Chapter - II

THEORETICAL FRAMEWORK

2.1 MODELS OF CURRICULUM DEVELOPMENT

Curriculum development is a dynamic process as the society is changing. Curriculum development cannot take place in isolation. It is a holistic approach. It includes the socio-political as well as the cultural aspects of human civilisation. It cannot ignore the human mind and its growth and development as well as physical, aesthetic and ethical aspects of human behaviour. In a fast changing world, a community, an institution and an individual will be able to keep pace with the changing times only when it has an enlightened vision for the future. Tomorrows problem cannot be solved by today’s knowledge, skill and attitudes. A curriculum may be partly or entirely determined by an external, authoritative body like National Curriculum Framework (NCF) in India. Curriculum is all the planned, guided and implemented learning that occurs in a school. A school curriculum plan gives details of the what, when and how of the teaching-learning process in a particular school across the different years and phases of schooling. In formal education or schooling, a curriculum is the set of courses, course work, and content offered at a school or university. A curriculum may be partly or entirely determined by an external, authoritative body like National Curriculum Framework (NCF). Oliva (1997) has analysed curriculum as:

- That which is taught in schools
- Content
- A programme of studies
There are many new possibilities for education and learning. The NCERT document National Curriculum for Elementary and Secondary Education 1988 has visualised the school curriculum as a vehicle for social change. The curriculum has to be dynamic enough to respond to the changing national priorities and long term developmental goals of the country.

2.1.1 Curriculum as a Content

It refers to what is specifically taught in classroom which are the aims and objectives of education. Now how this content is organised varies widely. Some teachers organise content in chronological order while others organise from simple to complex. This is the classical way of understanding curriculum. In this model curriculum means a detailed description of the contents of teaching (syllabi) that teachers deliver to the students through teaching. This model derives from the classical Tyler an educational rationale that teaching and learning process presents a casual relationship (Tyler 1949).

This curriculum model has been followed in many countries. It is a common solution in less developed countries where there is shortage of
adequately trained teachers in schools. The reason for following this model is that it is systematic. Many countries use to have content oriented curriculum in the 1970s like France and East European countries.

2.1.2 Curriculum as Experience

Experience entered curriculum is that curriculum in which experiences are regarded as more important for the development of the child than subjects. True learning is experiencing. Education helps an individual in acquiring experience. Experiencing is a continuous process from infancy to maturity. The best known advocate of this model of curriculum was John Dewey.

The 1994 Curriculum reform in Finland was based on experience centered method.

2.1.3 Curriculum as Framework

The fixed content –based curriculum has been called framework curriculum that only sets objectives and provides broad guidelines for actual curriculum planning. Framework curriculum is normally a comprehensive document that describes the overall aims of schooling, specific goals of education and the objectives of teaching. The purpose of such a framework curriculum is to leave decision making and curriculum planning authority to local education authorities, schools and teachers themselves.

This model of framework curriculum has been followed in the Scandinavian Curriculum Reforms 1990.
2.1.4 Out-come Based Curriculum

In 1980s, the focus of curriculum planning started to shift from teaching i.e. subjects, content, methods to what students should actually learn as a result of school education. It is a student-centered learning philosophy that focuses on measuring student performance, which are called outcomes. Outcome based curriculum contrasts with traditional education, which primarily focuses on the resources that are available to the student, which are called inputs. While outcome based curriculum incorporate a host of many progressive pedagogy. In other words, this curriculum model consists of descriptive attainment targets for learning in various subjects. For example it provides teachers with very detailed lists of knowledge and skills that students should achieve in any given level of their schooling. This outcome-based curriculum became very popular model in many education reforms in 1990s because it gave politicians, parents, and students more information of what is expected of schools in terms of learning outcomes.

The National curriculum Reform in England and Wales and reforms based in New Zealand and many states in US and parts of Australia were built upon the outcome based curriculum and education.

