There should be a National Curriculum Framework for teacher education

vii. Teacher should be trained to be good pedagogists

viii. Teacher and learner should together learn the domain knowledge in the classroom

ix. Currently exams are used to make the learner accountable. The system has to become accountable but exams are not the best way

Shubhra Chatterji:
Issue of equity is very important
If the document has to take shape, then the Education Bill has to be passed
In the bill, 0-6 age group has been left out
## ANNEXURE 2

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<td>Abhijit Bardhan</td>
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<td>Saroj Kr. Pal</td>
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26.07.2005 and 27.07.2005

National Curriculum Framework 2005
Review Workshop
Venue- Jaipur

(Kindly Refer to Annexure 3 to view the list of invitees who attended the workshop)

Mr. Anil Bordia introduces Mr. C.K. Mathew

Mr. Rohit Dhankar

We need to think to about these issues-
1. The economic aspect- education and work
2. Do we see learning as rote memorization or is it something which will equip the child for life

1. Mr. C K Mathew:
   a. Debates bring about a certain permanency in the policies
   b. Not much debate on maths and science
   c. Real problems in Rajasthan: Funds no longer an issue (more than 1000 crore for program – Sarva Shiksha Abhiyan + District Primary Education Program). Still some challenges.
      i. Access: big issue – more or less achieved 1 school per 1 sq. km – 2 primary schools per 1 upper primary school. Deep tribal and desert areas – yet to be achieved.
      ii. Female literacy differential: earlier 20% female literacy – current 40%. Male literacy above 76%
      iii. Drop out rate: those who have reached 6 years, second those who never got admitted and third those who joined but dropped out. Enrolment drives have been great success – but retention is a big challenge.
      iv. Learning: All established records indicate – a very small percentage having the competencies – only 22% children seem to be absorbing what is taught.
      v. Teacher:
         ➢ Teacher training: enough funds – to make them teachers than mere Government employees.
         ➢ Teacher vacancies: another 25-30 thousand posts vacant. Para teacher route not really working – too many issues with the concept. We have 18 thousand para-teachers fighting with the Government for permanencies.
         ➢ Teacher posting: highly politicized, part of the political patronage. 12,000 transfers this year only as per policy that has been approved by the polity. Teacher distribution especially in remote areas – big issue.
         ➢ Teacher monitoring:
vi. Data collection: central data system that can help planning and decision making.

vii. **Children with special needs:** As against about 3.5 lakh children only 40 thousand have been identified as children with special needs.

viii. **Sarva Shiksha Abhiyan:** need to have a program equivalent to this for the secondary school to be prepared for the children that come out of the elementary schools.

2. **Prof. Ramakant Agnihotri:**
   
a. There is no historical evidence to believe – that there would be a decent school in the country.
   
b. Teachers are tired of training of various kinds and National Curriculum Framework tries to include this issue.
   
c. Do not read National Curriculum Framework in isolation. You need to know four other volumes. Therefore, full understanding can come only if you read all.
   
d. What is the need for another document when there have been so many earlier documents?
      i. Research based position papers have been produced but still issues have not been addressed the way they should have been.
      
      ii. There are major position papers on issues like work, aesthetic, art etc.
      
      iii. The document treats the learner as a higher center of focus and dwells on how the child would go about constructing knowledge.
   
e. Some of the things that I am not happy:
      i. The document does not contextualize the immediate reality of life. Therefore, it is not clear as to how it would be dealt with.
      
      ii. Does not deal with what have been earlier positions and how the same have changed. E.g. there is a mention of constructivist approach and there is some critique of the behaviorist approach but the other theories have not been mentioned.

3. **Prof. Vijay Verma:**

   Shortcomings of the document: I am not aware of the position papers and documents that Ramakant is referring to. It is clear that the effort that has gone into this document is unprecedented. However, it is also a disappointment. One would have expected the document not only to take positions but also present a critique of these positions.

   a. Given the fact that there is so much agreement on how education should be driven in the country – why is it that there is so much non-achievement in implementation?
   
   b. There ought to have been a greater critique of why we are in the state we are at present.
   
   c. Greater participation of the community in education is welcome, but there also has to be much more discussion on the dangers associated with greater participation of the community.
   
   d. What about maintaining quality and uniformity? It is not only an issue for rural communities. Even in some of the developed countries, there can be problems. For example, in one of the States of the US, the value of pi has to be taught as equal to 3 and not 3.142…. simply because some passage in the Bible implies this.
   
   e. What are the problems that would arise if you ask local bodies to define their own school curriculum? How would clashes between the modern and the traditions view points be reconciled? There is no discussion of these issues in the document.
f. Nor is there much discussion of what people expect from education – what is our stand in the face of the common expectations of parents that their children should become doctors and engineers to the exclusion of all else. Though there is passing mention of reforms of the examination system, how the pressure of examinations on children and parents is to be handled is not clear. Curricular reforms will be empty words if we do not take stock of the stranglehold that the examinations have on pedagogy and what is taught.

g. The issue of the mother tongue is glossed over by making some ex-cathedra statements. How many mother tongues are we going to teach? Most languages have the potential, but we cannot assume that as of today all are equally developed and on par. Besides, how does one expect a teacher to deal with a situation in which there are children of many different mother tongues in the same class?

h. There is a mention of inclusive education, of handling multiple intelligences and multiple abilities but strangely the pedagogy proposed is not inclusive – in fact it seems to be exclusively Constructivist.

i. The issue of multi-grade schools has not been dealt with adequately.

j. A lot of needs have been pointed out (e.g. resources - human, financial, etc.), however, there is no guidance on what is to be done if the required resources are not available. There is no plan B.

k. We are talking of teaching values in education without any guidance on who will decide what values are universally acceptable and should therefore be taught in school. What is the mechanism by which we propose to decide this issue?

4. Mr. Anil Bordia:

a. The biggest issue that worries me is that if education has to be transacted in the framework given – how will it be done?

b. It is genuinely a liberal curriculum framework – that crosses all narrow borders.

c. However, it is very necessary that there is an agreement on this curriculum. There should have been an attempt to involve all sections of society who are relevant to formulate and operationalize the curriculum.

d. The reason why it is necessary that this curriculum will become an education policy. Every new political party announces new policy or guidelines however they don’t really do it – they just make some superficial changes.

5. Mr. Rohit Dhankar: overall framework

a. Chapter 1: deals with the direction.

b. Chapter 2: what has been done and what remains to be done. Problems of education are underlined: also sets the stage for the rest of the document:

i. **Areas of disquiet:** inflexibility, resistant to change, does not encourage children to acquire knowledge, set of values & knowledge that are useful in life and set of knowledge that resides more in words and is used in examination – the inter-linkage between the two may not be very robust. Learning bye-passes the nuisances of life.

ii. **Basic questions:** what purpose of education should the school achieve, what kind of experiences should be provided in school to achieve the purpose of education?

iii. **Enabling:** teachers and allied people to achieve the answers to the above questions.

iv. **Retrospect:** mention of other documents that have been created – no in-depth critique of the same.

