Shrimathi Devkunvar Nanalal Bhatt Vaishnav College For Women (Autonomous)
Glossary of Curriculum Terminology

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Introduction

The curriculum is increasingly viewed as laying the foundation for comprehensive educational reforms aimed at achieving quality learning outcomes. Contemporary curriculum development processes more frequently involve public discussion and consultation with a range of stakeholders, and the curriculum is progressively evolving into a topic of debate engaging policy- makers, experts, practitioners, and society at large.

Curriculum terminology is no longer only used by specialists in this field who are aware of all the complexities involved, and this may generate confusion and misinterpretation. Many curriculum-related terms are frequently used interchangeably even if they refer to different concepts and, depending on the context, the same term may be understood in many different ways by various stakeholders. An example is the diversity of definitions for the term 'curriculum', a word that in many national languages does not even exist.

The main purpose of the Glossary of curriculum-related terminology is not to establish standard universally applicable definitions. Rather, it is intended to be a working reference tool that can be used in a range of activities and help to stimulate reflection among all those involved in curriculum development initiatives. Given the strong connection between concepts and practice, such a Glossary may contribute to productive reflection within national education systems, as well as regional and international contexts, on the role of curriculum terminology in promoting meaningful improvements.

The Glossary Is developed by the office of the Controller of examinations, S.D.N.B Vaishnav College for Women.

As a working reference tool, this Glossary is made available online in electronic format.

A

Ability

An inherent or acquired faculty for doing or achieving something. In typical educational practice, the terms 'abilities' and 'aptitudes' are used interchangeably to denote an individual's potential for acquiring and applying new knowledge or skills.

Academic year

The annual period during which students attend courses or take final examinations, not taking minor breaks into account. Shift I- For semester system , there shall be not less than 450 instructional hours /90 working days for each semester and each day shall have five working hours. The teaching hours shall not be less than 30 hours a week and for practical's, field work, library and computer lab shall not be less than 10 hours a week. Each Shift II – [Evening] colleges shall work for a minimum period of 225 days (with four working hours each day)/900 Instructional hours in an academic year.

Accountability

In general terms, accountability can be defined as a process by which indiciduals provide reasons for their actions against the backdrop of possible negative (or positive) consequences.. The concept of accountability is particularly important in the context of decentralized education systems that encourage school autonomy, including decisions concerning the curriculum.

Achieved curriculum

See 'Attained curriculum'.

Adolescent learners

Adolescence is a distinct stage that marks the transition between childhood and adulthood. The Swiss developmental psychologist Jean Piaget described adolescence as the period during which individuals' cognitive abilities fully mature.

Achievement standards

A means of defining levels of performance that can take a variety of forms. In some contexts they are used to mark a minimum level of acceptable performance. In other settings, more general descriptions of performance that sort learners into achievement levels, such as basic, proficient, and advanced, are used. They provide teachers with targets for instruction by specifying what, and how much, learners must be able to do in order to demonstrate mastery of content standards and the achievement level that is called for. They provide clear directions to developers of tests about the kinds of performance situation and tasks that will be used to make judgements about learner proficiency.

Adult education	Education specifically targeted at individuals who are regarded as adults by their society to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire, refresh or update their knowledge, skills and competencies in a particular field.
All India Council for Technical Education	All India Council for Technical Education (AICTE) was set up in November 1945 as a national-level Apex Advisory Body to conduct a survey on the facilities available for technical education and to promote development in the country in a coordinated and integrated manner
All India Institutes of Medical Sciences	The All India Institutes of Medical Sciences (AIIMS) is a group of autonomous government public medical universities of higher education under the jurisdiction of Ministry of Health and Family Welfare , Government of India
Apprenticeship	A system of training in both formal and non-formal education regulated by law or custom which combines on-the-job training and work experience while in paid employment with formal off-the-job training.
Articulation (in the curriculum)	See 'Vertical and horizontal articulation (of the curriculum)'.
Assessment	The process through which the progress and achievements of a learner or learners is measured or judged in compliance with specific quality criteria.
Assessment as learning	Assessment that actively involves learners and encourages them to think about the way they learn. It occurs when learners reflect on and regulate and monitor their learning progress. It comprises learner reflection and peer and self-assessment. See also 'Self-assessment', 'Assessment for learning'.
Assessment of learning	Assessment of learner's achievement the primary purpose of which is to provide information about what has been learned at a particular point in time. This process often involves the use of standardized tests or examinations.
Assessment of learning outcomes	Assessment of an individual's achievement of stated learning outcomes, using a variety of methods (written, oral and practical tests/examinations, projects and portfolios) during or at the end of an education programme or a defined part of that programme.

Attained curriculum Curriculum which indicates the knowledge, understanding, skills and attitudes that learners actually acquire as a result of teaching and learning, assessed through different means and/or demonstrated in practice.

Attainment targets Targets which specify the knowledge, understanding and skills related to specific subjects or disciplines that learners are expected to have acquired by the end of a programme or educational level and to be assessed against a predetermined set of criteria.

Attitude A learned tendency or readiness to evaluate things or react to some ideas, persons or situations in certain ways, either consciously or unconsciously.

Authentic assessment Assessment of learner performance that is as closely related to a real life situation as possible and is not artificial or contrived. One way to make an assessment more authentic is to have learners choose the particular task they will use to demonstrate what they have learned.

Authentic learning Learning related to real-life or 'authentic' situations – the kinds of problems faced by citizens, consumers, or professionals. Authentic learning situations require teamwork, problem-solving skills, and the ability to organize and prioritize the tasks needed to complete the project.

Awarding body An organization or consortium, recognized by the regulatory authorities, whose purpose is to award accredited qualifications.

Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy

AYUSH is an acronym for Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy and are the six Indian systems of medicine prevalent and practiced in India and some of the neighboring Asian countries with very few exceptions in some of the developed countries.

