RESOURCE MATERIAL ON CISCE CURRICULUM

UNDERSTANDING THE CISCE CURRICULUM

COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS

NEW DELHI

Research Development and Consultancy Division

Council for the Indian School Certificate Examinations
New Delhi

Year 2017

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Introductory Note

The Curriculum for Preschool to Class VIII, developed by the Council for the Indian School Certificate Examinations aims to bring about uniformity in the syllabi being transacted in all schools affiliated to the Council and to ensure that the basic minimum standards are maintained. In addition to providing guidelines to schools that are newly affiliated to the Council, the curriculum also endeavours to provide a strong foundation at the elementary level and to facilitate upward mobility so that children derive full benefit of the ICSE and the ISC curriculum.

This Resource Material has been prepared to develop a better understanding on the CISCE Curriculum. It will serve as a supplement to the Curriculum and act as a ready reference material and guide for all stakeholders, including Subject Teachers, Master Trainers, Academic Coordinators and Heads of Schools.

The Resource Material includes a set of documents, which provide a broad understanding on the Curriculum, besides dealing with the teaching-learning strategies related to specific subjects at the Primary and the Upper Primary levels. We have made a beginning by preparing modules of Resource Material for selected subjects included in the Curriculum. It is hoped that over time, we will be able to supplement this Resource Material by developing subject specific modules on more subjects.

I would like to express my special gratitude to Prof. Manju Jain (Former Head, DEE, NCERT), Prof. Sandhya Paranjpe (Senior Consultant), Prof. Anup Rajput (Head, DEE, NCERT), Prof. Kirti Kapoor (DCS, NCERT), Prof. Dharamprakash (DEE, NCERT), Dr. M.S. Dahiya (Senior Lecturer, Retired, SCERT, Delhi) and Dr. Satyavir Singh (Principal, SNI College, Pilana, Baghpat) for their valuable contribution in developing this Resource Material.

I would also like to acknowledge the teachers, from schools affiliated to the Council, who have been an integral part of this exercise, whose inputs and feedback has helped shape this document.

Last but not the least, I appreciate the efforts put in by Mrs. Shilpi Gupta, Deputy Head (RDCD) in preparing this document along with her team of Dr. Manika Sharma, Dr. M.K. Gandhi, Ms. Mansi Guleria and Mrs. Roshni George.

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Chief Executive & Secretary

MODULE-I

Content Outline

Section 1:
Overview

Section 2:
Need, Context and Scope of the present curriculum

Section 3:
Paradigm shifts and salient features of the curriculum

Section 4:
Curriculum organization: Major components of the Curriculum

Section 5:
Assessment of Learning

Section 6:
Recording and Reporting procedures.

Section 7:
What the curriculum users need to know?
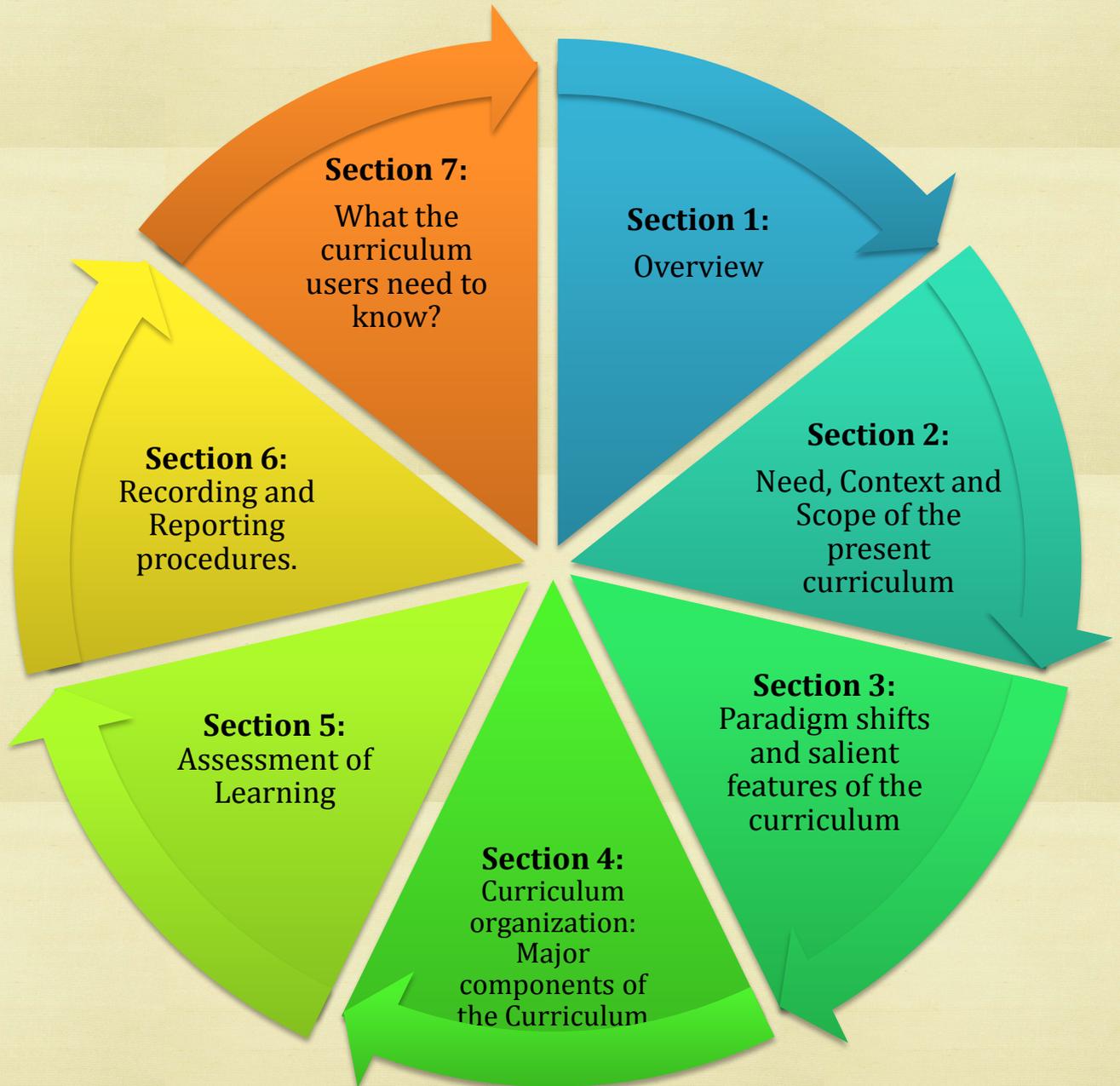
Structure of the Module I

1.0: Overview: The Why, What and How of this module

2.0: Need, Context and Scope of the present Curriculum

3.0: Paradigm shifts and salient features of the Curriculum

4.0: Curriculum organization: Major components of the Curriculum
      4.1 Learning Outcomes
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6.0: Recording and Reporting processes

      6.1 Recording procedures

      6.2 Reporting procedures

7.0: What the curriculum users need to know

Expectations of this Module

The user will be able to:
- understand the need and the context of the curriculum developed by CISCE.
- discuss the salient features of the curriculum and their implications.
- understand the scope of the curriculum at preschool, primary and upper primary levels.
- explain the need of 'Key Concepts', 'Learning Outcomes' and appropriate 'Learning Resources' in the teaching-learning process.
- discuss various classroom strategies for curriculum transaction.
- discuss the importance of **assessment *for* learning** in improving child's learning.
- understand assessment practices and evaluation procedures for achieving learning outcomes at specific levels.
- discuss the various essentials for the curriculum users.

1.0   Overview: The Why, What and How of this module

Why this module:

The primary purpose of this module is to develop an understanding on the present curriculum developed by CISCE for pre-school, primary and upper primary levels. It has been designed to address the needs of various stakeholders. The module aims to acquaint users with the need and context of the present curriculum, its salient features, the different components of the curriculum, the pedagogical processes and the learning resources suggested in the curriculum along with various kinds of assessments and the assessment practices to be followed for the primary/upper primary levels. In addition, this module will also provide opportunities for practical experiences through various activities and assignments.

What does the module include:

This module has seven sections. Section 1 provides an overview (why, what and how) of the module. Section 2 presents the need, context and scope of the curriculum, while Section 3 highlights the salient features of the curriculum. The major components of the curriculum have been discussed in Section 4. Section 5 deals with various assessment practices to assess the learning outcomes. Recording and reporting procedures required for curriculum implementation have been discussed in Section 6. Section 7 covers some practical tips for curriculum users.

How to use this module:

The present module is meant for all stakeholders in general and for practitioners in particular. Before reading/ attempting the other modules of this document, this module needs to be read carefully, as this would give an overall picture and understanding of the present curriculum. In all sections of this module, some assignments/ activities have been given. These should be done after studying the relevant sections of the module. Apart from the mentioned assignments, in each section, activities have also been planned, to provide hands-on experiences for developing Learning Outcomes and framing questions. Some practical tips for planning, implementing and assessing the teaching-learning plan have also been provided.

Let us do

Activity 1: Open discussion

Give any two reasons why this module could be useful for:
- Practitioners
- Master Trainers
- Academic heads

2.0 Need, Context and Scope of the present Curriculum

Ever since the National Policy on Education (NPE) was approved by the parliament, consistent efforts have been made by various institutions, agencies, councils and boards of school education across the country to review, revise and design their curriculum in order to achieve the national goals of education in general and to provide quality education to all in particular.

