Presentation Agenda

- Background
- Landscape
- Policy and Pedagogy
- Implementation
- Snapshots of Research
Background

- Historical – Brahminic, colonialist, missionary, post-independence

- Socio-Cultural – caste system, patriarchy

- Economic – population, demographic structure, inclusive growth (12th Five Year Plans – shifting focus to inclusion, equity, quality, learning outcomes and skills)
Landscape

• Population 1.27 bn
  – 0-25 years 50%
  – Below age of 35 years 65%

• 1.3 million schools
  – 25% private and rising at 10% annually (ASER 2010)

• GER – 96% at primary level; 59% at secondary;
Organisation Of Education

- Central and State Subject
  - Ministry of Human Resource Development
  - State Education Bodies

- Curriculum
  - National Council of Education Research and Training
  - State Council of Education Research and Training

- Governance – CBSE, ISCE, State Boards, IB

- School Types
Stakeholders @ State Level

Allied Directorates
- Open School
- Adult Education
- Vocational Education
- School Education & Exam Boards
- Teacher Recruitment Board
- Text Book Corp

Education Department
- School Education
- District Education Office
- Block / Mandal Education Office
- Block Resource Centers
- Cluster Resource Centers
- Schools
- SDMC

Training related Directorate
- SCERT / SIET / SIEMAT
- D.I.E.T.S (EE)
- CTE / IASE (SE)

Project specific Directorates
- SSA
- RMSA
- MDMS
- Other Schemes

Other Departments
- Department for Backward Classes and Minorities
- Department of Social Welfare

Source - MMP draft document - MHRD
Policy and Pedagogy


- “Critical” Pedagogy
- Child-centred Pedagogy
- Gender sensitive pedagogy
- Work-centered Pedagogy
Teacher Training

Ministry of Human Resource & Development (MHRD)

National Council of Teacher Education (NCTE)
- Universities
  - B.Ed. (1 yr, 2 yrs, 4 yrs)
  - M.Ed. (1 year)

State Education Research & Training (SCERT)
- DIETs
  - D.Ed. (2 years)
- In Service Refreshers
Implementation

- Central Board of Secondary Education (CBSE) – Continuous and Comprehensive Evaluation (CCE)

- CCE
  - Formative assessment
  - Summative assessment

- Impact
  - 12,300 CBSE schools
  - Mandate for all state government schools – maximum impact
State Level Implementation

- States have a mandate to adopt CCE - not all have adopted yet

- States have stepped up implementation in schools (Himachal, Jharkhand, Goa, Gujarat to name a few)

- Implementation and teacher training in process
Snapshots of our Research
Rationale for a National Curriculum Framework - Teachers

- Increased international competition
- Declining student learning achievement
- Excessive pressure on students for academic excellence
- Response to employer demands to increase “employability” of students
### Rational for Approach (Number of Respondents)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Respondents</th>
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<tbody>
<tr>
<td>Response to employers' demands</td>
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<tr>
<td>Excessive pressure on students</td>
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<td>Declining students' learning achievement</td>
<td>10</td>
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<tr>
<td>Boosting economic development</td>
<td>7</td>
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<tr>
<td>Increased international competition</td>
<td>12</td>
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Clarity of Pedagogy in Policy

Clarity of Pedagogy Skills in Policy Documents

- Very clear: 42
- Somewhat clear: 32
- Somewhat unclear: 6
- Very unclear: 20

Legend:
- Very clear
- Somewhat clear
- Somewhat unclear
- Very unclear
What Dictates Pedagogy?

What Dictates Pedagogy (% Respondents)

- Student’s learning needs: 90%
- Availability of time: 48%
- Learning outcomes: 83%
- Learning objectives: 83%
- Content demands pedagogy: 48%
- Curriculum demands pedagogy: 48%
- Class size dictates your pedagogy: 41%
- Your belief in how class must be: 19%
Pedagogy in Classrooms

- Constructivist Approach – 84%
- Problem based approach – 77%
- “Chalk and talk” – 32%
Implementation Challenges (Teachers)

Challenges in Implementing the New Curriculum (% Respondents)

- Lack of balance of syllabus and time: 2%
- Lack of information or implementation: 6%
- Lack of teaching/learning material: 39%
- Resistance from students: 10%
- Unclear assessment standards: 29%
- Insufficient guidance for teachers: 13%
- Lack of understanding amongst parents: 35%
- Lack of experience among teachers: 19%
- Lack of knowledge among teachers: 10%
Implementation Challenges (Policy Makers)

Bottlenecks in Implementing Government Policies (Number of Respondents)

- Lack of trained officials for implementation: 4
- Lack of understanding among parents: 10
- Insufficient material on cognitive skills: 8
- Lack of time conducting related activities: 9
- Lack of training among teachers: 9
- Lack of capacity among teachers: 3
- Lack of understanding among teachers: 6
Further Research Areas

Areas for More Research (Number of Respondents)

- Textbooks: 6
- Curriculum evaluation: 9
- School evaluation: 6
- Teacher evaluation: 3
- Teacher training: 8
- Student assessment: 8
- Pedagogy: 9
- Value of non-cognitive skills: 8
Alternate Pedagogy Approaches

- NGO support in
  - Handling first generation learners
  - Children with special needs
  - Teacher training

- Innovative pedagogical Practices
  - Facilitated by use of ICTs
THANK YOU