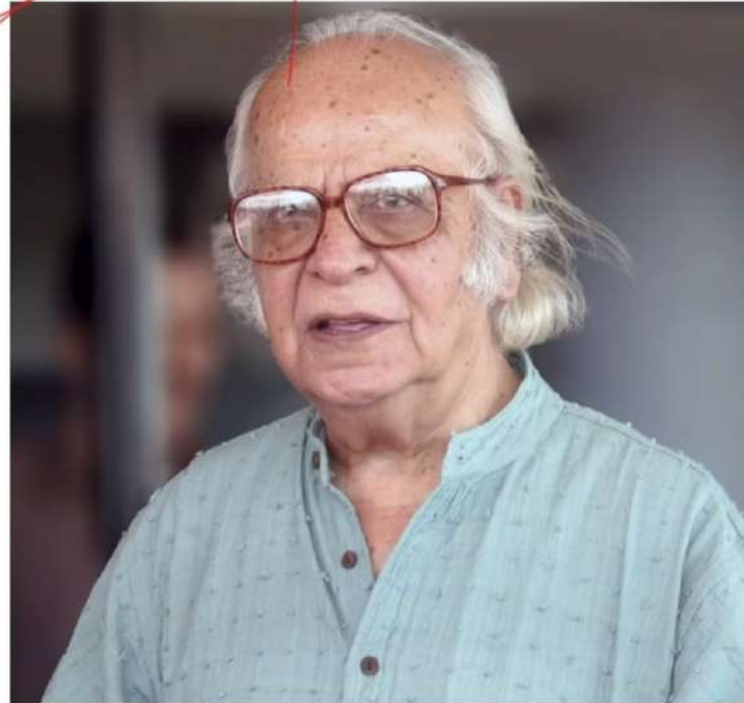


National Curriculum Framework-2005

- The National Curriculum Framework 2005 is one of the four NCF published in **1975, 1988, 2000 and 2005** by the NCERT in India.
- The NCF 2005 document draws its policy basis from earlier government reports on education as Learning Without Burden and National Policy of Education 1986-1992 and focus group discussion.
- The approach and recommendations of NCF-2005 are for the entire educational system.

- NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 States.
- The NCERT gave a grant of Rs.10 lakh to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed.
- This exercise is being carried out with the involvement of State Councils for Educational Research and Training (SCERT) and District Institutes of Education and Training (DIET).

Professor Yash Pal



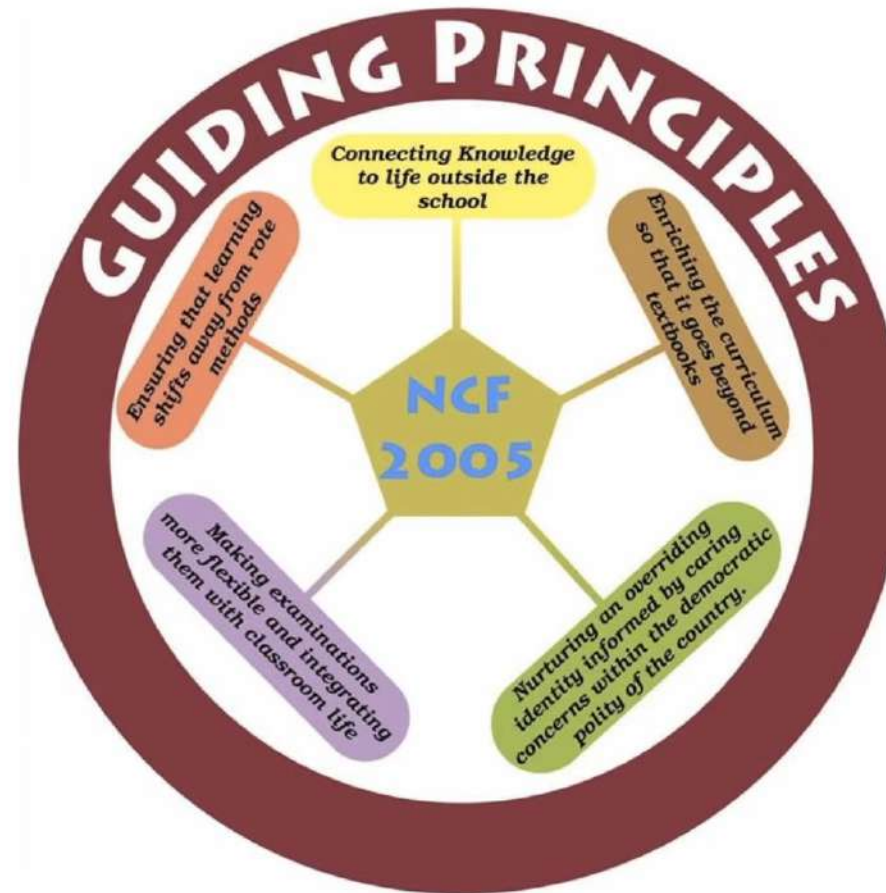
Common sources of physical discomfort:

- Long walks to school.
- Heavy school bags.
- Lack of basic infrastructure, including support books for reading and writing.
- Badly designed furniture that gives children inadequate back support and cramps their legs and knees.

