**STATE CURRICULUM FRAMEWORK-2011 :**

**Vision of the State**  
The vision of AP is that ALL children should receive high quality education and  
become responsible citizens with an acute sense of the other. They should be  
aware of their environment and think about it critically. They should listen  
carefully and speak fearlessly. They should be able to understand what they hear  
and read; but they should also be able to question it. Teachers should promote  
these skills, provide meaningful teaching learning processes in natural and  
friendly environment that enable children to express themselves freely and ask  
questions. Teachers are collaborative learners and reflective practitioners.  
Parents and community should have a sense of ownership and participate in the  
life of the school. In a world which is becoming increasingly instrumental,  
materialistic and competitive, school should become a space for reflection,  
cooperation and promotion of human and ethical values.  
  
**Executive Summary**  
Schooling in this country was once a privilege of the few but today it is a fundamental right  
through Right to Free and Compulsory Education Act, 2009. Providing education to all is an  
important goal upheld by the Indian Constitution. India took up concerted efforts to establish a  
system of mass education more than 60 years ago. Constitution of India made it obligatory for  
the state to provide basic education to all in the age group of 6 to 14. This was a huge task.  
India is a nation of diversities with varied cultural and linguistic pluralities. It is also a nation  
committed to democratic values and social justice. Andhra Pradesh is no exception to this. The  
AP SCF is in agreement with the principle stated in NCF 2005 that the child should be at the  
basis of the education system. However, in addition, AP SCF takes the stand that learning  
should be interaction based, and that interactions between different components of the system  
should be given equal importance. This principle will guide our perspectives and actions in the  
realm of education.  
As NCF 2005 states, what we include in ‘knowledge’ reflects our opinion of what we think the  
aims of education are. Since our aims of education are to enable the child to think critically, to  
observe, to analyze, rationalize and draw patterns, and to be sensitive to the diversity or human  
life, ‘knowledge’ should not only include pieces of information, but ways of thinking and  
feeling. We often think of knowledge as information that a child should simply acquire by  
repeatedly reciting or memorizing, but knowledge includes many more things other than  
knowing trivia about the world. The aim of education, therefore, is not to feed the child with  
pieces of information, but to hone her thinking skills. In order to achieve this, children will  
need sensitive scaffolding at appropriate moments and will have to play an active part in  
creating that knowledge for themselves and to analyse it.  
In ensuring that this happens, the role of the teacher is very important. In spite of all the  
technological breakthroughs and the arrival of the virtual classroom, the importance of the  
classroom teacher has not reduced. In the Indian culture, the teacher has been given great  
position and respect. Although times have changed since, most Indians still look at the  
teachers with the same respect and awe. However, a shift in the traditional role of the teacher  
is recommended here. Teacher should act as facilitators of knowledge rather than givers of  
knowledge. They should regard their students as constructors of knowledge rather than mere  
  
recipients thereof; and should have positive attitudes towards the learner as well as the  
learning process.  
Along with the interactions between the child, teachers, parents and the community,  
interactions must also take place between the child and the learning resources. AP SCF  
believes that there is a set of underlying cognitive abilities such as analytical skills, logical  
reasoning and inference building which in different forms underlie all system of knowledge.  
After completion of school education children should develop a scientific temper, specific  
attitudes, physical skills, language abilities and abstract thinking. In addition to that children  
should be able to appreciate diversities in the society with a humanitarian perspective, and to  
think critically and creatively. They should become responsible citizens and rational human  
beings. The knowledge that is generated from the school must be based on child background  
and their experiences. Crafts, arts, play, work, health are also key areas in school curriculum  
along with subject specific areas. Assessment is also an integral part of the learning process  
and of ensuring quality education.  
Quality education also implies providing children with an environment conducive to learning  
in schools. This goes beyond the teaching process and the curriculum to the physical  
environment and resources available to the child. Unfortunately, even today, in many cases  
remote isolated habitations, girls, minorities and children with disability do not have access to  
school. Even those who do have access, the quality of educational environment is often poor.  
This often acts as a deterrent to the educational process. This environment needs to be  
examined and reformed wherever required.  
Along with the learning environment, there is also a need for systemic reforms. There are  
several problems in making the different components involved in the education of children  
work together in harmony but unless that happens, the project of quality education for all may  
remain a dream. We need to make changes towards a resolution of various problems which  
characterise the system. These need to be related to changes in the curriculum, in attitudes and  
preparation of teachers, in the support structures for teachers and others engaged in  
educational efforts, as well as in the nature of relationship between the community and the  
educational institutions. It is only through enhancing the quality of interactions between  
various agencies and stakeholders that education can be made interactive and meaningful.  
  
