

TRAINING MODULE

TITLE : *NCF 2005 : providing a basis for radical changes in the Indian education system*

BACKGROUND	<p>Curriculum designing has a special place among the diverse responsibilities envisaged in the charter of NCERT. As an apex national agency of education reform, NCERT reviews the school curriculum as a routine activity, ensuring the highest standards of rigour and deliberative openness in the process. The NPE, 1986 and the PoA 1992 assign a special role to NCERT in preparing and promoting a National Curriculum Framework which was later reviewed in the light of <i>Learning without Burden (1993)</i>.</p> <p>Accordingly, NCERT set up the National Steering Committee under the chairpersonship of Prof. Yashpal. The National Steering Committee has 35 members, including scholars from different discipline, principals and teachers, CBSE Chairman, representatives of well known NGOs and members of the NCERT faculty. The National Steering Committee was responsible for preparing the revised National Curriculum Framework document The National Policy on Education (NPE, 1986) AND THE Programme of Action (POA, 1992) assigned a pivotal role to NCERT in preparing a National Curriculum Framework (NCF).</p> <p>Preparation of NCF, 2005 was accomplished with the help of a National Steering Committee, chaired by Professor Yash Pal and 21 National Focus Groups on the following themes: –</p> <ul style="list-style-type: none">○ Aims of Education○ Systematic Reforms for Curriculum Change○ Teaching of Indian Languages○ Teaching of English○ Teaching of Mathematics○ Teaching of Science○ Teaching of Social Sciences○ Habitat and Learning○ Art, Music, Dance and Theatre○ Heritage Crafts○ Work and Education
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	<ul style="list-style-type: none"> ○ Health and Physical Education ○ Early Childhood Education ○ Problems of SC & ST Children ○ Gender Issues in Education ○ Educational Technology ○ Education of Groups with Special Needs ○ Education for Peace ○ Curriculum, Syllabus and Textbooks ○ Teacher Education of Curriculum Renewal ○ Examination Reforms <p>Approved by CABE on 7 September 2005, NCF derives its objective of student learning and development from the values enshrined in the Constitution and contemporary concerns for strengthening unity and national identity in a multi-cultural context and enabling the nation to face future challenges. Affirmation of the primacy of an active learner and a distinctive focus on the nature of knowledge given NCF the potential to put the Indian system of education at par with international practices.</p>
INTRODUCTION	<p>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, so that a plan for future reforms could be made. Several States have taken up this challenge. 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].</p> <p><i>Five guiding principles for curriculum development:</i></p> <ol style="list-style-type: none"> i. Connecting knowledge to life outside the school ii. Ensuring that learning shifts away from rote methods iii. Enriching the curriculum so that it goes beyond textbooks iv. Making examinations more flexible and integrating them with classroom life and v. Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

<p>TRAINING NEED ANALYSIS</p>	<p>This module is an attempt to shift teacher training programs towards more experiential, participatory, constructivist training methods .The National Curriculum Framework (NCF) 2005 calls for a transformation in our teaching – learning process from teacher centred to Learner centred – to learner directed approach . As an example of what this aspect of education reform means and how it works, a few short examples may be taken from the <i>Position Paper on Aims of Education - NCF 2005, NCERT</i></p> <p><i>The School Based Continuous and Comprehensive Evaluation system should be established to:</i></p> <ul style="list-style-type: none"> • <i>Reduce stress on children</i> • <i>Make evaluation comprehensive and regular</i> • <i>Provide space for the teacher for creative teaching</i> • <i>Provide a tool of diagnosis and remedial action</i> • <i>Produce learners with greater skills</i>
<p>AREAS OF CONCERN</p>	
<p>a) Curricular</p>	<ul style="list-style-type: none"> • Teaching of Sciences • Teaching Mathematics • Teaching of Indian Languages • Teaching of English • Teaching of Social Sciences • Learning and Habitat • Art, Dance, Theatre and Music
<p>b) Systemic reform</p>	<ul style="list-style-type: none"> • Aims of Education • Systemic Reform for Curricular Change • Curriculum, syllabus and Textbooks • Teacher education for Curriculum Renewal • Examination reforms • Early childhood education • Work and education • Educational technology • Heritage crafts • Health and physical education