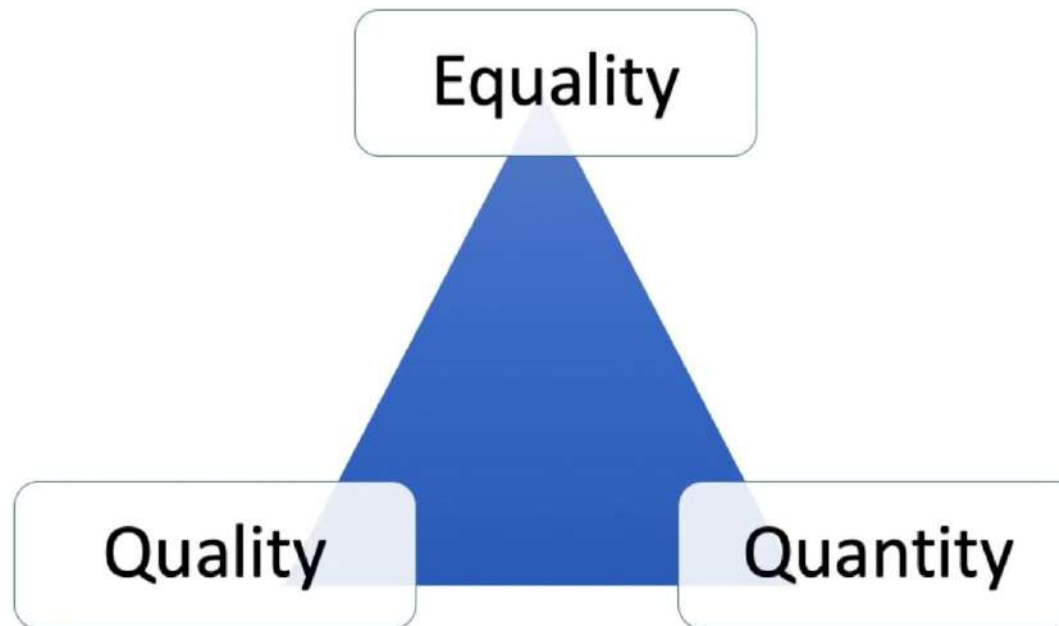
- Time tables that do not give young children enough breaks to stretch, move and play, and that deprive older children of play/sports time, and encourage girls to opt out.
- Especially for girls, the absence of toilets and sanitary requirements.
- Corporal punishment—beating, awkward physical postures.

Perspective of NCF:

1. To shift learning from rote method.
2. Connecting knowledge to life outside the school.
3. To integrate examination into classroom learning and make it more flexible.
4. To enriching the curriculum so that it goes beyond textbooks.
5. Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.



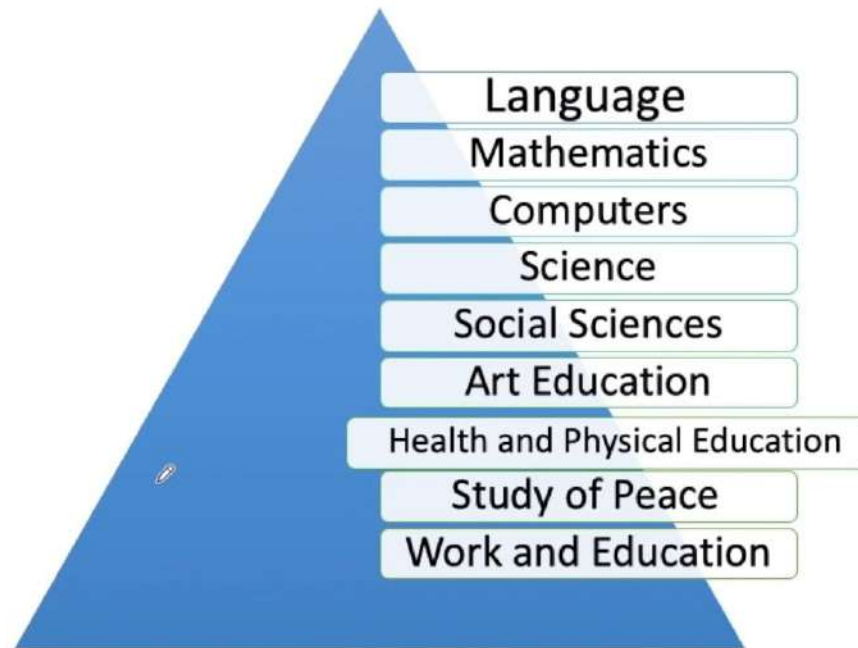
J. P. Naik has described as the exclusive triangle for Indian education:



Learning and knowledge

- The curriculum should focus on the **holistic development** of the students to enhance physical and mental development in individuals and as well as with the peer interactions.
- *Constructive learning has to be part of the curriculum.*
- *Don't misunderstand information as knowledge.*

Subjects



• **Languages**

- To implement 3-language formula.
- Emphasis on mother tongue as medium of instruction.
- Curriculum should contain multi-lingual proficiency only if mother tongue is considered as second language.
- Focus on all skills.

