

REVOLUTIONARY CHANGE IN TEACHER EDUCATION LEADING BY NATIONAL CURRICULUM FRAMEWORK- 2005

Samaresh Adak

M. Phil Scholar, Regional Institute of Education, Bhubaneswar-751022, India

Abstract

This age of globalization also has great impact on education. Teacher education is the brain of all educational disciplines as it delivers education to train the prospective teachers. With the advent of globalization, there is a global paradigm shift in teacher education. The main purpose of this study was to explore the role played by National Curriculum Frameworks (NCF) in bringing paradigm shift in teacher education. The quality of teacher education depends on the way the curriculum is implemented in Teacher Education Institutions. In the past year it depends on professionally sound and relevant curriculum now this concept has been changed. This, in turn, depends on the skills of the faculty and its quality and the infrastructural and instructional facilities provided in the Institutions. The NCF Act confers upon the Council to make every effort for improving the techniques and different concept related to quality teacher preparation in the country and also to ensure planned and coordinated development of teacher education. This change is illustrated in the way in which curriculum is defined and technology is used. The distinct roles of teachers and learners are becoming increasingly blurred. Constructivism theory of learning which supports humans constructs meaning from current knowledge structures. Constructivism is relatively a new paradigm which exerts major theoretical influence on the present education system. Hence, there should be revitalization of whole Teacher Education programme, which must give real thrust on constructivism. Our role as teachers is to be a “guide on the side” instead of a “sage on the stage.” The result is a student learning how to learn and discovering knowledge with the coaching guidance of a teacher. The main paradigm changes in teacher education for which NCF has really taken several initiatives are: Learning without burden’, standard based curriculum, balance in theory and practice, shift from teacher to student centered delivery system, quality assurance and shift in assessment procedures, Integrated learning, All-round development, community based learner centric approach, Group discussion, experienced based learning, Examination reforms, Constructivist approach and dignity of the individual. This paper is an attempt to make a systematic analysis of the recent steps of NCF in professional preparation of teachers and its effectiveness towards a paradigm shift in Teacher Education in our country.

Keywords: *Teacher Education, Constructivism, “Guide on the Side” Integrated Learning, NCF.*



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Introduction:

The Education Commission (1964-66) professed, “The destiny of India is now being shaped in her classrooms”. This commission was submitted a comprehensive report suggesting for establishing a uniform national structure of education covering all stages and aspects of education. It stressed on the necessity of professional preparation of teachers for qualitative improvement of education. So did the National Policy on Education 1986 emphasize: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. National Council for Teacher Education (NCTE) was set up for the maintenance of standards and improvement of the quality of teacher education in the country. “People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession”. This concern expressed in the University Education Commission (1948-49) Report is alive in its relevance even today.

The NCTE Act confers upon the Council to make every effort for improving the quality of teacher preparation in the country and also to ensure planned and coordinated development of teacher education. Constructivism is relatively a new paradigm which exerts major theoretical influence on the present education system. It is effective way of teaching and learning. Though the constructivism is a buzzword in the field of Education, our Teacher Education Programme is still very much influenced by Behaviourism. Hence, there should be revitalization of whole Teacher Education Programme and giving real thrust on constructivism. The present school education program is giving real thrust on constructivism. Hence, following are the innovations that are brought in the present school education system: i. Already framed curriculum for students prepared by teachers and experts. ii. Selection of learning objectives. iii. Choosing appropriate teaching – learning strategies. iv. Evaluation by written examination to measure student progress and for decision making. v. Examination to measure learning objectives. vi. Same examination and same answer key for all students. vii. No objective interpretation of learner's achievement. viii. Emphasis on cognitive objectives. Therefore, we have noticed that the present scenario of teaching and learning is changed due to high access of students, information, knowledge and influence of different medias, many researches in the field of learning and teaching in Neuroscience etc. Hence, a systematic analysis of the recent steps of NCTE in professional preparation of teachers and its effectiveness towards a paradigm shift in Teacher Education in our country need to be understand, keeping in view the several perspectives of the present scenario of the society. The quality of teacher

education not only depends on professionally sound and relevant curriculum, but also on the way the curriculum is implemented in Teacher Education Institutions. This, in turn, depends on the proficiency of the faculty and its quality and the infrastructural and instructional facilities provided in the Institutions. The NCTE has adopted a two way strategy to ensure quality in teacher education. The first approach involves development of curriculum guidelines through nationwide consultations and then persuading and supporting the State Governments and Universities to undertake reconstruction of their teacher education curricula. The second strategy involves development of norms and standards in respect of various teacher education programmes, assessment of activities of new institutions, offering Teacher Education Programmes as well as continuous monitoring and supervision of recognized institutions and, taking action if necessary, against the institutions found violating the prescribed Norms and Standards.