c) National Concerns	<ul style="list-style-type: none"> • Problems of SC/ST children • Gender issues in the curriculum • Education for groups with special needs
TRAINING OBJECTIVES	Training focuses on empowerment of teachers, based on the following principles: Continuous Collaboration: by building caring and democratic relationships between Trainers and participants, and encouraging peer learning among teachers.
❖ For Teachers	
Attitudinal changes	By targeting teachers' affective domain through stories, activities and discussions that touch teachers' hearts and inspire them with a desire and vision for change.
Reflective Practice	By including ample time for personal and group reflection, in order to encourage teachers to critically reflect on their previous experiences, their own teaching practice, their philosophy of education, and some of their underlying beliefs and assumptions about children, the purpose of education, etc.
Experiential learning	Through practical workshops where teachers can see a different model of learner-centred pedagogy being demonstrated, and where they get a chance to actually plan and practice teaching active lessons (if possible with real children), with the support of the trainers.
❖ For Transactional Process	
	<p>The objectives are:</p> <ul style="list-style-type: none"> • <i>To help develop cognitive, psychomotor and affective skills</i> • <i>To lay emphasis on thought process and de- emphasise memorization</i> • <i>To make evaluation an integral part of teaching- learning process</i> • <i>To use evaluation for improvement of students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions</i> • <i>To use evaluation as a quality control device to maintain desired standard of performance</i> • <i>To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment</i> • <i>To make the process of teaching and learning a learner-centred activity.</i>

TRAINING MATERIAL	<p>a) CONTENT GIST :-</p> <p><i>The draft National Curriculum Document (NCF) has emerged from the wide ranging deliberations.</i></p>
<p>Chapter 1: Perspective</p>	<p>It provides the historical backdrop and the rationale for undertaking the revision of the National Curriculum Framework.</p> <p>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 refers to the recommendations of the National Commission on Secondary Education, 1952-53 (Mudaliar Commission) and the Education commission, 1964-66 (Kothari Commission) and traces and development of Curriculum Framework, 1975 as also the formulation of the National Curriculum Framework, 1988, following the adoption of the National Policy on Education in 1986. It refers to the report entitled Learning without Burden (1993), which highlighted the problems of curriculum overload which made learning a source of stress for children during their formative years. It refers to the National Curriculum Framework for School Education introduced in 2000.</p> <p>Chapter 1 reaffirms faith in the Constitutional vision of India as a secular egalitarian and pluralistic society founded on values of social justice and equality. It proposes four guiding principles for curriculum development, namely</p> <ul style="list-style-type: none"> a) connecting knowledge to life outside the school, b) ensuring that learning shifts away from rote methods, c) enriching th curriculum so that it goes beyond textbooks, d) making examinations more flexible. It addresses the challenge of quality in a system that seeks to reach every child the exclusive triangle of equality, quality and quantity. <p>This chapter looks at the social context of education and the hierarchies of caste, economic status and gender relations, cultural diversity as well as uneven development that characterize Indian Society, and deeply influence access to education and participation of children in schools. It cautions against the pressures to commodity schools and the application of market related</p>

	<p>concepts to schools and schools quality.</p> <p>Finally, 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.</p>
<p>Chapter 2: Learning and Knowledge</p>	<p>The Chapter focuses on the primacy of the learner.</p> <p>Child centred pedagogy means giving primacy to children's experiences, their voices and their active participation. It discusses the nature of knowledge and the need for adults to change their perceptions of the child as a passive receiver of knowledge; rather the child can be an active participant in the construction of knowledge by encouraging children to ask questions, relate what they are learning in school to things happening outside, encouraging them to answer from their own experiences and in their own words rather than by memorizing.</p> <p>It recognizes the need for developing an enabling and non-threatening environment, since an environment of fear, discipline and stress is detrimental to learning.</p> <p>Healthy physical growth is the pre-condition for development and this requires that they benefit from nutrition, physical exercise and freedom from physical discomfort. Development of self identity through the adolescent years, particularly in the case of girls who are constrained by social conventions, is an important component. This chapter emphasizes that gender, caste, class, religion and minority status or disability should not constrain participation in the experiences provided in school. It points out that the diagnostic criteria of 'Learning disabilities' is not well established. It is, therefore, entirely possible that learning disabilities may arise from inadequate and insufficient instruction.</p> <p>This chapter also highlights the value of interaction—with the environment, nature, things, people—to enhance learning. Learning in school regretfully</p>