B

Basic education

Basic education typically comprises primary and lower secondary education, and increasingly one or more years of pre-primary education. It usually encompasses compulsory schooling.

Basic learning needs

Needs which comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.

Basic skills

The fundamental knowledge (i.e. declarative and procedural) as well as operational aspects of knowledge needed for learning, work and life. Within the curriculum, literacy and numeracy are normally considered as foundational, essential or basic skills.

Benchmark

A reference point or standard against which performance or achievements can be assessed.

Benchmarking

A systematic process of comparing the activities, processes and/or performance of a programme, organization, country, learner, etc. against a theoretical, political or existing reference with the aim of identifying ways to improve performance.

Benchmark test

A test designed to measure student achievement and mastery of predetermined curriculum standards. Its main purposes are to provide information that can be used to guide the teaching and learning process.

Bilingual education

A language policy in education under which two languages are used as mediums of instruction.

Blended learning

Structured opportunities to learn which use more than one teaching or training method, inside or outside the classroom, through which at least part of the content is delivered online. This definition includes different learning or instructional methods (lecture, discussion, guided practice, reading, games, case study, simulation), different delivery methods (face-to-face or computer mediated), different scheduling (synchronous or asynchronous) and different levels of guidance (individual, instructor or expert led, or group/social learning).

Block teaching	Refers to a 'block' of time – for example, a number of weeks – being devoted to a particular topic or prescribed set of learning objectives/outcomes. It can also indicate a way of organizing the school day using long class periods (more than 60 minutes and typically 90-minutes long) to incorporate more activities and materials to engage the learners.
Bloom's taxonomy	A classification of educational objectives developed in the 1950s by a group of researchers headed by Benjamin Bloom of the University of Chicago. The taxonomy comprises three learning domains — cognitive, affective and psychomotor. The affective domain relates to emotions, attitudes, appreciations, and values, such as enjoying, conserving, respecting, and supporting. It is divided into five main subcategories, namely: receiving, responding, valuing, organization, and characterization. The psychomotor domain refers to the motor-skills or behavioural skills that constitute the relationship between the cognitive process and physical movement in education. The cognitive domain is described as the recall or recognition of knowledge and the development of intellectual abilities and skills. Each domain is organized as a matrix of increasing levels of difficulty, with examples of activities and keywords for describing mastery of each level. With regard to the cognitive domain, the classification provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking (e.g. knowledge, comprehension, application, analysis, synthesis and evaluation). The taxonomy is probably the original reference of the term higher-order thinking. (*Adapted from*: ASCD; Seel 2012). During the 1990s Lorin Anderson, one of his former students, updated the taxonomy changing the Bloom's six major categories from noun to verb forms, as the taxonomy reflects different forms of thinking, and thinking is an active process. In the revised Bloom's taxonomy the six categories and cognitive processes are: remembering (retrieving, recognizing, and recalling relevant knowledge); understanding (constructing meaning through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining); applying (carrying out or using a procedure through executing, or implementing); analysing (breaking information into parts to explore understanding and relationships through differentiating, organizing, and attributing); evaluating (making judgements based on criteria and standards through checking and critiquing); and creating (putting elements together to form a coherent or functional whole; generating new ideas, products or ways of viewing things). Higher-order thinking refers to the cognitive processes of analysing, evaluating and creating. (*Source*: Anderson & Krathwohl 2001). There are also other revised versions of the Bloom's taxonomy.

C

Career guidance
Services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services).

Carrier subject
A subject that by its scope and nature is more likely to help learners develop certain knowledge, skills and attitudes that are not the domain of a single subject.

Central Board of Secondary Education
The full form of CBSE is the Central Board of Secondary Education. CBSE is an Indian national-level education board for private and public schools, operated and regulated by the Indian Union Government. CBSE has demanded that all affiliated schools adopt NCERT curricula only.

Centrally-set examinations
An external, standardized summative assessment developed at the central level that normally has influence on a learner's eligibility to progress to higher levels of education.

Child-centred approach
Placing the child at the notional centre of the learning process in which they are active participants. Involves giving children choices of learning activities, with the teacher acting as facilitator of learning.

Child-friendly environment
A supportive educational and community environment that is inclusive, healthy, friendly, protective and rights-based. The Child-Friendly School model, developed by UNICEF, promotes inclusiveness, gender-sensitivity, tolerance, dignity and personal empowerment.

Classroom-based assessment (CBA)
Assessment carried out by teachers based on the learning that has taken place within the context of a classroom, without reference to assessment being conducted in other classes or groups. It offers feedback to teachers and students on the quality of the learning performance supporting its ongoing improvement. Also referred to as 'classroom assessment' and 'teacher-based assessment'.

Cognitive neuroscience	Study and development of mind and brain research aimed at investigating the psychological, computational, and neuro scientific bases of cognition.
Cognitive science	Study of the mind. An interdisciplinary science that draws upon many field including neuroscience psychol philosophy, computer science, artificial intelligence, linguistics.
Collaborative learning	A process through which learners at various performance levels work together in small groups toward a common goal. It is a learner-centred approach derived from social learning theories as well as the socio-constructivist perspective on learning. Collaborative learning is a relationship among learners that fosters positive interdependence, individual accountability, and interpersonal skills.
Competence	Competence is defined as a combination of knowledge, skills and attitudes appropriate to the context. Competence indicates the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).
Competency-based curriculum	An approach to vocational education and training in which skills, knowledge and attitudes are specified in order to define, steer and help to achieve competence standards, mostly within a kind of national qualifications framework.
Competency-based Education and Training (CBET)	An approach to vocational education and training in which skills, knowledge and attitudes are specified in order to define, steer and help to achieve competence standards, mostly within a kind of national qualifications framework.
Concept map	An external network-like representation of knowledge structures consisting of spatially grouped nodes with keywords representing concepts,
Constructivism	A learning theory which places the learner at the centre of the educational process on the understanding that the learner actively constructs knowledge rather than passively receiving it.
Consultation (in curriculum)	The process of seeking and valuing opinions and experience of experts and various, legitimate stakeholders that is an integral part of the broader curriculum development/review process.