Knowledge is not information. It is not in the books or it is not given. Knowledge evolves  
from the interactions and previous experience in the socio cultural context. It is built on the  
basis of some assumptions or axioms into a system and has a structure. It has certain sources  
of data and it has a truth criterion to validate its findings. It can be classified, verified, and  
demonstrated. Knowledge is constructed in different forms: Language, Mathematics, Science,  
Social Science etc. Work is also a source of knowledge. Artisans are great knowledge  
creators. It is in the case of artisans that mind and body work in harmony.  
**Schools, Learning, Teachers and the Community**  
School is a place where democratic values are being practiced, shaping the children,  
developing their knowledge, skills and attitudes. It is not only a physical entity; it is a space  
where all kinds of teaching-learning and co-curricular processes will take place and a child  
will gradually evolve into a responsible citizen. Learning is continuous process. Learning  
means making sense and constructing knowledge, application of knowledge in new situations  
and further learning. Learning takes place in natural, fear free, meaningful environment.  
Teacher will work with a new perspective about the child and learning. Teachers will practice  
reflective teaching with the collaboration of children, other teachers and the community.  
Teacher will also function as a researcher through observing the children, analyzing the  
situations, drawing the inferences, and encouraging children to construct their own hypotheses  
and system of knowledge. Teachers will conduct a democratic dialogue with children to  
develop ethical behavior and human values. The community will provide the support for  
effective functioning of the school and child development. Teaching Learning Process (TLP)  
will provide space for thinking and participation of all children with diversities. Children will  
be free to express their ideas, thoughts and share experiences. Peer learning, interactions are  
the part of TLP. TLP consists of explorations, experiments, discovery, activities, tasks, project  
work etc. Locally available material will be used in TLP.  
  
