



CURRICULAR REFORMS IN TEACHER EDUCATION

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“ Teacher Education programmes are programmes for professional preparation of teachers and not programmes of general ,academic study . They should accordingly provide for comprehensive coverage of professional knowledge and understanding and attitude, interests, values skills, and have strong functional orientation.”(NCFTE 1988)

Abstract

Teacher Education is not a fortuitous activity. It is a structured programme which has predefined stage specific objectives to achieve. It requires a structure to be followed that is fabricated by including all the related aspects like psychology, philosophy, sociology ,pedagogy, connection with community etc .The content chosen is included or excluded by undergoing a rigorous research work. According to Programme Of Action , the responsibility for secondary teacher education would continue to rest with Colleges of teacher Education affiliated to Universities. The University in cooperation with NCTE will exercise responsibility for academic aspects including conduct of examination, awards of degrees and ensuring quality of teacher education institutions (Programme of action, 1986)(p 189). The first draft of Teacher Education curriculum was published in 1978 and since then almost after every ten years, a new framework having modifications in accordance with contemporary needs is made available by NCTE. This research paper was intended to review what all concerns have been envisioned differently in successive NCTE frameworks of teacher education and what all components have been retained as core curriculum.

Key Terms: Teacher Education, Frame Works, Core Curriculum,



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Introduction

A significant development in the area of teacher education took place in 1973 with the establishment of the National Council for Teacher Education by Government of India, constituted as non statutory body to advice the government on matters relating to Teacher Education. Despite its commendable work in the academic field, it could not perform essential regulatory functions due to the non statutory status of the council The National policy on Education (NPE), 1986 and the programme of action there under, envisaged a

National Council For Teacher Education with statutory status therefore the National Council for Teacher Education as statutory body came into existence in pursuance of National Council for teacher Education act ,1993 (No.73 of 1993) on 17th August 1995. (IGNOU, 2007)

Frame Works

Planned and coordinated development of teacher education system throughout the country along with the regulation and proper maintenance of norms and standards in teacher education system and for matters connected there with are the main objectives of NCTE. Therefore rigorous research is done to bring forth those aspects which are vital for the enrichment of teacher education and are to be uniformly applied through country .The frame works developed by NCTE contain the inference of researches conducted and that is the reason behind the formation of every frame work there is some impetus which is the resultant of social, political economical needs of contemporary society or sometimes the need of preparation for upcoming changes .So those developmental aspects have been highlighted in the form of rationale of development and corresponding changes in curricular areas are focused. As it has been mentioned in all curricula that they are not prescriptive but suggestive therefore in these frame works findings of researches conducted in the field of teacher education are discussed in a suggested manner and which cover more proportion of the documents in comparison to a concrete out line .So overview of those suggestions have also been given in this research paper.So that we can make out what were the conditions which enforced changes in teacher education and what type of changes required from time to time. It helps us to know the reformation of teacher education programmes and their journey till present.

On 1 January 1978 first document was made available for public as guide in restructuring teacher education in our country. Gradually with the passage of time and according to the requirements three more documents were published in years, 1988, 1998, 2009 and latest is framework in 2014.

Teacher Education Curriculum – A Framework, 1978

Rationale: The Following concerns contributed in the development of first framework .

- Council found teacher education system static and rigid to cope with the new national goals.

- Utilization of unimpressive and traditional ways of teaching, lesson planning, methodology and techniques by teacher educators made the programme unrealistic and monotonous .
- Subjective evaluation procedure.
- Negligence of Education as a discipline.
- Isolation of Teacher Education Institutions from main stream of national life, from academic life of the university, from school, from one another and what is most serious from the very community which they are suppose to serve.

Suggestions /concepts introduced

New areas: A new area of teacher education was introduced and that was “Working with Community and content cum methodology.

National ideology and conditions: Pedagogy courses should reflect our national ideology and the problems and issues that our society is facing today. This will sharpen social sensitivity of student teacher which may have same impact on children. The content and method of teaching all courses will have to be made relevant to Indian conditions. Strategies and approaches of teaching the children inside and outside the classroom i e formal and non formal, will have to conform to their physical and social environment. The fact is that the provision of work experience health ,physical and recreational education as well as vocational education cannot be accomplished effectively without taking into account the local needs, requirements and, of course, human and material resources.

