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Title of Thesis: A STUDY OF THE IMPLEMENTATION OF NATIONAL CURRICULUM FRAMEWORK- 2005 AT UPPER PRIMARY STAGE WITH SPECIAL REFERENCE TO SCIENCE

Five keywords: implementation, science, curriculum framework, constructivism, textbook.

ABSTRACT

The most important question for those involved in implementation of any curriculum framework is how to implement teaching strategies in classrooms keeping in mind the realities of schools. The present study was conducted to study the status of implementation of NCF-2005 with respect to textbooks, infrastructure, teaching- learning process and evaluation. The data was collected from 746 learners and 18 teachers selected from government schools of Delhi using a variety of tools and techniques. The qualitative and quantitative analysis of the data revealed that the NCF-2005 was not implemented in schools in its true letter and spirit. There were some drawbacks in the textbooks and infrastructure, teaching- learning process was teacher centered and evaluation was not as per the guidelines of CCE. So, certain modifications are suggested by the teachers and learners for effective implementation of NCF-2005 in present classrooms.

RESEARCH OBJECTIVE: The present study was conducted with the objective to study the status of implementation of NCF- 2005 in terms of science textbook, classroom practices, infrastructure and evaluation procedure and to study the problems of teachers in relation to it.

RESEARCH DESIGN: For the purpose of the study, subjects were selected from 18 government schools of Delhi. Among the upper primary classes, one section of class VII was selected from each school for the purpose of the study.

The following tools and techniques were used: Rating Scale-I (for teachers); Rating Scale-II (for infrastructural facilities); Classroom Learning Environment Survey; Checklist; Interview schedule; Focused Group Discussion; Observation Schedule and Document analysis. The data has been analyzed qualitatively and quantitatively.

FINDINGS: The findings revealed that the science NCERT textbooks meet the standards laid down by NCF-2005 to some extent as some innovative changes have been made in them in terms of relating them to daily life of the learners, inclusion of activities, promotion of application and problem solving etc. But examples of recent developments, promotion of Indian cultural heritage, presence of comic strips etc are very few.

The science classrooms were constructivist to a very little extent. The classroom practices were still traditional. Textbook reading was done in most of the classrooms with very little hands- on activities. Teachers tried to relate the concept to daily life of the learners giving examples. Very few learners asked questions in the class and tried to apply the concept to new situations. The teacher was the authoritative figure and learners were passive in the classroom. Teachers had an

examination- oriented approach. The teacher learner relationship was not friendly. The classrooms were over-crowded. Discipline was enforced by threat or punishment. Few cases of corporal punishment were noticed.

The infrastructure in schools was also not found up to the mark with no learning corners and scarcity of desks. Learners of upper primary classes were not allowed to go to lab. Even the material in labs was not sufficient as per the strength of the class. Blackboard on three sides of the classroom was not present in any of the schools. The activities were not conducted regularly in the classroom as teachers were afraid of using the lab material. Most of the times, learners were asked to get the activity material from the home. With respect to library, there was lack of seating space even in the libraries. Very few learners were found to have interest in science related books.

Continuous and Comprehensive Evaluation was implemented in schools in a very superficial manner. The assessment of co- scholastic and scholastic aspect was not done as per CBSE guidelines. Although the modes of evaluation have changed as teachers have started giving projects, assignments etc. instead of relying solely on paper- pencil tests. However, the focus was more on recording of marks than on the all round development of the learners. Few teachers considered CCE as burden and a 'futile exercise'. All the teachers were in favour of eradicating the no detention policy.

The findings revealed that science teachers faced many problems in terms of administrative workload, large class size, inappropriate infrastructure, undisciplined learners and with respect to CCE. The learners and teachers suggested certain changes in textbooks, infrastructure and CCE for the effective implementation of NCF-2005 in present classroom situations.

CONCLUSION

On the basis of the findings it can be concluded that the science NCERT textbooks were appropriate to some extent as per the guidelines of NCF-2005, but the infrastructure was lacking. The classroom processes were constructivist to a very little extent and the focus of CCE was on recording of marks than on all round development of the learners.

So, certain modifications need to be made in the science textbook and school infrastructure to make them conducive for the effective transaction of curriculum in classrooms and effective implementation of CCE in schools.

A few **implications** of research findings are as follows:

1. The science NCERT Class VII textbooks need to be revised and updated.
2. Efforts should be made to make science laboratories accessible to the learners of all grades and to motivate teachers to prepare and use the teaching aids.
3. There is a need to reduce the class size and administrative load of the teachers.
4. In-service courses of the teachers should be need- based and problem- based.
5. Workshops regarding self-development, positive discipline strategies etc. should be included in the pre- service education curriculum.
6. There is a need to motivate teachers to use CCE in classrooms and to eradicate the problems faced by them regarding it.