**Diversity as a Resource**  
Most teachers and education functionaries see different types of diversity found in a classroom  
as a major obstacle to curriculum and syllabus planning and teaching. The fact of the matter is  
that diversity can be used as a resource and a highly goal if it is properly understood and  
utilized. In any classroom, diversity may get manifested in terms of caste, colour or creed or  
gender or disability or language or minorities of different kinds. The presence of SCs or STs  
may pose a major challenge; providing security to girls and all kinds of facilities to children  
with disabilities is another major challenge. However, if the whole school, the community and  
the government think collectively about these issues, all these differences would prove to be a  
boon and enrich the discourse in the classroom.  
practices.  
**1.6 State Curriculum Framework**  
 **Perspective**  
1. The aims of education should never be lost sight of. The primary purpose of education  
is to produce rational and responsible citizens who can appreciate their heritage and  
also become agents of social change.  
2. The needs and aspirations of the learner are central to the process of curriculum  
formation.  
3. There is a certain cognitive sequence in learning. The curriculum should be in  
consonance with the cognitive levels of children. The curriculum should focus more on  
the process rather than the product. This will help the child to develop understanding  
rather than just accumulate information. It is also likely to equip the child with  
analytical skills.  
4. Knowledge in terms of basic cognitive abilities needed is in a sense unified. Its  
division into different 'subjects' is in some sense artificial. The same text can often be  
used for many purposes such as developing language skills, mathematical abilities or  
social awareness; it can also be used for logical thinking, analytical skills and  
inferencing.  
5. The curriculum should be dynamic. It should not be confined to the prescribed  
textbooks only. It must embrace the world outside the school as well as the creativity  
of the child and the teacher.  
6. Decentralisation of all aspects including academic work and administration should be  
at heart of all educational activities in the State.  
**What is Curriculum framework?**  
It is a plan that interprets educational aims vis-a-vis both individual and society to arrive at an  
understanding of the kinds of learning experiences schools must provide to children. The  
curriculum framework document provides direction to take up various educational activities,  
development of syllabus and textbooks etc.  
Curriculum is a set of planned activities which are designed to implement 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 statement  
of criteria for selection of content, and choices in methods, materials and evaluation.  
The curriculum is a source of everything that is done in classrooms and schools towards  
children’s education. It tells us what is worth teaching, how much should be taught and in  
what sequence, with what methods and materials, how learning should be assessed, teachers  
prepared and schools monitored. Curriculum is the source of all works related to education.  
What is Syllabus?  
Syllabus refers to the content of what is to be taught and the knowledge, skills and attitudes  
which are to be deliberately fostered with state specific objectives.  
Process of Developing SCF -2011  
SCERT is expected to review school curriculum as a regular activity ensuring the highest  
standards of rigour. National Policy of Education 1986, National Curriculum Framework 2005  
and Right to Free and Compulsory Education Act 2009 assigns a special academic role to  
SCERT in preparing and promoting State Curriculum Framework. As part of development of  
State Curriculum Framework, the curriculum committee examined the major challenges and  
concerns being faced by the school education system in the state. A high-powered Advisory  
Committee was constituted. It was decided to develop a Curriculum Framework document  
along with 20 Position Papers in different domains of knowledge. National and State level  
experts from different universities and institutions and teachers, teacher educators and NGOs  
were involved in the process. Huge curriculum load in terms of information loaded textbooks,  
ineffective methods of teaching learning processes, memory based examinations etc.  
warranted for improving the existing situation by way of undertaking curricular and  
examination reforms. This document lays the foundations of a completely fresh perspective on  
the education of children keeping their potential to learn at the heart of curriculum planning.  
SCF 2011: Key Principles  
It is required to focus on systemic factors that will address major assumptions, beliefs and  
attitudes in the system and improve the educational practice with appropriate transformation.  
The committee formulated the key principles for state curriculum framework. In this regard  
the guiding principles formulated under NCF-2005 were considered in addition to certain  
other principles to address the existing challenges.  
**C.** The Social Sciences and Humanities have their own concepts, for example,  
community, modernisation, culture, identity, and polity. The Social Sciences aim at  
developing a generalised and critical understanding of human beings and human  
groups in society. The Social Sciences concern themselves with description,  
explanation and prediction in the social world. The Social Sciences deal with  
hypotheses that are about human behaviour in collective living, and their validation  
finally depends on the observations made in the society. With regard to the process of  
knowledge formation, Science and the Social Sciences are almost identical. But there  
are two differences that are of great relevance in curriculum planning. First, the Social  
Sciences study human behaviour which is governed by ‘reasons’, while nature is  
governed by ‘cause and effect’. Second, the findings of the Social Sciences often raise  
issues of Oral and Craft Traditions. The oral lore and traditions of craft are a unique  
intellectual property, varied and sophisticated, preserved by innumerable groups in our  
society, including women, marginalised, and communities, and tribal people. By  
including these in the curriculum for all children, we could provide them with windows  
of understanding and kernels of ideas, skills and capabilities that could be worked  
into forms and inventions that could enrich their own lives and society. School  
privileges the literate, but cannot afford to continue to ignore the oral. Sustaining oral  
skills of all kinds is important. ethics and desirability while natural phenomena can be  
understood, raising ethical questions only when they enter into the domain of human  
action.  
(We may add that at least to some extent the knowledge of artisans may be said to include  
everything of school subjects. For example mathematics, science, social, language subjects  
are involved in carpenters work. Different styles and forms of language will get manifested in  
  
oral traditions. The folk arts like burra katha, pallesuddulu,kolatalu,oggukathalu etc are the  
forms of knowledge.)  
**2.3 Learning**  
Even though there are several theories of learning, we still understand perhaps a small fraction  
of this complex process. NCF 2005 and APSCF 2011 consistently reject the behaviourist  
  