Contact period/hour	The scheduled interaction time of teachers and learners engaged in active teaching and learning activities inside and outside the classroom.
Content	See 'Learning content'.
Content standards	Specifications of what all learners are expected to know and be able to do within a particular field of study, discipline or subject at different grade levels, ages, or other criteria.
Core curriculum	The body of knowledge, skills and attitudes expected to be learned by all students, generally related to a set of subjects and learning areas that are common to all students, such as languages, mathematics, arts, physical education, science and social studies.
Course	Course is a complete series of lessons or studies. A continuous progression from one point to the next in time or space; onward movement: the course of his life. a route or direction followed: they kept on a southerly course.
Course Outcome	Course Outcomes are specific and measurable statements that define the knowledge, skills, and attitudes learners will demonstrate by the completion of a course. Learning Outcomes are written with a verb phrase and declare a demonstrable action within a given time frame, such as by the end of the course.
Creativity, creative thinking	Traditionally creativity has been seen as an ability to respond adaptively to the needs for new approaches and new products. It is often defined as the ability to bring something new into existence purposefully. Creativity is frequently included among key competences/competencies and 21st century skills. See also 'Bloom's taxonomy'
Criterion-referenced assessment	Assessment of a learner's progress and achievement against a pre-determined set of criteria.
Critical thinking	A process that involves asking appropriate questions, gathering and creatively sorting through relevant information, relating new information to existing knowledge, re-examining beliefs and assumptions, reasoning logically, and drawing reliable and trustworthy conclusions.
Cross-curricular approach	An approach to formulating curriculum that favours the dynamic use of learning topics and themes to be covered and skills/competencies to be developed in a number of learning areas across the curriculum.

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Cross-cutting themes	Important curriculum content which is to be covered across subjects (or disciplines or learning areas), rather than being taught and learned in one particular subject. These themes can connect programme content across disciplinary boundaries; enrich the curriculum without overloading it through the introduction of additional teaching subjects.
Culturally responsive curriculum	A curriculum that respects learners' cultures and prior experiences. It acknowledges and values the legitimacy of different cultures, not just the dominant culture of a society, and encourages interculturalunderstanding. It incorporates cultural aspects into the curriculum, rather than adding them on as an extra or separate module or course
Culturally responsive pedagogy	Teaching methodologies which address the need to be sensitive and responsive to cultural differences within the classroom.
Curriculum (plural curricula)	In the simplest terms, 'curriculum' is a description of what, why, how and how well students should learn in a systematic and intentional way. The term curriculum has many definitions, ranging from a planned 'course of study' (derived from the Latin) to an all-embracing view that includes all the learning experiences for which the school is responsible (e.g. "the curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated", Scottish Government 2009). Some examples of definitions: "The curriculum is a plan incorporating a structured series of intended learning outcomes and associated learning experiences, generally organized as a elated combination or series of courses." (Australian Thesaurus of Education Descriptors). The curriculum is the "inventory of activities implemented todesign, organize and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers." (CEDEFOP 2011). "A curriculum is a plan for learning." (Taba 1962). "The curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (e.g. textbooks and new technologies), evaluation and teachers' profiles." (Braslavsky 2003).

Curriculum adaptation	A process of adjusting the existing curriculum to meet the diverse needs of learners of all abilities.
Curriculum aims/goals	Broad descriptions of purposes or ends stated in general terms without criteria of achievement or mastery. Curriculum aims or goals relate to educational aims and philosophy.
Curriculum alignment	A process aimed at ensuring coherence and consistency between the intended outcomes as specified in the formal curriculum and teaching methods, assessment tasks, and learning activities in the classroom.
Curriculum area	See 'Learning area'.
Curriculum change	Modifications introduced in the curriculum to improve or adapt it to new circumstances or priorities.
Curriculum coherence	A characteristic of curriculum indicating the extent to which the curriculum aims and content, as well as textbooks, teaching methods, and assessment are all aligned and reinforce one another.
Curriculum design	The process of meaningfully constructing and interconnecting the components of a curriculum so as to address such fundamental questions as what needs to be learned and how and why, the resources required and how learning will be assessed.
Curriculum development	The process of designing the national, local or school Curriculum. In order to produce a quality curriculum, this process should be planned and systematic
Curriculum differentiation	The process of modifying or adapting the curriculum according to the different ability levels of the learnersin the classroom.
Curriculum evaluation	The process of measuring and judging the extent to which the planned courses, programmes, learning activities and opportunities as expressed in the formal curriculum actually produce the expected results.

Curriculum framework	The term can also be used to refer to a document which specifies the general outcomes (to be attained throughout the grades), the specific outcomes (to be attained by the end of a given grade), and the achievement indicators (e.g. a representative list of the depth, breadth, and expectations of the outcome) for a particular subject or subject area. It can also be used with reference to an educational stage or level (e.g. primary education curriculum framework).
Curriculum guidelines	A document or set of documents usually providing guidance for teachers and instructors on approaches and procedures for a successful planning and implementation of the curriculum at school, local or national level.
Curriculum harmonization	Harmonization is seen as a means of achieving an increasingly networked and interrelated group of curriculum and examination systems and improving education against common agreed benchmarks of excellence.
Curriculum implementation	The process of putting the formal curriculum into practice.
Curriculum integration	The process of combining/articulating learning content and subjects with a view to promoting holistic and comprehensive Learning.
Curriculum models	Broad theoretical frameworks used to design and organize the curriculum according to certain principles and criteria.
Curriculum monitoring	A process of gathering information for evaluating the effectiveness of the curriculum and ensuring that the intended, implemented and attained curricula are aligned.
Curriculum objectives	Specific statements setting measurable expectations for what learners should know and be able to do, described either in terms of learning outcomes (what the learners are expected to learn), products or performance (what learners will produce as a result of a learning activity) or processes (describing the focus of learning activities).

