



Study Notes and Questions on

National Curriculum Framework 2005

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Introduction

The purpose of this eBook is to provide you quick revision notes on National Curriculum Framework 2005 which is basically a 150+ page document. Questions based on NCF 2005 are frequently asked in CTET, State TETs and other teaching related exams (TGT, PRT, PGT & B. Ed Entrance Exams). We have also provided questions from previous year's exams to help you understand type of questions being asked on this topic.

We hope you find this useful. All the best for your exam.



Chapter One

**SALIENT FEATURES
OF NCF 2005**

SALIENT FEATURES OF NCF 2005

The National Curriculum Framework is one of four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training NCERT in India. The document provides the framework for making syllabi, textbooks and teaching practices within the school education programmes in India.

The Five Basic Tenets of the National Curriculum Framework 2005 are:

- Connecting knowledge to life outside the school
- Ensuring that learning shifts away from rote methods
- Enriching the curriculum so that it goes beyond textbooks
- Making examinations more flexible and integrating them with classroom life, and
- Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

NCF focused on

- Learning without burden to make learning a joyful experience and move away from textbooks to be a basis for examination and to remove stress from children. It recommended major changes in the design of syllabus.
- To develop a sense of self-reliance and dignity of the individual which would form the basis of social relationship and would develop a sense of nonviolence and oneness across the society.
- To develop a child centered approach and to promote universal enrollment and retention up to the age of 14.
- To inculcate the feeling of oneness, democracy and unity in the students the curriculum is enabled to strengthen our national identity and to enable the new generation to reevaluate.
- J. P. Naik has described equality, quality and quantity as the exclusive triangle for Indian education.
- With respect to social context NCF 2005 has ensured that irrespective of caste, creed, religion and sex all are provided with a standard curriculum.

The document is divided into 5 areas:

- Perspective
- Learning and Knowledge
- Curriculum Areas, School Stages and Assessment
- School and Classroom Environment
- Systemic Reforms

1) **Perspective**

- It provides the historical backdrop and the rationale for undertaking the revision of the National Curriculum Framework.
- It discusses curricular reform efforts since Independence drawing from Gandhiji's vision of education as a means of raising the nation's conscience towards injustice, violence and inequality entrenched in the social order.
- It proposes four guiding principles for curriculum development, namely (a) connecting knowledge to life outside the school, (b) ensuring that learning shifts away from rote methods, (c) enriching the curriculum so that it goes beyond textbooks, (d) making examinations more flexible.
- It discusses educational aims as deriving from the Guiding Principles. Education should aim to build a commitment to democratic values of equality, justice, freedom, concern for others' well being, secularism, respect for human dignity and rights. It should also aim at fostering independence of thought and action, sensitivity to others' well being and feelings, learning to learn and unlearn, ability to work for developing a social temper and inculcate aesthetic appreciation.

2) **Learning and Knowledge**

- This chapter emphasizes that gender, caste, class, religion and minority status or disability should not constrain participation in the experiences provided in school.
- This chapter highlights the value of interaction—with the environment, nature, things, people—to enhance learning.
- Learning tasks and experiences, need to be designed to ensure that children seek out knowledge from sites other than the textbooks—from their own experiences, from experiences at home, community, from the library. Heritage sites, therefore, assume great significance as sites of learning.
- The approach to planning lessons must therefore move away from the 'Herbartian' lesson plan to preparing plans, activities that challenge children to think and try out what they are learning.
- It points out that interaction with peers, teachers and older and younger people can open up many rich learning possibilities.

3) Curriculum Areas, School Stages and Assessment

It recommends significant changes in Language, Maths, Natural Science and Social Sciences with a view to reducing stress and making education more relevant to the present day and future needs of children.

Traditional

- Mathematics
- Language
- Science
- Social Sciences

Other Areas

- Art Education
- Health & Physical Education
- Education for Peace
- Habitat & Learning.