6. Prof. Apoorvanand:

a. Considering the recent events of violence – can the education help in teaching non-violence and living in peace?

b. Where do we begin the aims of education?

c. Will we propose aims of education and contextualize them or consider the context and then frame the aims of education?

d. Since the National Policy on Education 1986, the nature of participative democracy has significantly changed. The last 20 years have seen major political and social changes. E.g. we were speaking of abolishing caste in 1980 and in the last 20 years we have seen the entire political mobilization moving on the basis of caste.

e. The social issues have become very complex and the definition of the term "community" has changed. They are getting represented on the basis of caste.

f. What is the relationship between an individual and community? How much does the individual remain empowered to take his/her own decisions? There is a need for National Curriculum Framework to address these issues much more in-depth.

g. Our definition of work, production etc. has significantly changed. How will my child face and relate to the changed definition and the challenges of the new society?

h. It was our dream to have a democratic society that resolves issues based on negotiations and discussions. We are seeing the attack by communal and terrorist/fascist forces that are attacking the society.

i. The National Curriculum Framework tries to avoid conflicts and tries to speak the language of education. However, it is important that the framework helps in finding ways that exist in the society.

7. Discussions:

a. Lalit: If you take a closer look at the earlier and this framework – you feel the same things are being said – may be with some difference in language and focus.

i. One good thing is the force with which the issue of “learning, quality, and classroom practices” have been brought out and the insistence that the child should construct her own knowledge. Not merely the recipient of knowledge but also the creator of knowledge.

ii. Quality has been looked at differently – in the context of social justice and equity – not examination oriented. What is the opportunity provided to the child to view knowledge in the context of social reality?

iii. Must note the difficulties in implementing what has been stated – intended.

iv. Operationalization of the document is very important since a lot of things are expected from the teacher. Training, teaching learning material, enabling the teacher to view education in the intended manner, assessing the same – all this needs to be operationalized. The document has not dealt with the aspect of how to enable the teacher to achieve all this.

v. A lot has been said about the examination system and the kind of the examination that is happening. However, document is silent on the board and public examination. It ought to be included in the documents as a central point.

vi. The document must reflect what the society wants in education.
b. Naval:
   i. I used to wonder how the teacher can become a socially aware person – the discussions today and the National Curriculum Framework seem to be attempting to shed light on that.

c. Ashish:
   i. Why are we doing all this? If the purpose of the document is to bring about the change, I am disappointed. It stems from two aspects:
      1. Divorce of this document from the middle class urban India.
         a. Theory with which you guide your life and what you advocate. The issue of pseudo research, pseudo theory etc.
         b. Anyone will agree with the content of the curriculum. However, the issue that must be resolved is “how to”?
         c. The last thing that we set out as an idea and achieved was “independence”.
         d. There is no talk of why there is a complete absence of leadership. There is a mere reference of head teachers becoming the leaders.
         e. Today, if we want to set up any school – there aren’t even 25 persons in the country who can lead it.
      2. It has no real theory of change embedded in it.

d. Masudi:
   i. There is a road map in the document that talks of the child as a constructor of knowledge
   ii. The document has laid a Foundation for things to be achieved. There is a paradigm shift suggested by the document – which of course is possible if we completely revamp the institutions that are responsible for bringing about the paradigm shift.
   iii. The approach is purely academic – it does not crystallize in concrete perspectives to set the syllabus. There is barely any aspect that has been left out academically.
   e. Disagree with the definition of what is more important in education – there is a gender bias.
   f. Social context has two missing links:
      i. Communal tensions / conflicts – that are a reality in current society.
      ii. Violence – the role of citizen and the state to ought to be brought out in the curricular framework.
   g. A lot of gap between aspirations of parents and what the curriculum deals with.
      i. In Haryana there are a lot of people happy to be just 10th standard pass.
      ii. The curriculum has no place for children who cannot study beyond 5th standard.
      iii. We need an aggressive action plan.
      iv. The teachers are not even being considered fit to participate in these debates and we are throwing so much responsibility on their shoulders.
      v. We need to think of what will happen when you remove the public examination pressures.

h. Ramakant:
   i. Need to think of a universal grammar of education.
   ii. Can we conceivably talk of socio-economically critical curriculum? There are thought processes of various kinds. What kind of matrix do we evolve on questions like whether Jinnah was secular or not?
iii. The curriculum is not implemented for decades and is not likely to be implemented in the next century. So what do we do?
   1. We need to first analyze what are the reasons?
   2. There is no study of the flow of the money that is being spent.
iv. There is a lot of pressure of human ideals and continuous pressure of social reality.
v. Major breakthroughs are achieved not through instrument but through joys – this aspect has not been brought out by this document.
vi. How shall we create that leadership or those kind of people (such as master trainers) to make this a reality.

i. Pradip Bhargav:
   i. Don’t understand why this question of socially or politically neutral context has been brought in.
   ii. The document is about the processes and the document leaves a lot of processes open for the system to implement. E.g. it speaks of plurality of text books saying let there be as many books as possible in the school and let the teachers and the students decide.
   iii. Strongly feel that this document will be a success wherever democracy is strong and functional.

j. Sharda Jain:
   i. The dilemma of social reality and the ideals of education have always existed.
   ii. I feel that education is really allowing individuals to make choices, giving them the exposure, giving them the framework of application of knowledge within the larger framework of the constitution of the country.
   iii. What do we mean by commitment? Is it the personal commitment? Should education provide that power to individuals or educate on how to use power equitably in the society.
   iv. I feel that the curriculum should have been written in the form of a Socratic dialogue. We should have resorted to a step forward to try and understand why things are not happening. Understand the existing issues and provide guidelines on how to bridge the gap between the theory and practice.
   v. E.g. why memory oriented learning has attained so much importance?
   vi. The repeated question is how will all this change? It would change provided the stakeholder changes. And the stakeholders will change when there is a compulsion to change. Somewhere we need to state this and specify who would own this framework?
   vii. I have my doubts that this document would bring about the intended change.
   viii. The terms equality, justice have become jaded – we need to deal with how they have to be achieved.

8. Learning and Knowledge:

a. Prof. Vijay Verma:
   i. Common system of skills and promotes critical pedagogy to build responsible citizenship among students essentially by creating thinking ability to make decisions themselves.
   ii. Inclusive education – multiple abilities, multiple intelligence levels etc. Should have extended to inclusive pedagogy – but provides a very limiting pedagogy and does not differentiate in the pedagogy that needs to be
differently applied in the initial period of schooling. Children provided with variety of solutions of pedagogy and not straight jacketing the same.

iii. I find constructivism a limiting technique. To me these were restricted to science teaching. The limitation of the method became open to us even for science teaching for higher classes. Not sure that it is the exclusive way of learning.

iv. There is also a romantic view of education – expecting that every child would discover by going through activity based learning. E.g. it would be really too much to expect that a child would discover laws of motion through a certain pedagogy. What about the disjunction between what they come to believe and what the reality is. Misconceptions. Or alternative conceptions. Often they follow a historical development in the subject. E.g. a child can discover the Aristotelian notions of motion and not the Newtonian understanding of motion. People believed that the natural state of the object is not that of motion – which was changed later by Galileo and then by Newton.

v. It is a common experience that the children respond based on the style of asking the question or how you phrase the question.

vi. Unless you change the examination of the professional courses, you may not be able to gain acceptance for changes in the lower down examinations.

vii. There are aspects – greater community involvement and India becoming a developed nation – don’t know how developed our political system is. Don’t see it as developed.

viii. Reference to common school – not specifying how it has to be achieved.

ix. Some of the questions are ambiguous – cannot give such ambiguous questions as model questions. Exercise to be taken with care. Slipshod treatment can negate the overall vision. Translation of the document is a critical operation.