position in which the child is regarded as an empty bucket or a blank slate. Child is born with  
enormous innate capacities to learn; however all learning cannot take place through the child’s  
efforts alone, howsoever hard she may try. APSCF thinks what is essential for learning to take  
place is a very carefully planned and executed programme that involves the child, her parents,  
teachers and the community in addition to all the learning resources such as the library or the  
internet. There is substantial amount of subconscious pre-school learning that takes place  
before the child comes to school. This learning is largely the result of child’s innate potential  
and the caring environment in which she is brought up. She thus for example learns extremely  
complex structures of languages she is exposed and also learns to structure space. But school  
is a formal space. It is in the school that the kind of knowledge systems that have been  
described above are acquired by the child. The formal systems of science and mathematics and  
abstract ideas of social sciences cannot be acquired without the active intervention of teachers,  
peer-group, parents and the community. APSCF strongly recommends that all possible efforts  
be made to strength these interactions. Learning is a continuous process and unless such  
support systems are ensured, it is likely that our half-baked education system will continue to  
flourish. Learning in this sense also focuses on understanding as opposed to rote-learning.  
By birth, it seems children start exercising their innate capacities such as observation,  
recognition, classification etc., to understand the environment and express them in different  
ways. If we analyze the capacity of 3 years old child, we would appreciate that she learns to  
use language not only in a grammatically correct way but also in a contextually appropriate  
manner. Unfortunately most of the teachers are reluctant to see these facts as they have been  
trained in the behaviourst paradigms in which language is learnt ONLY through imitation and  
practice. They treat them as passive recipients and they regard themselves as resources of  
knowledge givers. This kind of misconceptions should be ruled out and they are to be  
sensitized towards providing meaningful contextual situations to enable the children to  
construct knowledge. Based on the above we can say that:  
 Children learn when there is no stress or burden.♣  
 Observe various things with keen curiosity by participating in conducive learning♣  
environment.  
 There is no criticism, fault finding with children are learning.♣  
 They are allowed to repair their errors themselves.♣  
 They apply their acquired knowledge in different situations.♣  
  
colleagues.  
**2.7 Social Constructivism**  
Social constructivism is a sociological theory of knowledge that applies the general  
philosophical constructivism into social setting, wherein groups construct knowledge for one  
another, collaboratively creating a small culture of shared artifact, with shared meanings.  
When one is immersed within a culture of this sort, one is learning all the time about how to  
be a part of that culture on many levels. Its origins are largely attributed to Lev Vygotsky  
(1896-1934).  
Social constructivism has been studied by many educational psychologists, who are concerned  
with its implications for teaching and learning. Constructivism forms one of the major theories  
(behaviourism, social learning, constructivism and social constructivism) of child  
development, arising from the work of Jean Piaget's theory of cognitive development. Piaget's  
stage theory (describing four successive stages of development) also became known as  
constructivism, because he believed children needed to construct an understanding of the  
world for themselves. Social constructivism extends constructivism by incorporating the role  
of other factors and culture in development. In this sense it can also be contrasted with social  
learning theory by stressing interaction over observation.  
Vygotsky's contributions reside in Mind in Society (1930, 1978) and Thought and Language  
(1934, 1986). Vygotsky independently came to the same conclusions as Piaget regarding the  
constructive nature of development.  
Additionally studies on increasing the use of student discussion in the classroom both support  
and are grounded in theories of social constructivism. There are a full range of advantages that  
result from the implementation of discussion in the classroom. Participation in group  
discussion allows students to generalize and transfer their knowledge of classroom learning  
  
and builds a strong foundation for communication ideas orally. Large and small group  
discussion also affords students opportunities to exercise self regulation self determination,  
and a desire to persevere with tasks. Additionally, discussion increases students’ motivation,  
collaborative skills, and the ability to solve problems. This type of learning "promotes  
retention and in-depth processing associated with the cognitive manipulation of information.  
  