Traditions of the study:

As per directions of Human Resource Development minister NCERT took up the assignment of reviewing the National Curriculum Framework for school education in the light of the report Learning without Burden (1993). A National steering committee under the chairmanship of Professor Shri Yash Pal formed 21 National Focus Groups. Members of the group representatives of institutions of advanced learning, NCERT's own faculty, school teachers and non-governmental organizations.

NCF -2005 begins with a quotation from Tagore's essay Civilization and progress in which the poet reminds us that a 'creative spirit' and 'generous joy' are key in childhood, both of which can be distorted by an unthinking adult world. Seeking guidance from the constitutional vision of India as a secular pluralistic society, founded on the values of social justice and equality, certain broad aims of education have been identified in this document NCF-2005. This include independence of thought and action , sensitively to others well-being feelings, learning to respond to new situations in a flexible and creative manner , predisposition towards participation in democratic process , and the ability to work towards and contribute to economic processes and social change. For teaching to serve as a means of strengthening our democratic way of life , it must respond to the presence of first generation school goers, whose retention is imperative owing to the constitutional amendment that has made elementary education a fundamental right of every child. The fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality. To correct this distortion, present NCF propose five guiding principles for curriculum development: 1.Connecting knowledge to life outside

the school, 2. Ensuring that learning shifts away from rote method, 3. Enriching the curriculum so that it goes beyond textbook 4. Making examinations more flexible and integrating them with classroom life. 5. Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

A huge constructive changes and developments have taken place in the national and international arena in social, economic, cultural, scientific and technological spheres as well as in information and communication technology sectors during these years. These developments have affected education, as well as teacher education necessitating review and reform of Indian teacher education programmes.

Aims of teacher education:

Resources (e.g. available time, high quality teaching materials, equipment, facilities, expert and technical support, new teaching methods, etc) often become a critical factor in accomplishing the assigned tasks and meeting diverse goals and expectations. Therefore, teachers are deemed effective if they can maximize the use of allocated resources in their work processes and procure the needed support to overcome difficulties and accomplish different tasks even with diverse and competing goals. Therefore, teacher education aims at helping teachers: i. to understand the nature and importance of resource input to working and teaching processes and achieving planned tasks and education outcomes, ii. to have the professional competence to procure and manage scarce resources and maximize their use for teaching and school work; and iii. to have social power and skills to win the support and resources from colleagues, parents or the community for their work.

Internal Effectiveness of Teachers- A Real Demand of the Present Society:

Assuming goals and objectives of education are clear and consensus to all, the first wave of school reforms and initiatives since the 1970s focuses mainly on internal effectiveness, with efforts made to improve internal performance particularly the methods and processes of teaching and learning in educational institutions. Many changes are government-directed and top down, with the aim to improve school arrangements and education practices, thus enhancing their effectiveness in achieving the goals and objectives planned at either the site level or the system level. Improvement of teacher and student performance up to identified standards obviously had been a popular and important target for educational reform. Following the emphasis on internal school effectiveness, the discussion of teacher education in the first wave focuses heavily on preparing teachers to ensure their effectiveness for internal school processes particularly

teaching and learning. In this line of thinking, ensuring teacher effectiveness mainly refers to the teacher's achievement of planned education goals particularly in terms of students' education outcomes. The higher achievement in planned education goals implies the higher teacher effectiveness³⁻⁴. Therefore, efforts of teacher education often focuses on developing or improving teachers' competence and performance to achieve the planned school goals often in terms of students' learning performances and other school outcomes.

The Framework provides the framework for making syllabii, textbooks and teaching practices within the school education programmes in India. The NCF 2005 document draws its policy basis from earlier government reports on education as Learning Without Burden and National Policy of Education 1986-1992 and focus group discussion. After wide ranging deliberations 21 National Focus Group Position Papers have been developed under the aegis of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005. The document and its offshoot textbooks have come under different forms of reviews in the press.

The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness. Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating these aspects. The above observations provide distinct pointers for addressing issues on the different aspects of teacher education curriculum reform.