2.1.5 Standard Based Curriculum

While the outcome based model depends on measuring student performance, the standard based curriculum goes even further in setting the criteria what students should know and be able to do in different subjects. The basic logic of standard based curriculum model is that the state, for example Ministry of Education, sets the standard for teaching.
2.2 COMMON POINTS OF ALL CURRICULUM SYSTEM

- All curriculum system and educational reform have respect for child’s personality.

- All the curriculum reforms believe that mind is a powerful force in the life of man.

- All the systems emphasise in free discipline. None of them in favour of physical punishment for inculcating discipline.

- They emphasise on individual and social development.

- They believe in the development of attitudes that foster economic growth.

- All the curriculum system and educational reform recommend life centric curriculum.

2.3 INDIAN MODEL OF CURRICULUM DEVELOPMENT

India follows the eclectic tendency in education. It is a process of putting together the common views of different models of curriculum development into one comprehensive whole. It believes that there is no one curriculum type that fits for all. There are various local and national needs which are also to be looked after.

2.3.1 NEED

- No model of curriculum development is complete in itself. It cannot be successfully applied in all situations.
It is not safe to stick to only one model of curriculum development. We should accept and understand that curriculum is a living organic instrument to help teachers and schools to find optimal ways to educate the children.

Indian philosophy of education reflects eclectic tendency. The Indian thinkers have always recognised the value of adjustment in the midst of conflicting ideologies.

Direct transfer of any one system of curriculum system is doomed to fail due to political and cultural differences.

Curriculum development and education reform needs constant expertise and research and hence no fixed set of ideas can be suitable for all.

2.4 CRITERIA FOR CURRICULUM DEVELOPMENT

The criteria for curricular development has been followed from Tyler's widely read four step analysis. The National Curriculum framework 2005 also follows this four step analysis

1. What educational purposes should the schools seek to achieve?

2. What educational experiences can be provided that is likely to achieve these purposes?

3. How can these educationally experiences be meaningfully organised?

4. How do we ensure that these educational purposes are indeed being accomplished? (Tyler, 1949)
In 1975, the Curriculum Committee wrote “A curriculum may be regarded as the sum total of all the deliberate and planned set of educational experiences provided to the child by the school. As such it is concerned with –

(I) the general objectives of education at a particular stage or class

(II) subject-wise instructional objectives and content

(III) courses of studies and time allocation

(IV) teaching–learning experiences

(V) instructional aids and materials

(VI) evaluation of learning outcomes and feedback to pupils, teachers and parents.

This definition seems to engage the four fundamental questions asked by Tyler. Source– National Focus Group.

The basic criteria or the component of a curriculum are-

1) It refers to content i.e. what is taught in the classroom. Some teachers organise concepts in chronological order proceeding from whole to part etc.

2) After content it deals with concepts. Concepts help students in making sense out of the world around them and help in widespread application. Concepts go beyond tune and space and can be transferred to new situations.
3) To develop the cognitive ability of the child. Complex tasks and projects can be given as their power of concentration increases.

4) Skill formation also forms an important criteria. Skills can be applied or transferred to new situations and new settings.

5) Values are also unavoidable and a good curriculum must take into account all three types of values. They are –

   a) **behavioural values** which is related to the conduct in the classroom

   b) **procedural values** which deals with the rational behaviour of the learner and deals with inquiry learning, critical thinking, willingness to participate in discussion and debates etc

   c) **substantial values** which include beliefs held by individuals as a result of their family, religious or cultural experiences.

6) To develop their psycho-motor ability through games requiring coordination of smaller muscles and to develop skill, strength and speed.

7) To develop the affective domain- attitude, sense of morals of what they have learnt from their teachers and parents.

8) Curriculum should develop emotional aspect as they need love and affection. It should develop the co-operative spirit also as they
love to play in groups. It should thus bring about all round development in the child.

The National Curriculum Framework 2005 holds that each curricular area should be revisited in depth so that specific points of entry can be identified. In this respect the status and role of the arts and health and physical education is important. Aesthetic sense and experience being the prime sites of the growing child’s creativity must be included in the curriculum to give an identity of their own at all stages of education. Work, peace and health must also be included. All three have a fundamental significance for economic, social and personal development. According to the National Curriculum Framework 2005, schools have a major role to play in ensuring that children are socialised into a culture of self-reliance, resourcefulness, peace-oriented values and health.