	<p>continues to be teacher-dominated and the teacher is seen as transmitting knowledge-knowledge of ten being confused with information.</p> <p>It points out that interaction with peers, teachers and older and younger people can open up many rich learning possibilities. Learning tasks and experiences, therefore, 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.</p> <p>The approach to planning lessons must therefore move away from the ‘Herbarium’ lesson plan to preparing plans, activities that challenge children to think and try out what they are learning.</p>
<p>Chapter 3: Curricular Areas, School Stages and Assessment</p>	<p>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. In Language, it makes a renewed attempt to implement the three-language formula with emphasis on mother tongue as the medium of instruction. India is a multi-lingual country and curriculum should promote multilingual proficiency in every child, including proficiency in English, which will become possible only if learning builds on a sound language pedagogy of the mother tongue. It focuses on language as an integral part of every subject, since reading, writing, listening and speech contribute to a child’s progress in all curricular areas and therefore constitute the basic of learning.</p> <p>This chapter also focuses on Mathematics and enhancing the child’s ability to think and reason, visualize and handle abstractions and formulate and solve problems.</p> <p>It recommends that the teaching of Science should be recast to enable children to examine and analyze everybody experiences. Environment Education should become part of every subject. In Social Sciences it recognizes disciplinary markers with emphasis on integration of significant themes, such as water.</p> <p>It also recommends a paradigm shift to study social sciences from the perspective of marginalized groups. It recommends that gender justice and</p>

	<p>sensitivity to tribal and dalit issues and minority sensibilities should inform all sectors of social science.</p> <p>The document draws attention to four other areas, namely Art education, Health and Physical Education, Work and Education and Education for Peace. Work should be recognized as a creator of new forms of knowledge and promote the values necessary for democratic order.</p> <p>Work education must link up with heritage crafts, especially in craft zones which need to be mapped, so that this important source of cultural and economic wealth can be properly harnessed through linkage with education.</p>
<p>Chapter 4 : School and Classroom Environment</p>	<p>The Chapter talks about the need for nurturing an enabling environment by bringing about suitable changes in the school and classroom environment.</p> <p>It revisits traditional notions of discipline and discusses the need for providing space for parents and community. It also discusses curriculum sites and learning resources, including texts and books, libraries, education technology, tools and laboratories, etc.</p> <p>This chapter addresses the need for plurality of material, as also the need for teacher autonomy and professional independence.</p>
<p>Chapter 5: Systemic Reforms</p>	<p>It covers issues of quality and the need for academic planning for monitoring of quality. It reaffirms faith in Panchayati Raj and suggests the strengthening of Panchayati Raj Institutions through systematic activity mapping of functions appropriate at relevant levels of panchayats, while simultaneously ensuring appropriate financial autonomy on the basis of the funds-must-follow-functions principle.</p> <p>This chapter also looks at issues of academic planning and leadership at school level to improve quality.</p> <p>Teacher education for curriculum renewal focuses on developing the professional identity of the teacher as also in-service education and training of teachers. Examination Reforms is an important component of this chapter to reduce psychological pressure, particularly on children in class X and XII. The NCF, therefore, recommends changing the typology of questions so that reasoning and creative abilities replace rote learning as the basis of evaluation. Finally, it encourages innovation in ideas and practice through plurality of</p>