Isolation: Isolation of teacher education institutions has to be broken, particularly from one another, So a flexibility is required within the stages of education and in different disciplines. So horizontal and vertical movement in different disciplines and within same discipline respectively is required.

Catering Divergent needs: Multiple teacher education modules are to be designed to cater to the needs of state and local communities for ten year school.

Core subjects: A course in psychology and sociology(including historical background for specific region) can be included as a core subject.

Natural setting for Practice Teaching: Practice teaching should be more realistic and suitable to actual classroom. It is necessary to emphasized to put student teachers through a series of **Micro teaching, simulated teaching.**

Programme Structure: Semester system a fundamental change in the organization of course is required to have desired changes. Year system has to be replaced by semester system. Each semester with 120 full working days and with some fixed credit hour .

Evaluation: “ one who teaches also evaluates” has not yet a practical proposition. Internal system of evaluation is required for performance based teacher Education. It Is the profile of teacher trainee that should emerge in action as well as on paper as a consequence of learning experiences provided in training institutions. Internal and external assessment should be shown separately and not added together into single aggregate.

Research: Experiment, Innovation and research: Indigenous theories of teacher education should be the aim of Educational research in spite of using tools not in accordance with local conditions.

Curricular Areas

The structure of the curriculum for secondary teacher education courses as visualized by NCTE consists of three major areas .(A) Pedagogical Theory, (B) working with community , and(C) Content-cum –methodology of Teaching School Subject and Practice Teaching. (NCTE, Teacher Education Curriculum, 1978)

National Curriculum For Teacher Education –A Frame Work, was drafted and published in 1988 by taking into consideration the guide lines of National Policy on Education- 1986 , feedback available regarding the implementation of earlier curriculum framework -1978. National Curriculum Framework for school education 1988.

Rationale: Following factors contributed in the development of the framework

- New curriculum for school education came into being and accordingly modifications were done in schools and in turn changes required in teacher education
- Integration of science at upper primary and secondary stage.
- Adoption of Learner centered approach in education.
- Prominence of non scholastic areas of curriculum.
- Introduction of Interactive style of teaching.
- Concern for development of values.

Suggestions/Practice introduced

- **Elective Courses** :More elective courses were added in the list .
- **Evaluation** :Continuous comprehensive evaluation suggested.

- **Pedagogy** Stage wise specialization included a secondary school subject with prior specialization and a secondary school subject /higher secondary education/primary education.
- **Guidance and counseling:** It is included as compulsory course.
- **Work experience:**It included as important component. (NCTE, 1988)

Curricular areas: 1.Foundation Courses, 2. stage relevant specialization, 3.Additional specialization, 4.practicum/field work

Curriculum Frame work For Quality Teacher Education 1998

After a decade again the need to revise the curriculum was felt and Curriculum Frame work For Quality Teacher Education 1998 was published.

Rationale: Following factors contributed in development of the framework.

- Generation of fresh thinking and action in teacher education was felt.
- Inculcation of value within the constitutional ideology and Indian ethos.
- Preparation of futuristic, dynamic and forward looking teachers with high level of competencies, commitments and willingness to perform

Suggestions:

- **Transaction of the curriculum:** What is of importance and calls for top priority, in the training programme is to lay appropriately proportioned emphasis on ‘why to teach’, ‘how to teach’ and ‘what to teach’ aspects of teaching. It has to be reflected in teaching learning situations planned by teacher educators.
- **Integration of theory and Practice:** The complimentary character of theory and practice needs to be emphasized at every step. The emphasis must be laid on cultivation, formation and development of power of mind in contrast to the prevalent tendency of aiming at success in the examination alone.
- **Interdisciplinary approach :** The interdisciplinary approach in teaching has to be accepted and implemented for developing comprehensive understanding and vision of education,
- **Continuous assessment :** Learning outcomes have to be assessed continuously, which is the basic tenet of modular approach .This would help in modifying ,adjusting and improving transaction strategies for better acquisition of knowledgeable studies.
- **Community experiences :** Organization activities like literacy programmes, environmental education, work education programme ,health awareness programmes

etc. would lead to developing self confidence and initiative among student teachers and also develop among them positive attitude towards plurality of cultures .