NCF-Mathematics

- Main goal of Mathematics is Mathematisation rather than Knowledge of Mathematics
- Teaching of Mathematics to focus on child's resources to think and reason, to visualize abstractions and to solve problems

NCF – Language

- Three language formula reaffirmed – importance of home language
- Emphasis on mother tongue as medium of instruction
- Multilingualism as a resource
- “English as subject” and “English as medium”

NCF - Science

- Science should nurture curiosity and creativity particularly in relationship to the environment
- Science teaching should be placed in the context of children's environment to help them enter the world of work
- Awareness of environmental concerns

NCF – Social Sciences

- Equip children to think critically on social issues
- Interdisciplinary approach to key national concerns such as gender, human rights, marginalised minorities, etc.
- Civics to be recast as political science
- Significance of history – conception of past and civic identity

Draws attention on four other areas

- **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 and Education:** As it can create a social temper and agencies offering work opportunities outside the school should be formally recognized.

4) School and Classroom environment

The Chapter talks about the need for nurturing an enabling environment by bringing about suitable changes in the school and classroom environment

- Critical pre-requisites for improved performance – minimum infrastructure and material facilities and support for planning a flexible daily schedule
- Focus on nurturing an enabling environment
- Revisits tradition notions of discipline
- 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
- Addresses the need for plurality of material and Teacher autonomy/professional independence to use such material.

5) Systemic Reforms

It covers issues of quality and the need for academic planning for monitoring of quality. Teacher education should focus on developing professional identity of the Teacher. Examination reforms to reduce psychological stress particularly on children in class X and XII.

Examination Reforms

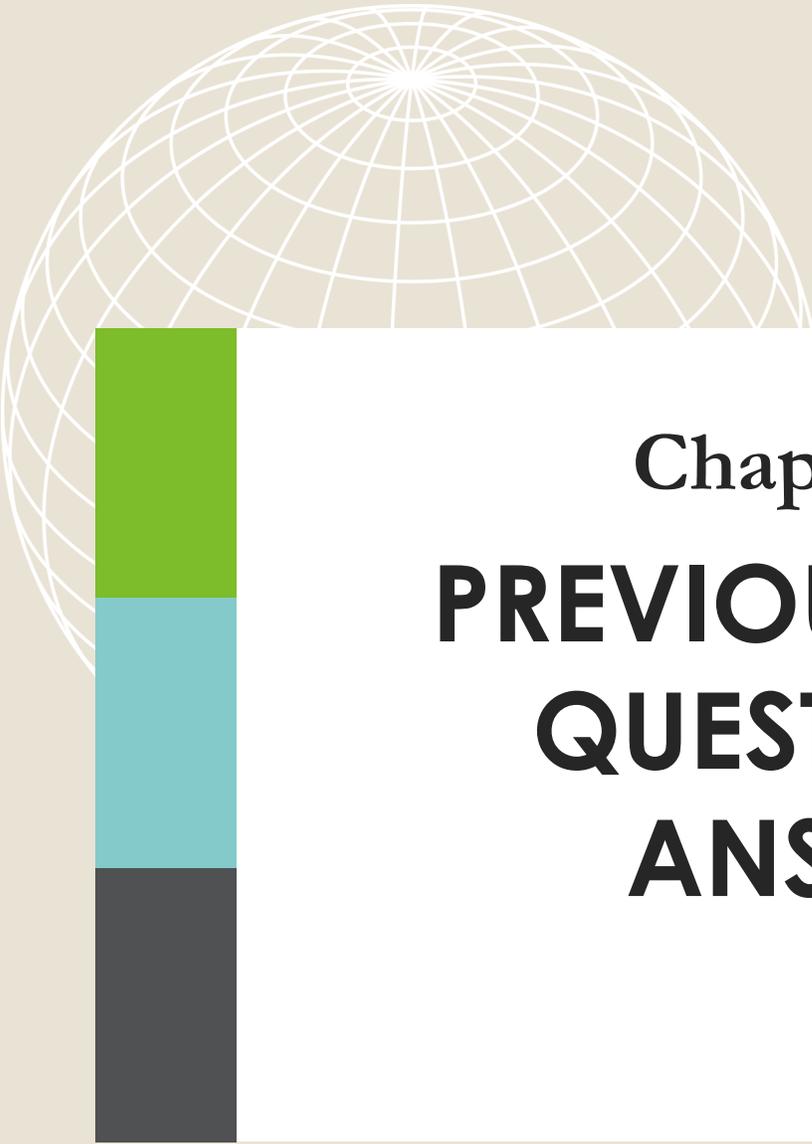
- Shift from content-based teaching to problem solving and understanding
- Schools should evolve continuous evaluation for diagnosis and remedial learning
- Maths and English board exams at different levels
- No board or state level exams at Class 5, 8 or 11
- Shift from content-based teaching to problem solving and understanding
- Flexible time limit