The purpose for National Education Systems of Australia, Taiwan and China are represented below.

**Australia** - 1. Fulfilling lives and active citizenship  
2. Joining the workforce  
3. Overcoming disadvantage and achieving fairness in society.

**Taiwan** - 1. Utilisation of group life  
2. Productive labour  
3. Eight moral values- loyalty, kindness, love, faith, righteousness, harmony, peace and fidelity.

**China** - 1. Develop good moral character  
2. Develop love of motherhood  
3. Literacy and intellect
4. Healthy bodies
5. Interest in aesthetics.

Source- National documents from State Education Departments.

2.5 SYSTEM OF CURRICULUM DEVELOPMENT IN INDIA

India is a union comprising of twenty-nine states and seven union territories. The Constitution provides directives regarding the development of education throughout the country. The areas in which the respective central and state governments have domain have been identified in the Constitution as the Central list, State list and Concurrent list. Until the late 1970s, school education had been on the state list, which meant that states had the final say in the management of their respective school systems. However, in 1976, education was transferred to the Concurrent list through a Constitutional amendment, the objective being to promote meaningful educational partnerships between the central and state governments. The process of curriculum development in India lies between the two extremes of centralization and decentralization. From time to time, the national government formulates the National Policy on Education which includes broad guidelines regarding the content and process of education at different stages. These guidelines are further elaborated by the National Council of Educational Research and Training (NCERT). Today, the central government establishes broad education policies for school curricula development and management practices. These serve as guidelines for the states. National policies are evolved through a mechanism of extensive consultations, in which all the states and union territories actively participate. Periodically, the central/state governments appoint commissions and committees to examine various aspects of education. In addition, countrywide debate
tions of various commissions, committees and national seminars, and the consensus that emerges during these national debates, form the basis for India’s education policies. During the post-independence period, a major concern of the Government of India and of the states was education as a factor vital to national development. In this context, India’s educational reconstruction problems have been periodically reviewed by several commissions and committees. Their deliberations, recommendations and reports have formed the basis for the 1968 National Policy on Education (NPE) and the National Policy on Education Resolution of 1986. Using as its foundation the NPEs of 1968 and 1986, two curriculum initiatives have been launched by NCERT: (a) The Curriculum for the Ten-Year School—a framework (1975); and (b) The National Curriculum for Elementary and Secondary Education—a framework (1988).

The Curricula at the higher education level are the responsibility of the university, which also prescribe for the colleges affiliated to them. For the primary and middle stages, the responsibility rests mainly with the State Education Department. The UGC, the Board of Secondary Education and NCERT make substantial efforts to improve curricula at all levels. The NCERT has also developed the syllabi and instructional materials used in the schools run by central organizations. However, the states consider whether to adopt or adapt the NCERT syllabi and instructional materials. Thus, the NCERT Curriculum Framework is always a suggestion rather than prescriptive and it is not enforceable by law in the states. However, it is readily accepted by the states because of the NCERT’s credibility and the participatory development approach it follows. The following social, cultural, political, economic and educational reasons have guided the development of the National Curriculum Framework 2005:
1) All citizens of India should have equal access to education. The specific needs of the disadvantaged sections of the society ought to be met through the curriculum.

2) Education of India’s cultural heritage needs to be imparted to students in order to develop national identity and a spirit of cooperation.

3) It is essential to impart knowledge of the citizens’ duties and rights, and ideals of the Constitution of India to children.

4) In view of the degradation of values, it is imperative through the curriculum to inculcate moral and social values among the students.

5) Besides national identity and unity, it is also imperative to develop international understanding through the curriculum.

6) Protection of the environment and conservation of natural resources should be major objectives of school curriculum.

7) In view of the increasing population of the country, it is imperative to include study of population education in the syllabi of different subjects.