- **Practical Work** It is expected that student teacher undertakes several practical activities which facilitate instruction as also those that relate to management, relevant to teaching and learning ,the intended teacher develops competencies like identification of support materials, skills in preparation of indigenous and low cost materials, judicious choice and utilization of community resources for enhancing the learning and use of community resources for education.
- **Value education:** In the process of capacity building of intended teachers, what is of importance is to ensure that they become capable of understanding the import of value education, interpreting values in contemporary contexts and evolving strategies of imbibing these by their students .
- **Increased duration of B.Ed programme :** Apart from teaching ,teachers have to act as the agent of change and modernization, cultural reconstruction and social development to earn recognition as a professional from the society by acquiring new competencies and commitment .They have to become effective and result oriented to enhance their knowledge and develop skills for its communication. These are not possible to be achieved within short span of one year. Hence the need to increase the duration of the present one year B.Ed programme from one year to two years.

Curricular Areas 1.Theory 2.optional courses 3.practice teaching 4.practical work
(NCTE, 1998)

NCFTE- Towards Preparing Professional and humane Teachers 2009

Rationale: Following factors played a major role in the development of the framework

- Need for addressing the professional education of secondary teachers to meet the estimated demands raised due to RTE 2009
- To address Changing school context due to expectations and demands placed by NCF2005 on teachers and empowering the teachers to relate to them
- Fundamental tenants of Constitution of India required consonance in teacher education and school education
- To make teacher education liberal, humanistic and responsive to the demands of inclusive education

Suggestions

- **Health education and health awareness** : NCFTE2009 emphasised in course childhood child and Adolescent Development and learning, a comprehensive, systematic, and scientific approach to health education and health awareness including, nutrition ,personal and environmental hygiene family and school health ,disease prevention and control including HIV/Aids ,mental health, prevention of accidents ,health information ,use of health services .
- **Gender issues** : Subjects related to Gender school and society are to be included
- **Self Development:** Developing the self and aspiration as teacher must be considered for healthy teacher learning process.
- **Diverse needs:** Multicultural education and teaching for diversity .
- **Sustainable development:** Equitable and Sustainable Development are considered essential.
- **Technology in learning:** Favored inclusion of ICT and e-learning .
- **Reflective Teachers:** Development of reflective teachers with positive attitude, values perspective and along with skill of craft of teaching.
- **Evaluation:** Evaluation protocol needs to be comprehensive and provide due place for the evaluation of attitudes, values, dispositions, habits and hobbies.
- Teacher education should engage teachers with curriculum, syllabi, and text books to examine them rather than taking them as given.
- **Language proficiency:** Enhancing language proficiency is vital for professional growth of needs to be enhanced.
- **Time as a critical factor in Teacher Education. It is high time that we pay heed to the specific suggestion of increasing the duration of initial teacher education.**
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Curricular areas described in the document in three categories A, B, C. All these areas include theoretical as well as practical aspect.

Curricular Area A- Foundation of Education

Curricular Area –B Curriculum and Pedagogy

Curricular Area –C School Internship: Practice of teaching constitute the hub of the multiple and varied activities comprising the total programme of teacher education. It is interconnected with theoretical study. Field work and practicum and a wide range of institutional experiences involving school students, teachers, student teachers and mentor

teacher educators. In a way, it acts both as evaluation tool for effective teacher education as well as its critical quality indicator. (NCTE, 2009)

NCTE Framework 2014

Rationale for developing the curriculum: Supreme court approved a high powered committee in the chairmanship of Justice Verma to examine issues related with improvement of teacher education and its curriculum on 27th June 2011.