It is a fact that a strong foundation in the early classes, particularly upto the elementary stage, plays a very crucial and significant role in forging life-long learning. The skills, attitudes and knowledge that children acquire in elementary school lay the groundwork for success in the future.

Life today has become much more complicated and complex than it was in the past. In order to enable children to function in this rapidly changing world, they need to be equipped with the requisite knowledge and skills that will help them adapt and reinvent themselves for new and challenging situations that they may face in future. Today's children will increasingly be required to think deeply about issues that impact life and society, solve problems creatively, work in teams,

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NPE 1986/1992: Core Components of the Curriculum

The common core will include:

- the history of India's freedom movement.
- the constitutional obligations and other content essential to nurture national identity.

These elements will cut across subject areas and will be designed to promote values such as:

- India's common culture heritage
- egalitarianism
- democracy and secularism
- equality of sexes
- protection of environment
- removal of social barriers
- observance of small family norm and
- inculcation of scientific temper.

communicate effectively, learn the fast-changing technology and deal with a flood of information, while doing jobs that are non-routine and constantly changing.

The Council for the Indian School Certificate Examinations (CISCE) has been working consistently in the area of school education so as to provide high quality education to ALL children. The Council has always strived to incorporate the very best in its prescribed syllabi. The present Curriculum for Pre-school to Class VIII has been designed and developed to provide a holistic and broad-based education, that will help realise not only the inherent potential of children but also equip them with the skills and competencies necessary for the 21st Century.

Learning has traditionally been considered to be an isolated activity which does not give enough opportunities to children to link classroom teaching to their real lives. This lack of functional relationship between classroom learning and real life experiences renders classroom learning incomplete. In the words of John Dewey, "life in school should not just be a reflection of life in society, but should also assimilate the elements of that larger reality. As a microcosm of the real world, the school should prepare students for the demands and responsibilities of real-world citizenship." The CISCE curriculum has been designed so as to provide wider opportunities to children for meaningful learning.

AIMS of the CISCE Curriculum:

Children will be enabled to:
- become successful learners who enjoy learning;
- successfully apply core concepts learnt from various subjects;
- understand texts of different subjects so as to communicate knowledge and ideas in ways specific to the subject;
- articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts;
- use technology to access and provide information and to communicate with others;
- understand cross-curricular linkages- connect learning across subject areas;
- become confident individuals who are able to live safe, healthy and fulfilling lives;
- become responsible citizens who make a positive contribution to society;
- understand and apply knowledge to real life experiences;
- develop a sense of responsibility towards others;
- function successfully in the local and world community;
- respect diversity (in terms of religion, gender, regions, etc. and differences of opinions and beliefs).
- exhibit sensitivity towards environmental issues;
- learn to manage and utilise resources judiciously.

The immediate environment is one of the biggest learning resources for children. In the present curriculum, efforts have been made to suggest a variety of local and beyond classroom learning resources, to make learning more contextual and meaningful.

The NPE, 1986 emphasised the need to create an awareness regarding environmental concerns by integrating them in the educational process at all stages of education. Developing sensitivity towards the environment and its protection, is one of the major goals and core components of the present curriculum.

Inculcating essential human values and developing core life skills among children right from early classes is one of the major goals of the present curriculum. In the curriculum, such values and life skills have been integrated suitably within and across the subjects and presented in an infused manner so that these values and life skills could be imbibed as a way of life.

Let us do

Activity-2: Pair Work

- If you had the opportunity to design the curriculum for the primary level in your subject area, what five significant issues/points would you have liked to address? List in order of priority.
- According to you, what should be the three major aims of school education at the primary level?

Understanding the Curriculum

The curriculum has been designed in three documents/ parts. Part-1 covers the Preschool, Part-2 covers the Primary level (Classes I-V) and Part - 3 covers the Upper primary (VI-VIII) level. The coverage and scope of the subjects at each level is as follows:

Part - 1 Preschool

PS -I
PS -II

Part - 2 Primary

English
Hindi
Mathematics
Environmental Studies (I & II)
Science (III - V)
Social Studies (III-V)
Computer Studies
Arts Education

Part - 3 Upper Primary

English
Hindi
Mathematics
History & Civics
Geography
Physics
Chemistry
Biology
Computer Studies
Arts Education
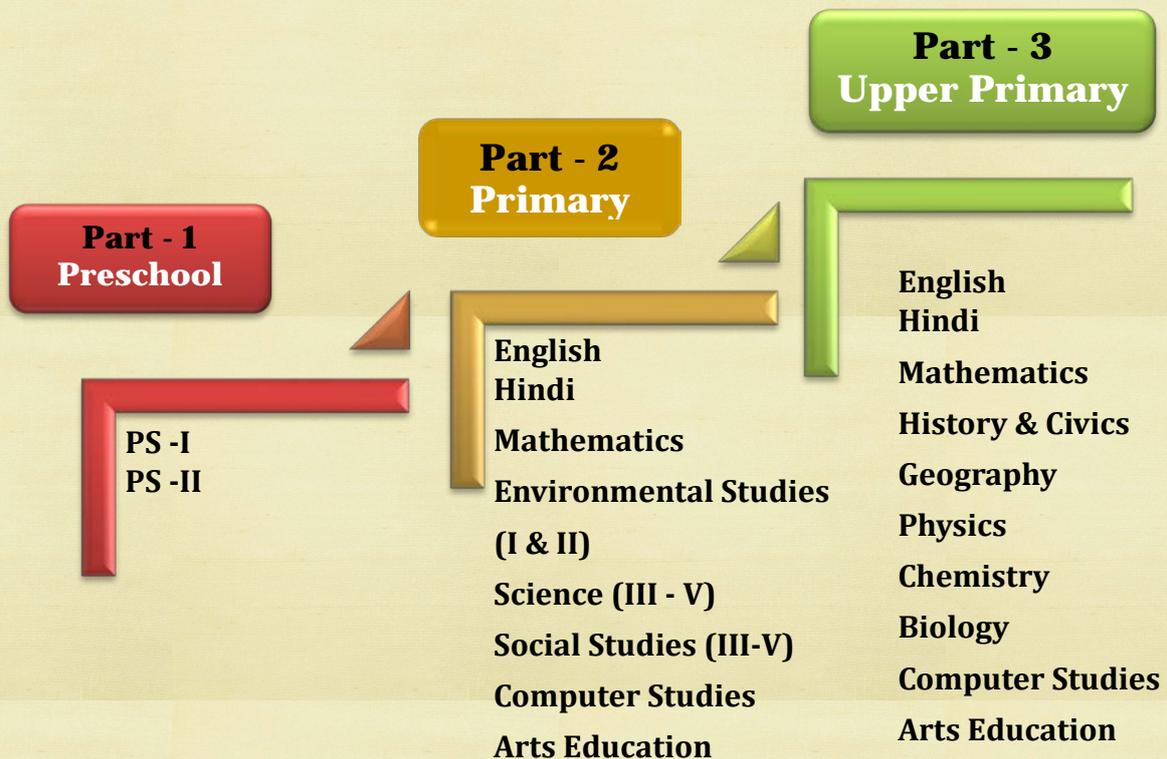
Scope

The curriculum is divided into two sections, namely, Preschool - I and Preschool - II. The curriculum follows a holistic approach where practitioners support and scaffold children's learning through enriched play experiences. The pedagogical processes / strategies suggested in the curriculum include engaging and enjoyable play activities and learning experiences that ignite children's thinking processes and help build their confidence. The activities and play based experiences connect young children's fascination with learning in every domain so that they can enjoy, learn and make the most of their time in preschool.

English has been treated as the first language and presented in a manner which takes into account multilingualism as a learning resource. Mathematics focusses on reasoning and mental processes. The Environmental Studies (EVS) curriculum (Classes I-II) is presented as an integrated curricular area following the thematic approach. A multi-disciplinary approach of Science and Social Studies has been followed and the concepts and concerns have been addressed through various themes, identified from different discipline in these areas. Computer Studies, has been developed with the focus on use of technology in Education. Last but not the least, the curriculum for Arts Education at the primary level has been developed as a core area and follows a theme-based approach.

The focus of English language learning at this stage is on oral and written expression, in a creative manner. Mathematics learning at this stage is to consolidate and expand the learning through problem solving techniques. Science at this stage branches out into Physics, Chemistry and Biology, so as to help children understand the issues and concerns specific areas. In Social Studies, two core areas, History & Civics and Geography, have been identified. Computer Studies curriculum focuses on acquisition of knowledge and skills in ICT so as to enable students to use common software applications and technology to access and utilize information. The emphasis of Arts Education at this stage is on development of creative expression and expression through visual art forms.