Approach of NCF towards new paradigm of teacher education:

NCF used for developing and transacting curriculum, developing text books and design instructional strategies applied in schools so what it is the role of a teacher in classroom. There are five guiding principles. Firstly, connecting knowledge to life outside the schools. It is the wide scope utilization of personal experiences of day to day life should be applied in the classroom environment. Reflecting lack of opportunities to share personal experiences in the previous NCF documents, NCF-2005 document strongly recommends the curriculum must enable children to find their voices, nurture their curiosity to ask questions and pursue investigations sharing and integrating with school knowledge rather than their ability to introduce the external knowledge so we have to utilize the experiences of learners in classroom activities. Secondly, To ensuring the shift away from rote method when we utilize the experiences of learners the learning is more experiential in the child centered rather than based on rote memorization. This focused on reflection and critical thinking. Thirdly, Enriching curriculum to provide all-round development rather than text book centric so we can see the third principle flow from the 1st two principles to the third principles. When all

round Development is focused then examination is not only present situation, focuses making examination more flexible and integrated to the classroom environment. It also focuses on CCE evaluation system. Flexible examination system means all the experiences should be integrated in the classroom environment. We have to continuously and comprehensively evaluated the performance of the students so the term end examination has been low priority, I will no say it is rejected but it has not been given so much of prominence in the traditional system rather continuously the programme of the child been evaluated by the teacher . Right to education 200 also requires. Yes it has said children progress should be continuously evaluated or assessed throughout the session not on the end of the session.

Nurturing and overriding identity in front by caring concerned within democratic policy of the country. That means that education should aimed to signed in our constitution. That is the equality, social justice, social freedom, concerned from other valuing secularism and respect for human dignity etc. It strong fills the students must be marked by values equality , social justice respect for diversity, as well as dignity of children that is mentioned in page no-81 NCF-2005 document.

Peoples are conscious about their rights and duties, consciousness of the sociocultural issues and therefore have to be built up through the teaching learning process. I think teacher has to allow children to bringing their perspectives, their view on the socio cultural realities and therefore knowledge will be multiple representations and I think it is especially true who marginalized sections are. There is significant pedagogical shift in NCF-2005, because it focuses on the day to day experiences of children. It has focused on child centered pedagogy anything learn from experience that should be integrated in there day to day classroom teaching learning process , reflection on key to experiences and key to learning. So the whole pedagogical shift is towards exploration, questioning, debate, application of knowledge and it is situated in the social context of children at this point we are explained the concept of swimming from a privileged family could use swimming from a privileged in rural area they use pond , so the experiences should be integrated in that case. Pedagogical shift help to construct the knowledge. It focused on the need adapting critical pedagogy giving children opportunity to critically evaluate, review and develop their own concepts. Children mind is not empty vessels to be field be the knowledge by teachers rather shift visualize that children are already learners, they already known so many things. Constructivism is theory of learning such as the traditional behaviorist theories we have seen the traditional learning theories see that children are just focused on stimulus and response but the whole concepts of learning according to constructivist approach it visualizes that learner construct their own

understanding. We have just discussed that experience of children plays a major role in their understanding of various things and new learning depends on the current understanding what we understand currently and the bases of any new learning integrate with present understanding. Learning is situated in the social context because the social context plays a very important role in learning so all learning, learning is not a vacuum integrated with social context whatever the role of society, role of community and role of social knowledge plays very important role in learning. Role of teacher has changes from teacher has imparted of knowledge to facilitator of knowledge i.e. facilitate learners the condition where learning will be fruitful. Learner is now intrinsically motivated, self-motivated until and unless the learners are mentally ready to accept the knowledge, he or she may not be able to understand things o intrinsic motivation self motivation is very much important. Teacher has to facilitate the condition that will learn with self-motivation. Another shift is that learning is not a linear process in the traditional approach learning but according to constructivism learning is cyclic process. We move back and forth, in a cyclic process whole learning takes place so the concept of evaluation process is also changes. As the learning is the cyclic process assessment is continuous and according to needs we have to change the evaluation strategies accordingly. Learning teaching teacher the everything the concepts change everywhere learning is now child centered experiential process. So learner is no longer to the passive recipient of the information, teacher would be passing on to him or her. According to John Dewey in the beginning to last century in his books he described that children would learn in their family various kinds of activity like realizes the societies position, looking to agricultural needs, walking in the kitchen, walking in family garden and walking in the community that all these activities the child would learn. What changes in such perspectives the role of teacher, though they facilitator and their role as important as in the traditional perspectives, actually here focused the practical side of the NCF-2005, so here constructivist approach has been promoted. Constructivist teacher cannot be by just following teaching method realize heavily and broken the content into smaller components of observable and achievable behaviors which are measurable immediately after the instruction instead the constructivist teacher assumes the every learner is unique so individuality of the learner has to be taken care of to provides for major shifts from all learner learning the same things to different learner learning the different things because the perceptions of the learner , the experiences of the learners are different ,they come from different backgrounds so we cannot presume that all learner will learn in a similar fassion so please specified content and objectives are not congruent with constructivist approach. At the primary level children must

