

Course IV- Knowledge and Curriculum

UNIT 1: UNDERSTANDING BROAD PERSPECTIVE OF EDUCATION

- Meaning of knowledge:
- facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject.
- awareness or familiarity gained by experience of a fact or situation.

Characteristics of Knowledge

- We often talk of knowledge as an asset. But compared to other assets, such as physical assets and finance, it has some distinctive characteristics:
- Non-depleting: unlike other resources that are managed because of their scarcity value, the more knowledge is used, the more is generated; we all know about 'information overload'!
- Win-win sharing: if you share your knowledge with another person, the first person does not lose it
- Chunkable and portable: it can be summarized, compressed or divided in manageable units for easier transfer and management
- Transferable: it can move from place to place; explicit knowledge, in particular, can easily be distributed via networks to many people
- Mobile: it tends to leak and diffuse, either as people move [jobs](#), talk or through technical reproduction and transmission
- Substitutable: in many situations it can replace physical and other forms of resource; thus telecommunications reduces the need for travel or physical transport (of documents).

Types of Knowledge (Education)

- Personal: The first kind of knowledge is personal knowledge, or knowledge by acquaintance. This is the kind of knowledge that we are claiming to have when we say things like “I know Mozart’s music.” Knowledge in this sense is to do with being familiar with something: in order to know Amy, one must have met her; in order to know fear, one must have experienced it. Personal knowledge thus seems to involve coming to know a certain number of propositions *in a particular way*.
- Procedural: The second kind of knowledge is procedural knowledge, or knowledge how to do something. People who claim to know how to juggle, or how to drive, are not simply claiming that they understand the theory involved in those activities. Rather, they are claiming that they actually possess the skills involved, that they are able

to do these things. Knowing how to drive involves possessing a skill, being able to do something, which is very different to merely knowing a collection of facts.

- *Procedural Knowledge* :One view of procedural knowledge is that it is knowledge that manifests itself in the doing of something. As such it is reflected in motor or manual skills and in cognitive or mental skills.
- Propositional : The third kind of knowledge, the kind that philosophers care about most, is propositional knowledge, or knowledge of facts. This is knowledge of facts, knowledge that such and such is the case.

Types of Knowledge (Education)

- SITUATIONAL: knowledge about situations
- CONCEPTUAL: knowledge about facts
- STRATEGIC :knowledge is a term used by some to refer to what might be termed know-when and know-why.

Sources of Knowledge: Empiricism and Rationalism

Empiricism

- which holds that our knowledge is primarily based in experience.
- Empiricism is the theory that experience is of primary importance in giving us knowledge of the world.
- Whatever we learn, according to empiricists, we learn through perception.
- Empiricists hold that all of our knowledge is ultimately derived from our senses or our experiences. They therefore deny the existence of innate knowledge, i.e. knowledge that we possess from birth.
- Empiricism fits well with the scientific world-view that places an emphasis on experimentation and observation.
- It struggles, however, to account for certain types of knowledge, e.g. knowledge of pure mathematics or ethics.

Rationalism

- which holds that our knowledge is primarily based in reason.
- Rationalists hold that at least some of our knowledge is derived from reason alone, and that reason plays an important role in the acquisition of all of our knowledge

- There is clearly a limit to what we can learn through abstract thought, but the rationalist's claim is that reason play a role in observation, and so that the mind is more fundamental than the senses in the process of knowledge-acquisition

Unit 1 C. EDUCATION

Etymological meaning of Education

educare- to draw out, to raise, to bring up, to nourish,

educere- to lead out, to lead forth,

educatum- act of teaching or training

Characteristics of Education

- Life long process
- Bipolar process
- Tripolar process
- Deliberate process
- Education is a preserver and transmitter of cultural heritage
- Education is progressive
- Education helps in human resource development
- Education is both psychological and sociological

UNIT 2

BASES OF MODERN CHILD CENTRED EDUCATION

- A. Concept, need &significance of activity, discovery and dialogue in education
- B. b. Activity based learning- M.K Gandhi, Rabindranath Tagore, John Dewey
- C. need & significance of dialogue in education- plato and paulofreire

Basis of Modern child centred education

- Activity as in Gandhiji and Rabindranath Tagore's educational philosophy
- that learning should be based on doing hands-on experiments and activities
- Create active learners