Teacher Education Reforms

- View learning as a search for meaning out of personal experience, and knowledge generation at a continuously evolving process of reflective learning.
- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.

Guidelines for Syllabus Development

- 1) Development of syllabi and textbooks based on following considerations
 - Appropriateness of topics and themes for relevant stages of children's development
 - Continuity from one level to the next
 - Pervasive resonance of all the values enshrined in the constitution of India the organization of knowledge in all subjects
 - Inter-disciplinary and thematic linkages between topics listed for different school subjects, which falls under different discrete disciplinary areas.
 - Linkage between school knowledge and concern in all subjects and at all levels
 - Sensitivity to gender, caste, class, peace, health and need of children with disability
 - Integration of work related attitudes and values in every subject and all levels
 - Need to nurture aesthetic sensibility and values
- 2) Linkage between school and college syllabi, avoid overlapping
- 3) Using potential of media and new information technology in all subjects
- 4) Encouraging flexibility and creativity in all areas of knowledge and its construction by children.



Chapter Two

**PREVIOUS YEAR'S
QUESTIONS &
ANSWERS**

QUESTIONS

1

[Child Development and Pedagogy] [CTET-2016-09]

According to NCF 2005, the role of a teacher has to be:

- A. dictatorial
- B. permissive
- C. facilitative
- D. authoritative

2

[Mathematics] [CTET-2016-09]

Which of the following is not an objective of teaching mathematics at primary level according to NCF 2005?

- A. Preparing for learning higher and abstract mathematics
- B. Making mathematics part of child's life experiences
- C. Promoting problem solving and problem posing skills
- D. Promoting logical thinking

3

[Mathematics] [CTET-2016-02]

According to the NCF 2005, which one of the following is not a major aim of Mathematics education in primary schools?

- A. To mathematisation of the child's thought process
- B. To relate Mathematics to the child's context
- C. To enhance problem solving skills
- D. To prepare for higher education in Mathematics

4

[Environmental Studies] [CTET-2016-02]

As per the NCF 2005, which one among the following is the theme of EVS?

- A. Food
- B. Solar system
- C. Weather
- D. Energy

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[Environmental Studies] [CTET-2015-09]

Which one of the following the National Curriculum Framework (NCF, 2005) does not propose in the context of EVS teaching?

- A. Linkages with children's experience and context
- B. Hands on activities
- C. Familiarity with technical terms
- D. Thematic approach

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[Language I – English] [CTET-2016-02]

As per the National Curriculum Framework (NCF), 2005 multi-linguatism in learning a language should be seen as a

- A. challenge for students to learn many languages
- B. challenge for teachers to manage such classes
- C. hindrance in teaching – learning English
- D. resource in teaching – learning English

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[Mathematics] [CTET-2011-06]

The NCF (2005) considers that Mathematics involves 'a certain way of thinking and reasoning'. From the statements given below, pick out one which does **not** reflect the above principle:

- A. The method by which it is taught
- B. Giving students set formulae to solve the numerical questions
- C. The way the material presented in the textbooks is written
- D. The activities and exercises chosen for the class

8

[Mathematics] [CTET-2013-07]

According to NCF 2005 "Developing children's abilities for Mathematization is the main goal of Mathematics education. The narrow aim of school Mathematics is to develop 'useful' capabilities." Here mathematization refers develop child's abilities.