9. Questions and comments:

a. Jayalakshmi:
   i. By over emphasizing constructivism – once again making the mistake of trying to impose one kind of pedagogy – fully knowing that one type does not fit all.
   ii. A statement needs to be made how judicious choice of pedagogy needs to be made by the teacher.
   iii. Use of local knowledge is well taken – the examples may be relevant for the elementary level – however, more light to be thrown on secondary school level.

b. Madhu
   i. How do we translate issues into what kind of teacher?
   ii. Generally the implications of this document have not been dealt with in depth or at all. For the secretary education to the last teacher in the last village.
   iii. In case of local knowledge a lot of misconceptions can get created – who will clarify them. The children should not build a Foundation based on wrong knowledge.

c. Developing partnerships between the communities and the other players based there

d. The underprivileged do not figure anywhere in the document – since they drop out at a very high rate.
e. At the level of the child, discovery means different things. It is not the same as the dictionary meaning. The purpose is not to discover scientific facts but discover knowledge, analyze, classify and develop a tool for creating knowledge. It is therefore possible to replace the behaviorist approach by the constructivist approach.

f. Where do we make the panchayats responsible? How do we convince them that they have a role to play?

g. Who is this document meant for? Is it usable by the schools and the teachers or the secretaries? Can we have the picture of the school when we make a document?

h. Rajasthan Patrika:
   i. In a period of 40 minutes what all do you cover?
   ii. Will they do playful learning or memory based learning?
   iii. Why such a huge document? Who will read it? Isn’t their a short, practical, point wise way of communicating all this?
   iv. The reality is that the child gets irritated with the book and if a child studies for the whole year, she is required to vomit the same in 2-3 hours by way of examination.

i. Why is the chapter titled as “learning and knowledge”? What about skills? Is knowledge equal to learning? Parents have their own vision, the teachers have their vision and the administrators have their own vision. In Haryana, we have imposed English as a language. The examinations are revealing that this has become a serious problem for the rural and underprivileged children. These are some of the things that are creating further drop outs. The general problems of the children must be addressed by the curriculum.

Mr. Behar
   i. Who is this chapter addressed to?
   ii. Who can read this chapter in the education system?
   iii. Most people say they have to read it many times and even then they are unable to understand what it is trying to convey.
   iv. Chapter is based on a continuing renaissance of rationality and a particular way of rationality.
   v. The primacy goes back to the stereotype of subjects. Primacy of the learner and pedagogy is being superseded.
   vi. Page 22 talks of capabilities – these are the pillars of many of the other capabilities.
   vii. E.g. forming and sustaining relationships – with the social and natural world and with one self – with emotional richness, sensitivity and values. It is very important – the issue is – is this capability developed? It is not linked to other learning or forms of understanding later in the curriculum.

j. Ashish
   i. How many of us really practice what has been stated in the National Curriculum Framework?
   ii. We are trying it in two schools with all earnestness and find that the parents themselves do not want it.

k. Rohit:
   i. A lot of misunderstandings.
   ii. What do we expect from the curriculum?
      1. To me it is a roadmap to achieve the educational objectives.
      2. Structure of principles interwoven with each other that would help construct the road map.
      3. Need to know how the child learns.
      4. It cannot be a critique of every issue that is close to our heart.
iii. The problem of selection of those things that would help life is a difficult one and there are many with different views who are fighting among each other.

iv. A form of understanding may not have a corresponding understanding and vice versa.

v. The real issue is - Are there some fundamental ways of constructing human knowledge – or are there different possibilities of doing the same?

vi. There is an attempt to address the deeper understanding of knowledge. The rug sack use of knowledge is the basic problem.

vii. People have their own view of rationality which is very limiting and imposes on the real meaning of rationality.

viii. The basis of National Curriculum Framework exercise is reason.

ix. We need to have some shared touchstones to be able to reason with each other. We have no option but to reason with one another.

x. If the National Curriculum Framework talks about what is happening in the majority of the schools people will say there is nothing new.

I. Ramakant:

i. I hope a lot of things said here reach the National Council of Education Research and Training to enrich the chapter.

ii. A lot of our immediate knowledge gets constructed through experiences.

m. Vijay Verma:

i. Not clear how much influence can be wielded on the National Curriculum Framework document at this stage. Hopefully for the next document, it should help.

ii. A document like this must talk about what can be done in the long term and the short term.

iii. Often people take stands on learning styles based on their gut feel. And it is fine. However, if one is developing a document for a wider population – in addition to the vision of curriculum, there has to be a vision of research.

10. Curriculum Areas, School Stages and Environment:

a. Sridhar Rajgopalan’s Presentation

I. In Curricular Areas (27 Pages) the following aspects have been covered-

- Language
- Mathematics
- Natural sciences
- Art education
- Health and physical education
- Work and education
- Schemes of Study
- Peace education

II. Some comments on the document

- Readable document, enjoyed reading it
- Examples/ boxes highly appreciated
- How similar/ different from past documents has not been mentioned
- Recommendation- how it fits into a curriculum package
- Revisiting curriculum areas- design and technology in the curriculum
Importance has been given to neglected areas- health, work, peace
It could be more in tune with what the latest technology can offer

III. Language

- Mother tongue
- Multilingualism
- Sign language/ Brail
- The documents states the following with respect to languages- English and Hindi in middle school, foreign/ classical language in high school- but why not all three during the window of language learning (up to age 10) Research shows that at the earlier stages children pick up languages very quickly.
- With respect to English- subject or medium??

IV. Maths

- Skills of visualization and estimation (as opposed exact science)- not getting baffled by new problem types
- Computer science and maths- mentioned but more in the context of paucity of technology resources- is there really?
- Aims: 'Useful Capabilities' + 'Mathematical Reasoning'
- Tackling fear, lack of interest; and also engaging those who enjoy it
- Maths ≠ Arithmetic or Computation or Formulas alone
- Students pose problems; set up equations, not just solve them
- Use of Mathematical Language
- Positive attitude to Maths as important as Maths skills
- Logical aspect of computer programming and algorithm is very much a part of Mathematical thinking

V. Natural sciences

- Students and teachers see science as facts, definitions and formula
- Role of science in primary, middle and higher secondary stages but many countries do start science from Grade 1
- Connectedness and themes (energy/ systems/ cycles) in science can be explored further. Refer to the Singapore curriculum

VI. Social sciences

- Some countries have chosen to clarify whether social science should aim to develop local, national or global perspectives.
- Term civics is a Raj Hangover. Change it to political science. Fail to understand why so?
- Mention of promoting creativity and aesthetics, problem solving and dramatization use of newspapers and authentic materials can be added
- Focus on themes and patterns in social science-for example trade, war, occupation could be mentioned, how does the weather affect the occupation

VII. Art education

- Unrealistic- there must be an art curriculum and art education should be compulsory till class 10
Colleges like National Institute of Design and other fine arts colleges can be roped in to develop arts appreciation courses

VIII. Health and Physical Education

Aspects discussed/mentioned:

Sanitation, Yoga, Special attention to disadvantaged groups, Mid-day meals, Comprehensive school health programme, for activities like Scouts resource/instructors should be available, National Health Programmes, Dhyana/Meditation

IX. Work

Documents talk about workplace skills. Some other aspects could be incorporated. For example doing things on time. That could be mentioned

Work as ‘making or doing something valued by society’

Aspects discussed/mentioned:

Commitment, submitting to standards, contribution, appreciation

Teaches self-control, self-discipline

A teacher making children work without participating defeats the purpose

Necessarily interdisciplinary

Needs to be brought out of the stereotyped SUPW

Activities like NSS, Scouts, NCC

Vocational Education and Training (VET)

Vocational Education and Training centres, beyond 10th/12th expanding scope of Information technology institutes, polytechnics and professional colleges

X. Peace Education

One could include case studies in the higher classes- What would you do in Sheila’s place and why?