The committee's main considerations were:

- RTE 2009 and its proper inclusion in regulations and content of teacher education.
- Teacher education programmes do not adequately engage in the subject knowledge .
- No new development in methods utilized in specific disciplines and appear to be same in all subjects.
- Teacher education practice due to paucity of time plan lessons virtually no reflection on content of subject matter and its organization so there is need for longer duration of a two year bachelor's degree model after graduation.
- Need of analysis of textbook, curriculum and syllabi.
- Assessment needs improvement for assessing quality dimensions such as attitude, values disposition , habit repertoire of Communication skills. (Lesson 2 (2.5.5 . 2.7)

Suggestions /concepts introduced

- **Approaches:**Teaching instructions need to be problem oriented not discipline or theory oriented Approaches utilized for teaching are :
 - case study
 - Simulation
 - Role play
 - Action research
- **Activities:** Emphasis should be on accomplishment of tasks , insights and competence and open ended activities .
- **Use of questioning skill:** Questioning to bring out their experience, Personal theories.
- **Reading:** Reading high quality literature in English and regional language.
- **Practicum tasks:**Well defined task for practicum are suggested.

- **Topics:** Some new topics to be introduced in different courses such as: Anthropology has to know diversity of childhood in different societies and cultures, Gender equality and Gender parity needs to be discussed, Identification and verbalisation of sexual abuse/violence, hidden curriculum.
- **Introduction of EPC**(enhancing professional capacities) courses (www.google.com)
 - **Teaching Approach: Teaching should not be practiced through the reductionist approach of 'microteaching' of 'isolated skills' and simulated lessons:** (NCTE, 2014)

Major Areas: A. Perspectives in Education- courses Childhood and growing up, contemporary India and Education, Learning and Teaching, Gender School and Society, Knowledge and Curriculum, Creating an Inclusive School **B. Curriculum and pedagogic studies-** Language across the Curriculum, Understanding Discipline and Subject, pedagogy of school subject, Assessment for learning, optional course **C. Engagement with the field** 16+4 Understanding the self, Reading and reflecting on text, Critical understanding of ICT, Drama and Art. (NCTE, 2014)

Core components prevailing in different teacher education frameworks

On analyzing different frameworks developed by NCTE over the period of 35 years, following aspects were found common and considered as core curriculum :

- **Connection with the community:** All frame works recommended a strong connection with community in which student teacher will serve after completing their teacher education programme, The purpose of this is to know Indian pluralistic nature and its requirements.
- **Communicative skill/language proficiency:** This aspect has been focused in all curricula.
- **Health Education/physical Education :** Since beginning it has been considered as an important curricular area.
- **Assessment and evaluation:** Comprehensive evaluation remained the focus of discussion. In the last curricula assessing quality dimensions such as attitude, values disposition, habit repertoire of Communication skills.
- **Innovative practices and research:** It has been considered seriously and suggested in almost all frameworks that modifications in methodology of teaching is very important to understand state and local needs and also to bring more connectivity.

- **Inclusive Education** : Considered important since beginning and later given the status of compulsory course.
- **Reflection:** Reflective activities on the part of student teachers through proper orientation are considered important in almost all frameworks especially 21st century one.
- **Professional competency:** Developing efficiency has remained a major concern in different frame works .Efficiency in terms of language, communication ,understanding self .However time to time one or the other factors have been added such as :Sometimes it is in the form of teaching modules ; sometimes by adding EPC courses.
- **Values** : Frameworks emphasized on Inculcating values which are good at individual level as well as social level such as non violence, truthfulness, self –discipline, self reliance, dignity of labor, etc. few also recommended to encourage student teachers not only to practice these values but, also to evolve strategies to imbibe values in students .

Conclusion:

After analyzing the content of different frameworks it is inferred that in spite of incorporating changes according to contemporary needs some components were kept constant throughout .Therefore a teacher education programme evolves by the researches done by NCTE , but by keeping some components intact as core curriculum. Changes have been highlighted, incorporated in curricular areas and also discussed in the form of suggestions from time to time in curriculum frameworks developed by NCFTE ,but being suggestive in nature these changes are not 100% implemented in curricula. However universities try to consider most of the aspects but take liberty according to their felt needs and context. As a whole we can say these frameworks show the substantial picture of contextual needs and accordingly suggest changes which is a great help for universities in developing their curricula.

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