**3. Empowering the Teacher and the Community**  
 **3.1 Good Teacher?**  
Who is a good teacher? This is the basic question that would unfold our understanding of the  
whole system of education. Teacher is a key player in any system of education. In spite of all  
the technological breakthroughs and the arrival of the virtual classroom, the importance of the  
classroom teacher has not reduced. In the Indian culture, the teacher has been given great  
position and respect. He is treated as equal to the gods. From the ancient shloka gurur  
brahma gurur Vishunu, we may understand the position of the teacher. Although times have  
changed drastically since, most Indians still look at the teachers with the same respect and  
awe. We do not suggest that children should accept everything teachers say blindly; on the  
contrary, they must question everything that’s taught to them. However, natural respect for  
teachers is much better than implementing oppressive rules of discipline.  
A good teacher is one who knows her subject well, understands the potential of the child and  
the teaching-learning process, appreciates the role of collaborative and peer-group learning,  
facilitates and scaffolds children when they need help and is always willing to say ‘I don’t  
know’, if she does not really know the answer to a question asked by a child (which is often  
the case though teachers rarely acknowledge this) and then makes all possible efforts to find  
suitable answers to the question.  
  
  
**4.5 Social Studies**  
Our children are growing up under rapidly changing conditions consequent upon the process  
of globalisation and deeper penetration of market in the lives of people. These processes  
simultaneously open possibilities for personal advancement and social mobility while also  
posing serious challenges to the livelihoods of people.  
Social Sciences have been undergoing major paradigm shifts from the earlier positivist  
moorings to development of critical methods accommodating multiple perspectives. It is a  
matter of satisfaction that many academic institutions based in Andhra Pradesh and  
intellectuals from Andhra Pradesh have made significant contributions to this transformation  
of Social Sciences. It is time to harness this positive resource to transform our school  
education. Social science pedagogy requires that the curriculum be designed keeping in  
mind the context of the learners. the challenge before the Social Science curriculum designers  
is to address regional variations while at the same time conforming to more universal  
curricular objectives. Attempts should be made to help children understand their own world  
and the larger world through constant comparison and reflection over the similarities and  
differences. This requires both sensitivity to major regional social issues in the text books and  
also space for the teacher to take up issues of local and topical importance while teaching in  
the class. As a part of Social Science Teaching we need to develop special skills relating to the  
deciphering information and perspectives encoded in different media – narratives, visuals,  
tables, maps, graphs and pie charts. Equally important is to enable children to critically  
question the information so provided and assess its value and limitations.  
**Nature of Social Sciences**  
A number of disciplines (like history, geography, economics, political science, etc) each with  
their own distinct methodologies and perspectives constitute Social Sciences. While respecting  
the distinctiveness of each, it is also necessary to develop inter-disciplinary perspectives to  
arrive at a holistic understanding of social issues. Social Sciences study different aspects of  
human life to understand social phenomena and also to help us determining normative  
priorities and policies.  
They study society by using rigorous methods which are both quantitative and qualitative. In  
quantitative approach social phenomena are studied through quantifiable evidence where in  
statistical procedures are adopted to create valid and reliable findings generalisations are made  
  
after studying many cases. In qualitative approach social phenomena are studied through  
direct observations, direct and indirect interaction with participants, analysis of texts and  
documents etc.  
Another important feature of social sciences is that they always advocate multiple perspectives  
approach as human phenomena cannot and should not be understood from only one point of  
view. Multiple perspectives approach is more holistic and comprehensive as identification and  
utilization of various sources / points of view will help in development of analytic and critical  
thinking  
**Social Sciences and Integrated Approach**  
While teaching history a healthy balance between local, regional, sub continental and global  
histories needs to be maintained. There is great potential in local history, which has not been  
tapped in our history teaching for fear of local chauvinism. However it is time we abandoned  
this fear and come forward to study the history of the immediate social world of the students  
using critical methods. This will also enable us to broaden the issues discussed in history to  
include communities, settlements, technologies, cultures and folklore besides the conventional  
political and socio-economic themes.  
Geography seeks to understand spatial patterns in social phenomenon in general and to explain  
spatial variation. An important component of this investigation is the relation between the  
natural environment and society. Investigation of the dynamic relation between natural  
environment and human societies, relations within a society, and the relation between societies  
inhabiting different regions opens up immense possibilities of moving back and forth from the  
immediate environment of the child to the global world.  
Spatial variation is typically depicted on a map and the skill of interpreting and making maps  
of varied kinds is essential part of the training that geography education provides. However,  
maps need to be seen more than a mere skill of depicting information. Cartography is deeply  
embedded in the history of Geography and its social contexts. The major drive behind  
mapping the entire earth comes from the colonial need to access resources of the entire earth  
and gain control over all the peoples of the world.  
This is a relatively a new theme in school curriculum which seeks to provide inputs to the  
budding citizens to understand the socio-economic and political world in which they live in. It  
thus draws from a number of Social Science disciplines like sociology, economics, political  
  