Curriculum organizers Elements of the curriculum used as the main reference or basis for selecting and organizing learning experiences and defining the curriculum architecture.

Curriculum planning The process concerned with making decisions about what to learn, why, and how to organize the teaching and learning process taking into account existing curriculum requirements and the resources available.

Curriculum policy Formal decisions made by government or education authorities that have a direct or significant effect on the curriculum, its development and implementation. These decisions are normally recorded in a range of official documents.

Curriculum relevance Applicability and appropriateness of a curriculum to the needs, interests, aspirations and expectations of learners and society in general.

Curriculum review cycle A systematic approach to evaluating, reviewing and revising curricular areas and programmes within a specific timeframe which aims to identify gaps and weaknesses with a view to increasing curriculum effectiveness and continually improving student learning experiences.

Curriculum strands Structural elements of the curriculum designating the way in which content is organized for the purpose of planning for student learning.

Curriculum structure The way in which the curriculum is organized, including the subjects or learning areas, when they must be studied and the 'pattern' in which they must be studied.

Curriculum studies A field dealing with an array of sources that provide the following: (a) perspective on questions about what curriculum is or ought to be; (b) alternative or complementary paradigms of inquiry that enable explorations of such questions; and (c) diverse possibilities for proposing and enacting responses to the questions in educational theory and settings of educational practice.

Curriculum trends Increasingly important changes that are taking place in the field of curriculum to respond to current and anticipated developments in society and education.

D

Developmental cognitive neuroscience

A multidimensional and interdisciplinary field that attempts to explain how cognitive development is supported by changes in underlying brain structure and function, and how brain organization changes overdevelopmental time.

Developmental Curriculum

A curriculum designed for learners with severe cognitive impairments reflecting their developmental stage.

Diagnostic assessment

Assessment aimed at identifying a learner's strengths and weaknesses with a view to taking necessary action to enhance learning.

Didactics

Term originating from the Greek noun 'teaching' and stemming from the German tradition of theorizing classroom learning and teaching. Didactics serves as a major theory in teacher

Differentiated instruction

An approach to teaching that involves offering several different learning experiences and proactively addressing students' varied needs to maximize learning opportunities for each student in the classroom.

Discipline-based curriculum

A model of curriculum in which content is divided into separate and distinct subjects or disciplines, such as language, science, mathematics, and social studies. The term 'discipline-based' or 'subject-based' covers the full range of distinct subjects or fields of study, boththe more traditional such as mathematics or physics and the newer areas of study such as mediaeducation.

E

E-assessment/ICT-based assessment

All forms of electronically supported teaching and learning, especially the web-based and computer-based acquisition of, and engagement with, knowledge and skills. It may take place in or out of the classroom. It is often an essential component of distant education and may involve virtual learning environments. Assessment involving the use of information and communication technologies (ICT). ICT can be used(a) to deliver traditional assessment formats more effectively and efficiently, and (b) to change the way competences are assessed and develop formats that facilitate the assessment of competences that have been difficult to capture with traditional assessment formats. ICT can be used to develop tests such as computer-based tests (often a digital version of the traditional paper-based tests), computer adaptive tests (e.g. able to change their form in response to the input From the learner being tested), and test-creation applications. Incorporate simulation, interactivity and constructed response formats. Sophisticated ICT programmes that score open-ended performances, measure learners.

E-learning

All forms of electronically supported teaching and learning, especially the web-based and computer-based acquisition of, and engagement with, knowledge and skills. It may take place in or out of the classroom. It is often an essential component of distant education and may involve virtual learning environments.

Elective curriculum

Courses or subjects from which learners can choose according to their interests and needs, also referred to as 'electives'. Typically offered in secondary and tertiary education and complementing the core curriculum that all learners must follow.

Elementary education

See 'Primary education'.

Emerging issues

New or important learning content that is considered relevant for learners.

Emotional intelligence

The capacity to reason about emotions, and of emotions to enhance thinking.

**Evaluation
(in teaching and learning)**

A systematic process aimed at judging the effectiveness of any teaching and learning programme.

Expanded learning time	Lengthening of the school day, school week or school year for all students to focus on core academic and enrichment activities to enhance learner success.
External assessment	A process and method of assessment developed and used by an examination body or agency other than the learner's school. This process commonly involves standardized testing.
Extra-curricular activities	A range of activities organized outside of the regular school day, curriculum or course intended to meet learners' interests.

F

Fairness (in assessment)	Refers to the consideration of learner's needs And characteristics, and any reasonable adjustments that need to be applied to take account of them. It is important to ensure that the learner is informed about, understands and is able to participate in the assessment process, and agrees that the process is appropriate.
Foreign Direct Investment	Any investment from an individual or firm that is located in a foreign country into a country is called Foreign Direct Investment. Generally, FDI is when a foreign entity acquires ownership or controlling stake in the shares of a company in one country, or establishes businesses.
Formal curriculum	The learning experiences and opportunities that are provided to learners in the context of forma education and serve as a basis for certification processes.
Formal education	Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and – in their totality – constitute the formal education system of a country.
Formative assessment	Assessment conducted throughout the educational process with a view to enhancing student learning.
Four pillars-oriented design	Curriculum that takes into account the four pillars defined as the foundations of education. Namely: learning to know, learning to do, learning to live together, and learning to be curriculum
Functional curriculum	A curriculum designed to teach skills deemed essential for living and working independently to learners withcognitive impairments.

Four-year Undergraduate Programme

Earlier this month, the University Grants Commission (UGC) announced the Four-year Undergraduate Programme (FYUP)structure. Now, students can opt for a Bachelor's degree (3 years course) and Honours with research (4 years course)

G

Games-based learning

A learning process that is facilitated by the use of a game.