3.0 Paradigm shifts and salient features of the Curriculum

Salient Features	What does it mean?	What is its implications for curriculum implementation? (examples)
Theme-based	The present curriculum encourages a 'theme-based' rather than a 'topical' approach in all the curricular areas, particularly upto the primary level. Thus, it does not proceed with a list of topics where focus is on coverage of content. The theme facilitates in addressing the issues related to the area under study in a holistic manner. At the upper primary level (Classes VI-VIII), within the subjects, efforts have been made to address environmental and social issues related to the concepts, in a thematic manner.	• *Focus would not be on coverage of content but on providing opportunities for holistic development.*
Child-centred	The curriculum gives primacy to children's experiences and their active participation. The identified concepts, skills, issues and concerns included in the curriculum are developmentally and age-appropriate with the understanding of the child progressing gradually from self to the immediate surrounding and further to the wider environment.	• *The learning process would be from simple to complex, concrete to abstract, informal to formal in a logical and phased manner.*
Use of a wide range of learning experiences	Recognising different learning styles and individual differences among children, the curriculum suggests a range of transactional strategies varying from classroom discussions, case studies, field visits, role play, project work, surveys, hands-on experiences, experimentation, model making, poster making, slogan writing, etc. Thus the curriculum aims at ensuring that learning is a joyful experience for all children and that they are able to understand not only what they learn, but also how this learning is relevant in their lives, both for present and future.	• *Create situations for children to act as critical observers who participate actively in the learning process.* • *Use a range of interesting and engaging activities that cater to different learning styles.* • *Provide opportunities for children to reflect on issues and to be able to understand different perspectives and multiple contexts.*

Salient Features	What does it mean?	What is its implications for curriculum implementation? (examples)
Sequential arrangement of learning experiences (Spiralling)	An attempt has been made in this curriculum to design a sequential arrangement of learning experiences, that will provide a spiral of cumulative learning. As they progress through classes, children will revisit certain topics/ themes/ concepts which are repeated consciously as an entry level behaviour to build new learning. However, the depth and complexity of the theme or topic/concept will increase with each revisit. The new knowledge would be put in the context of the pre-existing knowledge which would serve as a base or the foundation for the next level of learning.	• *Be conversant with the curriculum, not only for the subject and class that you are teaching but also with what has been covered in previous classes/linked with previous topic or theme and what is expected in the succeeding classes.* • *Plan lessons taking into account prior knowledge and experiences of the children.* • *Provide assistance with assimilation of previous and new knowledge.*
Integrated approach	Instead of moving from one topic/ subject area to another, in a disconnected, compartmentalised manner, the present curriculum encourages an integrated approach to teaching-learning, so as to enable children to comprehend learning experiences as a unified whole. The curriculum aims to help children make sense of life's experiences by helping them connect and correlate knowledge and experiences across various topics within as well as across subject areas. Different domains of learning, i.e., cognitive, affective and psychomotor (head, heart, hand) have also been dealt with in an integrated manner rather than addressing them in isolation within/across the themes.	**Think and Write** _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Salient Features	What does it mean?	What is its implications for curriculum implementation? (examples)
Scope for Contextualization	The curriculum provides flexibility to schools to adapt and contextualize as per their own requirements and the needs of the children. While the key concepts/ areas have been spelt out for each subject in the curriculum, it is expected that the teachers would adapt and use appropriate transactional processes, based on the resources available, the interests and aptitude levels of children, as well as their geographical locations and the socio-economic and cultural contexts.	• *Start with what children already know from home, school and community.* • *Design activities that are relevant for children in terms of their local contexts.* • *Help children in connecting and applying their learning to home and community.* • *Include different kinds of activities, keeping in mind the interests and preferences of children.* • *Use learning resources that are locally available.* • *Select pedagogy as per the needs and interests of children.*
Social Constructivist approach	This approach lays emphasis on learning by doing (I do, I understand much better). Also, children learn better while interacting/discussing with elders/others. Thus this approach provides opportunities for children to construct their knowledge rather than placing them as recipients of information in the transactional process. The knowledge gained by them is thus an outcome of the children's involvement in the learning process. Engaging/involving children in exploring, observing, inventing the world around them helps in the process of construction of knowledge.	• *Provide opportunities for collaborative learning through interaction with family, peers and elders.* • *Provide opportunities as well as the necessary resources to enable children to experiment, explore and discover for themselves.* • *Provide some flexibility in the classroom to accommodate*

Salient Features	What does it mean?	What is its implications for curriculum implementation? (examples)
		development along lines of enquiry of the children. • *Create an environment in the class where the children feel safe to ask questions.* • *Prompt inquiry by asking thought provoking, open-ended questions*
Values and Life Skills	The present curricular approach encourages development of values, as well as life skills age appropriately, at all levels. These skills and life skills are not to be developed in isolation and are not 'add on' activities, rather, these are to be developed in an integrated and infused manner. The age appropriate skills and life skills have been mentioned in the curriculum as a reference point for teachers.	**Think and Write** _____ _____ _____ _____ _____

Activity 3: Small group discussion

Let us do

- Give five reasons, why constructivist approach is better for children's learning.
- You have learnt about the salient features of curriculum. Identify any three features that you will be able to implement easily in your class/ school.
- Identify three features which may not be so easy to implement.

4.0 Curriculum organization: Major components of the curriculum

The major components discussed and presented in the present curriculum are:

> **4.1** Learning Outcomes
>
> **4.2** Key Concepts/ content outlines
>
> **4.3** Learning Resources
>
> **4.4** Transactional Processes
>
> > **4.4.1** Planning
> >
> > **4.4.2** Implementation
> >
> > **4.4.3** Assessment for Learning

4.1 Learning Outcomes

When you plan a lesson, you keep in mind the expectations of the learning process. This expected learning is nothing but the 'Learning Outcome'. In the context of teaching-learning, these are the criteria of assessment or learning pointers which help teachers to benchmark expected learning of all children at the end of the course.

> Learning outcomes are the terminal level behaviour of children. These are developed keeping in view the age and developmental level of children.

What are learning outcomes?

Broadly speaking, Learning Outcomes are statements that describe significant and essential learning that children have achieved and can reliably be demonstrated at the end of the unit/term/session. In other words, Learning Outcomes identify what a child will know and be able to do, by the end of unit/term/session.

Why should you use Learning Outcomes?

Learning Outcomes can be used by the teacher to:

☞ design materials more effectively;

☞ select appropriate teaching-learning strategies in accordance with the intended learning outcome;

☞ select appropriate assessment strategies.

Why should we follow Outcome Based Learning (OBL)?

Outcome based learning is a process (not programme or package) to be followed by teachers by using various strategies to achieve the identified learning outcomes by all children over a period of time. Outcome based learning is learner centred and result oriented with the belief that all children can learn.

In order to make OBL work, the following points need to be kept in mind:

- What the child is to learn must be clearly identified;
- Multiple strategies need to be used to meet the needs of each child
- Adequate time and assistance needs to be provided so that each child can reach her/his maximum potential.
- The child's progress is based on demonstrated achievement

Why do you need to write/specify your own learning outcomes for the teaching learning plan?

Learning outcomes have been given in the curriculum developed by the CISCE. For English language teaching, broad learning outcomes for each area/skill have been given. While transacting the lesson, you need to translate the curriculum into the teaching learning plan. You must identify learning outcomes as per the text that you are going to take up in the class. You might have to design specific/sub learning outcomes as per the need of the text and then map it to achieve the learning outcomes identified earlier by you through the pedagogical processes.

Nature of Learning Outcomes

What does each Learning Outcome reflect/ depict?

Each Learning Outcome statement has two parts: a potential action part and a content/concept part.

Learning Outcome

An action part	Learning statement/ key concept part
that identifies the performance to be demonstrated by a child	that demonstrates the area in which performance is referred to
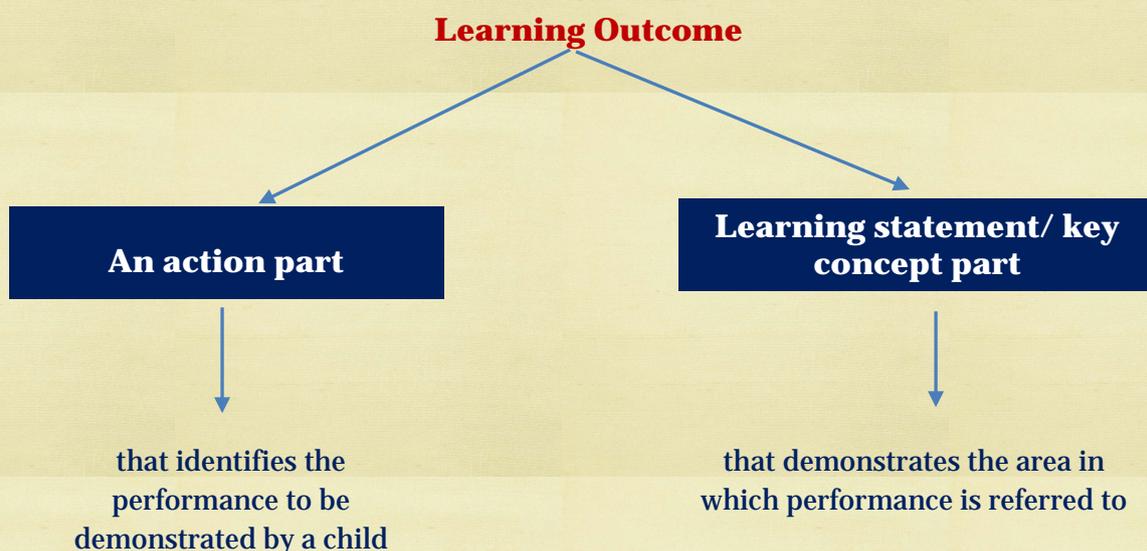
★ **Features of Learning Outcomes**

Learning Outcomes must be **SMART**:

- **S**pecific: define exactly what the child will be able to do

- **M**easurable: indicate how learning will be assessed

- **A**ttainable: can be achieved by the child within the specified time and conditions

- **R**ealistic: all learners who have completed the topic/ activity satisfactorily should be able to demonstrate the knowledge/skills addressed in the outcome;

- **T**ime bound: achievable by the end on the activity/topic/theme.