	<p>textbooks and use of technology and recommends partnerships between the school system and other civil society groups.</p> <p>The revised National Curriculum Framework is being placed before the Executive Committee and the General Council of the NCERT today and it will be placed before the CABE tomorrow for discussion and approval. Suggestions derived from deliberations will be presented to the National Steering Committee for incorporation.</p>
	<p>The framework for curriculum presents a vision of what is desirable for our children. It seeks to enable those who are involved with the bases on which they can make choices that determine the curriculum. This provides an understanding of issues relating to children’s learning, the nature of knowledge and the school as an institution. This approach to the curriculum draws attention to the importance of the school ethos and culture, the classroom practices of teachers, learning sites outside the school, and learning resources, as much as to the dimensions of the system that exert direct and indirect influence.</p> <p><u>THE MAIN FEATURES OF THE FRAMEWORK ARE: –</u></p> <p>Strengthening of a National System of Education with special focus on –</p> <ul style="list-style-type: none"> ○ Values enshrined in the Constitution of India; ○ Reduction of curriculum load; ○ Ensuring quality Education For All (EFA); ○ Systemic changes; ○ Common school system. <p>Guiding Principles of Curriculum Development</p> <ul style="list-style-type: none"> ○ Connecting knowledge to life outside school; ○ Ensuring that learning is shifted away from rote methods; ○ Enriching the curriculum to provide for overall development of children rather than remain textbook centric; ○ Making examinations more flexible and integrated with classroom life; and ○ Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

Learning and Knowledge

- Correspondence between learner development and learning is intrinsic to curricular practices;
- Knowledge is different from information;
- Organizing learning experiences for construction of knowledge and fostering creativity;
- Connecting knowledge across disciplinary boundaries for insightful construction of knowledge;
- Learning experiences for developing critical perspectives on social issues;
- Plurality of textbooks and other material incorporating local knowledge mediated through Constitutional values and principles.

Curricular Areas

- Implementation of three language formula with renewed efforts;
- The idea that home language / mother tongue as the best to medium to build a foundation for education applies to tribal languages as well;
- Multi-lingual character of Indian society is a resource for promoting language proficiency;
- Teaching mathematics to focus on developing child's resources to think and reason, to visualize abstractions and to formulate and solve problems;
- Teaching of Science to be recast to enable learners to acquire methods and processes that will nurture thinking process, curiosity and creativity;
- Social Sciences to be considered from disciplinary perspective while emphasizing integrated approach in the treatment of significant themes;
- Enabling pedagogic practices are critical for developing thinking process, decision making and critical reflections on social issues;
- The arts and heritage crafts, and health and physical education to form critical components of school curriculum.

National Concerns

	<ul style="list-style-type: none"> ○ Professional planning and significant expansion of early childhood care and education; ○ Concerns and issues pertaining to environment, peace oriented ○ Values, and sensitivity towards gender parity and towards SC and ST, and minorities must inform all subjects and school experiences. <p>Systemic Reform</p> <ul style="list-style-type: none"> ○ Teaching is a professional activity; ○ Availability of minimum infrastructure and material facilities for improved teacher performance; ○ Locally planned, flexible school calendars and time tables; ○ Re conceptualisation of textbooks, teachers’ handbooks and other material based on new perspectives and access to interactive technologies; ○ Strengthening the Panchayati Raj Institutions and encouraging community participation for enhancing quality and accountability; ○ Teacher education programmes to be recast to reflect professionalism in the process of training and teaching; ○ Productive work as pedagogic medium in the school curriculum from pre-primary to senior secondary stages; ○ Vocational education and training to be conceived and implemented in a mission mode; ○ Examination reforms highlight –shift from content based testing to problem solving and competency based assessment, examinations of shorter duration, and flexible time limit; ○ Partnerships between the school system and other civil society groups – NGOs and teacher organisations etc. for moving ahead.
	<p>b) Pre reading material chapter – wise summary points</p>
<p>CHAPTER -1</p>	<ul style="list-style-type: none"> ❖ Strengthening a national system of education in a pluralistic society. ❖ Reducing the curriculum load based on insights provided in ‘Learning without Burden’. ❖ Systemic changes in tune with curricular reforms

