

M.A(Education)-Semester II  
Paper Name-Development of Indian History  
Unit -III  
Topic-National Curriculum Framework-2005

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*“When I was a child I had the freedom to make my own toys out of trifles and create my own games from imagination. In my happiness my playmates had their full share; in fact the complete enjoyment of my games depended upon their taking part in them. One day, in this paradise of our childhood, entered a temptation from the market world of the adult. A toy bought from an English shop was given to one of our companions; it was perfect, big and wonderfully life-like. He became proud of the toy and less mindful of the game; he kept that expensive thing carefully away from us, glorying in his exclusive possession of it, feeling himself superior to his playmates whose toys were cheap. I am sure if he could have used the modern language of history he would have said that he was more civilised than ourselves to the extent of his owning that ridiculously perfect toy. One thing he failed to realise in his excitement - a fact which at the moment seemed to him insignificant - that this temptation obscured something a great deal more perfect than his toy, the revelation of the perfect child. The toy merely expressed his wealth, but not the child’s creative spirit, not the child’s generous joy in his play, his open invitation to all who were his compeers to his play-world”.* In **Civilisation and Progress** by **Rabindranath Tagore**

▶ **National Curriculum Framework-2005-** *The document provide framework for making Syllabi, textbooks and teaching practices with in education programme.*

- ❖ This national curriculum framework is one of fourth national curriculum published by National Council of Educational Research and Training in India
- ❖ Chairman of the NCF 2005- Prof. Yashpal.
- ❖ National Policy on Education 1986, Plan of Action 1992, Report on Learning without Burden, NCF-2000 played important role in NCF-2005.
- ❖ NSC comprised 35 members including scholars, principals and teachers, NGO representatives and NCERT faculty.
- ❖ Total 21 National Focus Group works for NCF-2005.
- ❖ It has been translate into 22 languages.

## Need of the National Curriculum Framework-2005

- ❑ Heavy school Bags.
- ❑ Distance between School and Home.
- ❑ Lack of proper Time-Table.
- ❑ No place for play in Time-Table.
- ❑ Only Rote Learning.
- ❑ Knowledge means only Information.
- ❑ No connection between textbook and outside of the life.
- ❑ No social issues include in Textbook.
- ❑ Lack of proper Guidelines for Examination.
- ❑ Only Paper-Pen Examination is for class room Promotion.
- ❑ No space for Inclusive Education.
- ❑ Corporal Punishment.

## Key point of National Curriculum Framework-2005.

- ▶ National Curriculum Framework-2005 based on **Equity , Equality ,Quantity.**
- ▶ This Curriculum Framework based on **Holistic Development** of the students.
- ▶ Suggestion and Recommendation for **Entire Educational System.**
- ▶ Compare to the **Current syllabus** with the **syllabus proposed.**
- ▶ Involvement of **SCERT and DIET** in School Education.
- ▶ Based on **Learning without Burden.**
- ▶ Teachers role in school education is only as **Facilitator.**
- ▶ This approach is based on **Constructive approach.**
- ▶ Children to be able to **Participate in Productive work**
- ▶ **Create Joyful** Learning Environment in classroom.
- ▶ Develop of **Sense self-reliance** and **Dignity of the individual** in students.
- ▶ Addressing the most **vulnerable- Girls, SC/ST, Below Poverty**

National Curriculum Framework-2005 is divided into in FIVE Chapters.

- I. Perspective
- II. Learning and Knowledge
- III. Curricular area, School stages, Assessment
- IV. School and Environment
- V. Systemic Reforms

## Perspective- Guiding principle for Curriculum Development

- ❑ Shift learning of students from *Rote Method* .
- ❑ Connecting knowledge of students to *Life Outside of the School*.
- ❑ Integrate examination into *Classroom Learning* and make its more *Flexible*.
- ❑ Enrich the curriculum so that it goes *beyond to the Text-Books*.
- ❑ Prepare our children's for *democratic society of the India*.
- ❑ Develop *Critical thinking* and *enhance creativity*.
- ❑ Children's try to develop their knowledge from different Culture.
- ❑ Children's become *Sensitivity* for their *Social Environment*.
- ❑ Children's learn through from *Own Experience*.