Learning Outcomes should always:
- reflect essential knowledge, skills, values, attitudes;
- focus on results of the learning experiences;
- focus on performance rather than on the process.
- state ONE action verb in one learning outcomes;
- be written in such a way that behaviour can be verifiable/ observed.

★ **The three domains of human development**

Broadly speaking, the learning of children can be categorised into three domains/levels of human behaviour:

☛ Cognitive domain (Intellectual nature)
☛ Affective domain (Attitudinal nature)
☛ Psycho motor domain (Actionable nature)

Action Part   Content Part

Sub Learning Levels

Cognitive   Affective   Psychomotor

Domains of Learning
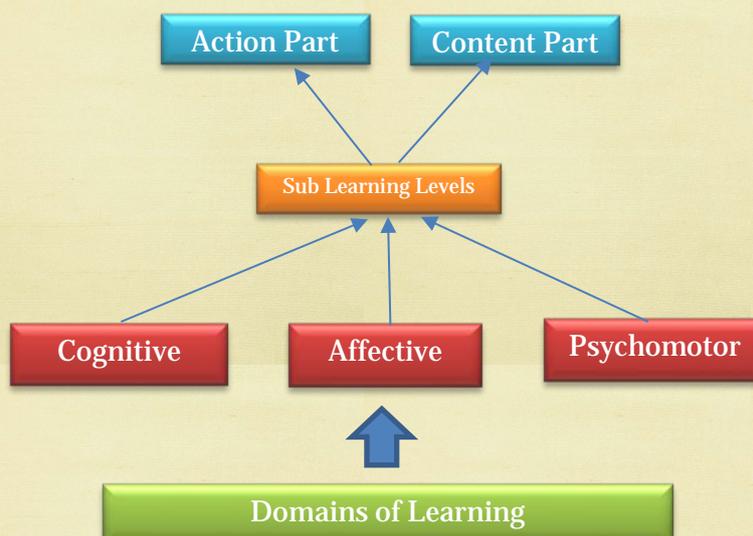
Each domain of behaviour has further sub learning levels as shown below:
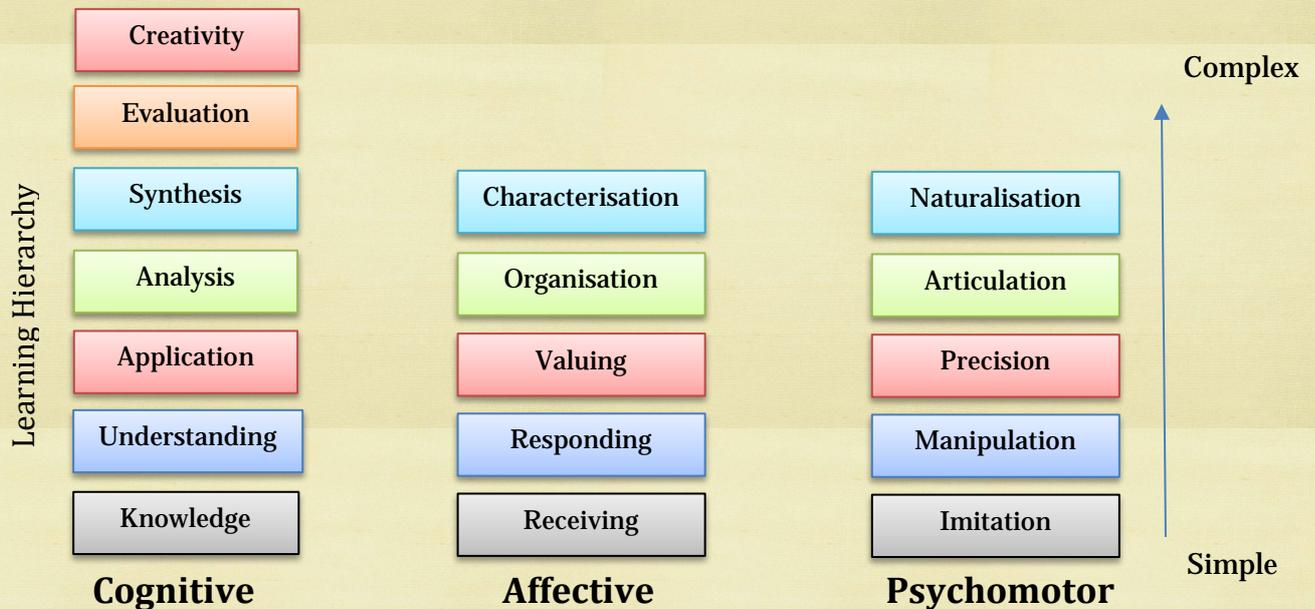

Each level depends on the child's ability to perform at the level or levels that are below it. For example, in the cognitive domain, for a child to be able to apply knowledge (level 3) he or she would need to have both the required knowledge (level 1) as well as an understanding of this knowledge (level 2). Skills related to the concerned subject are covered under the psychomotor domain. The domains of human behaviour can be expressed by using following action verbs of each level: The affective domain is mainly concerned with feelings or emotions. Learning Outcomes dealing with affective domain include attitudes, values and dispositions. Here also, the taxonomy is arranged from simpler feelings to more complex feeling.

Cognitive Domain	Suggested Action Verbs
Knowledge- to know fact/ information without understanding	Recalls, recognition, name, define, list, tell, label, order, collect, reproduce...............
Understanding- *to comprehend learnt information*	Discriminate, classify, compare, contrast, seeing relationship, discuss, locate, report, cite example....................
Application- *to put ideas and concepts in solving problem/ task*	Relate, calculate, draw conclusion, establish relations, making prediction, verify, infer.....
Analysis- *to break information into its components and see interrelationship in ideas/ concepts/ information*	Appraise, connect, criticize, logically arrange, test..............
Synthesis- *to compose & design something new/ modify*	Compose, construct, create, rewrite, develop, formulate....................
Evaluation- *to evaluate/assess own/ peer work*	Appraise, argue/ assess, judge, summarize, convince/ defend............
Affective Domain	Receive/ accept, attempt, praise, share, appreciate, challenge, support
Psychomotor Domain	Draw picture, handle, perform, verbal expressions, hand related (manipulative) activities

Some examples of Learning Outcomes of the above domains for the subject English are given below:

Cognitive level

1. Recall and retell orally and write stories /folktales /myths from diverse cultures that relate to the text and those related to their own development.
2. Recognise nouns as 'naming words', verbs as 'action words', adjectives as 'describing words', conjunctions (and & but) as 'joining words' and prepositions as 'position words' in context.
3. Identify the key ideas from a text that is read aloud.

Affective level

4. Engage in role play, skit and conversation.
5. Show enthusiasm listening to English poems/ songs/ riddles/ tongue twisters etc.
6. Express ideas and feelings clearly.

Psychomotor level

7. Draw and write on a familiar topic (e.g. "my teacher", "my surrounding" etc.).
8. Narrate stories/ recite poems aloud with expression for enjoyment.

Guidelines for writing Learning Outcomes

The following is a list of guidelines to assist you in writing learning outcomes:

- Begin each learning outcome with an action verb, followed by the object of the verb followed by a phrase that gives the context.
- Try to use only one verb per learning outcome.
- Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of.
- Avoid complicated sentences. If necessary, use more than one sentence to ensure clarity.
- Make sure that the learning outcome is observable and measurable.
- Ensure that the learning outcomes are capable of being assessed.
- When writing learning outcomes, bear in mind the timescale within which the outcomes are to be achieved.
- Keep in mind how these outcomes will be assessed, i.e. how will you know if the child has achieved these learning outcomes? If the learning outcomes are very broad, they may be difficult to assess effectively. If the learning outcomes are very narrow, the list of learning outcomes may be too long and detailed.

Let us do

Activity – 4 Small group Work

Select any topic or theme and write any four learning outcomes of Cognitive Level.

_____

_____

_____

_____

4.2 Key Concepts

Presentation of Concepts/content/in the curriculum

Key Concepts have been spelt out for each theme, for all curricular areas. These are the concepts that need to be covered in order to achieve the desired learning outcomes.

The key concepts have been identified keeping the ICSE syllabus as the reference point. This has been done to ensure that children acquire the requisite knowledge and skills that would enable them to make a smooth transition to the ICSE course of studies. The key concepts across classes have been developed in a sequential manner. You will find that as you move upwards from Class I to Class VIII, certain concepts are repeated. However, the extent and depth of content increases progressively as the classes go up.