XI. Scheme of Study (School Stages)

Based on more than administrative convenience – development validity from point of curriculum design and teacher preparation

ECCE (0-8 years)

Elementary School (Class 1 to 8)

Language, math thinking, concrete experiences, art, process

Secondary School (Classes 9 and 10)

‘Spectre of Board Exams; should be more choices’

Higher Secondary

Not in favour of current de facto ‘science, commerce, arts streams’

Open Schooling and Bridge Schooling

XII. Assessment and Evaluation System

Very strong criticism of the Board exams- seems to be a very fashionable thing now-a-days

But out of the group who have drafted the curriculum about 4-5 seem to be heads of the state exam boards
- No mention of independent testing agency
- MLLS have been criticized but worded as if all the competencies are bad
- Comprehensive evaluation, not only test based but using performance tasks
- Research in assessments not emphasized much

### Comments:

i. This is the first document that criticizes the examination system. **Unless we do away with the current examination system, we cannot achieve the classroom practices that we want.**

ii. Though the document speaks of reducing the burden, **when it comes to language section – there is a burden getting added.** Classical language, Sanskrit etc. are have been added on.

iii. How do we create conditions of making place for immediate family, neighbourhood, personal experience, local history and also technology in schooling?

iv. **Health has been positioned as something external – the main point is health is about relating to one’s own body.**

v. Subject of peace has to be dealt with both at direct and subtle levels.

vi. Where is the exploration of school by the child?

vii. How do the children challenge the books themselves?

viii. Where is the issue of providing sense to children of the environment, their relationships etc. We are aware where they get carried away with violence.

ix. We need to incorporate the study of comparative knowledge of religion

x. An impression is being created that the curriculum creates a need to study many languages and some of them are compulsory. Reality is that the curriculum just explores the possibilities and does not position the same as a national policy. The language section has emphasized that the preliminary education should be in the mother tongue. It is not intended that if there are 10 different languages spoken by the children in the class – the teacher should teach in 10 different languages. The multilingual aspect has been positioned as an opportunity and not as a burden.

xi. **Peace education:** Can peace be taught? Or is it to be inculcated through other imaginary techniques? There is a position that differences have to be resolved only through peace.

xii. **A far higher clarity on place of technology in education is required.** How is it different from the chalk and talk method?

xiii. Respect for all people and respect for all religions are two different things.

xiv. An open debate needs to be carried out in the society on the position of religion.

### Mr. Behar

#### Emerging issues:

i. While stages of the subjects have been explained – not very clear logic of the continuation of the phases has been explained.

ii. National Curriculum Framework has a defined role and it cannot cover everything. There is absence of clarity on what National Curriculum Framework should include. We cannot take a convenient stand to include something that has not been traditionally included and yet not address issues saying National Curriculum Framework cannot cover everything.
iii. Different subjects have adopted different approaches. Why could not a same common frame be used? Since there were different groups different approaches have been used.

iv. History:
   1. It is a reconstruction of the facts.
   2. Is it not possible to give facts and possible interpretations – leaving the students to decide what they want to perceive?

v. Important to ensure that some subjects are learnt through some other subjects without being separate subjects. Art education is one such example. What is the implementability – when in lakhs of schools there is a shortage of normal teachers?

vi. Why don’t we speak of constitutional values instead of saying “Peace Education” and weave the same in various subjects?

vii. Comparative religion: a lot of components of religion – achieve clarity to make it useful for people/students.

27.07.2005

12. School and Classroom Environment (Dr. TKS Lakshmi)

   a. School is a contrived environment. How do we liberate the culture?
   b. Environment in the school is socio-psychological and not merely physical and psychological.
   c. School is not an independent entity but has as social and national context. (Many feel we should view school as a “unit” and review the performance of the same independently).
   d. Teacher as a kingpin in realizing the objectives of the school.
   e. Wherever there is a possibility of learning for the children, it is the curriculum site.
   f. Competition as a positive activity to enhance children’s participation in learning.
   g. Concept of obedience – productive noise and productive silence has to be accepted – not insist on either.
   h. Flexible arrangement in the classroom – currently unbreakable desks. Paintings on the wall – more dynamic – available for tampering by the children.
   i. Issues to ponder:
      i. The real issue is whether everything that is mentioned can be achieved and delivered by the school (head teacher and the teachers). How do we get people in synch with what has been stated?
      ii. How do we achieve the change in teacher outlook about learner and learning?
      iii. How do we support the teacher in a non-threatening manner?
      iv. Inherent contradictions in the ideologies and pedagogies suggested.

13. Dr. Dadhich (member of Peace Education group) – School and classroom environment

   a. Emergence of schools run by the emerging neo-rich – five star schools – school being treated as an investment. Have to have some guidelines on what kind of schools should be constructed. Opulence ought to be avoided.
   b. Teacher who has a vital role has been given least importance currently.
14. General comments

a. Competition of children could be with themselves and not necessarily with others.
b. No thought placed on privatization of education in the National Curriculum Framework.
c. Inconsistency in the content in the box and the rest of the text in terms of availability of library books (one period a week).
d. Teacher can treat children with equity only when their approach changes – the given guideline is like a dream – huge preparation needs to be made of the teacher to follow this.
e. The picture presented of the relationship between teacher-children, children-children is fragmented in the document. A much clearer direction needs to be given.
f. One cannot make a curriculum based on the school or the geography but it has to be based on the children (e.g. different curriculum for schools in Mewat and in desert part of Rajasthan).
g. Are we not seeing absence of toilets, drinking water facility, lady teachers, playground etc. as parts of school environment?
h. Exploring use of technology – for creating more conducive environment, to archive the experiences, etc. Also revival of the libraries?
i. Distance of the school from the child’s residence even in urban areas is a big issue – in addition to the distance the time taken by the child to travel to and from the school is important to consider.
j. Huge differences / inequity among the schools – why is the Government not stepping in and providing minimum norms. There is a need to prevent schooling and education from becoming an industry.

15. Despite the differences and inequities that exist among schools, can we still provide some kind of a culture and environment in the school that would facilitate and make learning happen for children? We cannot resolve all the issues through a document like National Curriculum Framework. In any system there will be differences – by and large the system needs to function.