Gender equality

Gender equality refers to the enjoyment of equal rights, Opportunities and treatment by men and women and by boys and girls in all spheres of life.

General capabilities

'General capabilities' encompass the knowledge, skills,content in each learning area and the cross-curriculum priorities, will assist students to live and work successful in the twenty-first century.

General education

Education programmes that are designed to develop learners' general knowledge, skills and attitudes, as well as literacy and numeracy skills, often to prepare students for more advanced education programmes and to lay the foundation for lifelong learning.education but do not prepare for employment in a particular occupation, trade, or class of occupations or trades, nor lead directly to a labour market-relevant qualification.

Gifted learners

They need services and activities not ordinarily provided by the school in order to fully develop their potential.

Gross domestic product

Gross domestic product (GDP) is the total monetary or market value of all the finished goods and services produced within a country's borders in a specific time period. As a broad measure of overall domestic production, it functions as a comprehensive scorecard of a given country's economic health.

Gross Enrolment Ratio

Gross Enrolment Ratio or GER, at higher education level, is the ratio of people enrolled in higher education to the population in the age group of 18-23

Goods and Services Tax

GST, or Goods and Services Tax, is an indirect tax imposed on the supply of goods and services. It is a multi-stage, destination-oriented tax imposed on every value addition, replacing multiple indirect taxes, including VAT, excise duty, service taxes, etc.

H

Hard skills

Skills typically related to the professional or job-related knowledge, procedures, or technical abilities necessary for an occupation. Normally they are easily observed and measured.

Higher Educational Institution

Higher Educational Institution (HEI means a university institution deemed to be university under section 3 of the UGC Act, 1956 or an affiliating college.

High-stakes test/exam

An examination which may have significant consequences for learners, such as determining their future educational pathways. Also refers to forms and uses of assessment that may be of 'high stakes' for teachers and schools within an accountability system that links results to rewards and sanctions.
See also 'Centrally-set examinations'.

Higher-order thinking

See 'Bloom's taxonomy'.

Holistic learning approach

An approach that seeks to fully activate all aspects of the learner's personality (intellect, emotions, imagination, body) for more effective and comprehensive learning.

Homework

Any activity related to the school programme that learners are asked to complete outside of lesson time at school and that can take place in the home or in the community.

I

Implemented curriculum

The actual teaching and learning activities taking place in schools through interaction between learners and teachers as well as among learners.

Inclusive curriculum

Curriculum which takes into consideration and caters for the diverse needs, previous experiences, interests and personal characteristics of all learners.

Inclusive education

Inclusive education as a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve Education for All.

Informal learning	Forms of learning that are intentional or deliberate but are not institutionalized. It is consequently less organized and structured than either formal or non- formal education.
Information and Communication Technologies (ICT)	A diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, visio/video-conferencing, etc.).
Inquiry-based learning	A process that provides opportunities for learners To construct their own understanding of the complexity of the natural and human world around them.
Instruction	The creation and implementation of purposefully developed plans for guiding the process by which learners gain knowledge and understanding, and develop skills, attitudes, appreciations and values.
Instructional time	The amount of time during which learners receive instruction from a classroom teacher in a school or a virtual context. Instructional time does not include holidays or teacher professional development days when learners are not expected to be in school; breaksduring the school day; or time spent on learning outside of school (e.g. homework, tutoring).
Intended curriculum	A set of formal documents which specify what The relevant national education authorities and society expect that students will learn at school in terms of knowledge, understanding, skills, values, and attitudes to be acquired and developed, and how the outcomes of the teaching and learning process will be assessed.
Interactive teaching and learning	The practice of involving learners in the educational process by encouraging them to bring their own experience and knowledge into the process, while also contributing to defining or organizing their learning.

Intercultural understanding	Awareness, understanding and appreciation of one's own and other cultures. It implies openness towards and respect for other cultures.
Interdisciplinary approach	An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world.

K

Key competences/ competencies or skills	Key competences are defined as the sum of skills (basic and new basic skills) needed to live in a contemporary knowledge society. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. Critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings play a role in all eight key competences.
Key stages of the curriculum	A way of organizing the curriculum into blocks of school years and normally covering the period of compulsory schooling.
Knowledge	Knowledge can be described as the body of concepts and factual information (data), including their interrelated structures and patterns, concerning the natural and social environment as well as our understanding of the world, people and society, gained through learning and/or experience.
Knowledge society	Knowledge societies are about capabilities to identify, produce, process, transform, disseminate and use information to build and apply knowledge for human development.

L

Learner centredness	An approach to organizing teaching, learning and assessment based on the learner's personal characteristics, needs and interests.
Learning	The complex and long-term psychosocial process consisting of the individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction.

Learning area	Grouping of traditionally discrete but related subjects with the explicit aim of integrating students' learning. For example, the learning area 'social sciences/studies' can include elements of geography, history, citizenship, economy/ commerce, philosophy, and sociology.
Learning content	The topics, themes, beliefs, behaviours, concepts and facts, often grouped within each subject or learning area under knowledge, skills, values and attitudes, that are expected to be learned and form the basis of teaching and learning.
Learning environment	The term indicates the learner's immediate physical surroundings (classroom, school), the resources made available to support the learning process, and the social interaction or types of social relationship functioning within this context and having an influence on learning.
Learning experiences	A wide variety of experiences across different contexts and settings which transform the perceptions of the learner, facilitate conceptual understanding, yield emotional qualities, and nurture the acquisition of knowledge, skills and attitudes
Learning objectives	Specification of learning to be achieved upon completion of an educational programme or an activity. Learning objectives can also be specified for a lesson, a theme, a year, or an entire course.
Learning outcomes	The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours a learner has mastered upon the successful completion of an education programme.
Learning progression	A description of increasing levels of difficulty and complexity in acquiring knowledge, skills and attitudes within a domain.
Learning resources	Any resource – including print and non-print materials and online/open-access resources – which supports and enhances, directly or indirectly, learning and teaching.
Learning styles	A set of behaviours and attitudes that influence how students learn and interact with teachers and peers. Learning styles are cognitive, affective, and physiological behaviours that serve as indicators of how learners perceive, interact with, and respond to the learning environment.

