

PREAMBLE

Why this document?

India's 12th Five Year Plan (2012-2017) notes that the four main priorities of education policies have been **Access, Equity, Quality and Governance**. The document also continues to prioritize these four areas, but places the greatest emphasis on improving *learning outcomes* at all levels. Various educational surveys, educational data over the years indicated that learning achievements of children in various subjects particularly in Languages, Maths, EVS, Science and Social Sciences are not satisfactory. The Joint Review Mission's reports of SSA of last few years also mentioned that the learning levels of children are not up to the desirable level in spite of all the efforts being made by the states such as timely availability of textbooks and other learning materials, training of teachers, regular monitoring, etc. It is a fact that many a times, teachers complete the textbooks but they do not have clear idea what kind of learning they are expecting from children in respective subjects. Generally teachers use textbooks that would only provide a broad idea as to how to transact the textual material inside and outside the classroom.

The NPE 1986 and POA 1992 emphasized that the essential levels of learning should be laid down and children's achievement should periodically be assessed so as to keep track of the progress towards the NPE goal of ensuring that all children achieve essential levels of learning. Steps were indeed initiated to put into practice the NPE formulation. MLLs were developed class-wise and subject-wise for primary stage in 1992 in the form of competencies. However, over time MLLs appear to have faded away from the educational discourse because the target of educational achievement became the MLLs and not the formation of experimental/ critical minds. The development of class-wise competencies made this exercise more product and rubric-oriented, rather than focusing on overall development of children.

The National Curriculum Framework (NCF-2005) and the syllabi developed as a follow up for various curricular areas at each level (class) consciously do not provide class-wise learning outcomes/ curricular expectations but talk about stage-wise curricular expectations. The learning outcomes or curricular expectations are generally treated as assessment standards. It is therefore necessary to develop clarity that curricular expectations/learning outcomes are achieved to the best possible way whether these may or may not be used as testable construct. Broadly, curricular expectations define what each child should know, able to do and the disposition that should be acquired over a period of time. Curricular expectations are not to be measured class-wise but need to be achieved by the

end of a particular stage as these are long term targets of the Curriculum i.e. abilities, attitudes, values, etc. Learning Indicators along with the pedagogical processes will help achieve these curricular expectations. The learning indicators have been developed for each class i.e. at the end of each class from class I to class VIII. The learning indicators need to lay down the essential levels of learning as postulated by the NPE; The Learning Indicators help in a number of ways by:

- Understanding learning as a process
- Focusing and understanding children's learning on a continuum of learning
- Respond positively to diversity and helping all children to participate fully and achieve well.
- Providing a reference point for parents, children and others to understand the learning of every child in a simple way
- Providing a framework for monitoring, learning and reporting progress about the child

The present exercise is aimed to clarify some misconceptions or confusions related to these areas. With the implementation of CCE, teachers are using CCE as a pedagogic tool. They are expected to regularly assess children's progress as per their pace of learning and provide feedback. Research is consistent across countries, content area and age groups- show that using assessment for learning improves all student achievement more than external tests or educational reforms. CCE also provides opportunities to teachers to use it as an assessment tool so that children's knowledge, understanding, various skills, attitudes, values, etc could be developed over a period of time. Children construct their knowledge and have different learning styles. Thus learning process needs to be seen as a continuum. As we all know in teaching-learning paradigm whatever we plan (inputs) for expected learning of a child, must be translated and reflected in the child's behaviour. However, the path Teaching learning strategies have to be planned according to the needs of the children. For children with disabilities, sign language, audible books, tactile maps and the likes are required. The teacher will have to determine the needs as she/ he interacts with the child, while drawing her path from curricular expectation to transaction and from transaction to attainment. Without identifying learning indicators it is even more difficult for a teacher or a system to move further or improve learning levels. **So there is a need to develop well defined learning indicators to meet the *curricular expectations*.**

Teachers cannot think in isolation to achieve these curricular expectations. Pedagogical interventions that are required to achieve these expectations have also been given for each curricular area. These pedagogical processes provide examples which would help the teachers and other users to understand the extent and the nature of learning on the part of the children related to each curricular area.

The present exercise would also encourage the States to lay down learning indicators and learning outcomes through a *joint effort* of the Centre and States. The States have the full liberty to adopt/adapt these indicators/ outcomes as per their needs. This proposal is

made in view of the fact that an important objective of planning in our country has been removal of disparities in achieving the objectives of educational and pedagogic planning.

All children up to the elementary stage irrespective of their abilities/disabilities, social-economic ethnic background or gender, have right to education. Our school education needs to support our children to develop their knowledge, understanding, range of skills and dispositions to act in the future life as productive citizen. Children have variations in their abilities, dispositions and personal social qualities. Some children have special needs i.e. physical, communication, sensory and/or emotional needs that affect their learning. Some disadvantages may influence their learning such as gender discrimination at home, development delay, limited experiences in early years. Providing appropriate and enriched experiences and modifying the teaching learning strategies help meet the identified learning needs of our children. Inclusive approach not only addresses the diverse needs of children but also provides opportunities to learn from each other. School programmes/activities should coordinate with the community services so as to meet the social, emotional, physical and learning needs of all children including those with special needs.

What does the document include?

NCERT has developed class - wise learning indicators. These have been developed in all the subject areas namely English, Hindi, Urdu, Mathematics, EVS, Science, Social Sciences and Arts Education. Children learn in a spiral way and not in a linear way therefore **the learning indicators have a broad range across the classes and stages and aim to include children learning at different levels.** The document follows the nature and its approach to each curricular area as envisaged in NCF-2005. It also provides guidelines for users given at the end of each curricular area. Some of the guidelines are common but subject specific guidelines have also been provided. This document would provide useful and meaningful insights into the progress and accomplishments of children at various stages of their overall development and finally reach up to the expected learning level at each stage. This would serve as a useful document to parents and to the system at large about the quality of learning and development of children during the elementary stage of school education.