16. Systemic Reforms, Issues of Equity and Implementation

a. Mr. Anil Bordia
   i. Unless we address all issues of girls in terms of inequity, their health issues, the harassment they face from males in and outside the school etc. cannot bring equity.
   ii. The same is true for “Dalits”. The curriculum speaks of sensitivity – it is not the issue it is a question of mainstreaming them at the earliest since the numbers are large.

17. Discussions:

a. Assessment of child on various aspects requires to be undertaken – for example in curricular achievements, sports etc. Assessment is important in tracking progress.
b. Several terms like “upper”, “lower”, “masses” etc. have been used indicating that there are some paradigms in the mind of the writer. If we are creating a Utopian document, why not free ourselves from these prejudicial concepts?
c. Not much importance and focus is given to monitoring and evaluation of the education process.
d. How does the document plan to bring about major changes in the current realities such as single teacher schools, teacher absenteeism etc?
e. Life skills must be dealt with in depth.
f. There is an assumption that all the learning is happening only in the school. Social and family learning is not given much attention.

g. The farmer, the trader, the grosser – each one is looking for a different kind of education.

h. In terms of equity – even today the watering points for different sections of society are separate.

i. If we hold the panchayat responsible, we have to examine their desire, their development, their paradigms etc.

j. A clarity on terms, implementation etc. is important. Not dealing with certain subjects such as monitoring, how the roles would change etc. is a major gap. Systemic reforms have not been dealt with in clarity and in depth.

k. It is necessary to address some realities – e.g. a master trainer gets Rs. 200 per day – therefore many a time master trainers are decided on this basis and not necessarily on merits or on the basis of who is the best.

18. Dr. Tilak

a. Everyone seems to be saying that there should have been something more in the document

b. I personally don’t think this document is important and much will be achieved.

c. The document has not paid much mention to the management issues, institutions etc.

d. Some good statements have been made without going into details.

e. Important aspects of present teacher training institutions their functioning and how it could be improved has not been dealt with.

f. How the school based assessment system can replace the examination system at public level has not been explained.

g. Role of Non-governmental organizations, larger civil society finds no place in the document.

h. The minimalist approach is reinforced at many places – which does not serve much purpose.

19. Mr. Rohit Dhankar

Issues which have been raised again and again

1. Can it be done? Can we achieve it?
2. National Council of Educational Research and Training cannot give a document which is binding
3. There seems to be an awareness of developing action plans. As an implementer if I read this document then can I start making my school like that?
4. This document does not reflect the aspirations of the parents and the society in general
5. General agreement that on the whole the document is positive in terms of the general direction
6. It does not critique and look at the previous documents and give reasons as to why the new framework has come into being.
7. Issue of mother tongue has been raised again and again
8. Will this document be able to help children deal with the violent environment?
9. The document does not address the psychological needs of adolescent children
10. The issue of equity and justice- the emphasis does not last throughout the document
11. The kind of language that is used and the way it is articulated should be more clear
12. In general the pedagogy and the process of knowledge has been considered
20. Mr. Behar – emerging issues/ ways ahead

a. National Curriculum Framework ought to specify in the beginning what its mandate is.

b. Why the need for a National Curriculum Framework when we have so much diversity and plurality? Simple answer may be because we are one nation. But the question cannot be brushed away.

c. What earlier issues have been addressed in the previous document and what happened in that regard? What will make this document work?

d. Should there be a plan of action? May be there should be – may be not a part of this document but surely in some manner. Plan of action should be able to analyze the earlier effort their success/failure and how we can make this framework work.

e. There is a need for a national education research framework and the need for in-depth research before any new curriculum framework is developed.

f. Guidelines of how to develop state and district level framework should be worked out.

g. One needs detailed teacher interaction on the implementation of National Curriculum Framework. Not a symbolic involvement but real one to make them understand the spirit and conceptual framework.

h. Parental awareness is important. Without such an involvement many educational programs fail. They tend to take positions that are often misinformed or uninformed. Important for them to understand how this is good for them and their children.

i. Head masters' involvement is crucial.

j. Provision for a detailed school curriculum framework. To provide tools for academic planning by every school.

k. Comprehensive framework for teacher education – may be National Council of Teachers Education can evolve something that matches the National Curriculum Framework.

l. The role of civil society needs to be defined more sharply. Define it in the act itself.

m. Stage wise implementation. Is this possible in one district first or five districts? To first demonstrate that it is a doable document.

n. A national consensus is required.

o. Boards of secondary education are the key traps and we need to address how we can reconstitute them.

p. The document must be a simple document so that it reaches every teacher. If the document is complex – it is either because of our inability to think clearly or our inability to articulate simply. If this does not happen then the document would just remain a property of the elite.

q. Are we indirectly revising the National Policy on Education?

21. Questions/ Observations/ Queries

a. One response is that it is ideal and therefore unachievable. The second response is that it is good, but far from ideal. I go with the second. We need a road map to make it achievable. It is a matter of commitment rather than anything else.

b. With regard to minorities when the issue is raised it is considered as a soft issue, it undermines some of the dear issues in education in India. These issues deserve a better treatment and a more serious treatment.

c. 2 important phenomena- In some western countries there are the following things happening
➢ Obsession for education. We are losing this in our education system. That has to come somewhere in the document
➢ A very strong feeling of patriotism
d. Definition of the curriculum framework and the need for it and how does one look at it has to be specified.
e. The rational for educational principles that have been outlined must be explained
f. The document should be made simpler and easier.
g. The discussion of this document should not be left to the government only
h. We need a continuous open ended process for curriculum development. The old document had to give rise to a new one
i. This is not an National Council of Educational Research and Training document it is a public document
j. National consensus should be there
k. How can one reconceptualize boards of secondary education?
l. The 21 position papers- their summary should also be made available
m. It should be in very simple language so that it can go to teachers and parents- refer to Jayant Narvekar- how complex ideas in astrophysics have been passed on very simply

23. Prof KL Sharma

a. How can the diversity of India be presented in the curriculum?
b. One has to think of linking school education and higher education
c. Quality has to be a very serious consideration
d. The question of value education has been raised time and again, there ought to be a set of values incorporated in education (human rights, concern about justice, equality, dignity)
e. Culture is national debate. Nation is a totality, a holistic entity. That also has to be taken into consideration. What do we mean as nation, region, culture etc. we have to make very clear the interlinking of these
f. We have to have an open mind.
## ANNEXURE 3

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name</th>
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<tr>
<td>1.</td>
<td>A B Saxena</td>
<td>Regional Institute of Education(NCERT), Ajmer</td>
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<td>3.</td>
<td>Anand Swaminathan</td>
<td>Wipro Applying Thought in Schools</td>
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<td>Anil Bordia</td>
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<td>Anita Devraj</td>
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<td>C K Mathew</td>
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<td>Samatar (Center for Cultural Action and Research)</td>
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<td>Former Chief Secretary, Government of Madhya Pradesh</td>
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National Curriculum Framework 2005
Review Workshop
Venue: Bhopal

(Kindly Refer to Annexure 4 to view the list of invitees who attended the workshop)

Introduction by Mr. Vijay Gupta

Ms. Anshu Vaish

- Such forums where partner organizations are present should be used to constructively critique the document.
- The extra curricular and co-curricular have been incorporated under the ‘curriculum’. This document has included all aspects of the curriculum transaction – those which involve the learner, the teacher-their autonomy, training, class and school environment, parents and community participation, examinations and assessments, partnerships etc.
- This document should be seen as a vision document and a thorough roadmap has to be charted to achieve it. Different states will achieve this vision at a different pace.
- The challenge is how this National Curriculum Framework can be implemented on a mass scale – in both government and private schools in the urban and rural areas.
- The National Curriculum Framework 2005 comments about the exam reforms – it recommends no exams till class 2 whereas the Free and compulsory education bill recommends no public exam till Class 8.
- Issue of teaching in the mother tongue is an issue since each class has children with different mother tongues. How is the medium of instruction to be decided; the local community’s opinion has to be considered.