Learning time	The amount of time during which learners are actively working on tasks and are effectively engaged in learning.
Lesson plan	An outline of a topic to be addressed in a given Period which can take a variety of forms and be prepared ona daily, weekly or monthly basis.
Levels of education	According to UGC & National curriculum framework levels of education are an ordered set of categories, intended togroup educational programmes in relation to gradations of learning experiences and the knowledge, skills and competencies which each programme is designed to impart
Life skills	A group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner.
Lifelong learning	All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.
Literacy	The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.
Localization ofcurriculum	Process of defining parts or components of the curriculum at community/local or school level, normallywith the involvement of local staff, stakeholders and institutions, so as to address issues that are locally relevant and allow for more meaningful learningexperiences

M

Mainstreaming (in special needs education)
The integration of learners with special needs into general educational settings or regular schools, ideally facilitated by appropriate curriculum and infrastructure adjustments and by the provision of specially trained staff.

Multiple
Choice Question

Multiple choice (MC), objective response or MCQ (for multiple choice question) is a form of an objective assessment in which respondents are asked to select only correct answers from the choices offered as a list.

Meaningful learning
Unlike rote learning, it is a process leading to the development of conceptual networks (i.e. concept mapping) that can be applied in different situations,supporting creativity and problem solving.

Mentoring
A relationship between a less experienced individual and a more experienced individual known as a mentor) through which the mentor facilitates and supports learning.

Metacognition
Refers to the ability to think about one's thinking or cognitive processes. It is generally understood as the ability to contemplate one's own thinking, to observe oneself when processing cognitive tasks, and to organize the learning and thinking processes involved in these tasks.

Ministry of Human Resource Development

Ministry of Human Resource Development (MHRD) was created on September 26, 1985. The Ministry handles all matters related to the education of the people of India.

Mission
A mission statement, or simply a mission, is a public declaration that schools or other educational organizations use to describe their founding purpose and major organizational commitments—i.e., what they do and why they do it.

Mobile learning
The use of mobile devices such as personal digital assistants (e.g. a handheld device with communicative and computational capabilities that can function as a personal organizer, web browser, fax sender, and cellular phone) or cellular phones in learning activities.

4Moderation (in assessment)	The process of establishing comparable standards for evaluating learners' responses to assessment tasks in order to ensure that the data are valid and reliable for the intended purposes.
Massive Open Online Course	A massive open online course (MOOC) is a typically free web-based distance learning program that's designed for large numbers of geographically dispersed students. A MOOC might be patterned on a college or university course, or it can be less structured
Multidisciplinary approach	An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue.
Multi-grade/multi-class teaching	The teaching of learners from two or more grade levels in the same classroom environment, ideally by using appropriate and specifically designed teaching methods.
Multilingual education	The term refers to the use of at least three languages, for example, the mother tongue, a regional or national language and an international language in education.
Multiple intelligences	The capacity to solve problems or fashion products that are valued in one or more cultural settings."
Multiple literacies	A concept calling for a broader view of literacy, also referred to as 'new literacies' or 'multiliteracies'. The concept is based on the assumption that individuals 'read' the world and make sense of information by means other than traditional reading and writing.

N

National Assessment and Accreditation Council	The National Assessment and Accreditation Council (NAAC) is an autonomous body founded by the University Grants Commission (UGC) for assessing and accrediting higher educational institutions in India. The NAAC, established in 1994, has its headquarters in Bangalore.

**National assessments of
student achievement**

An exercise, task or activity undertaken by students nationally and designed to determine or measure the achievement of students in a curriculum area, often aggregated to provide an estimate of the achievement level in the education system as a whole at a particular age or grade level.

National curriculum

A description – normally set out in a document or series of related documents – of the prescribed common goals, objectives and quality and/or content criteria of a national school system.

**National Qualifications
Framework (NQF)**

An instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes.

National Education Policy

National Education Policy, 2020 (NEP) envisions a massive transformation in education through– "an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

Neuroscience

An interdisciplinary field of study concerned with the anatomy, physiology, and biochemistry of the nervous system and its effects on behaviour and mental experience.

**National Institutional
Ranking Framework**

This framework outlines a methodology to rank institutions across the country. The methodology draws from the overall recommendations broad understanding.

Non-cognitive skills

Personality traits or attributes the importance of which for cognitive achievement and labor market out comes is increasingly recognized although they are not yet systematically assessed.

Non-formal education	Education that is institutionalized, intentional And planned by an education provider The definingcharacteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals.
Norm-referenced assessment	Assessment of learner's progress and achievement with reference to the levels of achievement of his/her peer group and/or by reference to norms derived from a sample of a similar population.
National Research Foundation	Promote interdisciplinary research that will address India's most pressing development.
National Testing Agency	National Testing Agency (NTA) has been established as a premier, specialist, autonomous and self-sustained testing organization to conduct entrance.
Numeracy	The ability to use mathematical skills in appropriateand meaningful ways in order to meet the varied demands of personal, study, social and work life.

O

Open curriculum	An approach based on the principle that education And The curriculum should be active, flexible, fluid, and individualized.
Opportunity to learn	The provision of learning conditions, including suitable adjustments, to maximize a student's chances of attaining the desired learning outcomes.
Outcomes- Based education (OBE)	An approach to schooling that makes outcomes (intended results) the key factor in planning and creating educational experiences.
Other Backward Class	The Other Backward Class (OBC) is a collective term used by the Government of India to classify castes that are educationally or socially backward.

P

Pedagogy

The art and science of teaching, as a professional practice and as a field of academic study.