8) The curriculum should aim at preparing a child for life, which means that relevant knowledge should be imparted and appropriate skills, competencies and values developed.
9) *Education plays a significant role in national development by increasing human resources. Therefore, the primary objective of the curriculum should be total development of the child's personality.*

10) *All the processes of education should be child-centred, with the teacher playing the role of a facilitator during the process of teaching and learning.*

11) *The curriculum should aim at developing students' creative potentiality to the fullest extent.*

12) *The curriculum should develop a scientific temper among the students.*

13) *The process of evaluation should be continuous and comprehensive.*

### 2.6 SYSTEM OF CURRICULUM DEVELOPMENT IN ASSAM

The Government of Assam has implemented the free and compulsory education policy for students up to the age of 14 years. Schools in Assam are either state run or under the management of private organizations. The syllabus at primary schools is set up by the Directorate of Elementary Education, Assam. While most schools are affiliated to state boards, there are several schools in the state affiliated to the Central Board of Secondary Education (CBSE).

As per NCERT, New Delhi’s initiation and instruction for systematic review of curriculum and syllabi and textual materials of all state and UT
Assam initiated work for systematic curriculum review of the state for entire school education i.e. from primary to higher secondary level with financial support from NCERT, New Delhi. The notification was made from the Secretary to the Govt. of Assam, Education (Elementary & Secondary) Department, Dispur, Guwahati. The committee consists of 38 members with Heads of all Education Directorate, MD, SSA, Secretary, Board of Secondary Education Assam (SEBA), Joint Secretary, Assam Higher Secondary Education Council (AHSEC), experts of Universities of the State and Head of Education Department of the Universities, retired Educationists, NGO members, retired teachers, academician from SCERT, SEBA, Assam State Textbook Production & Publication Corporation (ASTPPC) Ltd., SSA, etc. The Commissioner and Secretary to the Govt. of Assam, Education (Elementary & Secondary) is the Chairperson and Director SCERT is the Member-Secretary of the Core-Committee. The committee was entrusted with the responsibilities of:

- **Setting up of subject Core Groups for syllabus and textbooks for review in the light of NCF 2005.**

- **To ensure that state syllabi are revised to incorporate the values enriched in the Constitution of India and National Policy on Education for knowledge of all subjects.**

In consultation with State Core Committee members Subject Core Groups were formed for each subject for reviewing the curriculum and syllabi for entire school stage. It is to mention here that the groups were formed for all the school subjects (for both scholastic and non scholastic
Theoretical Framework

subjects). Immediately after formation of different subject groups, SCERT initiated the task of reviewing the existing curriculum & syllabi of the state from the month of July, 2006. For these, several workshops/ sittings/ meetings etc. were organized by SCERT till June, 2007 in a phased manner. About 20 Nos. of workshops were organized for reviewing & development of the Composite State Curriculum for entire school education. Each subject group was fully involved in developing the subject syllabi for entire school education covering the primary and the upper primary level.

Assam is a multilingual and multicultural state with different regional medium schools. These regional languages are treated as recognized first language. Hence, the first language curriculum was developed in five major mediums i.e. Assamese, Bodo, Bengali, Manipuri & Hindi from primary to higher secondary stage. Second language curriculum (English) is developed from primary to higher secondary stage. Third language curriculum was developed from V to VIII. While reviewing, time to time consultations were made with State Core-Committee members along with the thorough study of NCF-2005, 21 focus group position papers, new syllabus & textbooks of NCERT, existing curriculum & syllabus of elementary, secondary and senior secondary stage of education in the state. The first draft of the composite curriculum and syllabi of different subjects were placed before State Core-Committee on 20th September, 2006 for their view and comment after which the finalization work started. The curriculum is formally submitted to the Govt.
for necessary approval and action for the implementation of the entire School Education in the state. But SCERT has made a tentative plan for reviewing / developing the textbooks (as per developed and approved curriculum) in phased manner as follows—