▪ Spelt out for each theme ▪ Given in Column I in all subjects.	▪ Aligned with the stated Learning Outcomes for the theme ▪ ICSE syllabus as reference point	▪ Arranged sequentially ▪ Concepts repeated across classes with increasing level of difficulty
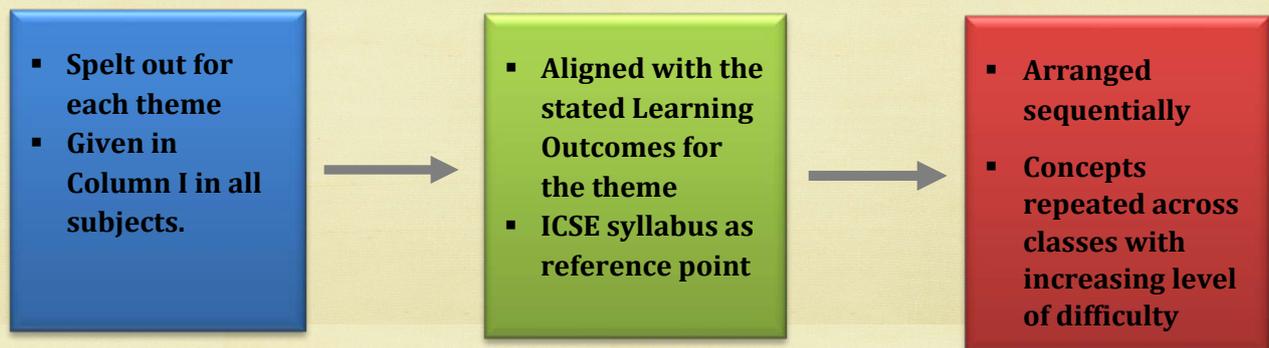
☞ Remember!

- **The Learning Outcomes should be achieved by using the Key Concepts - it should not be the other way round!**

The focus should be on achieving Learning Outcomes by using the content as a means/exemplar. This may be understood by the following example:

If the children need to learn the ability/ skill to classify, the content used may be as per the local context and need (in a rural area, the objects may be different from those used in urban areas), but the Learning Outcome will remain the same - i.e. the ability to classify.

Activity -5: Open Discussion

Select any key area/content in English from the curriculum and suggest ways in which it can be dealt with in the classroom.

Let us do

4.3 Learning Resources

- **What are Learning resources and Learning materials?**
- **What is the difference between the two?**

Learning Resources include texts, digital materials, classroom discourses (i.e. discussions and interactions with peers, elders/teachers) and other materials that the teacher uses to assist children to meet the learning expectations outlined in the curriculum.

Learning Resources provide opportunities to children to explore/construct ideas and knowledge, collaborate, solve problems, and develop skills. In the teaching-learning process, teachers can use a variety of stimulating and exciting learning resources. The learning resources need to be based on the curriculum, developmentally appropriate, and take social considerations into account.

In general, learning materials may include:

- textual/ written material e.g. textbooks, work sheets, other books, news clippings;
- non-textual material e.g. pictures, posters, photographs, drawings;
- other concrete material such as teaching aids, learning aids, etc. e.g. globe, equipment, material made during training programme;
- manipulative/ hands on material e.g. clay, functional learning aids;
- e- material e.g. videos, films, movies, etc.

At the primary and upper primary levels, use of Learning Resources is based on two broad criteria:

⭐ Criteria of selection
⭐ Criteria of utilization

Criteria of Selection of Learning Resources: It refers to the selection of age-appropriate resources by the teacher to fulfil the desired Learning Outcomes. Selection of Learning Resources depends on:

- Relevance of resource to the content/theme (Principle of suitability)
- Potential to create interest and motivation among children (Principle of creativity)
- Ease of use by the learner (Principle of simplicity)
- Availability (Principle of accessibility).

Do you know!

Learning Resources are devices and procedures that help to make teaching & learning more interesting, stimulating and effective.

Broadly speaking, a learning resource is a source from which learning benefits are produced. It is required to accomplish an activity or to achieve desired outcomes.

Learning Resources include Learning Materials along with other learning opportunities created through discussions, questioning, etc. in the teaching-learning process.

Criteria of Utilization of Learning Resources:
this is based on how best children are able to use the resources under the guidance of the teacher. Learning Resource utilization again depends on:

- Time availability to children
- Proper availability of material in proportion to the children.
- Cost effectiveness of the material

> **Remember!!!**
>
> Learning Resources are not only teaching-learning materials, they also include classroom discourses such as peer/group discussions, sharing experiences, children's drawings/work etc., grandparent's experiences/narratives (past experiences).

In the present curriculum, in each curricular area, Learning Resources have been suggested, as these resources have a major role to play in the learning process. While studying or using the present curriculum, the following points must be kept in the mind:

- Learning Resources have been given in each subject area and dealt with further under each theme. However, these learning resources are suggestive in nature. You can create and use many more.

- You will also find that many kinds of learning resources are common and may be used across different subjects areas, depending on the nature of the content/concept. You need not create new learning materials every time.

- Developing ideas through talks or discussions are valuable learning resources in the classroom. Such discourses make learning more experiential and context specific.

- Local resources are the best learning resources for children as these are familiar and would be cost effective as well.

- Using resources that involve application of different senses (auditory, visual, touch, smell taste) of children improve the quality of learning, making it much more meaningful.

- Every teacher can create a learning corner in the classroom by organizing all developed material.

- Learning materials made by children themselves help in enhancing learning.

Let us do

Activity-6: Group work

1. Select any one concept/skill area (language) and write what Learning Resources you would like to use to transact the concept. Give reasons for using the identified resources.

2. List the different kinds of learning materials which you can develop (handmade or e-material) in your subject area, for your topic/area of choice.

4.4 Transactional Processes

Let us study and reflect on the two situations given below:

SCHOOL A

- The teacher delivers a lecture in class while the children listen.
- The teacher uses a textbook and workbook and writes the answers on the blackboard for children's convenience.
- The children sit in their individual seats and work.
- Assessment is mainly done by paper pencil tests.

SCHOOL B

- The teacher listens to the children's experiences related to the theme.
- The teacher gives opportunities to children to observe, explore, ask and discuss.
- The teacher uses a variety of learning resources in addition to the textbook and workbook.
- The children work in large/small groups.
- The teacher uses a variety of ways to assess learning.

- What are your reflections on the functioning of School A and School B?
- What would be the probable reasons for their functioning as mentioned?

In the present curriculum, the transactional processes suggested are based on the ways in which children learn and construct their knowledge. These include learning from individual/small/large group activities, learning through various processes such as, observation, discussion, experimentation, classification and assignments such as, project work, written and oral work, etc. The transactional processes are suggestive rather than being prescriptive and can be adapted according to the child's needs and contexts.

In order to make the transactional processes need based, child-centred learning should be followed. The Child-centred learning makes each child an active participant in the teaching-learning process, rather than a mere recipient of knowledge/information.

In order to understand child-centred learning, you need to answer the following questions:

- How do children in the early grades learn?
- What kind of learning environment is required for OBL?
- How should a teacher plan child-centred learning?
- How should assessment be done in such classrooms?

Let us discuss these questions one by one.

How do children in the early grades learn?

Every teacher must know and understand the developmental characteristics of children. While organizing the T-L plan they need to design the learning process ensuring that it is age-appropriate. Some principles that should be kept in mind:

- No child is a clean state/empty vessel, to be filled with information, that only the teacher can provide. This is a myth! Every child comes with prior learning experiences. The teacher needs to build upon the child's existing knowledge and experiences available with him/ her;
- Every child learns at her/his own pace of learning;
- Learning is a continuous and ongoing process, which is not restricted to school alone.
- Children in early classes learn better through experiential learning.
- Children also learn through the errors/mistakes they make.

What kind of learning environment is required for OBL?

- A safe, secure and happy environment always encourages meaningful and active learning.
- A print rich environment and maintaining learning corners help in developing creativity and make the children more independent.
- A flexible seating arrangement increases opportunities for interaction among children.

How should a teacher plan a child-centred perspective based learning?

Before going into the classroom, detailed planning is required. This planning process is as important as the execution of the teaching-learning process.

The teaching-learning process can be divided into three parts:

(i)   Part I - Planning

(ii)   Part II - Implementation

(iii)   Part III - Assessment (Assessment for learning)

Parts II and III of the transactional process are in practice but not in the sequence given. Both happen simultaneously in the teaching-learning process. For developing a better understanding on these aspects, each has been dealt with separately.

4.4.1: Planning

Planning of the classroom teaching-learning is an important step. Major parts of this step are:

Step 1: Identifying concepts from theme/unit and developing a concept/ theme map

Identify any concept from a theme/unit and develop a concept map.

For developing a concept map you may:
- Brainstorm with the children
- Brainstorm on your own
- Consult other material/books/resources
- Discuss with other teachers

Concept maps are pre-planning tools that visually depict the vertical progression of a topic, within and across the theme, covering concepts and skills together.

This process would help you to take care of the needs of all children. It will also help provide a holistic perspective of concepts within the identified theme. Developing a concept map will also enable you to understand children's entry level behaviours, interests and learning styles and facilitate in designing teaching-learning activities that take care of the different domains of the child behaviour.

Concept/Theme Map

Summer

Sun glasses

?

Rainy ← Seasons

Umbrella

Accessories → Cap

Winter

Weather

Silk

Fruits

Cotton ← Clothes

Food/ drink

Lemonad

Woollen

Soft drink

Vegetable

Hot drink

?

The concept map will also help you in ensuring that the teaching-learning is:

- Engaging - takes care of the interests of children.
- Relevant - the content used is appropriate
- Challenging - takes care of logical knowledge of sub-concepts
- Significant - based on an understanding of commonality of human behaviour/experiences

Step 2: Developing / selecting sub-learning Outcomes

Keeping in view the needs of the children, the key concepts/sub concepts, sub-learning outcomes should be developed. The learning outcomes should take care of all aspects of the child behaviour and must always be written in behavioural terms, which have been discussed in the earlier section of this module.

Step 3: Designing Activities and organising learning experiences

While selecting /designing activities the following points must be kept in mind:

- Age-appropriateness of the activities with respect to the LOs

- Entry level behaviour of children

- Learning experiences of children

- Needs of ALL children, including the disadvantaged sections and the differently abled

- Feasibility of organizing specific activities.