- Provide optimum learning environment
- Make learning joyful and long-lasting
- Need for activity
 - to encourage cooperation among students
 - students engaged for learning
 - to create positive learning environment
 - to make learning meaningful
- Preparation for real world

Gandhiji on Basic education

- Useful manual labour, intelligently performed is the means par excellence for developing the intellect....A balanced intellect presupposes a harmonious growth of body, mind and soul....An intellect that is developed through the medium of socially useful labour will be an instrument for service and will not easily be led astray or fall into devious paths.
- Gandhiji on Basic education
- Craft, Art, Health and education should all be integrated into one scheme. NaiTalim is a beautiful blend of all the four and covers the whole education of the individual from the time of conception to the moment of death....Instead of regarding craft & industry as different from education, I will regard the former as the medium for the latter.
- Significance of activity based learning
- Need for discovery as Dewey's educational philosophy
 - to help learners identify variables, collect data, and interpret data.
 - promote a "deep" understanding;
 - developing meta-cognitive skills;
 - better describe and understand relationships between concepts.

Discovery:

- Discovery learning is an active process of inquiry-based instruction
- that encourages learners to build on prior knowledge through experience
- and to search for new information and relationships based on their interests.

Significance of discovery learning

- Tracy Bicknell-Holmes and Paul Hoffman explain that discovery learning has three main characteristics: exploration and problem-solving; student-centered activities based on student interest; and scaffolding new information into students' funds of knowledge.
- participants learn to recognize a problem, characterize what a solution would look like, search for relevant information, develop a solution strategy, and execute the chosen strategy.”
- Learning is active and students must participate in hands-on and problem-solving activities
- Discovery learning emphasizes the process instead of the end product
- Students to develop deeper understandings
- Discovery learning satisfies natural human curiosity and promotes individual interests.
- Encouraging a high level of student engagement.

Dialogue- Plato & P. Freire

- A dialogue approach to education views learners as subjects in their own learning and honours central principles such as mutual respect and open communication (Vella, 2002).

Need

- Student centered
- Encourage engagement
- Shift from monologue to dialogue
- Encourage decision making
- Significance
- Learners are invited to actively engage
- more meaningful learning
- shifts the focus of education from what the teacher says to what the learner does
- mutual respect and open communication
- PLATO AND PAULO FREIRE
- Use of dialogues

- Dialogue based educational approach, which was put forward by Paulo Freire (1921 – 1997),
- problem-posing model of education.
- critical thinking about the situation, Freire called this conscientization
- educators engaged in mutually respectful learning
- culture circle“, where learners used their own ways of speaking to articulate their shared understanding of how their world came to be like it was and how to act to change their future
- constant communication unlocks doors for prosperity and victory in any situation
- challenges mediating social realities
- Plato’s dialogue as in education
- Plato’s dialogue which was written is known as Dialectics .
- It is an interpersonal activity in which the leader and participants enter a higher state of consciousness, allowing psychic material to flow through them.
- we must approach the dialogues as "situational learning" phenomena.

Five aspects of Paulo Freire’s work have a particular significance for our purposes here.

- emphasis on dialogue
- Concerned with praxis- action that is informed
- idea of building a ‘pedagogy of the oppressed’ or a ‘pedagogy of hope’
- insistence on situating educational activity in the lived experience of participants
- use of metaphors

MODULE 2 : SOCIAL BASES OF EDUCATION

UNIT 3: SOCIAL CONTEXT OF EDUCATION

Concept of society

- A human society is a group of people involved in persistent interpersonal relationships, or a large social grouping sharing the same geographical or social territory, typically subject to the same political authority and dominant cultural expectations. Human societies are characterized by patterns of relationships (social relations) between individuals who share a distinctive culture and institutions; a given

society may be described as the sum total of such relationships among its constituent members. In the social sciences, a larger society often evinces stratification or dominance patterns in subgroups.

Concept of culture

- Culture is, in the words of E.B. Tylor, "that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society."