Peer assessment

Assessment of learners' work by other learners.

Peer learning

A process based on exchange of knowledge and information between learners who may also act as mentors. Also referred to as peer education.

Peer teaching/tutoring

A practice in which students share their knowledge and support the learning of their peers through assuming a teaching role within a school setting.

Performance assessment

Assessment that is designed to measure and judge what learners know and are able to do based on how they perform certain tasks.

Person with Disabilities

The term persons with disabilities is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal.

Personalized learning

A process of tailoring education to learners' current situation, characteristics, and needs in order to help learners to achieve the best possible learning progress and outcomes.

Planned curriculum

See 'Intended curriculum'.

Portfolio assessment

Assessment based on the systematic collection Of learner work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or the learner's developmental progress.

Programme educational objective	Program educational objectives are the broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve. Student outcomes are statements that describe what students are expected to know or be able to do by the time they complete an academic program. Program educational objectives differ from student outcomes in at least four ways: degree of specificity, role of constituents, purpose of assessment and cycles of data collection.
Programme outcome	It is a measurement of the impact of the program on the learner for that specified discipline through knowledge, skill, and attitude.
Programme specific Outcome	These are statements that defines outcomes of a. program which make students realize the fact that the knowledge and techniques learnt in this course has direct implication for the betterment of society and its sustainability.
Predictive assessment	Assessment aimed at identifying potential successes and failures in learners' development and suggesting appropriate action to stimulate progress and deal with anticipated shortcomings.
Pre-primary education or preschool education	Education typically designed for children from 3 yearsof age to the start of primary school.
Primary education	Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge and personal development, preparing for lower secondary education.
Problem-based learning	A process designed to experientially engage learners in processes of inquiry into complex problems of significance and relevance to their lives and learning.
Problem solving	The set of thinking processes or actions involved in the solving of a problem.

Project-based learning   A process that fosters learners' engagement in studying authentic problems or issues centred on a particular project, theme, or idea.

Programme of study
(in/for a subject)

Programme is an organized set of learning activities designed to enable a student to develop knowledge, understanding, skills and attitudes relevant to the student's individual needs;

Q

Qualification   This term is commonly used in at least two different ways/contexts: (a) formal qualification: the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work; (b) job requirements: knowledge, aptitudes and skills required to perform the specific tasks attached to a particular work position.

R

Remedial activities   Activities or programmes aimed at helping students with learning difficulties or supporting students that may need to develop better learning skills as well as master content.

Rubrics (in assessment)   Scoring tools containing performance criteria and a performance scale with all score points described and defined. Rubrics are specific guidelines with criteria to evaluate the quality of learner work, usually on a point scale. Learners may use rubrics to judge their own work, and to edit and improve it. Rubrics may be partof the national curriculum or syllabi, or be provided in aseparate document.

Right to Education

The Parliament of India enacted the Right To Education Act 2009 to grapple with the downward spiral of the education system and poor learning outcomes. The act aims towards providing free and compulsory elementary education to kids between the age group of 6 years to 14 years.

S

Scheduled Caste

The Scheduled Castes is defined as; Such castes, races or tribes or part of or groups within such castes, races or tribes as are deemed under Article 341 to be Scheduled Castes for the purpose of this [Indian] constitution.

Scheduled Tribe

Defined scheduled tribes as "such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed

School-based curriculumdevelopment

Curriculum developed at the level of an individual school. This notion suggests a decision-making process with regard To the curriculum involving school staff, ranging from individual teachers adapting existing curricula to the whole school staff collaboratively working together to develop new curricula.

School culture

The guiding beliefs or ethos, underlying assumptions, expectations, norms and values that give a school its identity, influence the way a school operates, and affect the behaviour of principals, teachers, support staff and learners.

School readiness

The basic background and knowledge that children are usually expected to have upon entering pre-primary education.

School term

A division of the school or academic year during which learners attend classes.

School timetable

A schedule of events that organizes school activities throughout the day, week, term or year.

Scientific literacy

scientific literacy is defined as an individual's scientific knowledge and use of that knowledge to identify questions, to acquire new knowledge, to explain scientific phenomena, and to draw evidence-based conclusions about science-related issues, understanding of the characteristic features of science as a form of human knowledge and enquiry, awareness of how science and technology shape our material, intellectual, and cultural environments, and willingness to engage in science-related issues, and with the ideas of science, as a reflective citizen

Scope and sequence (in curriculum)

Scope refers to the breadth and depth of content and skills to be covered. Sequence refers to how these skills and content are ordered and presented to learners over time.

Secondary education	Secondary education provides learning and educational activities building on primary education and preparing for labour market entry, post-secondary non-tertiary education and tertiary education. Broadly
Self-assessment	Assessment by which the learner gathers information about and reflects on his or her own learning, judges the degree to which it reflects explicitly stated goals or criteria, identifies strengths and weaknesses, and revises accordingly.
Self-referenced assessment	Assessment of learner's progress and achievement with reference to himself/herself.
Skill	It is the ability, proficiency or dexterity to carry out tasks that come from education, training, practice or experience.
Social and emotional learning (SEL)	Learning how to manage feelings and relationships with others. This includes ways to also recognize emotions and to maintain positive relationships in developing sympathy and empathy. It involves the acquisition of knowledge, skills and attitudes that learners need to create positive relationships, build resilience, handle challenging situations, make appropriate decisions and care for others.
Soft skills	Term used to indicate a set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs
Special needs education	Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme.
Spiral curriculum	Curriculum design (based on the ideas of the American psychologist Jerome Bruner) in which key concepts and topics are repeatedly presented over time in the context of new, broader and more complex learning experiences.
Standard(s)	A standard is a document that provides requirements, specifications, guidelines or characteristics that can be used consistently to ensure that materials, products, processes and services are fit for their purpose.
Standardized testing	Tests that are administered and scored under uniform (standardized) conditions.