	<ul style="list-style-type: none"> ❖ Curricular practices based on the values enshrined in the constitution, such as social justice, and equality and secularism. ❖ Ensuring quality education for all ❖ Building a citizenry committed to democratic practices, values, sensitivity towards gender justice, problems faced by the scheduled Castes and the Scheduled Tribes, needs of the disabled, and capacities to participate in economic and political processes.
CHAPTER -2	<ul style="list-style-type: none"> ❖ Reorientation in our perception of learners and learning ❖ Holistic approach in the treatment of learners' development and learning ❖ Meeting learning disability needs through data based and need specific programmes. ❖ Learner engagement for construction of knowledge and fostering creativity. ❖ Active learning through experiential mode ❖ Adequate room for voicing children's thinking, curiosity and questions in curricular practices ❖ Connecting knowledge across disciplinary boundaries to provide a broader frame for insightful construction of knowledge. ❖ Forms of learner engagement-observing, exploring, discovering, analysing, critical reflection, etc.-are as important as the content of knowledge. ❖ Activities for developing critical perspectives on socio-cultural realities need to find space in curricular practices. ❖ Local knowledge and children's experiences are essential components of textbooks and pedagogic practices. ❖ School years are a period of rapid development with changes and shifts in capabilities, attitudes and interests that have implications for choosing and organising the content and process of knowledge.
CHAPTER-3	<p>Language:</p> <ul style="list-style-type: none"> ❖ Language skills-speech and listening, reading and writing-cut across school subjects and disciplines. Their foundational role in children's

construction of knowledge right from elementary classes through senior secondary classes needs to be recognised.

- ❖ A renewed effort should be made to implement the three language formula, emphasising recognition of children's mother tongue(s) as the best medium of instruction. These include tribal languages.
- ❖ Success in learning English is possible only if it builds on sound language pedagogy in the mother tongue.
- ❖ The multilingual character of Indian society should be seen as a resource for enrichment of school life.

Mathematics:

- ❖ Mathematization (ability to think logically, formulate and handle abstractions) rather than 'knowledge' of mathematics(formals and mechanical procedures) is the main goal of teaching mathematics.
- ❖ The teaching of mathematics should enhance the child's ability to think and reason, to visualise and handle abstractions, to formulate and solve problems. Access to quality mathematics education is the right of every child.

Science:

- ❖ Content, process and language of science teaching must be commensurate with learner's age range and cognitive reach.
- ❖ Science teaching should engage the learner in acquiring methods and processes that will nurture their curiosity and creativity, particularly in relation to the environment.
- ❖ Science teaching should be placed in the wider context children's environment to equip them with the requisite knowledge and skills to enter the world of work.
- ❖ Awareness of environmental concerns must permeate the entire school curriculum.

Social Sciences:

- ❖ Social science teaching should aim at equipping children with moral and mental energy so as to provide them the ability to think independently and reflect critically on social issues.

- ❖ Interdisciplinary approaches, promoting key national concerns such as gender justice, human rights and sensitivity to marginalised groups and minorities.

- ❖ Civics should be recast as political science, and significance of history as a shaping influence on the child's conception of the past and civic identity should be recognised.

Work:

- ❖ Work should be infused in all subjects from the primary stage upwards
- ❖ Agencies and settings offering work opportunities outside the school be formally recognised

- ❖ Design of Vocational Education and Training programme is based on the perspective of 10-12 years of work-centred education with in-built features of:

- ❖ Flexible and modular courses of varying durations
- ❖ Multiple entry and exit points
- ❖ Accessibility from the level of village clusters to district levels.
- ❖ Decentralised accreditation and equivalence mechanism for agencies located outside the school system.

Art:

- ❖ Arts (folk and classical forms of music and dance, visual arts, puppetry, clay work, theatre, etc.) and heritage crafts should be recognised as integral components of the school curriculum

- ❖ Awareness of their relevance to personal, social, economic and aesthetic needs should be built among parents, school authorities and administrators.

- ❖ The art should comprise a subject at every stage of school education.

Peace:

- ❖ Peace-oriented values should be promoted in all subjects throughout school years with the help of relevant activities.

- ❖ Peace education should form a component of teacher education.

- ❖ Health and physical education.