Three Language formula system to be followed. Medium of communication should be the home language.

1. The First language - to be studied must be the mother tongue or the regional language.
2. The Second language – *In Hindi speaking States*, the second language will be some other modern Indian language or English, and – *In non-Hindi speaking States*, the second language will be Hindi or English.
3. The Third language – In Hindi speaking States, *the third language will be English or a modern Indian language* not studied as the second language, and – In non-Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language.

- **Mathematics**

- Teaching of Mathematics to focus on child's resources to think and reason, to visualize abstractions and to solve problems.

o

• **Sciences**

- Teaching of science to focus on methods and processes that will nurture thinking process, curiosity and creativity.



• Social Sciences

- *Social sciences to be considered from disciplinary perspective with rooms for:*
 - Integrated approach in the treatment of significant themes.
 - Enabling pedagogic practices for promoting thinking process, decision making and critical reflection.

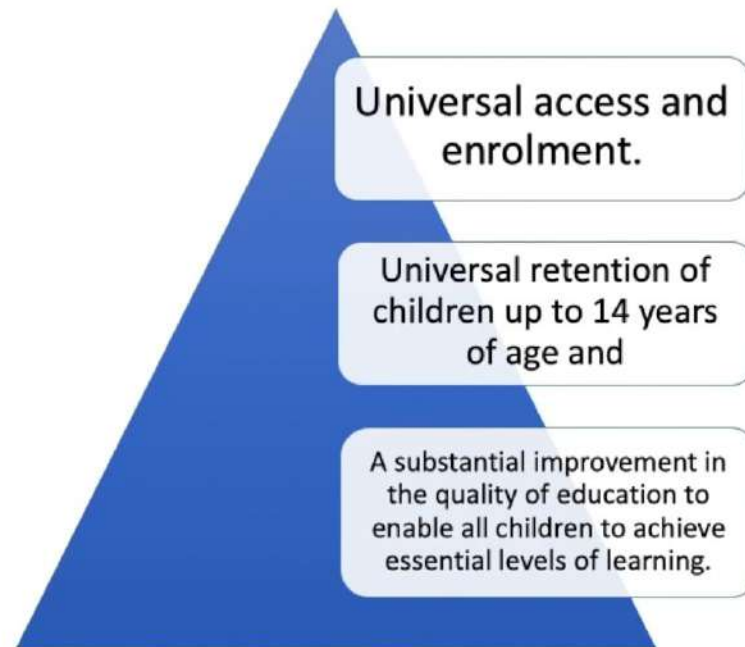


- **Art Education:** Covers music, dance, visual arts and theatre which on interactive approaches not instruction aesthetic awareness and enable children to express themselves in different forms.
- **Health and Physical Education:** Health depends upon nutrition and planned physical activities.
- **Education for Peace:** As a precondition to snub growing violence and intolerance.
- **Work Education:** Necessary skills should be promoted as part of pedagogy.

School and Classroom environment

- Minimum infrastructure and material facilities and support for planning a flexible daily schedule.
- Focus on nurturing an enabling environment.
- Traditional notions of discipline should be changed.
- Discuss needs for providing space to parents and community.
- Discuss other learning sites and resources like Texts and Books, Libraries and laboratories and media and ICT.
- Performance is not everything.

The new thrust in elementary education emphasizes:



MAIN GUIDELINES OF NCF: MAIN POINTS

- The process of development of NCF has been initiated in November 2004 by setting up various structures like **NATIONAL STEERING COMMITTEE** by Prof. Yashpal Singh.
- And 21 National Focus Groups on the themes of curricular area, systematic reforms and National Concerns.



1. Focus on Constructive thoughts of the child rather than instructive.(Constructivism approach)
2. Discouragement of ROTE LEARNING.
3. It works on the Policy of Yashpal Committee- Learning without burden.
4. Content should be linked to life outside the school.
5. Primary Role of Teacher is that as a “ Facilitator”.

6. To integrate examinations with classroom learning and to make Examinations Flexible and not Rigid.

7. Development of SCERT AND DIET's.

8. Pre-Service Training of Teacher.

9. Teacher Training for Special Needs.

10. NCF 2005 has been translated into 22 languages listed in 8th schedule of the constitution.

11. The NCERT gave a **grant of Rs.10 lakh to each State** to promote NCF in the language of the State.

12. **The NCF 2005 document draws its policy basis from earlier government reports on education as Learning Without Burden.**