Mr. Behar

- This document does not mention what will happen to the linguistic minorities.
- We should revisit the document rather than revise the framework.
- For the National Curriculum Framework there is a need to build a national consensus.
- We speak of caste, gender equality. In how many classrooms is there a non discriminatory classroom transaction?
- State curriculum - How will we address it? How will this be implemented and when?

Historical evolution of curriculum: Prof M S Yadav: (worked with National Council of Educational Research and Training, MS University-Centre of Advanced Studies in Education)

- The concern about curriculum in education is not new. In 19th century beginning there was a violent reaction against the English educated system- the issue was taken up by the national freedom movement.
- In 1906 - Indian National Congress passed a resolution which called upon the people of the country to demand and work towards a national system of education formulated on national lines that should speak of a national destiny, and should be in the control of Indians.
- The Kothari Commission Report stated that the destiny of the country is shaped in the classroom.
• Education is related to social aspirations and goals
• Dadabhai Naoroji - in 1882, said that compulsory education for all should be provided
• M K Gandhi also said that We should give education to all children
• Gokhale - he moved a resolution and a bill for compulsory education. This was the time when many universities and colleges came up – Shantiniketan, Gujarat Vidyapeeth, Tilak Maharashtra Vidyapeeth, Jamia Millia at Aligarh, Banaras Hindu Vidyapeeth etc. Most of these institutions refused government grant.
• Many young boys and girls were ready to quit English medium schools and join these institutions
• At the time of Independence we did not have a model that could be taken as a national system
• In ‘47 aspirations were recognized and attempts were made to reconstruct the education system. But this attempt was fragmented. The leadership at that time gave maximum importance to higher education. First commission on University education was set up. Prof Radhakrishnan was the Chairman. In 1952-53 Mudaliar chaired the commission and they focused on secondary education. During the 3rd five year plan, education was seen in a more comprehensive way – in the context of development, industrialization, new society we wish to develop etc.
• Kothari commission was set up in 1964. This document had received least criticism. All the policies were derived from this commission’s report (’68, ’86, ’92). Kothari commission took a position that education and development are interrelated. The report itself was named ‘Education and Development’. 10+2+3 education system was adopted in 1968. In 1976, education was put on the concurrent list. In the policy of 1986, it was stated that centre and state will have a meaningful partnership. It was in this policy that it was suggested that a National Curriculum Framework should be developed.

**How did National Curriculum Framework come into being?** In the 70’s there was greater awareness (political and social) to recognize that all that is listed in the constitution is not given due consideration – equality, social justice etc.

1. In 1975 the first curriculum mentioned that our idea of education is poorly conceptualized; therefore literature on education has to be created which gives details of all concepts for the various stakeholders in the education sector – teachers trainers, students, administrators etc., training teachers, changing the exam systems etc.
2. In 1988 second curriculum framework happened.

In the beginning of 1990’s- national advisory committee- chaired and headed by Yashpal. They said that none of these things is important; most educational concerns should focus on the very process of learning. Memory and knowledge are not differentiated. Recognize that student can also construct knowledge. Move from purely technical school of learning to a cognitive school of thought. After that quality became a major concern in education

**In the National Curriculum Framework of 2000, some critical points were**

1. Endorsement of the content of 1986 policy
2. Elaboration of some issues from 1986 policy
3. Knowledge should not be confined to school/ textbook
4. All round development of the child
5. 3. The exams should be more flexible; Upto 10th there is no need for exams
6. Elaboration of vocationalization of education
7. Certain newer concerns were emphasized such as value orientation. New education processes and system related concepts were recommended. India has a tradition of intellectual pursuits and knowledge generation and there is a need to restore / preserve that.
The document was not referred to Central Advisory Board on Education and approval sought. Court said that Central Advisory Board on Education’s approval not required since Central Advisory Board on Education does not have the power to approve / disapprove the document.

Some concepts that came with reference to values- Emotional Quotient (EQ) and Intelligence Quotient (IQ). Educationists should decide whether spiritual quotient should be adopted.

**Anjali Noronha**

Some important aspects
1. What is to be taught and how it is to be taught - related to what kind of society we envision
2. A lot of stakeholders are involved- parents, teachers, children, community, politicians, employers, educationists. We often tend to forget the students in the picture
3. We should also consult the children and ask them what they want and what their vision is.
4. There is no representation of students
5. This National Curriculum Framework is different- it has made an attempt to open the doors and involve outsiders also
6. Systemic reform have been recommended - involve teacher organizations, civil society and NGOS
7. This document has come out strongly on teacher autonomy. For inclusive and equitable education there has to be teacher autonomy. There also has to be capacity building
8. Inclusion has come out very strongly in this document. It was felt that there are certain sections which are excluded (girl, lower castes) in educational transactions. We need to consider what are the resistances we might face and how are we to tackle this
9. We should not talk about equitable education but discriminated education (Not sure what this means!?)
10. We need to chart out time frames for the implementation of the National Curriculum Framework, in which regions and in what manner.

**Prof. R K Dikshit (was associated with National Council of Educational Research and Training, Regional Institute of Education, Bhopal)**

One has to make a comparison between the past National Curriculum Framework and the present one

**The background of the National Curriculum Framework 2000**
- it is said that it is a national document that the government of that time tried to impose onto the people
- Ministry did not give National Council of Educational Research and Training the directive to make a new National Curriculum Framework
- 3500 and more people were consulted for the year 2000 document- students, parents, industry etc were involved
- Important consideration for the National Curriculum Framework 2000
  1. Since 1986 there was no national framework
  2. The framework had to be within the constitutional framework
  3. Social and economic considerations had to be kept in mind while framing – national integration, vocational education, social cohesion, inclusion, (women SC, ST and other disadvantaged groups)
4. 1999 parliament sub committee said that our education has been creating very good professionals but then the erosion of values has been obvious and therefore value based education was recommended. Since there was no opposition to this, it was sent to National Council of Educational Research and Training for implementation. Education about religions (and not of religions) was recommended. A lot of caution had to be exercised for this.