be encourage to speak what is there in mind , they should be encourage to express their views rather than focusing the grammatical errors of the children NCF-2005 very specifically says that and here teacher should motivate students for that and participate all classroom activities. Teacher have to prepare the lesson for inclusive classroom where diversity is there , diversity in terms of gender, in terms of linguistic ability , socio cultural, religious background of the children for all children the teacher has to provide the opportunity to reflect ,analyze and interpret the knowledge which is being provided in the classroom situation . This can be done through giving them more freedom to actively engaging them in activities and participate according to their abilities, they can share their experiences to each other. The guiding principles of constructivism teacher use classroom are facing problems emergent relevant to the students. Both of Dewey and Mahatma Gandhi had emphasized activity based learning that activity in the teaching as well as learning.

In elementary education two to three courses are designed around key concepts and research from Psychology, Philosophy, Sociology, Child Psychology, Social Anthropology, Child rearing Practices, Process of Physical, Mental, Emotional, Aesthetic, Language, Social and Moral Development, Habit formation, Self-expression, Neuromuscular coordination, Health and Hygiene, Art of observation and Nature study are persuaded in the curriculum frameworks. The gradual transaction of the teaching and learning processes from concrete operational stage of development to abstract reasoning process and change over of teaching-learning strategies from one stage to another are stressed on. Depending on this, NCF has also taken several initiatives in bringing change in the curriculum frameworks⁵.

The curriculum of the teacher education at the vocational stream may comprise Indian culture, contemporary Indian society, economic problems and development, occupational and educational psychology, marketing and salesmanship, survey of market demand and advertisement, exhibition of products, managing financial resources and machinery, fixation of price, accountancy, history, states, problems and issues in vocational education, management and organizational problems of vocations. The theoretical component in the curriculum of Physical Education may include Indian heritage and emerging Indian society, foundations of physical education, its status, problems and issues, yogic exercises, regional games and sports, psychology of physical education, anatomy, physiology and sports medicine, rules of games and sports, science of training and coaching, education of athletes and developing training competencies and evaluation techniques for physical education. The most critical aspect of the proposed teacher education

curriculum is its transaction. Teaching is a profession and teacher education a process of professional preparation of teachers with organized body of knowledge, a reasonable duration of formal and rigorous professional training blended with practical experience in the field and a code of professional ethics that binds its members into a fraternity. Instead of a general curriculum, stage specific and subject oriented curriculum of teacher education need to be developed. The quality and standard of the curriculum of teacher education must be enriched in the light of global experiences incorporating the findings of researches in different disciplines having implications for teacher education. NCF stresses on shifting from teacher centric stable design to learner centric flexible process of teaching. This shift not only discards teacher-centricism in education but accepts learner-centricism which were psychological for the all round development of the learners. The learner's centricism also accepts differences and variations among the learners in respect of the interest, intelligence, aptitude etc. Shifting from teacher's direction and decision to learner's autonomy was given importance by NCTE. 'Learner's autonomy and initiative should be given a priority regarding taking decision. This may help them to develop self-effort in solving problems as well as improve their ability to think properly. So in lieu of teacher's direction and decision let the learner allow to face problems and to find out solutions. The role of the teacher would be a helper and a guide. Learner's autonomy involves learners being aware of their own ways of learning, so as to utilize their powers and to take initiative for making up their weaknesses. The concept of learner autonomy fits with the overall paradigm shift because it emphasizes the role of the learner rather than the role of the teacher. It encourages students to develop their own purposes for learning and to see learning as a lifelong process⁶. Initiatives were taken by NCTE to bring in Shift from teacher guidance and monitoring to the open area of facilitation support and encouragement of the learner. In this paradigm the role of the teacher is as a facilitator, supporter who encourages the learner in learning also.

Conclusion:

Teacher education programmes at all stages should provide opportunities to the would be teachers for understanding the self and others, developing the ability of self analysis and self evaluation and understanding and developing oneself as a professional. The teacher education is teacher training mingled with the theoretical framework and philosophical foundation in a field of education. A sustained contact through internship would help teachers to choose, design, organize and conduct meaningful classroom activities. Teacher education curricula have to integrate and blend them into a composite whole.

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