- A. to develop the child's resources to think and reason mathematically, to pursue assumptions to their logical conclusion and to handle abstraction
- B. in performing all number operations efficiently including of finding square root and cube root
- C. to formulate theorems of Geometry and their proof Independently
- D. to translate word problems into linear equation

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[Mathematics] [CTET-2014-09]

As per NCF 2005, teaching of numbers and operations on them, measurement of quantities, etc. at primary level caters to the

- A. narrow aim of teaching mathematics
- B. higher aim of teaching mathematics
- C. aim to mathematise the child's thought process
- D. aim of teaching important mathematics

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[Child Development and Pedagogy] [CTET-2015-02]

According to NCF 2005, errors are important because they

- A. Are an important tool in classifying students into groups of 'passed' and 'failed'
- B. Provide a way to the teachers to scold the children
- C. Provide an insight into the child's thinking and help to identify solutions
- D. Provide space for removing some children from the class

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[Environmental Studies] [CTET-2015-02]

NCF 2005 has not recommended any prescribed curriculum and text-books for EVS for classes I and II. The most appropriate reason for this.

- A. EVS is only for class III onwards
- B. Learners in class I and II cannot read and write
- C. To provide contextual learning environment
- D. To reduce the load of curriculum

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[Mathematics] [CTET-2014-02]

As per the NCF, 2005.

- A. narrow aim of teaching Mathematics at school is to teach number system and higher aim is to teach algebra
- B. narrow aim of teaching Mathematics at school is to teach calculation and higher aim is to teach measurements
- C. narrow aim of teaching Mathematics at school is to develop numeracy-related skill and higher aim is to develop problem-solving skill
- D. narrow aim of teaching Mathematics at school is to that arithmetic and higher aim is to teach algebra

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[Social Studies/Social Sciences] [CTET-2016-02]

What is the nomenclature change suggested by the National Curriculum Framework (NCF), 2005 for Civics?

- A. Geography
- B. History
- C. Social and Political Life
- D. Economics

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[Social Studies/Social Sciences] [CTET-2014-09]

In Social Science, the recent NCF position paper on examination reforms emphasises

- A. open book exams
- B. continuous assessment
- C. test performance
- D. flexible sitting arrangement while testing

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[Mathematics] [CTET-2014-09]

As per NCF 2005, one main goal of Mathematics education in schools is to

- A. develop numeracy skills
- B. enhance problem solving skills
- C. nurture analytical ability
- D. mathematise the child's thought process

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[Pedagogy, Educational Management and Policy] [APTET-PGT-2018-12]

According to NCF 2005, which is the key feature of systemic reform which implies the system's capacity to reform itself by enhancing its ability to remedy its own weaknesses and to develop new capabilities?

- A. Quantitative development
- B. Teaching competency
- C. Quality concern
- D. Organizational development

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[Mathematics] [CTET-2014-09]

As per the vision statement of NCF 2005, School Mathematics does not takes place in a situation, where children

- A. learn to enjoy Mathematics
- B. see Mathematics as a part of their daily life experience
- C. pose and solve meaningful problems
- D. memorise formulae and algorithms

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[Social Studies/Social Sciences] [CTET-2013-07]

At the upper primary stage, according to NCF-2005, the content of Social Studies will draw its content from which of the following subjects?

- A. History, Civics and Geography
- B. History, Geography, Political Science and Economics
- C. Environmental Science, History, Civics and Geography
- D. Disaster Management, History, Political Science and Values Education

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[Language I - English] [CTET-2018-12]

According to the observation in the National Curriculum Framework (NCF)-2005, English is a _____ language in India.

- A. second
- B. foreign
- C. first
- D. global

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[Pedagogy, Educational Management and Policy] [APTET-PGT-2018-12]

As per NCF 2005, which is an intellectual space for teachers, learners and members of the community to deepen their knowledge and connect with the wider world?

- A. School brochure
- B. Community theatre
- C. Science Laboratory
- D. School library

ANSWERS

Q.NO	ANS								
1	C	2	A	3	A	4	A	5	C
6	D	7	B	8	A	9	A	10	C
11	C	12	C	13	C	14	B	15	D
16	C	17	D	18	B	19	A	20	D



Chapter Three

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CONCLUSION

That's enough theory – let's get on with the practice. Login to preptoz.com for more questions.

An ounce of practice is generally worth more than a ton of theory.

-E F Schumacher, Small Is Beautiful: A Study of Economics as if People Mattered



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