Concept of culture & its expressions

- Some aspects of human behavior, such as language, social practices such as kinship, gender and marriage, expressive forms such as music, dance, ritual, religion, and technologies such as cooking, shelter, clothing are said to be cultural universals, found in all human societies. The concept material culture covers the physical expressions of culture, such as technology, architecture and art, whereas the immaterial aspects of culture such as principles of social organization (including, practices of political organization and social institutions), mythology, philosophy, literature (both written and oral), and science make up the intangible cultural heritage of a society.

Modernity as a concept

- Modernity is a term of art used in the humanities and social sciences to designate both a historical period (the modern era), as well as the ensemble of particular socio-cultural norms, attitudes and practices that arose in post-medieval Europe and have developed since, in various ways and at various times, around the world. While it includes a wide range of interrelated historical processes and cultural phenomena (from fashion to modern warfare), it can also refer to the subjective or existential experience of the conditions they produce, and their ongoing impact on human culture, institutions, and politics (Berman 2010, 15–36).

Characteristics of Modernity

There have been numerous attempts, particularly in the field of sociology, to understand what modernity is. A wide variety of terms are used to describe the society, social life, driving force, symptomatic mentality, or some other defining aspects of modernity. They include:

- Bureaucracy--impersonal, social hierarchies that practice a division of labor and are marked by a regularity of method and procedure
- Disenchantment of the world--the loss of sacred and metaphysical understandings of all facets of life and culture
- Rationalization--the world can be understood and managed through a reasonable and logical system of objectively accessible theories and data

- Secularization--the loss of religious influence and/or religious belief at a societal level
- Alienation--isolation of the individual from systems of meaning--family, meaningful work, religion, clan, etc.
- Commodification--the reduction of all aspects of life to objects of monetary consumption and exchange

Unit 3b) Historical changes in education due industrialization & democracy, leading individual autonomy and reason.

- The social bases of education will be examined by situating it in the context of society, culture and modernity. It will be studied with reference to the historical changes introduced by industrialization, democracy and ideas of individual autonomy and reason.
- Industrialization is not an indicator for education of society
- Industrialization is the period of social and economic change that transforms a human group from an agrarian society into an industrial one, involving the extensive re-organisation of an economy for the purpose of manufacturing where education may or may not play a major role.
- As industrial workers' incomes rise, markets for consumer goods and services of all kinds tend to expand and provide a further stimulus to industrial investment and economic growth, but it may not lead to more education.
- **Unit 3b) Historical changes with respect to education due to democratization**
- “Democracy” may refer to any of these political arrangements. It may involve direct participation of the members of a society in deciding on the laws and policies of the society or it may involve the participation of those members in selecting representatives to make the decisions.
 - collective decision making, can be in organised groups, it is not normative & equality may be more or less deep
- Changes in Education due to democracy & individual autonomy & reason
- Individual autonomy is a distinctively human value that is required for human well-being.
- Reforms of classical education: Western classical education as taught from the 18th to the 19th century has missing features that inspired reformers. Classical education is most concerned with answering the who, what, where, and when? questions that concern a majority of students.
- Progressive reforms in Europe and the United States: The term progressive in education has been used somewhat indiscriminately; there are a number of kinds of

educational progressivism, most of the historically significant kinds peaking in the period between the late 19th and the middle of the 20th centuries.

- Democracy as an agent of change in education
- Every citizen in a democracy is entitled to be treated equally in regard to the forms of conduct that constitute autonomous democratic participation.

Change of education due to democracy

- The free individual is an autonomous agent who is free to choose his ends. Since individuals will choose different ends, if all individuals are to be accorded equal respect and dignity, their ends must, in principle, be accorded equal respect.
- This was the characteristic value of modern, democratic education where individual autonomy and reason dominated.

Education for social justice

- The 6 “re-s”,
- reflect,
- reconsider,
- refuse,
- reconceptualize,
- rejuvenate and
- re-engage can be applied to the lessons and become practice for the possible social justice and injustice issues faced by pre-service teachers in the field (Miller, forthcoming).

UNIT 4: CULTURAL CONTEXT OF EDUCATION

Concept, Need and significance of 'critical multiculturalism' & 'Democratic education' in Indian education system

- Critical multiculturalism-

Critical multiculturalism originally came into being as a means of addressing a multitude of inequalities both structural and institutional that are taking place within modern education establishments within multicultural settings.