**National Curriculum Framework 2005**

Different focus groups gave a special focus to different aspects. This framework has gone against some issues such as-

1. National policy on education- there are some points which go against this. Spiritual development in the National policy on education has been included in the all round development. This National Curriculum Framework does not include this
2. Sanskrit has to be promoted as a living language and not just a classical language.
3. Entire process is to be seen from the perspective of the marginalized groups. Instead we have to establish a casteless society it would be better
4. Equity and equality should be through education
5. Physical education and yoga- was also emphasized in the 2000 document and is not there in 2005 document
6. What is our system doing for fast learners and those who have attained excellence? Should we do something or not?
7. Spiritual quotient has not been mentioned
8. Minimum levels of learning is very sound. In the new document, minimum levels of learning is pedagogically unsound and impractical. Is it really so?
9. Lot of emphasis has been placed on fundamental rights. Rights are just the results of somebody remembering their duties. But awareness about the fundamental duties is also very essential

**Comments/ Queries/ Clarifications**

1. Paradigm shift from content to processes. A teacher needs to know what is meant by classroom processes. We need to specify through examples what a classroom process is and how to go about them. Give a sample of some processes
2. We need 2 things- resource materials and more reflection time for teachers- at least 45 minutes in a day
3. The option of Sanskrit as a language has been given
4. Yoga has also been included
5. Minimum levels of learning- the need is to elaborate on its critique. We should explore Minimum levels of learning more. Where should it be implemented and where can it be discarded? Can knowledge construction be broken into minute points
6. Equality of learning time, facilities, opportunities.
7. Where do spirituality and religion merge? Where do they diverge?
8. Spiritual, emotional and value aspect has been ignored and greater emphasis has been placed on cognitive aspect
9. Teacher as a researcher should also be mentioned. What concept does she/he want to develop?
10. Supreme Court sent a directive that Environmental studies should be made a separate subject and there should be a separate assessment for it
11. Only in two sections has the issue of sex education and sexuality been dealt with. There is a big vacuum on that front. This despite that they do consider adolescence as a crucial age.
Post Lunch Session

Anjali Noronha

Chapter One - Perspective

1. In the perspective chapter - social context of education, aims of education, guiding principles, knowledge inside school and life outside school should be connected
2. Textbook transaction should be made the only process but other options should be explored
3. Exams should be made more flexible
4. Democratic citizenship, endorse the vision of democracy, independence of thought such that it looks at both the old and the new.
5. Quality in education should not be looked upon as performance in examinations
6. There is a scope for better articulation in the first chapter

Comments

1. Our education is leading to material values not emphasizing ethical aspects
2. All learning is not from the book but from the experiences one has in life
3. Teaching methodology is evaluation based - we need to create policies and define it
4. We need to improve our monitoring system and modernize the exam system
5. How can we bring all children at the same quality level
6. The teachers entire teaching is based on the textbook. Can we be given a model so that we can understand alternative teaching and pedagogical tools?

Chapter Two: Learning and knowledge

1. We need to stress more on peer group learning
2. This chapter is making a shift as it states that the child creates knowledge at different stages and levels and is not only the receiver of knowledge. The main point is child as an active learner
3. Make a child centered class room
4. The child should ask and the teacher should discuss
5. Even schools today discriminate against the girl/ SC/ST child
6. Physical development has been stated
7. There a lot of stereotypes of the marginalized groups
8. For the first generation learner- we need more support systems
9. Forms of knowledge- history has been made separate/ distinct from social science
10. Contextualizing has been stressed
11. Our system presently is very centralized, so decentralization is a challenge
12. We should give the child space to learn from his environment
13. A child has various means through which he/ she learns. How does one incorporate that into the teaching process and the textbook interaction?
14. If we can put forth some examples that would bring more clarity into the picture
15. The National Curriculum Framework says that the school walls should be porous to the parents and the community. But most people resist this because this may increase the interference in the school activities.
16. School days should be 200 per year and 6 hours per day. But it's just about 4.5 hours a day and actual teaching happens only for about 3 hours per day for about 150 days. Efforts have to be made to increase the average to at least 600/700 hours per year.
17. **Libraries have to be compulsory** and its use has to be optimized. Can we have a diktat that all schools must have libraries, have a minimum set of books and is available to the students for certain minimum days of the week.

18. **Technology:** The computers should not substitute the teachers. However the computers use interactive methods and therefore children find them interesting. Should we first provide computers to the teachers? Can we look at other forms of technology in education such as Radio, TV etc?

19. The document recognizes that teacher autonomy is critical and therefore resources have to be provided at the cluster level for this.

**Chapter 4: School and Class Room Environment**

1. School and classroom environment:
   a. The chapter is very well written – visualizes a model school – morning prayer, play ground, space around the school with tress, plants and animals
   b. It is very important that there is constant interaction between private and government schools so that the best practices can be shared.
2. Barriers to girls going to school
   a. Lack of sanitation
   b. Violence at home
   c. Lack of friendly protective environment
   d. Lack of family support to attend school
   e. Sibling care
3. The document seems very gender blind. There should have been one complete section on gender.
4. In the education system the teacher itself is very marginalized
5. Bala Shikshak funds- who run these? It is the teacher
6. We need to see the power structure in the education system. – we have the State Council of Educational Research and Training, District Institute of Education and Training, Block Resource Coordinators, Cluster Resource Coordinators etc; then we have the various subject matter experts who look into the curriculum (both these are academic). Similarly we need other pillars who will look into societal content (societal analyses) who can train the teachers/ parents, Parent Teacher Association members etc.
7. How does one go about structural decentralization?
8. In a normal school environment, there is a lot of gender and social discrimination. The girl students sit separately; play another set of games, the children of the ‘lower’ caste sit separately etc.
9. The rights of the child. The child has no powers and hence he/ she gets no space
10. The onus is on the Head Master to see that no discrimination takes place in the school.
11. How do we ensure that what has been envisioned is implemented?

**Mr. Dikshit**

1. Learning without burden – this is the recommendation of the Yashpal committee report. There was a suggestion to integrate the various subjects. But surprisingly history which has such bulky books is kept as a separate subject. We need to think of it.
2. Remove civics and include political science – this is recommended by the doc. This has to be changed!
3. Democracy – how should the education system be such that democracy can be strengthened? We need to see how democratic the school’s functioning is. Even if the teaching learning methodologies are interesting and joyful, but is the child happy with it and does it want this. If it does not, are we ready to look into it?
   a. Relevance – what is important for the child;
   b. Equity – no division in the society; though we wanted to make the curricular load easier, but we were not willing to compromise on the quality.
   c. Excellence: Is there any space for children who are above average (gifted children)? The framework has to cater to all kinds of children – above, at and below average. The question of excellence goes well beyond academic excellence. Due attention has not been given to the fact that children have different aptitudes. The educational system should help the child attain his/ her maximum potential.

5. How much have we been able to achieve the aims and objectives mentioned in the National Curriculum Framework of 2000? The books that were made were according to the National Curriculum Framework 2000. They were produced within the same academic year. Academic and pedagogical evaluation of the books was undertaken by National Council of Educational Research and Training.

6. It was decided that changes in the books will happen as per the results of the evaluation of the books. But before it could happen the new government stopped the printing of additional books and the whole process was stopped. We can’t study the impact till the entire recommendations were implemented.

Vinod Khanna (Pratham)

1. Sufficient thought is not given to the fact that we live in a rapidly changing world- technology and globalization- we want to empower the child to have flexibility- to adapt, create in a rapidly changing world
2. Complex issue is of values- empowering the child to make informed choices should be one of the aims
3. Computer- self evaluation and self learning is possible and repeating the action is possible. It supports the teacher but it is not a substitute.
4. From the beginning in admission form, we start asking the child about the nationality, religion, caste. We are creating divisions.