- ❖ Health and physical education are necessary for the overall

	<p>development of learners. Through health and physical education programmes (including yoga), it may be possible to handle successfully the issues of enrolment, retention and completion of school.</p>
<p>CHAPTER-4</p>	<ul style="list-style-type: none"> ❖ Availability of minimum infrastructure and material facilities, and support for planning a flexible daily schedule are critical for improved teacher performance. ❖ A school culture that nurtures children’s identities as learners’ enhances the potential and interests of each child. ❖ Specific activities ensuring participation of all children-able and disabled- are essential conditions for learning by all. ❖ The value of self discipline among learners through democratic functioning is as relevant as ever. ❖ Participation of community members in sharing knowledge and experience in a subject area helps in forging a partnership between school and community. ❖ Re conceptualization of learning resources in terms of: ❖ Textbooks focussed on elaboration of concepts, activities, problems and exercises encouraging reflective thinking and group work. ❖ Supplementary books, workbooks, teachers’ handbooks etc. based on fresh thinking and new perspectives. ❖ Multimedia and ICT as sources for two way interaction rather than one way reception. ❖ School library as an intellectual space for teachers, learners and members of the community to deepen their knowledge and connect with the wider world. ❖ Decentralised planning of school calendar and daily schedule and autonomy for teacher professionalism practices are basic to creating a learning environment.
<p>CHAPTER-5</p>	<ul style="list-style-type: none"> ❖ Quality concern a key feature of systemic reform, implies the system’s capacity to reform itself by enhancing its ability to remedy its own weaknesses and to develop new capabilities. ❖ A broad framework for planning upwards, beginning with schools for

	<p>identifying focuses areas and subsequent consolidation at the cluster and block levels could form a decentralised planning strategy at the district level.</p> <ul style="list-style-type: none"> ❖ Meaningful academic planning has to be done in a participatory manner by Headmasters and teachers. ❖ Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching-learning processes. ❖ Professional training of teachers can be strengthened by linking it to: <ul style="list-style-type: none"> ❖ Post-graduate studies in different subjects. ❖ Provisions for integrated undergraduate studies in teacher education. ❖ Inclusion of a course on language proficiency as an integral component. ❖ Engaging the trained with the larger context of education, interacting with children in real contexts and critically questioning their own beliefs about knowledge and learning, gender, caste, equity and justice. ❖ Shifting the focus from pure disciplinary knowledge to the learner and his/her context. ❖ In-service education needs to become a catalyst for change in school practices. ❖ Panchayat Raj system should be strengthened by evolving a ❖ Mechanism to regulate the functioning of parallel bodies at the village level so that democratic participation in development can be realised.
	<p>c) Questionnaire on EXAMINATION REFORMS</p>
	<ul style="list-style-type: none"> ❖ Reducing stress and enhancing success in examination necessitate: ❖ Shift from content-based testing to problem-solving and understanding. For this to happen the present typology of the question paper must change. ❖ Shift toward shorter examinations ❖ Setting up of a single nodal agency for coordinating the design and conduct of entrance examinations. ❖ Availability of multiple textbooks to widen teachers' choices and provide for the diversity in children's needs and interests. ❖ Sharing of teaching experiences and diverse classroom practices to

	<p>generate new ideas and facilitate innovation and experimentation.</p> <ul style="list-style-type: none"> ❖ Development of syllabi, textbooks and teaching learning resources could be carried out in a decentralised and participatory manner involving teachers, experts from universities, NGOs and teachers' organisations.
	<p>d) Presentation on The CCE system</p>
	<p>It creates checklists made up of the kinds of information-questions that we want to assess. These checklists may be considered rubrics or codes, which set forth the value-criteria by which we expect students to achieve and demonstrate individual self-development. Below, we find three sets of value rubrics for thinking, social and emotional skills, derived from a longer CCE list, which indicate the skills that we want students to develop. The lists have been shortened and modified slightly from the original text (CCE Teacher Manual, p. 50-52) for the sake of simplicity and convenience. This shortened list will provide ample material to illustrate the principles.</p> <p>i) Thinking Skills</p> <ol style="list-style-type: none"> 1. Recognizes and analyzes a problem 2. Collects relevant information from reliable sources 3. Evaluates alternative decisions for advantageous and adverse consequences 4. Demonstrates divergent (out-of-the-box) thinking 5. Demonstrates flexibility and openness to modification of opinions <p>ii) Social Skills</p> <ol style="list-style-type: none"> 1. Helps classmates in case of difficulties in academic and personal issues 2. Actively listens and pays attention to others 3. Explains and articulates a concept differently so that others can understand in simple language 4. Demonstrates leadership skills, like responsibility, initiative etc. 5. Helps others develop independence and avoid dependency. <p>iii) Emotional Skills</p> <ol style="list-style-type: none"> 1. Is optimistic 2. Believes in self and shows self confidence 3. If unsuccessful, gracefully tries the task again