- 'Democratic education'

- Democratic education is an educational ideal in which democracy is both a goal and a method of instruction. It brings democratic values to education and can include self-determination within a community of equals, as well as such values as justice, respect and trust.
- The system of education is also founded on the idea that children should have freedom of choice in what activities they attend. Classes are therefore optional with children having the choice to play, hang out or attend the class of their choosing during the school day. To a degree, classes are organised in terms of the age group attending, however, some classes are open to anyone who is interested in attending from any age group.

Need & significance of critical multiculturalism in Indian education system

- Need for understanding multi culturalism- India is a land of diverse geographical regions, with diverse traditions, customs, cultures, religions, languages and dialects. It is dominantly based on caste system. This system has brought discrimination amongst people for centuries.
- Education must be a way to overcome discrimination , understand the fabric of multiculturalism and give space to all.

Practices to promote multiculturalism’ & ‘Democratic education’ in school and classroom.

- Multicultural education concentrates on the need of including notions of race, class, and diversity while teaching. “Multicultural education incorporates the idea that all students – regardless of their gender; sexual orientation; social class; and ethnic, racial, or cultural characteristics – should have an equal opportunity to learn in school” (Banks and Banks,).
- If done correctly, students will develop a positive perception of themselves by demonstrating knowledge about the culture, history, and contributions of diverse groups. This way, multiculturalism is a tool for instilling students with pride and confidence in their unique and special backgrounds.
- Need for multicultural education

Multicultural education has a host of other gains and goals to be met:

- Promote civic good
- Right the historical record
- Increase self-esteem of non-mainstream students
- Increase diversified student exposure
- Preserve minority group culture

- Foster children's autonomy
- Promote social justice and equity
- Enable students to succeed economically in an integrated, multicultural world

Practices to promote multiculturalism

Practical strategies for implementing multicultural education into the classroom, Andrew Miller offers several suggestions that might provide helpful:

- Get to know your students. Build relationships and learn about their backgrounds and cultures.
- Use art as a starting point in discussions of cultural and racial issues.
- Have students create collective classroom slang dictionaries.

Concepts of nationalism, universalism and secularism and their interrelationship with education, with special reference to educational philosophy of Rabindranath Tagore (2003)

- Concepts of nationalism, universalism and secularism and their interrelationship with education
- The two dimensions of an individual's identity is always in context to a nation state hence nationalism is important for membership of society without being restrictive and narrow minded.
- Secularism is the celebration of being an individual free from the religious chauvinism
- Universalism embraces humanity irrespective of caste, creed or religion. It is the ultimate expression of humanity in its goodness where all live in harmony and coexist
- Samanvaya, harmony or concord is the heart of Indian culture. The great minds of the Indian Renaissance were representative of this value of Samanvaya. They were universal citizens. This tradition of Samanvaya was further carried on by Rabindranath Tagore and Mahatma Gandhi. These minds explored and encouraged the spirit of the Vedic period. The Indian Renaissance developed the whole science of human possibilities.

Tagore's Secularism

- This new science was the science of human possibilities. Tagore's secularism or harmony or Samanvaya is the new science. It has sprung from the roots of Indian literature. Tagore was highly influenced by Upanishads and the Vedas. Tagore was also inspired by the life and words of Lord Buddha. Three centuries after Lord Buddha, the great Mauryan Emperor Asoka translated the spirit of religion into social experience and political state policy.

Tagore's universalism

- "The world is a human world – the scientific view of it is also that of the scientific man. Therefore, the world apart from us does not exist; it is a relative world, depending for its reality upon our consciousness. There is some standard of reason and enjoyment which gives it truth, the standard of the eternal man whose experiences are made possible through our experiences."

J Krishnamurti on Nationalism

- The psychological necessity for identification is the outcome of inward poverty. Self-expansion through identification breeds mischief and destruction. In understanding this process there comes freedom and intelligence, and not substitution.
- When you substitute religion for nationalism or nationalism for religion, both become the means for self-expansion and so lead to contention and misery. Any form of substitution, however noble, leads to illusion. Substitution is bribery. Only in understanding the problem at its different levels, outward as well as inward, intelligence comes into being.