29.07.2005

Chapter Three- Curricular Areas, School stages and Assessment

Language

1. National Curriculum Framework states that mother tongue should be medium of instruction in schools. Why are we making it compulsory that the children should learn in their mother tongue? Is there any research to show that children who learn in their mother tongue fare better? We should implement the 3 language formula from Class 1.
2. The societal pressure for English is high.
3. The quality of the language textbooks is very poor.
4. Language policy is a very complex issue.
   a. 2 types of terms have been used- home language and mother tongue.
      Most of the time these have been used inter changeable. Language is a medium
of thinking, conversation, expression, for understanding and a means to understand the culture. If you have thought, expressed, communicated in one language then when you enter school then you can’t construct knowledge unless you use your own language. Which languages do you consider as first, second and third?

b. 3 language formula has been there for a while. It is a formula, it is not a policy. How many languages should one teach pedagogically? For development how many languages should the child learn? Children can learn many languages in the early stages of development.

c. Self reliance in further learning, unlearning and re-learning is very important

d. In this document all that has been written is not based on any concrete research.

e. Should English be looked on as a subject or a medium in primary classes? After a stage, when conceptual tools have been captured by you, then you can introduce English

f. India is a multi-lingual country - what are the advantages of a multi-lingual pedagogy?

g. Through learning another language it is a window to understanding another culture and you are able to build a relationship with other people.

h. Is it not possible to develop a new subject called Indian Linguistics? There are five families of language and all these are present in India

Mathematics:

1. Speed and accuracy in mathematics is important and this is mentioned in the document
2. Engage the mind: how to strengthen the student’s resources; the curriculum has to be such that the student is able to use in their daily life.
3. Problem solving and analytical skills need to be developed
4. What should be the sequence of mathematical concepts that need to be taught from primary to middle then to high school; ensuring continuity and linkages is critical

Jayashree (Eklavya)

1. Bringing out connection between application of mathematical concepts with other subjects
2. Appreciation of ‘beauty’ of mathematics is essential and this document mentions so.
3. Language used in Math is very precise. But the language used in other subjects etc has some ambiguity. This may be one reason why some students find it difficult to understand mathematical ‘language’
4. Multiplicity of approaches is very important
5. Math is not an empirical science; its much beyond that

Mr. R P Singh:

1. This document has some shortcomings. This document mentions the vision for school mathematics but it is incomplete.
2. The document does not talk about Math in higher and secondary stage.
3. Several methodologies seem to have been skipped such as induction and deduction etc, estimation and approximation have been dealt with.
4. The language used in the document is very ambiguous
5. Is it possible that maths can be split into two - elementary and higher – so that only those who want to go through mathematics based discipline can take the higher maths. Also possibility of bridge course for maths should be offered to those children who take elementary maths but then take up a maths based discipline later in life.
Prof. Yadav:

1. It's not just with the students, but some teachers also have problems with Maths language

Vinod Khanna:

1. Do all children have the same aptitude towards maths? The answer is No. This document does not recognize this.

Mr. Behar:

1. The document does not clearly specify what should be taught at what stage
2. The language used in the document with regard to Maths has to be simpler
3. There is a lot of research required in Maths teaching and learning – why do some children find maths difficult while they may be good in other subjects?

Social Sciences

1. It is termed as social science, but the science aspect (the scientific approach and mind) is neglected.
2. We should apply the same method of observation, collection, classification that we use in the natural sciences to the social sciences as well
3. The purpose of teaching social sciences has to be made very clear
4. Civics should not be replaced with political science. Instead, there should be an improvement in the nature of civic teaching
5. In social sciences, there is an inclusion of 3-4 subjects we do not know what is the proportion of each that is to be taught

Art Education/ Health and Physical Education/ Work and Education

1. There is a need to develop aesthetic intelligence, it should be given as much emphasis as social areas
2. Art to be connected with cultural heritage.
3. Rote memorization also has its usage and therefore one cannot talk about one kind of pedagogy
4. Indian knowledge should not be equated to the Hindu knowledge system
5. In every village, you have people who can be used as resource people to teach arts and crafts - for example in Bihar, one can use the local talent as a resource base
6. Is there a system to identify an aptitude and talent and then nurture it?
7. We need to change the entire social ethos. This will require systemic and systematic reform
8. Work itself has a knowledge system behind it. There is a need to articulate this knowledge behind every activity.
9. Theory and practice has to be woven.
12. At the high school there could be a diversification and certification, with a different package of courses.
13. Vocational education and training- 10+2+3 was the Kothari Commission recommendation. This document is equivocal.
14. There is a difference between vocational education and vocationalization of education.
15. Education for peace- in reality this is value education. But the overarching emphasis is on peace. 2000 document has emphasized on value education. Whose values are we talking about? Are we talking about the mainstream values? Value for peace is quite controversial. An easy way out it to emphasize on the constitutional values.
16. The view on assessment is not very clear. The emphasis should move from public exams towards a class based continuous assessment where there is greater autonomy given to the teacher.
17. The most important issue of accountability has not been addressed in this document. Accountability of whom? At the present moment it is accountability of the child and not of the system.
18. Teacher autonomy has been mentioned but it is not autonomy of a teacher but of the school.

**Chapter Five: Systemic Reforms/ Concluding Session**

**Manohar Dubey (Director of Public Instruction), Neelam Rao, Anshu Vaish**

Comments by participants

1. Attitude change at all levels is required to make this a success
2. Capacity building is required – re-design the in-service and pre-service training programs
3. The systemic reform has to be accepted at all levels and implemented accordingly
4. Exam reform is essential
5. There are a lot of gaps and leakages in the document between the elementary and middle level, we need to integrate it
6. There is a need for research to be undertaken before any recommendations are made.
7. Is the National Curriculum Framework 2005 research based? It is comprehensive but it is difficult to comprehend, it is silent on the implementation side
8. The document speaks of the minority and the girl child but the concern is not strong enough
9. Is National Curriculum Framework meant only for private schools or government schools or for both?
10. The National Curriculum Framework is a vision document it is not mandatory. It demands that we think and look at the whole question of education from a completely different paradigm.
11. We need to understand the problems of the teacher. More comprehensive teacher recognition programs are required
12. How do we build a better understanding of the concept of multiple intelligence?

**Comments by Ms Neelam Rao**

1. Will the National Curriculum Framework be able to help the knowledge workers?
2. The first generation learners are not moving up but on the contrary they are falling in the scale
3. We need to think in terms of: Deliverables and Methodologies
4. One cannot make these changes in one go. This is a vision and an ideal but one needs certain prerequisites.
5. The textbook is only one particular tool in the teaching learning process. Can we remove the predominance of the textbook?
6. One has to think of the ordinary people and their aspirations

Comments by Ms. Anshu Vaish

1. Is it possible to do anything with the National Curriculum Framework 2005? Where should we apply this document to test it?
2. All that is recommended in this document is not all right, and some things are not implementable and it is not recommended to implement some things also.
# ANNEXURE 4

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<td>Wipro Applying Thought in Schools</td>
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<td>Anshu Vaish</td>
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