- Time and space flexibility for organizing activities

Step 4: Selection/identification of learning material and resource availability

Some aspects that need to be kept in mind while selecting/identifying learning materials are as follows:

- Safety and ease of use by all children

- Cost effectiveness

- Appropriateness in terms of age (developmentally appropriate)

- Scope for reuse

- Accessibility to all children

- Potential for posing challenge, stimulating thinking

Learning material can also be developed by the teacher using locally available material.

4.4.2: Implementation

While implementing/ transacting the teaching-learning process, the following points must be kept in mind:

- About 2-3 minutes must be devoted for creating readiness, arousing interest and warming up.
- While introducing new concepts, a few minutes must be spent on discussing children's earlier, related experiences. Time must be devoted to sharing experiences/asking questions. This will help you gain a better understanding of the learning status of the children (entry level behaviour). You can then employ appropriate learning strategy/strategies.
- More than one strategy may be included in the transactional process depending on the nature of the concept/concepts
- Care must be taken to select strategies that provide ample opportunities for children's participation/active engagement in the learning process.
- Based on the level of participation of children, some examples of strategies have been mentioned below:

Children's participation

Level of Participation

Less Involvement

- Demonstration
- Panel Discussion
- Teacher's Talk

_____
_____
_____

More Involvement

- Group Discussions
- Observations
- Reflective Process
- Group Learning Practices

_____
_____
_____

Maximum

- Role Play
- Debate
- Field Trips
- Story Telling
- Jigsaw Puzzles
- Inquiry base learning
- Project based learning

_____
_____

Let us write some more strategies for classroom transaction
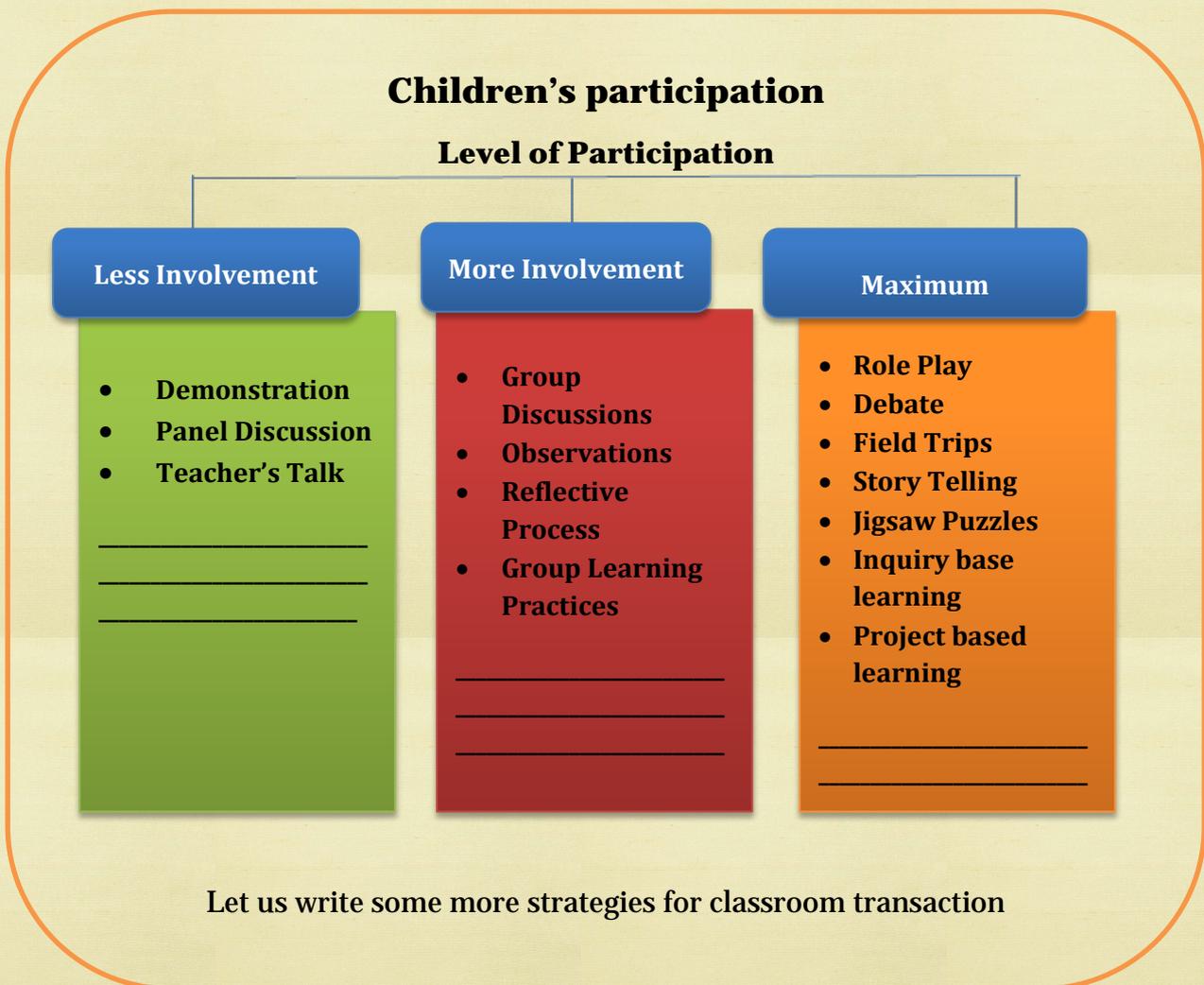
4.4.3: Assessment *for* learning

Assessment *for* Learning is one of the components of the curriculum in general and the teaching-learning process in particular. In Module II, you will study some exemplars related to the concerned subjects. In those exemplars, you will find that the Assessment for Learning is inbuilt into the transactional process. However, before discussing further on this aspect, let us reflect on the following questions:

1. **What is the purpose of Assessment *for* Learning?**

2. **Does it need to be reported?**

The purpose of Assessment for Learning is three-fold.

- **Diagnostic**: When a teacher wants to know, what a child knows or does not know. This helps the teacher to identify the child's level of learning, for example, when a teacher initiates any topic, she asks certain questions - these questions are diagnostic in nature. Apart from the initial questions, the teacher also poses many questions during the teaching-learning process - their purpose is also diagnostic.

- **Feedback to children**: Another major purpose of this assessment is to give inputs and feedback to children for improving the learning / enhancing the learning level of children, for example, during the teaching-learning, after asking diagnostic questions from children, teacher identifies learning gap(s). This helps in giving timely feedback and inputs to children for correcting the mistake/ misconceptions.

- **Feedback to the Teacher**: This assessment also provides feedback to the teacher. If the teacher finds that the learning level of the children is not age-appropriate, or the LOs are not being achieved among most of the children, he/she can review and revise the teaching-learning strategies/ key concepts / LOs.

Regarding Question 2, you all would agree that the Assessment for Learning data is 'formative' in nature – 'formative' comes from 'formation', that is, formation of the learning process. Such assessments do not require structured tests, and all children are not required to assessed at the same time. Many a times, the children may not even know that they are being assessed. Thus, such data may be used by the teacher to help the children improve further.

So, what are the features of Assessment for learning?

Assessment for learning:

☛ facilitates active involvement of children in the teaching-learning process

☛ helps in identifying strengths and gap areas in children

☛ helps teachers to review and revise the teaching-learning plans

☛ helps children to get timely feedback to correct their errors/misconceptions

☛ is not judgemental, or evaluative in nature and not for reporting purpose

☛ provides opportunities to children to reflect on their own work / work of peers

☛ has scope for children to make mistakes and to correct them.

Let us do

Activity-7: Group Work

Select any key concept/sub topic/sub-area of your subject choice and:
  – Write Learning Outcomes
  – Select Learning- material

Detail the learning process with respect to:

  – Planning
  – Implementation
  – Assessment

5.0 Assessment of Learning

■ Do you know the difference between *assessment for learning* and *assessment of learning*?

■ What is the purpose of these two kinds of assessments?

■ How should a teacher design assessment of learning tests of varied kinds keeping in view the Learning Outcomes?

5.1 Difference between assessment *for* and *of* learning

These two kinds of assessments are not the same.

Assessment during the teaching learning process is referred to as assessment FOR learning. This provides teachers and children important information about children's learning gaps, strengths, weaknesses and difficulties so that timely action can be undertaken and corrective measures adopted by teachers. The value of assessment lies in ensuring that the process is continuous, comprehensive and not a one- time affair, so that it helps teachers plan better and in an ongoing manner for improving children's learning, performance and contributing to their holistic all round development. It also implies that the process should focus on collecting information on all aspects of the child's development and not be only subject or text-book based.

Assessment OF learning is the kind of assessment that 'SUMS' or SUMMARISES the development and progress of children at a particular time (end of term/ course/unit). It is intended to measure pre-determined Learning Outcomes. This assessment is a part of evaluation under reporting.

| Assessment *for* Learning	Assessment *of* Learning
The purpose of this assessment is diagnostic – to know the level of learning and identify learning gaps.	The purpose of this assessment is to know what a child has learnt against pre-determined criteria.
It may be informal/formal and is not based on criteria/Learning Outcomes.	It is structured and based on Learning Outcomes/criteria
Usually used during the T-L process to improve the child's learning and the teacher's teaching.	Usually used at the end of a unit/term/end of course to know the progress at a specific point of time.
This assessment is employed as per the needs of the children and is more flexible in nature, varying from child to child.	This assessment is employed, when the teacher wants to assess and know the performance after a specific period of time. It is more structured.
Includes discussion questions, informal questions, homework, class work, worksheets during the T-L process of a theme/topic.	Examples include written question papers, oral work, project work based on Learning Outcomes.
This assessment is always process based.	This is outcomes based.