	<p>4. Maintains decency under stressful interpersonal situations</p> <p>5. Does the student recognize her strengths and weaknesses?</p>
	<p>e) PLACARDS / HANDOUTS</p>
	<p>POPULAR ABBREVIATIONS USED IN NCF 2005</p> <ol style="list-style-type: none"> 1. LWB – LEARNING WITHOUT BURDEN 2. NPE – NATIONAL POLICY ON EDUCATION 3. NCERT – NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING 4. NEP – NATIONAL EDUCATION POLICY 5. NCF – NATIONAL CURRICULUM FRAMEWORK 6. POA – PROGRAMME OF ACTION 7. UEE – UNIVERSAL ELEMENTARY EDUCATION 8. PRI – PANCHAYAT RAJ INSTITUTIONS 9. MIL – MODERN INDIAN LANGUAGE 10. ICT – INFORMATION AND COMMUNICATION TECHNOLOGY 11. NSS – NATIOANL SERVICE SCHEME 12. NCC – NATIONAL CADET CORPS 13. SUPW – SOCIALLY USEFUL AND PRODUCTIVE WORK 14. ECCE – EARLY CHILDHOOD CARE AND EDUCATION 15. MLL – MINIMUM LEVEL OF LEARNING 16. NOS – NATIONAL OPEN SCHOOL 17. DPEP – DISTRICT PRIMARY EDUCATION PROGRAMME 18. NGO – NON-GOVERNMENT ORGANISATIONS 19. ET – EDUCATIONAL TECHNOLOGY 20. CRC – CONVENTION ON THE RIGHTS OF THE CHILD 21. VET – VOCATIONAL EDUCATION AND TRAINING 22. SCERT – STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING 23. BRC – BLOCK RESOURCE CENTRE 24. CRC – CLUSTER RESOURCE CENTRE 25. DIET – DISTRICT INSTITUTE OF EDUCATION AND TRAINING 26. CTE – COLLEGES OF TEACHER EDUCATION 27. IASE – INSTITUTES OF ADVANCED STUDIES IN EDUCATION

	<p>28. CCE – CONTINUOUS AND COMPREHENSIVE EVALUATION</p> <p>29. SSA – SARVA SHIKSHA ABHIYAN</p> <p>30. NCFSE – NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION</p> <p>31. NFG – NATIONAL FOCUS GROUPS</p> <p>32. NCT – NATIONAL COMMISSION ON TEACHERS</p> <p>33. IT – INFORMATION TECHNOLOGY</p> <p>34. VEC – VILLAGE EDUCATION COMMITTEE</p> <p>35. SDMC – SCHOOL DEVELOPMENT AND MONITORING COMMITTEE</p> <p>36. ASI – ARCHEOLOGICAL SURVEY OF INDIA</p> <p>37. KVK – KRISHI VIGYAN KENDRA</p>
	f) PLACARDS / HANDOUTS
	<p>NOTABLE YEARS AND NUMBERS IN NCF 2005</p> <ul style="list-style-type: none"> ➤ 1986 – NATIONAL POLICY ON EDUCATION ➤ 1952-53 – SECONDARY EDUCATION COMMISSION ➤ 1964-66 – EDUCATION COMMISSION, KOTHARI ➤ 1976 – THE CONSTITUTION WAS AMENDED TO INCLUDE EDUCATION IN THE CONCURRENT LIST ➤ 1988- NCF FOR SCHOOL EDUCATION ➤ 1993 – LWB REPORT ; YASH PAL COMMITTEE REPORT
TRAINING STRATEGIES	<ul style="list-style-type: none"> • Probing questions – questionnaire • Exploring aspects of Co-curricular Areas • Reorient the trainees w.r.t NCF Guidelines
TRAINING SETTING	<ul style="list-style-type: none"> • Introductory discussion on significant features of NCF2005 • Observation-action-reaction experiences • Trainees discussion sessions • Plenary sessions • Recapitulation and wind up
TRAINING SEQUENCE	<ul style="list-style-type: none"> • Introduction • Orientation • Small group discussion • Practice session