MODULE 3: UNDERSTANDING CURRICULUM, ITS DEVELOPMENT & TRANSACTION

UNIT: 5 CURRICULUM & ITS DETERMINANTS

- a) Concept of Curriculum and their relationship with the aims of education (Kumar, 2004), Determinants of curriculum, and understanding of hidden and enacted Curriculum.
- b) Role of Nation, State and school in curriculum construction.
- c) Conceptual linkages and distinctions between curriculum framework, curriculum

Concept of curriculum and its relationship with aims of education

- "Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program". (Allen quoted in Nunan, 2000: 6)
- "Curriculum theory encompasses philosophy and value systems; the main components of the curriculum: purposes, content, methodology and evaluation; and the process whereby curricula are developed, implemented and evaluated. (White, 1993: 19).

Understanding of Hidden and Enacted Curriculum

- **HIDDEN CURRICULUM** can be defined as the lessons that are taught informally, and usually unintentionally, in a school system.
- These include behaviors, perspectives, and attitudes that students pick up while they're at school.

- This is contrasted with the formal curriculum, such as the courses and activities students participate in.
- Enacted curriculum
- The **enacted curriculum** refers to instruction (e.g. what happens in classrooms)
- The “Enacted Curriculum” reflects the daily curricular experience of a student within instructional settings exemplified by assignments, instructional practices, and managed content. →Textbooks & Workbooks
- →Teacher created lessons
- →Computer-based training
- →Virtual learning environments
- →Social network group-learns

Conceptual Linkages and Distinctions Between Curriculum Framework, Curriculum, Syllabus And Notion Of Text Book- Print And Digital Materials

- *Curriculum Framework*: A plan that interprets educational aims vis-a-vis both individual and society, to arrive at an understanding of the kinds of learning experiences school must provide to children.
- *Curriculum*: Curriculum is, perhaps, best thought of as that set of planned activities which are designed to implement a particular educational aim- set of such aims - in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statements of criteria for selection of content, and choices in methods, materials and evaluation". In reference to the framework above it would mean the '*curriculum core*' and '*syllabus*' put together.
- *Syllabus*: refers to the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered; together with stage specific objectives.

Determinants based on Theories of curriculum:

- Historical / philosophical determinants
- Psychological determinants
- Piaget’s stages of intellectual development.
- Importance of Piaget’s stages to the curriculum.
- Social, economic and political determinants
- Society as a factor in curriculum development.

- Politics and the curriculum.
- Economy and the curriculum.
- Culture and the curriculum.
- Knowledge as a curriculum determinant
- Principles for the selection and organization of content.

Role of Nation, State and school in curriculum construction.

- National curriculum
- State curriculum
- School curriculum

Conceptual linkages between curriculum and text books & learning materials

“Learning and teaching materials are critical ingredients in learning and the intended curriculum cannot be easily implemented without them. Over the past forty years the importance of adequate Learning and Teaching Materials provision (including textbooks, teachers’ guides and supplementary materials) to support educational development and quality upgrading has been recognised by governments throughout the developing world and by most development partners. There is now substantial research evidence which shows that textbooks are one of the most important inputs that have a demonstrable impact on student learning”.

MODULE 4: TRANSACTION AND ASSESSMENT OF CURRICULUM

UNIT 7: ENGAGING WITH THE CURRICULUM

- a) Critically analyze existing school practices in the light of what is valued and devalued in commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table
- b) Understanding of hidden curriculum and children's resilience w. r. t the above. (Unit 7a)
- c) Strategies for making curriculum contextually responsive

Module 4: Transaction and assessment of curriculum

Critically analyze existing school practices in the light of what is valued and devalued in commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table

- Although the common curriculum is prescribed by the state or national agencies its implementation depends upon various internal factors prevailing in the schools which in turn are reflected in the school practices.
- Critical analyse existing school practices..... time table Although the common curriculum is prescribed by the state or national agencies its implementation depends upon various internal factors prevailing in the schools which in turn are reflected in the school practices.

School practices are reflected in school rituals , celebrations, timetables , rules and disciplines etc.

- School practices are governed by :
- School policy
- vision and missions of the school

Understanding of hidden curriculum and children's resilience:

A hidden curriculum is a side effect of an education, "[lessons] which are learned but not openly intended" such as the transmission of norms, values, and beliefs conveyed in the classroom and the social environment. Any learning experience may teach unintended lessons.