5.2 Assessment *as* learning

There is a third kind of assessment called Assessment AS Learning, which is based on the premise /convictions that children are capable of becoming adaptable, flexible and independent in their learning and decisions making process. This kind of learning emphasizes the role of the child as a critical connector between assessment and learning.

Thus, this assessment promotes:

- Self-assessment
- Peer assessment

Assessment as Learning through

Helps children to

Self-Assessment

- reflect on their own learning
- identify their strengths/gaps
- become independent
- develop skills for learning to learn
- review their own work

Peer Assessment

- give feedback critically
- learn to be unbiased
- learn from each other
- appreciate others' work
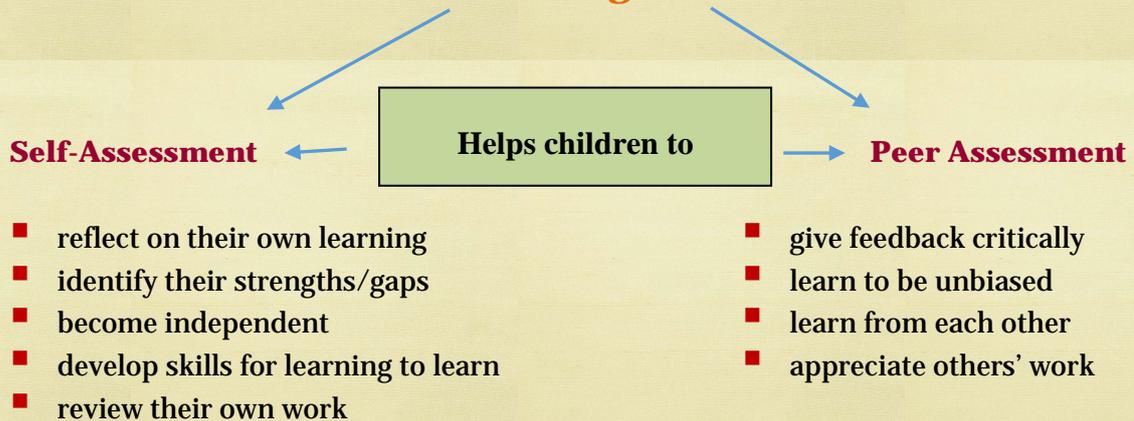
Preparing questions of different forms

While framing questions, the following points must be kept in mind:

The questions should be:

- ☞ Outcome based
- ☞ Content specific
- ☞ Objective
- ☞ Correctly worded

A variety of questions should be included in assessment.

Type of questions

Question Forms

- Fixed Response Questions
  - Objective Type
    - True False Type
    - Matching Type
    - Fill in the Blank
    - Multiple Choice Type
      - Only Correct Answer Type
      - Only Wrong Answer Type
      - Best Answer Type
      - Mixed Type
    - Sequencing
  - Very Short Answer Type (one word, one sentence, complete the sentence)
- Fixed Response Questions
  - Short Answer Type
  - Essay Type Long Answer Type
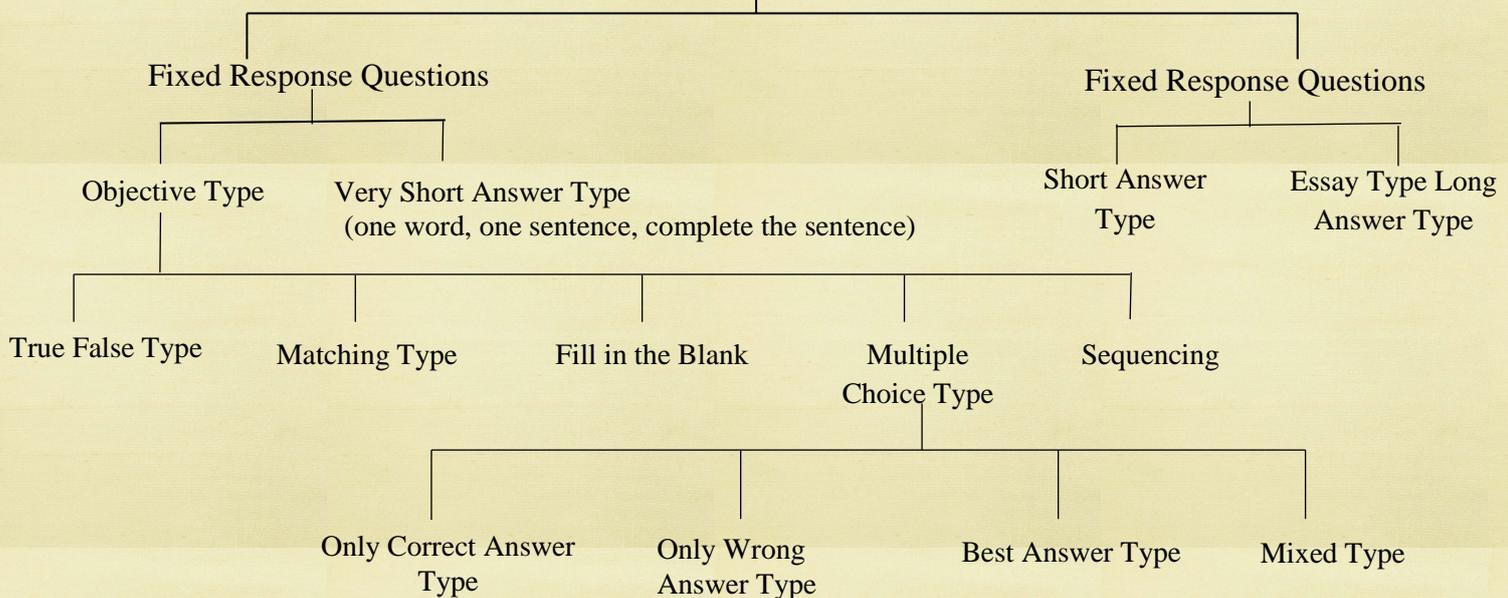
★ **Preparing very short answer type questions**

Examples:

- ✓ Fill in the blank
- ✓ Completion type
- ✓ Location type
- ✓ Analogy type
- ✓ Transformation type
- ✓ Usage type
- ✓ Question type
- ✓ Cloze test (for language proficiency)

Suggestions for writing multiple choice test items:

- ✓ It should be unambiguous and the stem should be clear
- ✓ Alternative choices or distractors should not overlap
- ✓ Textbook language should be avoided
- ✓ Correct response should not be the same alternative
- ✓ Should have wide coverage of contents
- ✓ Alternatives should not be very long
- ✓ Questions must be written in hierarchy

Let us do

Activity-8: Group Work

- – Give examples of different kind of assessments.
- – Frame questions of the following types
  - • Matching type
  - • Fill in the blanks
  - • Analogy type
  - • Multiple choice
- – Also write what behavioural outcomes will be addressed in each question.

6.0 Recording and Reporting processes

6.1 Recording Procedures

In schools across the country, the most common form of *recording and reporting is through the use of report cards*. Most report cards carry information either in the form of marks or grades obtained by children in tests/ exams for a term/ period. The crucial question that arises is, what can be done to improve the process of recording to make it more meaningful.

If the central purpose of continuous assessment is to find out the child's level of learning in a particular subject, then it becomes necessary to record observations of the child *while* she/he is on the task or involved in an activity.

How to make recording more effective

- While observing children closely, record your observations/remarks in a diary/register/notebook, or maintain a safe version in each child's profile.

- Assess the child's work during an activity.

- Make a special effort to write qualitative/descriptive statements of a child's work or any interesting incident.

- Prepare a child's profile. (soft or hard form, as the situation demands)

- Record observations of 3 - 4 children in a day so that after a month you may have substantial information on all children.

- Keeping work samples of children in a portfolio.

- Making notes while talking to the child about what is being done and how it is being done.

- Make a conscious effort to note down important changes, problems, strengths and learning evidences in a child.

Some of the recording procedures that can be followed by teachers are:

- **Teacher's Diary** – This is a recording tool for the teacher to maintain day to day information of children.

- **Check list** - Checklists usually offer a yes/no format with respect to an identified criterion. They may be used to identify the presence or absence of conceptual knowledge/ behaviour/ task/skill of an individual, a group or a whole class. Checklists, however, do not provide a picture of the quality of performance/response.

- **Rating Scale** – This is a recording tool used for assessing the performance of tasks, skills, procedures by assigning a value. Rating scales may be used for indicating the degree or frequency of specific behaviours, skills, knowledge or attitudes displayed by the children.

- **Anecdotal Records** - They are used to record specific information of an individual, such as behaviours, attitudes and skills, which can be related to specific outcomes. These are cumulative records which provide information not only on the progress, skills acquired, but also give the direction for future instruction.

- **Classroom Observation**

  Classroom interaction provides a wide range of opportunities to make observations of children's behaviour and learning. As you are aware, some of the observations are made on a daily basis, in an informal manner during the teaching-learning process. Day-to-day observations are easily forgotten if not recorded. Still others are planned observations of children on activities given to them. This type of observation is planned with a purpose and is thus more formal in nature.