**Table – 2.1**

<table>
<thead>
<tr>
<th>Year</th>
<th>Textbooks to be reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2007 to 2008</td>
<td>Class I, III, V and VIII</td>
</tr>
<tr>
<td>2. 2008 to 2009</td>
<td>Class II, IV, VI, IX and XI</td>
</tr>
<tr>
<td>3. 2009 to 2010</td>
<td>Class VII, X and XII</td>
</tr>
</tbody>
</table>

In order to develop a suitable curriculum certain principles have to be kept in mind—

- *Aims to be achieved.*
- *Learners’ need and interest*
- *Civic needs.*
- *Understanding the world as a whole*
- *Learn, ability, utility.*
- *Leisure and recreation.*
- *Variety and flexibility*
- *Local needs*
- *Students’ problem*
- *Time span etc.*
2.6.1 Background of the Earlier Curriculum:

Till the year 2003 the bodies for curriculum development were –

**SCERT** - for Lower Primary level.

**SEBA** - for Upper Primary and Secondary level.

**AHSEC** - for Higher Secondary level

The curriculum for Lower Primary stage was renewed in the year 1997 by SCERT according to the latest philosophy and scientific approach adopted in developed States and Countries involving a wider cross-section of people like students, teachers, teacher educators, guardians, educationists, psychologists, linguists, national award winning writers, etc. The curriculum was developed on the basis of the following points:

- Learner centred teaching-learning process
- All round development of the child
- Need of the child.
- Local specificity
- Joyful learning, activity based and experience based curriculum
- Real life learning
- Meeting challenges of the present and the future.

The Upper Primary curriculum was renewed by SEBA in the year 1986 after a gap of 15 years as per NPE 1986. The newly developed curriculum as well as the textbooks are continuing till today without any major changes due to which a gap obviously creeps in between lower
Primary curriculum and Upper Primary curriculum developed by SEBA.
The renewed curriculum of 1988 has the following features –

- Development of competency was given prime importance.
- The content was selected from real life situation.
- Emphasis on learner based learning.
- Subject-wise instructions on teaching-learning strategies.

A major reform was the introduction of Social Studies instead of History and Geography as two separate subjects. However revision of the curriculum was undertaken by SEBA in 1997-98. Continuous and Comprehensive Evaluation (CCE) was introduced in 1998 and for this purpose curriculum was slightly revised along with inclusion of two distinct areas – scholastic and non-scholastic where non-scholastic areas were evaluated periodically with grades and scholastic areas by marks. In the revised curriculum, Social Studies was replaced by Social Science (a combination of History, Civics, Economics & Geography.)

2.6.2 Development of New Curriculum for Primary Stage

As a first step, it became necessary to develop a holistic curriculum suitable for all children of primary stage upto the age of 14 years. For that the responsibility of development of upper primary curriculum which was previously done by SEBA was transferred to SCERT vide Govt. order No. PMA/SSA/14/2002/pt.-1/ 30.dtd. 25th January’2003. Meanwhile new developments emerged in the national level due to constant changes taking place in different spheres of human life across the world. In tune with such changes curriculum renewal was undertaken in the year 2000 as a first step for the first decade of the 21st century. Attention has been
given to the following points related to primary education throughout the world:

- to tailor school programmes so as to suit even the first generation learners whose number has been swelling as a result of recent efforts.

- pedagogical implications emerging from implementation of Minimum level of learning (MLL).

- reduction of curriculum load.

- flexibility in curriculum with a view to addressing diverse needs and contexts of different communities.

- to refocus on value-based education to arrest noticeable erosion of values.

To bring about the changes required, SCERT, Assam was entrusted with the work to develop the curriculum for the upper primary stage in continuity and sequence with lower primary. For this purpose the following actions were undertaken:

- Collection of Public opinion from Guardians, Teachers, Community and Students.

- Thorough study / review of SEBA curriculum / other State curriculum / CBSE curriculum / curriculum of private institutions.
Theoretical Framework

- Study and preparation of a status report of the State consisting of existing educational scenario, socio-cultural background, economic condition, background of the State.