Culturally responsive teaching: Teaching to and through cultural diversity

- simultaneously develops, along with academic achievement, social consciousness and critique; cultural affirmation, competence, and exchange; . . . individual selfworth and abilities; and an ethic of caring. It uses [different] ways of knowing, understanding, and representing various ethnic and cultural groups in teaching academic subjects, processes, and skills. It cultivates cooperation, collaboration, reciprocity, and mutual responsibility for learning among students, and between students and teachers. It incorporates high-status, cultural knowledge about different ethnic groups in all subjects and skills taught.

MODULE 4.
UNIT 8: EVALUATING CURRICULUM

- a) Indicators of effective curriculum construction
- b) Evaluation of the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training, textbooks and instructional materials.
- c) Agencies of evaluation of curriculum at national/ state level-National Ministry of Education, regional education authorities –Functions of NCERT, SCERT,
- A good quality curriculum:
 - Values all learners as individuals
 - Is based on a clear understanding of modern, broadly accepted concepts /understandings about how children learn
 - Promotes teaching practices that reflect these concepts of learning
 - Reflects that decisions and choices made during the curriculum development process are made in the interests of learners

Indicators of effective curriculum

- Adequate assessment- tests internal and external performance, assignments & projects
- Assessment of conceptual knowledge & procedural skills
- Student behaviour
 - Student attitudes
 - Interactions between student & teachers , as well as peers
 - Attitudes towards the subject knowledge
 - Unit 8a) Indicator of Student behaviour
- Student activities- in & out of school
- Out of school-time spent applying the content and processes, active participation in using knowledge to address recurring societal problems
- three types of measures should be used as key indicators of students' in-school behavior are course enrollment, time devoted and quality of instruction.
- developing in students cognitive competence subjects and favorable attitudes toward these fields, their education should also equip them with scientific habits of mind.

Effective curriculum construction

- Student Engagement- means the active, interested involvement in learning and making appropriate application to real problems or situations.
- Tasks at work or school typically have two parts: prescribed and discretionary— aspects in which the person has some latitude to make choices. As the discretionary component increases, engagement seems to increase.

Evaluation of the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training, textbooks and instructional materials.

- Effectiveness of curriculum are measured from the indicators mentioned
- Existing pedagogies – in context to learning vis-à-vis teaching
- Instructional approaches to facilitate insights into knowledge through curriculum
- Teacher training- student teachers are empowered to teach the learners than subject to learners
- Text books & instructional materials- to make students develop critical thinking , discuss, dialogue , able to opine, take a stand, actions to translate ideas, show appreciation of diversity & how to to live in a diverse world harmoniously. Content Matter should be liberating the learners.

Agencies of evaluation of curriculum at national/ state level-National Ministry of Education, regional education authorities – Functions of NCERT, SCERT

- “The NPE – Programme of Action (PoA) envisaged a child-centred approach to promote universal enrolment and universal retention of children up to 14 years of age and substantial improvement in the quality of education in the school” (PoA, P. 77). The PoA further elaborated on this vision of NPE by emphasizing relevance, flexibility and quality as characteristics of the National Curriculum Framework. Thus, both these documents envisioned the National Curriculum Framework as a means of modernizing the system of education
- National Policy on Education, 1986

The National System of Education will be based on a national curricular framework, which contains a common core along with other components that are flexible. 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 cultural 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. All educational programmes will be carried on in strict conformity with secular values. India has always worked for peace and understanding between nations, treating the whole world as one

family. True to this hoary tradition, education has to strengthen this world-view and motivate the younger generations for international cooperation and peaceful co-existence. This aspect cannot be neglected. To promote equality, it will be necessary to provide for equal opportunity for all, not only in access but also in the conditions of success. Besides, awareness of the inherent equality of all will be created through the core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.

- Evaluation criteria of curriculum at national level
- Addressing the gaps in elementary education during secondary education
- Facilitating the upward transition/mobility of students from elementary to higher levels of education
- It involves increasing completion of elementary education by all enrolled children and their transition to secondary level, increasing access to secondary / higher secondary / tertiary education, ensuring equity, improving the quality of inputs and outcomes, and promoting improved governance and greater accountability.
- Expanding skill development opportunities
- Building a life-long learning and literacy support system
- Enhancing financing of education
- Conclusions & recommendations of Ministry of education- report