- **Portfolio**

  Portfolio is a collection of a child's work and may include projects, assignments, exercises, activities, written and oral tests, drawings and collection of materials, album preparation and other artefacts.

  Work done by a child over the year can be compiled in a folder or in any suitable manner. Teachers can make innovative use of the walls of their classroom. With the help of children, they can paste newspapers on the walls and also make pockets on it. Every child can choose a pocket and write her name on it, and slip her/his work in the pocket. This becomes her/his portfolio. As the school year progresses, the collection in the portfolio would increase. Collection of material for the portfolio may be carried out over a period of time. The teacher can assess the different types of activities carried out by the child and draw a profile of the child from the progress made by the child over a period of time.

  > Portfolios should not contain only the best work but all kinds of work, to show the progress of a child over a period in respective classes. Such a collection shows the teachers and parents what the child has accomplished while also highlighting the abilities of the child. It is a very useful tool for reporting of each child. At the end of every term, the teacher can study each child's portfolio and give specific and useful feedback to parents. The portfolio often helps parents to know more about their child-abilities and interests which they may not have observed at home and helps them discuss these with the teacher.

  Some items that may be included in the portfolio are:

  - Written work – worksheets, samples of creative writing, tests, papers, letter written by a child, reports of out of school activities, etc.
  - Art work – drawings (favourite flower, animals' fruit, etc.) of the child's choice, sample activities given by teacher.
  - Craft work-like paper folding, paper cutting, greeting cards prepared by the child
  - List of story books read by the child titled 'Books which I have read"
  - Collection of various things by a child such as leaves, pebbles, feathers, stamps, newspaper cuttings, etc.
  - Diary entries by children, communicating their feelings and understanding.

☛ Self-assessment sheets on the child's observations as also remarks in which she/he expresses what problems she/he still faces.

6.2 Reporting procedures

The assessments made by teachers and the records they keep help them understand how much the children have learnt, how to improve the teaching-learning process and how to provide more meaningful learning opportunities/experiences to further enhance the learning of each child.

Reporting can be done through:

☛ Reflection by the teacher on children's work

☛ Communicating Feedback on Assessment: Sharing with the child

☛ Sharing child's progress with Parents

☛ Teachers' own reflection on his/her work for enriching children's Learning

★ Reflection by the teacher on children's work

In order to achieve the above, reporting needs to become more communicative, constructive and user friendly. This requires teachers to reflect on what information they have with them through their daily experiences. This could be done in various ways:

■ assess the portfolio and other records on a periodic basis i.e. quarterly (once in every 3 months).

■ review interesting incidents and assess the other aspects of the child's personality.

■ compare it with earlier records.

■ check to see that the same problems have not come up.

■ look at how the problems and difficulties have been taken care of.

■ assess whether the child has improved and if any weaknesses still remain; if so, what action needs to be taken in the teaching-learning situation.

Report of a child:

Mapping the progress of the child by:

– assigning grades A,B,C in the subject areas. These grades will indicate the range within which the child's learning and performance lies in the three performance bands or levels.

– using a collection of illustrations of a child's work to help understand at what level of learning she/he is.

– focusing on different aspects of the child's personality.

– providing qualitative statements about what and how the child is learning along with grades.

– providing examples of the kind of work that has been done by the child.

– highlighting the strengths and also those aspects requiring further improvement.

Teacher's reflection will help in preparing the progress map viz. a cumulative report that provides a clear picture of a child's progress over a given period of time. Only then they can meaningfully guide children's learning in the future and help them to progress from an initial level of understanding and skill acquisition to higher and more complex levels of learning. It will also help identify what it is that the child finds difficult so that the gaps may be addressed. It is through this feedback that changes can be brought about in the teaching-learning process.

★ Communicating Feedback on Assessment: Sharing with the Child

On a daily basis, most teachers do provide informal feedback to the child while she/he is involved in a task/activity. The children also correct and improve themselves while observing the teacher, other children or while working in pairs or groups.

In order to make the feedback more effective, the teacher needs to:

- discuss with each child her/his work, what has been done well, not so well and what needs improvement.

- discuss with the child what kind of help the child needs.

- encourage the child to visit/see her/his portfolio and compare the present work with what was done before.

- share positive constructive comments while the child is working or on the work already done.

- encourage children to match her/his self-assessment with that of peers and teachers.

★ Sharing child's progress with Parents

Parents are interested in knowing how their child is '*doing'* in school, what she/he has learnt, how is their child performing and what is the progress of their child over a given period of time. More often than not, teachers feel they have communicated effectively through comments made to parents such as – '*can do better', 'good', 'poor', 'needs to put in more effort'.* What do these statements mean for a parent? Do such statements provide any clear information of what their child can do or has learnt, etc.? In order to enrich the feedback being communicated, the feedback should be given in simple and easily understood language.

Some aspects that could be included in the feedback are:

- What the child can do, is trying to do and finds difficult to do;

- What the child likes or does not like to do;

- Qualitative statements and with samples of the child's work.

- How the child has learnt (processes) and where did she/ he face difficulty.

- Whether she/he could complete the activity and his/her performance while doing so.

- Sharing the child's work with parents, to help indicate areas of success and improvement.

- Talking on aspects such as cooperation, responsibility, sensitivity towards others, interests, etc. with both the child and parents.

- Discussing with parents (a) how they can help (b) what they have observed at home about the child.

★ Teachers' own reflection on his/her work for enriching children's Learning

Some key questions that may help in reflecting and also discussing children's progress with others are:

- Are my children involved in activities and learning optimally? If not, at what level are most of the children?

- Am I able to understand the different needs of children? If yes, what am I doing to cater to those needs?

- Are there any children who are finding it difficult to reach even the first level? What should I do to motivate and encourage them individually?

- How can I improve my teaching-learning practices so as to bring children from one level to the next?

- How can I motivate children towards self-assessment?

- What are the difficulties I am facing? (Dividing children into groups, finding appropriate activities according to the age and level of the child, insufficient materials for all children, etc.)

- What further help do I need? Who can offer this? (school administration, parents, community, other teachers).

- What effort should I make to arrange better teaching-learning practices?

You may like to think and ponder over these and other such questions that will help you to plan better teaching-learning strategies for the future.

7.0 What the Curriculum users need to know about the present Curriculum: Some Tips

- ☛ The present module tries to provide a holistic picture of the Curriculum. However, before working on the present Curriculum, thorough knowledge and understanding of all aspects of the Curriculum is required.

- ☛ While using the subject and class specific curriculum, teachers should try to link the content areas with those covered in lower classes. This will help in bottom-up planning.

- ☛ The introductory chapter of the Curriculum provides an understanding of the underlying ideas and principles on which the curriculum has been developed. Before using subject specific sections, this chapter of the Curriculum must be read.

- ☛ In each subject area, apart from concepts/key issues of the themes/topics, the total perspective of the subject, has been given. The subject needs to be treated in that perspective.

- ☛ Learning Outcomes (LOs) have been developed for each theme/topic/area. These LOs might not cover the learning behaviour in totality. Sub LOs may need to be developed, as per the need and context of the children.

- ☛ Leaning Resources and Transactional strategies for all subjects are exemplar/suggestive in nature. They may be contextualized, if required.

- ☛ Life skills and values are inherent and infused in the different curricular areas, through the transactional strategies and learning outcomes.

- ☛ Assessment is emphasised in the Curriculum as a continuous part of the Learning process.

☛ The present Curriculum addresses the different core components of the Curriculum as emphasized by the NPE-1986/1992.

☛ In the Curriculum efforts have also been made to suggest ways of integrating themes within and across curricular areas, wherever possible. However, teachers may find many more ways of integration.

Summing Up

- *The present module has been prepared with the aim of developing an understanding on various aspects of the Curriculum, in an interactive manner along with some hands-on activities and assignments to be done by the users during the training.*

- *The present Curriculum follows a constructivist approach by using child centred perspective, along with some other features which make the Curriculum activity based. Implications of these features for Curriculum implementation have been discussed in Section 3.*

- *Learning Outcomes are statements which identify what a child will be able to know and do. Each Learning Outcome has a potential action part and a content/concept part. Learning outcomes may be written according to different levels of behavioural outcomes (cognitive, affective & psychomotor).*

- *Key concepts under each curricular area address the need of the subject in particular. In the curriculum, key concepts have been arranged sequentially, with increasing level of difficulty across classes.*

- *Learning resources are devices and procedures that help to make teaching, learning more interesting, stimulating, and reinforcing. These are not only materials, but also include classroom discourse.*

- *At the primary and upper primary levels, transactional strategies should encourage greater participation of children in the teaching-learning process. This can also be encouraged by using assessment for learning as a process rather than an outcome/product, in the teaching-learning process.*

- *The purpose of assessment of learning is to assess what a child has learnt against the pre-determined criteria of a specific class. This may be accomplished by using various tools.*

- *Recording and Reporting are also a part of teaching-learning cycle. The teacher records a child progress regularly to make the process more objective and reliable for him/her. The major purpose of reporting is to communicate feedback to children and parents. The Recording and Reporting process should also help the teacher to reflect on his/her work.*

Home Assignment

Study the introductory section of the Curriculum for the Primary level, developed by CISCE.

- Write down the strengths/ positive points of this Section from a practitioner's point of view.
- Suggest ways in which this section can be improved further.