A Status paper was prepared incorporating the public opinion collected and the studies of different curriculum and status report of the State.

A number of State-level workshops were organised involving State level resource persons, educationists, subject-experts, teacher-educators, teachers, retired personnel of the Education Department, NGOs, etc. After discussion in these workshops a consensus was arrived at regarding the formulation of the curriculum and as a follow up action, a detailed curriculum was developed in the workshop by the Core group formed for each subject / areas involving teachers in each stage of learning. Some changes have been incorporated in the new curriculum.

- Equal importance has been given to both scholastic and co-scholastic area for all round development of the child. For example in the new curriculum, Art Education, Health and Physical Education have become compulsory subjects under the scheme of studies, making these subjects equally important as Language, Mathematics, Science and Social Science, etc.

- Another significant change was introduction of Environmental Education as compulsory subject of study for all the learner.

- In view of erosion of values observed in present society, Value Education as demanded by majority of the public is given maximum importance. Though Value Education is not treated as a separate subject some compulsory activities / programmes
have been incorporated in the school education. Since inculcation of values is feasible through activities of Scout & Guide/ NCC (National Cadet Corps), these have been incorporated in the curriculum.

- To help children develop self-reliance and awareness and gain exposure to various vocations.

- The subject Science has been changed to Science & Technology. To cater to local needs Agriculture, Veterinary, Pisciculture, Horticulture and Poultry farming, etc. have been incorporated in the Science curriculum as an introduction and also to create awareness.

- Many activities which will help learners in their all round development through co-scholastic area have now become compulsory and have been incorporated with proper weight age and time allocation in the school academic year, through which each child will get equal scope for development of his / her personality.

- A major change has been made in the Evaluation system. Traditional Half Yearly and Annual Examination have been replaced by Periodical Evaluation

- Change in pedagogy and learning process has been suggested.

- Activity programme has been selected and identified on the basis of local need.

- The curriculum load has been reduced to the extent of learning capability / ability of child, so that every child is able to cope up
with all the learning areas of the curriculum to the fullest extent.

2.6.3 Salient Features of the New Curriculum

1) Foundation of curriculum rests on three basic pillars built on the principles of

   - Equity
   - Relevance
   - Excellence

2) Curriculum provides and ensures

   - Equality of opportunity for all
   - Quality education to all including girls and special focus group children.
   - Considers impact of globalization on today’s world.
   - Fosters desire and ability in learners to live and work together in a global village by inculcating universal values such as human rights, respect for others, etc.
   - Emphasizes inculcation of values so that the learner is able to inculcate these values both through scholastic and co-scholastic areas throughout his/her school life.
   - Links education with life skills.
   - Focuses on development of basic skills and technical know how to solve day-to-day problems at home and in the society.
In the curriculum slight modification in the three language formula has been made with respect to providing opportunities to different linguistic groups living in the State as per needs and demands of these groups.

3) Emphasis on Environment Education – its awareness, problems and solutions in learner’s day-to-day life.

Relating education to work in order to develop a positive attitude towards manual work and to prepare students for pursuing any vocations of their choice in future.

Work education has been made a compulsory subject under the ‘Scheme of Studies’. Thus, it aims at enabling children to become self-dependent and self-reliant.

Enormous scope and provision for practice in the following areas – Health, Sports, Yoga, Scout & Guide, Morning & Evening Assembly, Cultural and Literary activities, Melas, Field trips, Camps, etc.

Shifting from traditional teacher centred learning strategy to the learner centred approach where participatory, activity-based, environment based learning process has been suggested.

Traditional teaching-learning technique is totally discouraged. Instead the teaching-learning strategy should adopt various modes such as the following –

- Activity based
In place of theoretical, knowledge based examination, Practical and Need based Periodical Evaluation and CCE is introduced for Elementary level followed by Remedial Measures till each competency is attained by each learner.