Standards-basedcurriculum

A curriculum directed toward mastery of predetermined standards. Content standards refer to what learnersare expected to know and be able to do in various subject areas.

Streaming/tracking

The practice of dividing learners according to their perceived abilities. Learners are placed on a particular track or stream (e.g. general, vocational, remedial) and given a curriculum that varies according to their perceived abilities and future positions in life.

Subject/subject area

A branch of knowledge organized as a discrete learning discipline and taught in a systemic way over time.

Summative assessment

Assessment of learner's achievement at the end of a term, stage, course or programme usually, although not necessarily, involving formal testing or examinations.

Study Webs of Active–Learning for Young Aspiring Minds

SWAYAM (Study Webs of Active–Learning for Young Aspiring Minds) is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality

Syllabus (plural syllabi or syllabuses)

A document which outlines the aims, selection and sequence of contents to be covered, mode of delivery, materials to be used, learning tasks and activities, expected learning objectives or outcomes, and assessment/evaluation schemes of a specific course, unit of study or teaching subject.

T

Teaching

Teaching can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection.

Team teaching

An arrangement by which two or more teachers teach the same group of learners. Teachers may teach together in many different ways.

Technical and vocational education (TVE)	Those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.
Technical and vocational education and training (TVET)	A range of learning experiences that are relevant for employability, portability of competencies and qualifications and recognition of skills, decent work opportunities and lifelong learning in and related to the world of work.
Technology-enhanced learning	The use of information and communication technologies as mediating devices supporting student learning that can include elements of assessment, tutoring, and instruction.
Test	An examination or assessment exercise designed to measure the learner's acquired knowledge and skills.
Textbook	A written source of information, designed specifically for the use of students, on a particular subject or field of study that is usually developed based on a syllabus and geared towards meeting specific quality and learning requirements.
Tertiary education	Tertiary education builds on secondary education, providing learning activities in specialized fields of education. It aims at learning at a high level of complexity and specialization.
Time allocation	The amount of time to be devoted to instruction in a certain subject or discipline according to official regulations, requirements or recommendations.
Transdisciplinary approach	An approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes.
Transferable skills	Skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings.

Transfer of learning	Refers to the influence of learning in one situation on learning in another situation. It is concerned with how learning in a certain school subject affects subsequent learning in the same or another subject or how school learning influences achievements outside of school.
Tutoring	Any activity offering a learner guidance, counselling or supervision by an experienced and competent professional.
Twenty-first century skills	An overarching concept for the knowledge, skills and attitudes citizens need to be able to fully participate in and contribute to the knowledge society. This need is mostly attributed to the changes in society, and more particularly, to the rapid development of technology and its impact on the way people live, work and learn. While in the industrial society the main focus of education was to contribute to the development of factual and procedural knowledge, in the information or knowledge society the development of conceptual and metacognitive knowledge is increasingly considered important. Furthermore, the changes in economy and the labour market caused by globalization and internationalization are an important driving force for the need of 21st century skills. Different organizations, including also partnerships and consortia, have defined and endorsed core competences/skills frameworks using different foci, emphases, groupings and terminologies. Most frameworks seem to converge on a common set of 21st century skills or competences, namely: collaboration; communication; Information and Communication Technology (ICT) literacy; and social and/or cultural competencies (including citizenship). Most frameworks also mention creativity, critical thinking and problem solving. Across the various frameworks it is acknowledged that ICT is at the core of 21st century skills. Specifically, it is regarded as both (a) an argument for the need of 21st century skills, and (b) a tool that can support the acquisition and assessment of these skills. In addition, the rapid development of ICT requires a whole new set of competences related to ICT and technological literacy.

U

Unified District Information System for Education

The Unified District Information System for Education or UDISE is a database about schools in India. The database was developed at the Department of School Education, Ministry of Education, Government of India and Maintained by National Informatics Centre, Government of India

University Grants Commission of India

The primary objective of the UGC is to ensure the maintenance of standards and the enhancement of quality in higher educational institutions throughout India. The UGC holds a pivotal role in shaping India's higher education landscape.

UN:United Nations

The main objectives of the United Nations are the maintenance of international peace and security, the promotion of the well-being of the peoples of the world, and international cooperation to these ends.

Upper secondaryeducation

Upper secondary education programmes are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both.

V

Validation of learning outcomes

Evaluation of an individual's achievement of learning objectives using a variety of assessment methods (written, oral and practical tests/examinations, projects and portfolios) not presuming participation in an education programme.

Validity (in assessment)

Refers to what is assessed and how well this corresponds with the behaviour or construct to be assessed.

Values

Culturally defined principles and core beliefs shared by individuals and groups that guide and motivate attitudes, choices and behaviour, and serve as broad guidelines for social life.

Vertical and horizontal articulation (of the curriculum)	Organization of contents according to the sequence and continuity of learning within a given knowledge domain or subject over time (vertical articulation to improve coherence) and the scope and integration of curricular contents from different knowledge domains within a particular grade level (horizontal articulation or balance to develop integration between subjects, disciplines or knowledge domains).
Vision	A vision statement, or simply a vision, is a public declaration that schools or other educational organizations use to describe their high-level goals for the future—what they hope to achieve if they successfully fulfill their organizational purpose or mission.
Vocational education	Education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades.
Vocational education and training (VET)	Education and training which aim to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

W

Wash-back effect	The way in which testing or examining influence teaching and learning and might shape the curriculum by undue concentration on the form, content and focus areas of the test or examination.
Whole school approach	Involves addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole-school and learning environment.It implies collective and collaborative action in and by a school community.
Wellbeing (in school)	Wellbeing in school contributes to learners' physicaland psychological health and development. As such it is strongly connected to learning. It consists of cognitive, emotional, and physical components

REFERENCE

UNESCO, International Bureau of Education 2013. **IBE** Glossary of Curriculum Terminology. First Edition Website: *www.ibe.unesco.org*