

National Curriculum Framework 2005.

National Curriculum Framework, 2005 : The National Council of Educational Research and Training (NCERT) is an open institution which provides technical resource support for school education, the NCERT charter envisages a special place for designing curriculum; NCERT is expected to review school curriculum as a regular activity ensuring the higher standards in Education.

The NPE-1986 and POA-1992 assign a special role to NCERT in preparing and promoting the National Curriculum Framework. The NPE views such a task as a means of establishing a national system of education, characterised by certain core values and goals relevant to changing needs of children and society and within the constitutional framework of the coming.

NCF Committee :

A national steering committee was set up under the chairmanship of Prof. Yash Pal eminent Scientist and Scholar. The committee comprised 35 members including scholars from different disciplines, principals and teachers, representations of well known NGO's and member of NCERT. Its work was supported by 21 National Focus Group, coursing major areas of curriculum national concerns and systematic issues.

Needs of NCF 2005: To make education fulfil its aims, the following needs to frame a national curriculum:

1. The national system of education will be based on a national curriculum framework, which contains a common core along with other components that are flexible.
2. To frame a curriculum as a means of evolving a national system of education capable of responding to India's cultural and geographical diversity ensuring a common core of values along with academic components
3. To modernise the system of education.
4. To have a relevant, flexible and relevant curriculum.

Objectives of NCF:

1. Curriculum should be child centred.
2. It should provide a fullness of experience for students.
3. It should make provisions for flexibility within the framework of acceptable principles and values.
4. The curriculum should be related to the life needs and aspirations of the people.
5. Develop a rational outlook.
6. The curriculum should lay emphasis on SUPW.
7. It should be able to promote social justice, democratic values and national integration.



8. It should help in self experience and expression and in physical development.
9. It should be well integrated.
10. It should provide continuity in the whole programme.

Merits : The NCF 2005 has the following merits attached to it :

1. Its approach and recommendations are for the entire system. A number of its recommendation, infact, focus on rural schools.
2. The framework has taken note of the swiftly changing environment and the need to integrate the essential changes in the curriculum.
3. It established a rationale for using technology as a tool and an enabler in the teaching-learning environment.
4. The framework has placed the onus, on teacher education for curriculum renewal in school education.
5. 5. The document paves the way for learning without burden.
6. It promotes the theory of inclusive education, which will in a way help to level the inequalities in the social system.
7. Decentralisation of educational planning and administration has been emphasised.
8. It recommends the softening of the subject boundaries so that children can experience the joy of understanding and have integrated knowledge.
9. The document comes across as a liberal document because it was for the first time this document looked at 21 especially produced position par pers on different issues.

Demerits of the National Curriculum Framework 2005 : The framework suffered following demerits or limitations :

1. It is argued that the document is not sufficiently announced which has led to its incomplete implementations.
2. Implementing the suggested curriculum would require a huge infrastructure.
3. The framework does not state the academic, social and political context in which it is framed.
4. It does not talk about the dangers of community participation and how to ensure the quality of education in such an environment.
5. It is unrealistic in projecting constructivism as the universal pedagogy for all subjects and for children of all ages.
6. The suggested examination reforms of all ages would lead to a replacement of one form of evaluation with another. Rather the meaning of assessment should be explained to teachers.