Guidance and Counselling is another salient feature of this curriculum. By this, teachers are encouraged to adopt need based, innovative teaching-learning strategies for individual learners instead of adopting common teaching-learning practice for all children.
2.6.4 Expectations

The following expectations are envisaged from this curriculum –

- Each child comes to school regularly and learns in a learner friendly, fear free and secure environment thus enhancing learning by each child.
- Learning will be enjoyed by each child and it will be ensured and guaranteed.
- Learners will be able to apply effectively their experiences in day-to-day life while performing various activities.
- Each learner will be a worthy citizen of the society possessing desirable qualities and values.
- With a focus on developing a healthy and constructive mind, this curriculum will strive to create a learning society based on trust, fellow-feeling and peace.

- No child will be left out from receiving education upto Elementary stage (I - VII) and continuing it beyond class VII if he/she so desires.

2.6.5 Areas Covered in the New Curriculum

Curriculum is the heart of the educational system. Therefore curriculum is given high priority. It is the base on which the teaching learning process is planned and implemented. Through curriculum the general objectives of education are realized. All round development of the child is aimed at through transaction of curriculum, acquisition of knowledge, development of understanding, inculcation of skill, positive attitude and values, formation of healthy habits and pleasing personality. It is curriculum through which the general aims of School education finds concrete expression. In the words of Cunningham, "It is a tool in the hands
of the artist (the teacher) to mould his material (the pupil) in accordance with his ideals in his studio (the school)". So curriculum does not mean only the academic subjects of instruction or a course of study having a list of contents and indicating activities, which are only a part of the curriculum. The curriculum must include the totality of experiences that a pupil receives through the manifold activities that go on in the school, inside the classroom as well as outside, at the playground and in the numerous informal contacts between teachers and pupils. In this sense, the whole of school life becomes a school curriculum which can touch the life of the students at all points and helps in gradual unfolding of a balanced personality. The curriculum must consist of contents and activities. A scheme of studies and school programmes are included in the curriculum for the overall development of the child. The curriculum has a common scheme of studies which is to be followed in all the stages of school education including upper primary level with emphasis on the skill of 'learning how to learn' with flexibility of content and mode of learning to suit all learners. Value education will not be introduced as a separate subject but will be inbuilt into different scholastic and non scholastic areas. Learners at Upper Primary level will experience transition from childhood to adolescence and therefore, needs and problems of adolescence such as process of physical growth, population education, HIV/AIDS, drug abuse will be consciously tackled both by teachers and parents & guardians. Guidance and counseling services at school level with the help of doctors from the community are to be provided.

Curriculum will aim at enabling learners to –

- Acquire knowledge
- Develop understanding of ones own culture and diversity
- Inculcate skills for development of positive attitude.
- Foster values and all round development of learners' personality.
Scholastic and co-scholastic areas and the behavioural outcomes from each area of learning are already included in the scheme of studies. The scheme of studies are as follows:

- Three/four languages
- Mathematics
- Science & Technology
- Social Science
- Work Education
- Art Education (Visual & performing)
- Health & Physical Education (including games & sports, yoga, NCC and Scouting and Guiding)
- Environmental Education
- Activities like morning assembly, celebration of festivals & literary activities, excursions & field trips, exhibition etc. for development of non-cognitive skills.

All compulsory school subjects in the scheme of studies are considered as scholastic areas and all other activities / programmes, etc. done in the school years are to be considered as non-scholastic areas.

2.6.6 Scheme of Studies

The compulsory subjects to be studied at upper primary stage of school education are as follows.

1. Three languages : (Mother tongue/ language used as medium of instruction /MIL/regional language/English).

2. Mathematics

3. Science & technology

4. Social Science
5. Work Education

6. Art education (fine art, visual, performing)

7. Health & Physical Education (games/sports/NCC/scout & guide/yoga.)

8. Environmental Education

2.6.7 Total Weightage

Science & Technology – 3%

Social Science – 3%

Work Education – 3%

Health Education – 3%

Art and Education – 2%

Figure 2.1

Schemes of Studies and Programmes for Upper Primary Stage.
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