science etc. It also takes up the major challenge of addressing normative issues like plurality,  
equity and justice. It thus combines in itself a dual objective of developing basic tools of  
social, political and developmental analysis and fostering the humanist values enshrined in the  
Constitution of India.  
The general tendency to preach normative values in simplistic discourses is highly inadequate  
and can only foster cynicism in children. Any discussion of the norm needs to be accompanied  
by a discussion of actual social realities and problems in realising the norms. Such a critical  
engagement with the norms along with positive examples is essential for fostering a realistic  
and hopeful attitude among the students. Economics, Political Science and Sociology: These  
disciplines are introduced as separate subjects at the Higher Secondary stage for those who opt  
to study them.  
It is suggested that while the existing disciplinary orientation may be retained, there is a need  
to make the boundaries between disciplines more pours. Wherever there is overlapping of the  
disciplines integrated approach must be adopted as there is a need for interlinking and cross  
referencing of different areas. As pointed out above in the section on feedback from teachers,  
there is an urgent need to address the issue of integration of the subjects at the Elementary  
School level. An alternative approach is to take up themes like family or agriculture and treat  
them in a multi-disciplinary manner – going into their histories, geographic underpinnings or  
variations, institutional processes etc. However, multi-disciplinary approach needs a prior  
training and background in the different disciplines.  
The themes for the Elementary School Level can be as follows: Diversity on the Earth –  
Landforms and Climates, Production, Exchange and Livelihood, Governance, Social  
Organisation, Inequities, Deprivation and Social Movements, Religion & Society, Culture &  
Communication, Skills to Study Social Sciences. It is suggested that such an eclectic  
integrated framework may be followed for the Middle School classes (ie class six to eight),  
and we may adopt a more discipline based framework for the secondary classes (class nine  
and ten onwards).  
**Broad Objectives of Social Science Teaching**  
Objectives of Social Science Teaching are Develop skills of reasoning and exploring causation  
in social context. Relate the immediate social developments to broader global trends and the  
vice versa. Understand variety of human experiences across time and space. Understand  
  
multiple perspectives of looking at social world. Understand the differential impact of social  
phenomenon on different sections of people. Develop the ability of critically evaluating  
received information, hypotheses and images. Develop abilities to handle text, data,  
illustration i.e. different modes of representing/ interpreting/ visualizing information and  
knowledge . Critically engage with social and constitutional values.  
**Learning outcomes in Social Sciences**  
Keeping in view of broader outcomes of social sciences the following learning outcomes are  
indentified.  
 1.Conceptual understanding: similarities, differences, giving examples, explanation,•  
classification, application in new situations etc.  
 2.Reading comprehension and interpreting the text: reading, comprehending,•  
reflection, interpretation, critical analysis, dialectical analysis, developing flow charts,  
information sheets, taking notes and writing summaries. etc  
 Information skills: gathering information recording, tabulation, represents the data•  
through graphs, picture, information of tables, maps, analyzing the information charts  
and tables, drawing inferences, occlusions, making predictions etc.  
 Explaining causation and open reasoning: ask questions, questioning the text ,•  
identify relations , relationships, interdependence, cause and effective relationships,  
response to the open ended questions and dialectical reasoning, analysis the  
contemporary issues.  
 Mapping skills/ picture reading skills: map reading, map drawing, map pointing,•  
preparation of thematically maps, picture reading, compare the picture with the text.  
Interpreting the text etc.  
 Appreciation and sensitivity: respect others opinions, others language, equality,•