	<ul style="list-style-type: none"> • Observation analysis & discussion • Recapitulation • Evaluation and feed back • Winding up/conclusion
Evaluation	<ul style="list-style-type: none"> • Pre-training evaluation tools- Questionnaire • While training evaluation tools – Quiz etc • After training evaluation tools - Feed back forms/Check list etc
Follow Up	<p>After training exercises</p> <ul style="list-style-type: none"> • Observation and feed back • Identifying the reason for shortcomings <ul style="list-style-type: none"> - trainee related causes, - institutional causes etc • Rectification and remediation exercises • Training changes review
CONCLUSION	
Impact of NCF on TEACHERS	<p>The vision of NCF 2005 enabled education to become a critical catalyst in the process of social transformation. The teacher education is a continuous process and its pre-service & in –service components are inseparable.</p> <p>Its impact resulted in :</p> <ul style="list-style-type: none"> • Proactive engagement of teachers to alter educational processes & outcomes. • Learning to overcome all environmental constraints through their own efforts & initiative to achieve educational goals . • Teachers are transformed into resource mobilisers / EDUPRENEURS. • They have realized that to achieve educational goals community intervention is also needed. • Necessity of shaping educational practice in light of their understanding of the socio-economic contexts. • Empowered teachers with depth of multimedia content and wealth of information to enhance the teachers efficiency and effectiveness; <p><i>There has been a strong move towards empowering teachers to undertake research</i></p>

	<i>& to innovate and also to understand multidisciplinary / interdisciplinary aspect of education.</i>
Impact of NCF on LEARNERS	<p>National Curriculum Framework (NCF) has provided guidelines that focus the process of learning on the construction of knowledge rather than memory based short term information accumulation. Implementation of these guidelines, has taken the initiative of using ICT tools to transform the education ecosystem and to benefit every stakeholder –teachers, students, parents.</p> <p>Interactive / e-Classrooms</p> <ul style="list-style-type: none"> • Introduced the joy of learning in every technology-enabled classroom • Mitigated the academic stress on teachers, students and parents; • Transformed the educational scenario by implementing the NCF 2005 guidelines; • Easy enablement of Continuous and Comprehensive Evaluation (CCE) • Revolutionized the way subjects are learnt by bringing to life, abstract and tough concepts and making easier to grasp • Provided content even to users who are not conversant with technology. • Provided the state-of-the-art infrastructure to the schools for implementing quality teaching-learning;
Suggestive Reading Material	<p> Transformative Teacher Training by Suzana Andrade Brinkmann Pedagogy Unit, Technical Support Group Sarva Shiksha Abhiyan</p> <p> Impact of In-service Teacher Training on Classroom Transaction <i>Publisher :National Council of Educational Research and Training, 2012</i></p> <p> National Curriculum Framework for Teacher Education <i>Towards Preparing Professional and Humane Teacher</i> <i>Publisher :National Council of Educational Research and Training, 2012</i></p> <p> Leading the Change <i>Publisher :National Council of Educational Research and Training, 2012</i></p>
REFERENCES	<ul style="list-style-type: none"> ✓ http://artoflearning.in/blog/2009/06/18/national-curriculum-framework-2005-who%E2%80%99s-listening/ ✓ http://www.mpsp.maharashtra.gov.in/site/Information/teacherTraining.aspx?ID=15 ✓ http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf ✓ http://ssakarnataka.gov.in/pdfs/int_teachtraining/planofAction10-11.pdf ✓ http://ncf2005.wordpress.com/