## Learning and Knowledge

- ▶ Focus on Children's as Active Learner.
- ▶ Recognize the need for environment enabling and non threatening environment.
- ▶ Emphasized that Caste ,Gender Creed, Class, Religion, Minority status should not constrain participation in experiences provided in school.
- ▶ Learning task must be designed to enable children's to seek knowledge from sites other than textbook.
- ▶ Involvement of values in textbook through elders, peers and near by social environment.
- ▶ Focus on Physical activities and Mental activities based content in curriculum.
- ▶ Inclusive education to be given priority and flexibility to follow a curriculum.
- ▶ Its also work on the needs of every student irrespective of students having disabilities.
- ▶ Constructive and creative learning should be the part of curriculum.
- ▶ Primary ,Upper Primary and Secondary Education provide space for their students to explore and develop their rational thinking.



# Curricular area, School stages, Assessment

## ► Curricular areas

1. Mathematics 2. Language 3. Science 4. Social Sciences 5. Art Education 6. Health & Physical Education 7. Education for Peace 8. Habitat & Learning

- ❑ **Language's** - Three Language Formula should be the medium of teaching in India.
- ❑ **Mathematics**- It should be based on the practical knowledge of content, provide through problem solving and rational pedagogies. Mathematics makes learner systematic, confident, self-evaluated, self-esteem, self-reliable etc.
- ❑ **Science**- Students will learn Facts and Principles of cognitive development, Validation of Scientific knowledge, develop Scientific Temperament among students and develop natural curiosity, aesthetic sense and creativity in science and technology.

## ❑ Social Science-

- I. Social Science Content should be focus on discussing social justice, equality, respect for diversity etc.
- II. Social Science Content should be focus on Understand the socio-economic problems of India.
- III. Social Science Content Should be encourage debate and discussion on above issues.
- IV. Social Science Content should be Focus on child's own context and environment.
- V. Social Science Content should provide Relation between concepts and daily life of child.
- VI. Social Science Content should be Encourage children to form their own opinions.

## ❑ Art education-

- I. Complete development of the students personality and mental health, appreciate cultural heritage and develop respect for each other's work and connect to environment.

- ▶ **Health & Physical Education-** For the holistic development of the children's health and physical Education is essential. With the help various type of physical activities, we can solve the psycho-social problem of children's . its also important for developing responsible citizens for nation.
- ▶ **Education for Peace-** Peace Education helpful to reduce the social problem as well as personal, through peace enrich curriculum and appropriate pedagogical technique helps to develop positive attitude among children's.
- ▶ **Work and Education-** its aims to involving children's in a variety of production or service oriented activities, to develop skills, positive attitudes and values through work and also to develop work related competencies.

## School and Environment

- ▶ Appropriate Physical Environment for Children's, adequate light and ventilation for them.
- ▶ Proper Student Teacher ratio at classroom.
- ▶ Hygiene and Safe environment for Children's at school.
- ▶ Schools should also treat students with equality, justice, respect, dignity and right of the students.
- ▶ Give equal opportunities for all students to participate in all school activities.
- ▶ Inclusive Education to be part of the school where differently abled and children from marginalized section get equal opportunities.
- ▶ The schools should also be well equipped with libraries, laboratories and educational technology laboratories.

## Systemic Reforms

- ▶ Covers need for academic planning for monitoring quality.
- ▶ Teacher education should focus on developing professional identity of the teacher than he plays a role of a facilitator.
- ▶ Recommends changing the typology of question so that reasoning and creative abilities replace rote learning.
- ▶ Promote such activities learner becomes ACTIVE learner.
- ▶ Develop multidisciplinary approach in curriculum.
- ▶ Develop divergent thinking approach in children's.
- ▶ Continuous appraisal in education system.

## References -

- ▶ Government of India. (1986). *National Policy on Education (revised)*. MHRD: Department of Education.
- ▶ NCERT. (2006). *National Focus Group on Teaching of Social Science*. New Delhi: NCERT.
- ▶ NCERT. (2007). *National Curriculum Framework-2005*. New Delhi: NCERT.
- ▶ National Curriculum framework(2005) retrieved from <https://www.slideshare.net/vigneshreddy3766/ncf-2005-43125937> dated 17/04/2020.

Thank you

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